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“Around the World Project” at the Maryland Institute College of Art: Making International Education Week a Year-long Program

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RUNNING HEAD: Internationalization at MICA

“AROUND THE WORLD PROJECT” AT THE MARYLAND INSTITUTE COLLEGE OF
ART: MAKING INTERNATIONAL EDUCATION WEEK A YEAR-LONG PROGRAM

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PIM 70

A Capstone Paper submitted in partial fulfillment of the requirements for a Masters of Arts in
International Education at SIT Graduate Institute in Brattleboro, Vermont, USA.

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ABSTRACT

The Maryland Institute College of Art (MICA) in Baltimore is an art college dedicated to the advancement and improvement of artists as well-rounded individuals. As an internationally recognized art institute, the MICA mission statement advocates facilitating a “global perspective” for its community members. This program proposal is designed to uphold this mission statement and make MICA the national leader in internationalization at art schools.

For the 2012-2013 academic year, this capstone proposes the Around the World Project at MICA, which is a year-round international activity structure that promotes campus-wide internationalization, international education, and intercultural communication at MICA. This project is designed to streamline all internationally focused activities into one cohesive program, present intercultural activities for MICA community members, and offer support to departments with existing international events. This proposal is based on the feedback from participant and presenter evaluations of the International Education Week (IE Week) 2012 program for the MICA community. Activities that will be integrated in the programming include miniature language classes, open academic classes, study abroad panels and presentations, open studios, and other presentations as proposed by members of the MICA and Baltimore communities.

The activity structure proposed in the Around the World Project can be used as a model for internationally themed activities, especially at other art colleges. By following the structure provided in this capstone, key stakeholders are included to increase grassroots support of faculty, staff, and students. The Around the World Project is designed to be used in conjunction with an existing institutional internationalization plan. The proposed activities will increase the visibility of international opportunities on campuses and inform stakeholders of the internationalization processes that will affect policies. Ultimately, the cooperation of the two plans will result in truly globalized institutions.

INTRODUCTION

This capstone proposes a year-long, inclusive, on-campus international education-themed activity program for the Maryland Institute College of Art (MICA) in Baltimore, Maryland. Currently, a committee comprised of representatives from five MICA departments coordinates an annual International Education Week (IE Week) that occurs once during an academic year. IE Week is a national initiative, sponsored by the U.S. Departments of State and Education, that promotes activities and programs that facilitate intercultural communication, exchange, and understanding throughout the United States and the world. MICA has sponsored IE Week events on-campus for the past few years; however, no plan exists or has been proposed to coordinate on-campus intercultural activities throughout the entire academic year. This capstone will propose a framework for the year-long program to recruit committee members, implement a marketing plan for each activity and the program as a whole, design and vet activities, and evaluate the program based on the goals and objectives outlined in this paper.

The activities in this model are based on the IE Week at MICA in March 2012 that I planned and executed. IE Week 2012 presented workshops and academically-focused classes for the MICA community; prior to this year, IE Week consisted of “international film screenings, food parties, and other activities geared to students without any academic focus” (anonymous, personal communication, February 13, 2012). This thematic change garnered the attention and positive responses of faculty, other departments, and the president of the college. Because of this positive feedback, this proposal will continue to suggest academically-focused intercultural activities in the form of classes and workshops that are open to all MICA community members.

In order to keep improving the existing international activity structure and eventually embedding it into the entire MICA calendar, this capstone suggests the “Around the World Project.” This is a program for the 2012-2013 academic year that encompasses the current

successes of the IE Week 2012 structure, increases participation across the entire MICA community, and incorporates the international activities of all departments and student clubs into its schedule. Ultimately, the Around the World Project hopes to enhance the “global perspective” of the entire MICA community.

BACKGROUND INFORMATION

MICA is a leading college of art education in the United States, dedicated to the delivery of art-centered degree programs. Starting with a universal freshman Foundation program designed to provide the students with “traditional drawing courses...[as well as] visual thinking and electronic media and culture [courses]” (Berrett, 2011), students have the opportunity to develop their individual styles as burgeoning art professionals. The curriculum following the Foundation program “integrates writing, liberal arts coursework, and intensive studio practice, so that students become literate and knowledgeable of... their place[s] as artists and designers in creating and shaping culture” (Maryland Institute College of Art, 2005). By the completion of their studies at MICA, the mission states that students are expected to “work independently in their chosen medium, to collaborate with others, to communicate with others, and to have a global perspective” (Maryland Institute College of Art, 2005). This global perspective of the students is honed in their participation in the internationalization efforts of the campus. Currently, MICA’s efforts at internationalizing the campus include strong study abroad opportunities and liaisons, an increasing number of international students, an international living opportunity on-campus, language learning opportunities outside of the MICA curriculum, and intercultural and internationally focused on-campus programming.

The education abroad opportunities aim to provide the participants with the chance to develop their global perspectives. As Theresa Bedoya, the Vice President of Admissions and

Financial Aid, said in a communication release, “the different viewpoints that study abroad offers” allow the participants to “experience a genuine exploration of the culture.” Petra Visscher, Director of International Affairs, elaborated on the benefits of studying abroad specifically for the art students at MICA:

If a student from MICA goes to another country to study, they're not just going to look at art - they're going to work collaboratively with artists and designers who live there. And when they leave MICA, they're going to be better artists and designers because of that.

(MICA Communications, 2011)

MICA’s education abroad opportunities include semester-long direct exchange and affiliated programs with third-party providers, organized by the International Affairs Office, and summer intensive programs, run by the School for Professional and Continuing Studies. Currently, MICA has 50 semester-long for-credit programs in 35 different countries that are open to undergraduate students at MICA. The International Affairs Office is in the process of creating more affiliated programs in areas of interest to students including future programs in South America and in Europe (anonymous, personal communication, January 20, 2012). In addition to international semester programs, MICA students have the opportunity to study at a domestic art school for a semester, as MICA is a member of the Association of Independent Colleges of Art and Design (AICAD). AICAD is a consortium of art schools in the United States and Canada that provides support and activities for the member schools. One such activity is “overseeing student exchanges and mobility among the member schools and international affiliates” (Association of Independent Colleges of Art and Design, n.d.). There are 29 current AICAD member institutions at which MICA students can study for a semester and receive credit (MICA International Affairs Office, 2012b).

The summer travel intensive programs are open to MICA undergraduate students, graduate students, teachers, and “life-long learners at least 18 years of age who have completed at least one year of college study” (Maryland Institute College of Art, 2012c). The ten current program offerings span eight countries and include one domestic intensive program in New York, open only to MICA students and students from AICAD partner schools. MICA faculty members accompanying the summer trips facilitate courses in which students earn MICA academic credit.

Student participation in summer and semester-long education programs has increased slightly over the past two academic years, as illustrated in Appendix A. The four percent increase in semester-long study abroad participation is lower than the comprehensive numbers provided by the Institute of International Education in their 2011 Open Doors report, in which “students majoring in fine or applied arts had an 18.2 percent increase in participation in study abroad programs over the past two academic years.” This percentage “accounts for all durations of study abroad and does not specify individual majors within the fine arts field” (Chow & Bhandari, 2011). In addition to this increase of students studying away from MICA, the campus community has recently experienced an influx of international and exchange students, as shown in Appendix B. Of the international students at MICA, the largest number of students from a single country in each of the past three academic years has come from South Korea. However, the largest increase in in-bound students in the same time period has been students from China. This increase occurred without MICA “doing anything in terms of recruiting.” As a response to this increase, MICA sent an admissions counselor to China for the first time in the spring of 2011 to “reach out and make a real connection” to the potential students (Walker, 2011). Theresa Bedoya maintains that the growth in international students studying at MICA provides unique

opportunities for students “to use art and design as a vehicle for meaningful cultural encounters.” In addition, she continues, “for artists and designers to be relevant in the 21st century's global society, an international perspective is a must” (MICA Communications, 2011).

The amount of on-campus support and programming for international students has increased with the number of students. The International Affairs Office added, in January 2012, the position International Student Coordinator. This coordinator specifically advises international students, both semester exchange and degree-seeking students, on all F-1 immigration policies and procedures. This coordinator has developed “workshops and educational programs throughout the year for international students, covering important immigration, educational, and practical topics” (MICA International Affairs Office, 2012a). In the event that international students require intercultural counseling, they are encouraged to contact the International Affairs Office, Student Affairs, or the Counseling Center. In addition to this support, the International Club of MICA as well as the Chinese Student Club will kick-off in the fall semester of 2012. These clubs have faculty and staff support and will provide international students with an inclusive environment in which to discuss international and intercultural topics with other internationally-focused students.

Another opportunity for MICA students to interact with other globally-minded students within the campus community is by joining the Meyerhoff International Living Experience (MILE) program. This housing program requires students to plan and participate in cross-cultural activities for the entire campus, including the design and implementation of the current IE Week. The activities, rather than the dates, of IE Week at MICA follow the ideas behind the national IE Week in November, which is “an opportunity to celebrate the benefits of international education and exchange worldwide” and it “aims to promote international

understanding and build support for international educational exchange by encouraging the development of [globally-centered] programs” (International Education Week, 2011b). The MILE program aligns with the mission of the IE Week in that it aims to “enhance the residential life experience for both domestic and international students and promote MICA's goal of ‘broadening our students' global perspective.’” As the program continues to develop, the MILE community “will [continue to] celebrate MICA's growing diversity and recognize the rich cultures of [MICA] students” (Maryland Institute College of Art, 2011b).

While MICA does not have a department specifically dedicated to foreign language learning, there are a number of language-learning opportunities available to the MICA community. MICA offers a summer Intensive English Program (IEP), English as a Second Language (ESL) classes for MICA students, a German class, Rosetta Stone online classroom seats, and the opportunity for students to cross-register in language classes at colleges in the Baltimore area. The IEP is geared towards learners interested in improving their English language skills and conditionally admitted students with Test of English as a Foreign Language (TOEFL) scores that are slightly below the minimum TOEFL score required for admission to MICA (Maryland Institute College of Art, 2012b). The ESL classes during the academic semesters are offered to MICA undergraduate and graduate students to “support [their] specific cultural and linguistic needs.” The curriculum is geared towards “developing non-native English speakers’ command of oral and written language, while broadening their knowledge of American culture, academic discourse, and artistic terminology” (Maryland Institute College of Art, 2011a). This curriculum, in conjunction with the writing help provided by the Writing Studio, provides international students with the opportunity to bolster their command of written and oral language skills.

In addition to the English language opportunities available on the MICA campus, MICA provides students, faculty, and staff with German Classes provided by the Goethe Institut at a reduced rate. By the end of the course, students are able to “understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type” (Goethe Institut, 2012). Currently, there is no opportunity for students to take a higher level German class at the MICA campus. Members of the MICA community are also able to access the limited number of seats of the online Rosetta Stone Classroom provided by the International Affairs Office in conjunction with other departments. Learners can access one of the 25 available languages at a time; however, the popularity and interest in accessing the program has resulted in a 60-person waiting list for over three months (P. Visscher, personal communication, February 9, 2012). Another opportunity for MICA students to learn other languages, as a part of their MICA tuition, is to cross-register in language classes at the University of Maryland – Baltimore County, Towson University, or Johns Hopkins University (Maryland Institute College of Art, 2012a).

Another facet of MICA internationalization activities is the availability of international and intercultural activities, workshops, and events on-campus that are designed for the entire MICA community. The International Affairs Office, the Department of Professional and Continuing Studies, the Department of Diversity and Intercultural Development, the Office of Community Engagement, the Community Arts Partnership, the Career Center, Student Activities, Residence Life, and the Department of Exhibitions each have developed activities or events with international and intercultural themes. On-campus programs for the 2011-2012 academic year included film nights, international speakers, international artist talks, “cultural coffeehouses,” study abroad exhibitions, themed festivals, international exhibitions, cross-

cultural trainings, and increased support for intercultural student organizations. One international-themed event, MICA's IE Week 2012, involved a partnership between seven of the aforementioned departments as well as with MICA faculty and students. It is this program that serves as the basis for the proposal of MICA's Around the World Project.

CONTEXT OF PROGRAM

The Around the World Project proposal for an international year stems from MICA's IE Week 2012. In August 2011, the International Affairs Office assumed the responsibility of heading the IE Week 2012 planning committee and, to allow for more time to plan a better, more coherent set of activities, moved the annual IE Week program to the end of March 2012. Previously, the Student Activities Office led the planning of the IE Week and held it each November at the same time as the national IE Week. IE Week 2012 had an academic focus and proposed activities such as "Mini Language Classes," or half-hour long language classes, "Open Classes," which were academic classes that were open to visitors, intercultural workshops, discussions, study abroad and international exchange panels and presentations. There was also a kick-off event, a trivia night, and a multicultural dance party in the 2012 program.

IE Week 2012 provided activities that were sponsored, co-sponsored, or organized by the different departments represented on the committee. This was a crucial aspect of IE Week 2012, as a variety of college departments, individuals, and perspectives joined the conversation about international activities for the MICA community. In addition, each member of the committee agreed to and was dedicated to implementing activities that involved deep culture awareness in addition to the surface culture activities that had previously been implemented for IE Week. Based on this success, the mission of the Around the World Project at MICA is to strengthen the relationships already built between the IE Week 2012 committee members as well as develop

ties with and between other international stakeholders of the MICA community in the development of Around the World Project activities. Over the course of the 2012-2013 academic year, the planning process for the Around the World Project will include the involvement of more internationally themed student clubs, students, faculty, and staff departments. Because of the increased collaboration between key MICA community members, redesigning the current IE Week structure into a year-long event adds a more tangible internationalization aspect to the campus program.

NEEDS ASSESSMENT

The needs assessment for the Around the World Project includes a combination of observations of the MICA community throughout the academic year as well as prior to, during and following IE Week 2012, personal communications, and the analysis of the online survey completed by participants and activity leaders of IE Week 2012 (see Appendices C and D). These results were shared with the IE Week 2012 planning committee to reflect the positive response of the MICA community to IE Week 2012 and the overwhelming desire to see more international activities integrated into the MICA calendar in the following academic year.

As burgeoning artists, MICA students have demanding, unpredictable schedules. In addition to attending classes that are between three and six hours long, MICA students spend evenings, spare time, and a number of weekends in their studios creating pieces for homework. Based on these irregular schedules, the activities for IE Week 2012 were scheduled for evenings, mealtimes, and during regular break times during the day. Despite this attention to scheduling, the hope and expectation of students to participate in the daily programs was unrealistic. Some students expressed their disappointment of not being able to attend certain activities because

“there were too many to choose from in too little time” (anonymous, personal communication, January 20, 2012). Two students addressed this issue in their evaluation responses:

- I signed up for many events but didn't find enough time to attend everything I signed up for. My class schedule and these events overlapped.
- My school schedule clashed with the times offered. Otherwise, I would've loved to join! Homework got in the way as well. (Appendix C).

Additionally, MICA faculty and staff members have demanding and varied schedules similar to the students' schedules. Many have expressed interest in participating in internationally themed events or promoting international education but were unable to do so due to time constraints and scheduling conflicts. The Around the World Project, being designed as a continuous activity program, spreads out international and intercultural activities throughout the academic year, thus allowing for more community participation in events.

MICA students have also expressed interest in participating in internationally-focused activities on-campus. Over the course of the 2011-2012 academic year, multiple international students approached the International Affairs Office staff asking if there were any opportunities for community engagement with other international or domestic students interested in international topics (anonymous, personal communication, October 7, 2011). The rationale for community engagement by these students was the fact that the majority of their friends were from their home countries; the students wanted to “be forced to use English and interact with American students” (anonymous, personal communication, January 20, 2012). These students were encouraged to participate in IE Week 2012 activities or planning; however, participating for one week does not support the needs for these international students. By providing activities in which international students can share their experiences or perspectives, the students will have

the continuous interaction and support of the Around the World Project committee as well as more structured opportunities to interact with other members of the MICA community. The activity that benefited international student presenters most during IE Week 2012 was the opportunity to lead a miniature language class. One international student presenter said “this class gave me so much more confidence” (anonymous, personal communication, March 30, 2012); another said “I can’t believe that the students wanted to learn about my culture... I can’t wait to teach another mini class next year (anonymous, personal communication, March 30, 2012). These relationships will be continued next year and other relationships will be forged to engage the international student community, especially in the language classes.

Following their study abroad experiences, returned study abroad students expressed their excitement about participating in the study abroad panel for IE Week 2012 (anonymous, personal communication, February 21, 2012). Some students were interested in participating on the study abroad panel in order to share their experiences; others were required to complete an on-campus activity that promoted international education as a follow-on project for the Gilman scholarships they received to study abroad. The participants on the panel succinctly and reflectively shared their individual experiences with careful analysis and encouraged the attendees to contact them with further questions. One participant on the panel, as evidenced in the student’s response to the online survey, stated that

It was fun to listen to other people's experiences abroad. A lot of times when you get back your friends don't really want to talk about it, so its [sic] nice to be around people who've had similar experiences (Appendix C).

With the Around the World Project, returned study abroad students will continue to have the opportunity to participate in the study abroad panels; additionally, workshops will be promoted

specifically to the returned study abroad students in order to allow them to further process their experiences, share their experiences with others, include their study abroad background in their career searches, and develop relationships with other internationally-focused students, faculty, and staff members.

Regardless of the previous international or intercultural experiences of MICA community members, all students, faculty, and staff will be encouraged to participate in the Around the World Project's activities. Johnson, Rinehart and Van Cleve (2005) acknowledge the different interests and needs of participants in international activities:

Because students are at various stages of intellectual, intercultural, and academic development, a campus needs to have programs that are interculturally challenging, as well as programs that provide more support for those who require it. (p. 345)

The increasing interest in sharing international experiences and perspectives by international and returned study abroad students requires the MICA community to establish a continuous program that allows participants to reflect on their own intercultural experiences as well as the experiences of others. This is integral to building the "global perspective" of the community. The Around the World Project will incorporate a variety of activities into the academic calendar that range from surface culture activities to more in-depth, academically challenging deep culture workshops, thus addressing the intercultural needs and interests of different members of the MICA community.

In addition to addressing the needs of participants with varying degrees of international experiences, the void in language learning opportunities for the entire MICA community must be addressed. As previously stated, the MICA campus does not have a language department; however, there is a constant interest from the faculty, staff, and students in learning other

languages. As evidenced in the evaluation responses in Appendices C and D, participants and presenters believe that language classes must be included in international activities in the coming year, with 38 of the 47 survey respondents requesting their inclusion in the following year. Additionally, in the participant narrative responses to the areas for improvement for existing activities, 18 of the 39 respondents asked for the language classes to be longer or held more frequently. The Around the World Project must and will include foreign language components in order to address this interest. Hour-long language classes will be offered to the MICA community in the same way that the language classes were offered during IE Week 2012; however, over the course of the academic year, more participants will be able to join the classes.

Finally, as this paper will discuss in the following section, the critics of internationalization plans have mentioned that many internationalization plans for campuses seem to be “rather fragmented and uncoordinated approach[es] to internationalization” (Qiang, 2003). A key aspect of the Around the World Project is to achieve a unified, campus-wide internationalization initiative by involving on-campus departments, faculty members, and students in the planning and implementation of the Around the World Project activities. By incorporating international activities from at least 50 percent of the MICA departments or student clubs, participation numbers will increase at the Around the World Project activities and the activities will seamlessly be integrated into the MICA community and academic calendar.

GOALS AND OBJECTIVES

PROGRAM GOALS AND OBJECTIVES

Goals

To engage MICA faculty, staff and student participants in a cohesive set of intercultural activities over the course of the 2012-2013 academic year in conjunction with other departments,

faculty, and clubs on campus. These activities will promote MICA's internationalization plan, intercultural communication, international education programs, and the MICA mission of a "global perspective."

Objectives

- Involve at least 50 percent of the MICA departments in the planning, implementation, and reflections of Around the World Project activities
- Propose and promote the program to all student clubs, the Staff Enrichment Council, and to faculty committees to increase involvement
- Center each semester's activities around a common theme, while involving regular activities each semester to create a continuity of activities throughout the project

PARTICIPANT GOALS AND OBJECTIVES

Goals

By the end of the inaugural Around the World Project, regular participants will be able to identify the different international and education abroad opportunities on campus, resources for intercultural communication, and be cognizant of another culture's artistic perspective.

Objectives

- Provide education abroad activities co-sponsored by the Office Professional and Continuing Studies and International Affairs Office that address common questions and misconceptions about education abroad
- Offer intercultural communication workshops available for students, staff, and faculty that include processing activities
- Establish international and intercultural themed exhibitions open to the public

- Open a variety of existing classes centered around another culture's perspective to the MICA community

LITERATURE REVIEW

For the purpose of this paper and project proposal, definitions and reflections of internationalization, global perspective, and global campus or university are necessary to situate the proposed Around the World Project activities to the scope and framework of the college.

INTERNATIONALIZATION

Traditionally, the phrase “international education” defines study abroad and exchange opportunities as well as international academic agreements and development projects for universities (Knight, 2008, p. 3). However, in the 1980s and 1990s, the term “internationalization” developed as the preferred term in the United States to describe international education and intercultural activities at college campuses, as well as the increasing importance of language studies, international networks, institutional agreements, academic mobility, and area studies (p. 3). Each campus community defines internationalization as it relates to that specific campus; however, broadly defined, the view in the United States regarding internationalization on college campuses means “including an international, intercultural, and/or global dimension in the curriculum and teaching learning process” (p. 1). This definition does not reflect the process towards internationalizing campuses; other definitions present internationalization as an on-going development. Osfield (2008) argues that internationalization is “the process by which a university changes the infrastructure or the campus ecology to keep up with the changing demand for more direct links to higher education outside their own country of origin” (p. 3). Osfield’s definition reinforces internationalization as an on-going process that involves the inclusion of the entire campus community and all of the stakeholders within the

university, but it also illustrates the external influences on internationalization rationales.

However, Huznik further refines Osfield's and Knight's definitions of internationalization to include the:

commitment and action to integrate international, global, and comparative content and perspective throughout the teaching, research, and service of higher education to achieve core learning and discovery outcomes (2012).

This definition situates internationalization as a means towards the goals of "core learning and discovery outcomes," which can be personalized by individual institutions. Huznik's definition best exemplifies the internationalization process currently underway at MICA.

A term frequently used in conjunction with internationalization is globalization. Some use these words interchangeably; however, Knight (2008) clarifies the differences in their definitions. She argues that, while internationalization emphasizes the relations between and among nations, globalization implies stronger political, economic and social relations (p. 5). She furthers this definition of globalization to include "the flow of people, culture, ideas, values, knowledge, technology, and economy across borders resulting in a more interconnected and interdependent world" (p. 4). To de Wit, as quoted by Edwards, Hoffa, and Kanach, internationalization in higher education is the beginning of a process towards cultural understanding in that it "assumes national entities and begins with difference." On the other hand, globalization is the end of an equalizing process, especially "when it appears in the field of education, [globalization] has a homogenizing tendency and ignores borders" (p. 11). Although the two words have discrete definitions, they are intrinsically related. Edwards, Hoffa, and Kanach (2005) and Qiang (2003) quote Knight's 2002 description of the relationship between internationalization and globalization as the former being the response of a country "to the

impact of globalization yet, at the same time, respect[ing] the individuality of the nation” (Edwards, Hoffa, & Kanach, 2005, p. 11); (Qiang, 2003, p. 249).

The rationales for internationalizing college campuses in the United States are primarily derived from the increasing globalization of today’s world and impact all stakeholders involved, especially the students, the campus communities, and the federal government. Qiang (2003) quotes Aigner et al in asserting that there are three primary rationales for internationalization at the higher education level: “interest in international security, maintenance of economic competitiveness, and fostering human understanding across nations” (p. 251). Osfield (2008) quotes NAFSA’s undated report of the importance of internationalizing education for citizens of the United States in saying that students who “study abroad, participate in scholarly exchange programs, or study foreign areas and languages are far better prepared for the demands of the 21st century” (p. 3). This statement aligns with the rationales presented by Qiang in that students who participate in internationalization programs will exhibit skills that will enable them to establish successful economic, social, and political relationships across national boundaries in the future. Deardroff (2009) presents a similar perspective from the Committee on Economic Development:

The educated American of the twenty-first century will need to be conversant with at least one language in addition to his or her native language, and knowledgeable about other countries, other cultures, and the international dimensions of issues critical to the lives of all Americans (p. 346).

Internationalization of higher education, specifically the aspects of fostering knowledge of other countries and human understanding across nations, is also used as a tactic to combat the aforementioned homogenizing effect of globalization. According to Qiang (2003), the social

rationale concentrates on the “role and place of a country’s own culture and language and on the importance of understanding foreign languages and culture.” This awareness of the diversity of cultures and ethnicities directly affects the intercultural communication, relations, and understanding skills of students, faculty, and staff in higher education (pp. 253-254). The combination of intercultural competencies in the interest of national security was the topic of an eventual national policy on international education that has yet to be implemented. Edwards, Hoffa, and Kanach (2005) outline the rationales in Clinton’s 2000 executive memorandum regarding higher education internationalization that included the need for U.S. citizens to “develop international awareness and cross-cultural understanding in order to provide effective leadership, economic competitiveness, and national security for the next century” (p. 12). In order to adhere to these rationales, higher education institutions take different approaches towards the implementation of internationalization plans.

Approaches to internationalization vary between higher education institutions as a result of different priorities, cultures, politics, goals, resources, and campus communities (Knight, 2008, p. 31). Qiang (2003) defines these approaches as “the stances adopted by persons in leadership positions [in higher education] towards the promotion and implementation of programs aimed at internationalization.” Qiang then argues that there are four different approaches currently used to describe the concept of internationalization: the activity approach, the competency approach, the ethos approach, and the process approach. The activity approach refers to the view that internationalization is a series of activities such as education abroad, curriculum, and international students; however, the activities are frequently fragmented. The competency approach places emphasis on the development of intercultural and international “skills, knowledge, attitudes and values in students, faculty, and staff.” Qiang notes that further

research into the exact expected competencies from internationalization is needed (p. 250). The ethos approach focuses primarily on the creation of an environment that is fully suited for the inclusion and support of international and intercultural perspectives and initiatives. Finally, the process approach stresses the “integration or infusion of an international/intercultural dimension into teaching, service, and research” by way of implementing different policies and procedures at an institutional level (p. 251). Regardless of an institution’s approach towards internationalization, the “persons in leadership positions” must reflect on the structure and culture of the campus, and specific programs, stakeholders, actions, and activities that will advance the internationalization process.

The most common critiques and cautions to internationalization focus on these various approaches at institutions across the United States. Critics of current internationalization approaches, including Huznik (2012), find fault in the prevailing view that internationalization is a “fragmented list of activities.” Specifically, Brustein (2009) argues that:

Discussions of internationalization of our campuses rarely address the process in a comprehensive and systematic fashion... [the] tendency is to focus on one or another element of internationalization like global partnerships, recruitment of international faculty and students, or study abroad initiatives (p. 249).

Peterson, as quoted by Osfield (2008), expounds on this view by calling attention to the usage of “internationalization” as a buzzword without tangible outcomes. Peterson then maintains that universities must create a “coherent and strategic approach in order to make the buzzword an operative term” (p. 4). Regardless of the approach a university takes toward internationalization, all stakeholders must be involved and working towards a specific, tangible, and stated goal in order to make the process successful. In the case of MICA, the outcome of the

internationalization process, as stated in the mission statement, must be facilitating a global perspective in all MICA students.

GLOBAL PERSPECTIVE

In order to form a global perspective, students in higher education must be exposed to a wide variety of cultures as well as be able to view their home cultures critically. Osfield (2008) provides the broad definition of a global perspective as “the goal of bringing people together in order to understand one another and learn from one another” (p. 4). In applying this definition specifically to higher education internationalization, Osfield quotes Peterson’s belief that internationalization programs provided for campus communities must “move significantly beyond the local and national culture in which [the institutions] are located” and encourage “knowledge and competencies...that extend well beyond the singularity of [the students’] own cultural experience or understanding” (p. 3). In broadening their perspectives to extend to the global level, students have the opportunity to claim global citizenship. Schattle (2009) underlines global citizenship as “the readiness to cross intangible borders that others might consider all too formidable.” In addition, “global citizenship as cross-cultural empathy depends heavily on a [student’s] willingness to build personal relationships with those from other backgrounds” (p. 14).

Once students are willing to embrace a global perspective and eventually global citizenship, they are better equipped to fully engage in international and intercultural activities, especially study abroad and exchange programs. Skelly (2009) maintains that students who decide to study abroad “are open to experiencing realities that may allow them to situate their home reality as simply one among many-not intrinsically better, nor intrinsically worse, just different” (p. 29). As the students participating in education abroad increase the awareness they

have about their own cultures and biases, they are better able to engage in cultures instead of merely studying in them. Schattle (2009) emphasizes that, in obtaining a global citizenship and perspective, students in an unfamiliar culture must share their heritages and cultures as well as reflect on and absorb the cultures of others. “Engagement across cultures,” Schattle states, “requires levels of interest and sensitivity, as well as the willingness to absorb and contribute to communal life and include people who might otherwise feel left at the margins” (p. 15). A key facet to building cross-cultural relationships and developing a world citizenship is having faculty, staff, and students move beyond definitions of group identities. Martha Nussbaum (1997) expresses this idea and is quoted by Skelly (2009), “education for world citizenship requires transcending the inclination of both students and educators to define themselves primarily in terms of local group loyalties and identities” (p. 23). The idea of seeking an identity that transcends one’s own cultural identity is traced to Socrates, as described by Montaigne and quoted by Schattle (2009):

When someone asked of Socrates of what country he was, he did not reply, "of Athens," but "of the world." His was a fuller and wider imagination; he embraced the whole world as his city, and extended his acquaintance, his society, and his affections to all mankind.
(p. 4)

This complete openness of Socrates, a true global citizen, to absorb the identities of other cultures as his own embodies one desired outcome of participants in internationalization activities and relations.

Other desired outcomes for students with global perspectives include the willingness and ability to work with others of different backgrounds and the active involvement in developing a better world. Zhao, Kuh, and Carini (2005) address the need for higher education to produce

culturally competent individuals who have the ability to work with people from all walks of life (Osfield, 2008, p. 4). Once a student has been exposed to and willing to have a global perspective, working with people from different backgrounds will be an unconscious skill. In addition to having a better understanding of how to communicate with and relate to others, students will have an “awareness of the wider world [that will] provide the motivation...to embark on sustained involvement in society or politics and [will] begin to take responsibility for a global common good” (Schattle, 2009, p. 11). Brustein (2009) takes this responsibility of working towards a common good a step further by stating that global competence, a key facet of global citizenship, engages students to have “the ability to work cooperatively in seeking and implementing solutions to challenges of global significance (e.g., economic, technological, political, and environmental)” (p. 249). By embedding a requirement or goal of students to achieve a global perspective into campus communities by way of curricular and extra-curricular activities, internationalized institutions will ultimately become global campuses.

GLOBAL CAMPUS OR UNIVERSITY

A global campus or university is the ultimate desired outcome of an internationalization plan. As defined by the National Association of State Universities and Land Grant Colleges and quoted by Brustein (2009), a global university is one “in which international and multicultural experiences and perspectives are fully integrated into its teaching, discovery, and engagement missions.” Brustein elaborates on what steps a university must take in order to become a global campus; a global campus is built on and maintained by a series of 12 separate pillars. They are:

- (1) internationalizing strategic planning
- (2) internationalizing the curriculum
- (3) eliminating barrier to study abroad

- (4) requiring foreign language proficiency
- (5) creating international internships
- (6) internationalizing faculty searches
- (7) incorporating international contributions into the faculty reward system
- (8) upgrading senior international officers' reporting relationships
- (9) placing senior international officers on key councils and committees
- (10) eliminating barriers to international student recruitment and retention
- (11) drawing upon the expertise and experiences of immigrant communities, and
- (12) making global partnerships an institutional priority. (p. 250)

These pillars truly emphasize the restructuring of the campus ecology and infrastructure that Osfield described as a crucial step towards internationalization (2008, p. 3). Qiang (2003) elaborates on the pillars for a global campus by providing a chart with examples of specific programming, academic, and administrative changes that institutions can make. This chart includes activities such as education abroad, international and intercultural campus events, external relations and services, joint research and scholarly collaboration, as well as expressed commitment and active engagement of senior leaders, faculty, and staff (pp. 258-259). Each institution in the United States can integrate these aspects of a global campus into its values and ecology; however, specialty colleges with single disciplines, such as MICA, are unable to incorporate all 12 pillars into their campus communities.

While research has focused on the internationalization of liberal arts colleges and public universities, there is little literature regarding the internationalization process or outcomes at specialty institutes such as arts schools and colleges. A comparative analysis of the student needs, intercultural activities on-campus, and abroad programs of art colleges in the United

States is crucial to underline how institutions without multiple disciplines strive to internationalize their campuses and the challenges that different campuses encounter.

Additionally, there is a void in the literature about on-campus programming and its efficacy in engaging campus communities in order to encourage a global perspective in students, faculty, and staff. In order to restructure intercultural campus programming, studies highlighting on-campus efforts at public universities, liberal arts schools, and specialty institutions must be done to offer comparative analyses of the community responses to the programs.

PROGRAM RATIONALE

The integration of intercultural and internationally-focused activities into the institutional academic calendar of MICA maintains the college's dedication to internationalizing the campus and helping the students discover his or her "global perspective." The Around the World Project activities align with Osfield's (2008) description of a global perspective by "bringing people together in order to understand one another and learn from one another" (p. 4). In addition to expanding the students' perspectives, the activities will engage the faculty, staff, and other members of the MICA and greater Baltimore community to share and globalize their perspectives as well. By encouraging a culture in which all members of the community strive to globalize his or her perspective, MICA will demonstrate its dedication to the international aspect of the MICA mission statement and to the professional and personal development of the entire MICA community.

PROGRAM DESCRIPTION

The Around the World Project at MICA is a year-long program with internationally-themed activities and events co-sponsored by the departments represented on the Around the World Project committee, faculty, staff, and student clubs. The theme of each semester will be

decided by members of the planning committee; however, each semester will incorporate a set of standard activities that promote international education to ensure the continuity of the program from semester to semester such as language classes and Open Classes. The activities of each semester for the MICA community members will be based on encouraging international and intercultural learning on campus, in the Baltimore community, and in other locales around the world.

PROGRAM TIMELINE

The following timeline is proposed for the successful and timely planning and implementation of the Around the World Project for the 2012-2013 academic year. The density of the activity schedule, the number of subcommittees, and the number of participants on the Around the World Project committee will determine the actual number of required full committee meetings in each semester.

March 2012	MICA's IE Week 2012
April 2012	Evaluation and reflection of IE Week 2012 Collect and tab evaluations of IE Week 2012 Proposal of Around the World Project to IE Week 2012 planning committee Proposal of Around the World Project to departments, faculty, staff, MICA clubs, the International Affairs Committee, and students not currently involved in IE Week 2012 planning committee Brainstorm activities for program that are not included in proposal
May 2012	Decide who on the IE Week 2012 committee will continue next year on the committee for Around the World Project activities Compile a list of interested clubs, stakeholders, faculty members, and other community members Agree on a theme for fall semester Meet with potential new Around the World Project committee members Set schedule for activities for fall semester Create a calendar of events that includes pre-planned activities from each department Establish the leaders and co-sponsors for each event Propose Open Class theme of fall semester to faculty
June 2012	Reserve rooms on campus and submit technology requests for fall events

July 2012	Finalize fall semester activity schedule, leader, technology requests
August 2012	Review budgetary needs for fall semester events Confirm Open Classes for fall semester Distribute fall Around the World Project calendar Distribute fall Open Class registration links Begin class visits to encourage community participation
September 2012	Committee monthly check-in – reflect on success or shortcomings of activities
October 2012	Committee monthly check-in – reflect on success or shortcomings of activities
November 2012	Reserve rooms on campus and submit technology requests for spring events National International Education Week – exhibition Agree on a theme for spring semester
December 2012	Propose Open Class theme of spring semester to faculty Brainstorm additional activities for the spring semester Finalize spring semester activity schedule, leader, technology requests Debrief the successes and shortcomings of the inaugural semester of the Around the World Project
January 2013	Review budgetary needs for spring semester events Confirm Open Classes for spring semester Distribute spring Around the World Project calendar Distribute spring registration links Begin class visits to encourage community participation
February 2013	Committee monthly check-in – reflect on success or shortcomings of activities Study abroad exhibition
March 2013	Committee monthly check-in – reflect on success or shortcomings of activities
April 2013	Evaluation and reflection of Around the World Project by committee Evaluations submitted to all participants of Around the World Project End of the year appreciative meeting for Around the World Project committee members Thank-you emails and gifts for all committee participants and speakers

POTENTIAL PARTICIPANTS

The inaugural Around the World Project is geared towards the current MICA community members, including the students, faculty, and staff. Outside members of the community are also welcome to join the programming; however, preference for attendance will be given to members of the MICA community.

Students who have expressed interest in studying abroad will be encouraged to participate in the Around the World Project activities in order to glean a better understanding of the different types of education abroad activities offered by MICA and the different experiences of returned

study abroad students. In addition, students interested in education abroad are able to participate in intercultural workshops to prepare them for their experiences. Returned study abroad students who are still students at MICA will also be provided with opportunities to externally process their experiences and are encouraged to participate in the programming.

MICA staff members are invited to participate in any Around the World Project activity. By partnering with the Staff Enrichment Council and Human Resources at MICA, the Around the World Project committee can present the activities as professional development opportunities so that staff members can attend sessions during or after work hours and have their participation applauded and encouraged by their departments. MICA faculty members will also be encouraged to participate in the Around the World Project events for professional development and community building opportunities.

While outside visitors are welcome to attend and fully participate in events, the focus of the Around the World Project is to engage members of the MICA community in on-campus activities. Outside community members will not be targeted or expressly invited by the Around the World Project committee to attend activities; however, there is a possibility that students, faculty, or staff members will bring spouses, roommates, children, friends, or family members to events. These outside community members will be welcome, as their perspectives will further enrich the experiences of other participants from the MICA community.

ACTIVITY DESCRIPTIONS

As this proposal solely offers the framework of a campus-wide initiative, the theme of each semester will be determined by the Around the World Project committee. In the fall 2012 semester, the scheduled activities will include miniature language classes, a variety of intercultural workshops, an international exhibition to coincide with the national IE Week in

November, and Open Classes in accordance with the theme of each semester. In the spring 2013 semester, a study abroad exhibition is scheduled and certain fall semester activities will continue, as determined by the planning committee based on the analysis of the participant and presenter evaluation surveys.

MINIATURE LANGUAGE CLASSES

In response to the void of a MICA language department, the Around the World Project proposes a variety of miniature language classes for the MICA community. These classes were initially integrated into the IE Week 2012 schedule of events and faculty, staff, and students expressed interest in the continuation of the miniature language classes in the IE Week 2012 evaluation survey (Appendices C and D). The proposed MICA miniature language classes follow the structure of the IE Week 2012 classes in that they will be between 30 minutes and an hour long and taught by MICA or Baltimore community members that are fluent or native speakers in the languages. The teachers are able to use any additional teaching aids, including PowerPoint presentations and handouts, to further engage the learners. A sample teaching aid from the IE Week 2012 miniature language classes can be found in Appendix E. Each class will be limited to 12 learners, just as the classes were limited during IE Week 2012, to ensure a high amount of student-teacher contact. This structure involves the participation of international students, faculty, and staff members, and increases the contact that members of the MICA community have with other members of diverse backgrounds and other languages. These classes also provide the students and teachers with the opportunity to establish relationships to continue language learning beyond these miniature language classes. IE Week 2012 had 11 different languages offered to the MICA community; the goal of the miniature language classes for

Around the World Project is to increase the number of language classes over the course of the year to include at least 15 different languages.

INTERCULTURAL WORKSHOPS

During IE Week 2012, workshops were available to members of the MICA community that focused on international themes and followed the suggestions for colleges and universities from the national IE Week website. The topics of the workshops included “international exchange and study abroad opportunities” as well as the experiences of returned study abroad students, “intercultural communication” workshops, and a discussion involving the relationship between food and culture (International Education Week, 2011a). Each workshop provided the participants with tools and information to increase their knowledge and interest in education abroad opportunities as well as how to communicate effectively across cultures. The workshops demonstrated the benefits of education abroad to those who participated in international experiences and also presented the importance of embracing a global perspective, especially as artists.

The Around the World Project will increase the number of high-quality, impactful, internationally-focused workshops available to the MICA community. IE Week 2012 included five different workshops: Food and Culture Roundtable Discussion; Study Abroad in Yunnan Province, China: Rural and Urban Lifestyles; Intercultural Communication Workshop; CAP: Art4Africa Presentation; and, Study Abroad Panel. With the advantage of having the full academic year to sponsor workshops, participation will increase and the committee can concentrate on providing new workshops including culture shock and how to cope with it, discussions about the relationship between art and culture, how to market education abroad experiences on resumes and cover letters, study abroad presentations during family and parent

weekends, as well as more education abroad workshops that highlight individual MICA programs.

INTERNATIONAL EXHIBITIONS

During the national IE Week in November, the Around the World Project proposes hosting an internationally-themed exhibition that features the photographs of a local artist. The goal of the exhibition is to present the MICA community with a sample of art pieces, especially photography, that were inspired by international experiences. Members of the MICA and Baltimore communities will be invited to this exhibition. In addition, there will be a study abroad exhibition in the spring 2013 semester. This annual exhibition is organized by the School for Professional and Continuing Studies; however, by incorporating it into the Around the World Project, more members of the MICA community will visit the exhibition and see the profound impact of international education on the artwork of MICA students. Additionally, the exhibition will increase returned study abroad student participation and Around the World Project marketing efforts.

OPEN CLASSES

In order to engage MICA faculty members in international activities, the IE Week 2012 committee introduced Open Classes to the MICA community during IE Week 2012. Faculty members with classes that had international themes or underpinnings were asked to open their classes to visitors from the MICA community for one class session during IE Week 2012. The faculty members determined how many visitors could attend, if there were required readings for visitors, who from the MICA community could attend, and other caveats. The IE Week 2012 planning committee then published the list of classes open to the public and required pre-registration for each Open Class. Less than 24 hours following the distribution of the registration

link for IE Week 2012, four of the six Open Classes reached capacity and were subsequently closed; the two remaining sections had no limits to number of visitors.

The idea of hosting Open Classes was inspired by the Open Class Sessions at Philadelphia University, as presented at a NAFSA Region 8 Conference breakout session. The Open Class Sessions have been integrated into the Philadelphia University Unity Week, an annual “campus-wide effort that affirms the diversity represented within the University community and the value and vitality that pluralism brings to our individual and collective experience” (Philadelphia University, 2011). The presenter described the process of integrating faculty as beneficial to increasing awareness of diversity issues on campus. The presenter also illustrated the options for Open Class Sessions provided to Philadelphia University faculty including number of visitors, how the visitors can contact the faculty, and the description of the class session; similar options were provided to MICA faculty in the planning of IE Week 2012 (Philadelphia University, n.d.).

Open Classes at MICA are beneficial for two reasons. First, they increase the involvement of faculty in international education themed activities on the MICA campus and therefore in encouraging education abroad programs and engagement. Gore (2009) describes the necessity of engaging faculty in campus-wide internationalization in that “success is achieved by engaging faculty across the entire curriculum, revising the episteme about study abroad, and thereby building grassroots support” (p. 297). In addition, faculty participating in Around the World Project activities will see the number of MICA community members interested in expanding their perspectives through educational and intercultural on-campus activities. Additionally, many faculty members have expressed interest in bringing their classes to Open Class sessions at MICA, provided they receive the schedule of classes prior to the start of each

semester. This directly addresses an issue presented by William Hoffa (2002) and quoted by Gore (2009), "...U.S. faculty assume that little of lasting educational value can happen outside of a classroom on their own campus" (p. 285). By engaging the MICA faculty in the implementation of Around the World Project activities, the program will increase its sustainability and longevity. The Open Classes will also encourage faculty members to be more invested in promoting education abroad opportunities and increasing the internationalization of their curricula.

ADDITIONAL ACTIVITIES

The Around the World Project encourages the addition of internationally-themed activities, workshops, and talks from each department and student club. Over the course of the 2011-2012 academic year, many departments hosted international activities that align with the mission of the Around the World Project. By adding the activities that follow the Around the World Project's mission to the program calendar, the departments will gain more exposure in the MICA community. These activities will also be eligible for additional funding from the Around the World Project budget, pending budget and proposal approval.

In addition to department activities, the Around the World Project aims to increase the number of talks and presentations available to the MICA community. IE Week 2012 presented a documentary discussion with a local film director, a kick-off event, a multi-cultural dance, an international trivia night, and a presentation about the relationship between teaching and photographing across cultures. The popularity, high participation, and positive evaluation responses from the MICA community to these events are the rationales for adding other engaging activities that incorporate international themes to the program calendar. Based on the survey results in Appendices C and D, other events that the participants and presenters would

like to see that were not offered this year include film and documentary viewings followed by discussions, international market visits, country-specific presentations, and multi-cultural festivals. This proposal does not delimit the number of additional activities for the 2012-2013 academic year; however, if activities align with the mission of the week and encourage education abroad events as opposed to surface culture in international travel, it is up to the planning committee to incorporate the activities into the Around the World Project. In order to streamline the activity approval process, all departments, clubs, or individuals interested in running activities in conjunction with the committee will be required to submit an activity proposal form for committee review (see Appendix F).

PROGRAM LIMITATIONS

The Around the World Project, as a year-long, on-campus international program, is not a comprehensive internationalization plan for MICA; however, it will raise awareness of the relationships between the cultural diversity of the campus, study abroad and exchange programs, the intercultural curriculum, and the importance of learning from others with diverse backgrounds. Policies about international education and internationalization at MICA are developed by the International Affairs Committee. In order to bridge the gap between policies and activities, there will be a liaison from the International Affairs Committee on the Around the World Project committee to share ideas, updates, and policies with both committees.

A limitation of the Around the World Project is that it will not successfully include every international event on the MICA campus in its inaugural year. It will take several years to gain campus-wide acceptance and for most on-campus international efforts to be incorporated into the program. Some departments may choose to not include their events in Around the World Project activities; this proposal does not account for this possibility.

In addition, this project proposal does not attempt to generalize between MICA and other art schools; it is specifically geared towards the MICA community and mission statement. Art students in other schools may have similar schedules to MICA students, yet this proposal only seeks to serve the MICA population. This proposal does not fill the void in literature about on-campus programming, but it does illustrate one college's on-campus international activities as geared towards art students, faculty, and staff. Additionally, this paper does not critique the existing internationalization activities and structures at MICA; it serves to propose an alternative on-campus internationalization activity plan that can further improve the current structure.

Finally, as a completely on-campus program, the Around the World Project will not provide a truly immersive international environment to the MICA community. As such, the activities can only attempt to create immersive or simulative intercultural and international environments by encouraging members of the MICA community from diverse backgrounds to participate in events. However, due to the demanding and varied schedules of art students, activities must be scheduled in a way that enables more members of the MICA community to participate.

STAFFING PLAN

In order to implement an effective Around the World Project over the course of the 2012-2013 academic year, key MICA stakeholders must be involved in the planning and execution process. The departments involved in the IE Week 2012 planning committee will be encouraged to participate again in order to continue the international vision. These departments will include the International Affairs Office, the Department of Professional and Continuing Studies, the Department of Diversity and Intercultural Development, the Community Arts Partnership, Student Activities, the Student Voice Association, Residence Life, and the Department of

Exhibitions. In addition, representatives from the Career Center, the Office of Community Engagement, Academic Advising, Advancement, Human Resources, the Staff Enrichment Council, faculty members, and the Center for Art Education will be encouraged to participate in the development of programs and invited to join the committee.

In addition to MICA departments, various internationally themed clubs will be invited to aid the committee in the planning and execution of on-campus activities. A representative from the Around the World Project committee will attend the Student Voice Association meetings, at which each MICA student club will be represented. Students will be asked to encourage their peers to participate in activities and market the activities to other group members. The international student clubs as well as the previous miniature language class teachers will be approached to staff the language classes. In addition to these students, the MILE community will be asked to help the Around the World Project committee in marketing the activities to the entire MICA community.

For the implementation of the activities for the Around the World Project, students from the MILE community will assist the departments sponsoring each activity. Additionally, the MILE residents will be highly encouraged to participate in the planning and implementation of the program to understand how each process works. In order to become a resident in the MILE community, as previously mentioned, the students must commit to participating in MICA's IE Week programming; this requirement can be transferred to the Around the World Project, as the students are required to lead, as groups, at least one activity per semester. The 24 residents of the community will be hosts and tour guides for activities that require additional staffing over the course of the 2012-2013 academic year.

While each volunteer cannot be compensated for his or her time in volunteering, each student, faculty, or staff volunteer will receive a handwritten thank-you card from the committee and the leader of the committee. In addition to thank-you notes, gift baskets or a small luncheon will be provided to those who spend the entire academic year as part of the Around the World Project planning committee.

PROGRAM MARKETING

The Around the World Project at MICA will benefit, just as IE Week 2012 did, from the artistic abilities of MICA students, faculty, and staff. For the marketing materials for IE Week 2012, a returned study abroad student interested in promoting education abroad at MICA volunteered to create all of the marketing materials for the program (see Appendices G.1, G.2, G.3). The posters, flyers, and brochures developed by the student were posted around campus, emailed to the entire MICA community, and handed out to individual departments and clubs for distribution across the MICA campus. The Around the World Project committee has already confirmed a current study abroad student to be the designer of the marketing materials for the 2012-2013 academic year. This is mutually beneficial, as the student will be able to produce materials that will be widely used across the MICA campus and that will diversify the student's existing portfolios as a designer.

Program marketing for the Around the World Project will involve multiple steps, including the design process, initial distribution of marketing posters via MICA email, the development of a semester calendar of activities to be given to each MICA department, dispersal of brochures detailing the activities, monthly email blasts detailing the month's events, club meeting visits, tabling at the Meyerhoff cafeteria prior to events, and posters for individual activities. All of the marketing materials will be sent to each member of the MICA community's

email address, posted on “Campus Events” bulletin boards across campus as well as distributed in the cafeterias, break rooms, and waiting areas. Because the Student Activities office approves posters and schedules tabling in the cafeteria, the Student Activities representative on the Around the World Project committee will be able to schedule, approve, and confirm posters and tabling dates at the beginning of each semester. In addition to dispersing the brochures and informative posters and participating in the scheduled tabling at the Meyerhoff cafeteria, each Around the World Project committee member will be encouraged to schedule at least three class or club visits to increase the number of student and faculty participants in the activities.

Following the successful completion of each semester’s activities, a “thank you for your support” email, designed by the student designer, will be sent to the MICA community via email. The “thank you” email will present the overall number of participants and the total number of activities during the course of the semester to the entire MICA community. This message will double as an appreciative letter and an early marketing letter for the activities scheduled for the following semester.

LOGISTICAL CONSIDERATIONS

While the Around the World Project does not require any international travel, the logistical considerations primarily relate to reserving spaces on the MICA campus to accommodate presenters, meetings, and participants. Being a city campus, there is a space shortage and room reservations must be made months in advance to ensure availability. Logistically, the Around the World Project committee must reserve spaces on campus for monthly meetings, reserve appropriate spaces for activities, request technology for meetings and activities, design an effective registration and marketing process, request exhibition space, and

implement an evaluation plan that summarizes the strengths and areas of improvement of the 2012-2013 academic year while simultaneously providing a platform for future years.

It is crucial for the Around the World Project committee to reserve monthly meeting spaces at the beginning of the academic year to accommodate for the expanding committee. These reservations must be made with the Department of Events through the online MICA portal. The room must be equipped with a screen or a blank wall to project a computer screen. Additionally, a committee member must reserve a computer, a projector, and appropriate wiring prior to each meeting in order to use Skype with the one member that will be attending meetings remotely.

In addition to reserving meeting spaces on campus in advance, the exhibitions must be planned, reserved, and confirmed at least one semester in advance and, in some instances, one year prior to the event. Exhibition space on the MICA campus is very limited and it is imperative to reserve a space that has high visibility to ensure visitors will attend the exhibitions. In accordance with these requirements, the international exhibition scheduled for November 2012 has already been reserved and confirmed (see Appendix K).

For the events and activities, appropriate technology and spaces must be reserved at the beginning of each semester. This can be done online through a staff member's MICA portal. The language classes, if they are held every other Friday, will benefit from being scheduled in the same room at the same time for the duration of the semester. Additionally, in the event that one of the Open Classes has a large number of visitors register in advance, the class may need to be moved to a larger room to accommodate the visitors with the permission of the professor. This must be reserved as soon as possible, as there are few large classrooms on the MICA campus.

The final logistical consideration is the utilization of the online MICA Survey Monkey account to facilitate the online registration process and the evaluation plan. The online registration process for IE Week 2012 was effective in that the registration link was emailed to the MICA community six times. The majority of the registrants used the link emailed to their MICA email addresses, as illustrated in from the survey responses in Appendix C. Although the registration process was available for three weeks to allow for more registrants, this proved to be too long of a registration period. Some registrants could not remember the number of activities for which they had registered and did not attend events as a result (personal communication, March 26-29, 2012). For the Around the World Project online registration, the framework and tracking by the committee will follow that of the IE Week 2012 online reservation (Appendices H and I). The registration will be available one week prior to each activity, and multiple reminder emails will be sent to MICA faculty, staff, and students. In addition, each language teacher and Open Class professor will be asked in advance if they would like for visitors to contact them directly prior to attending. If this is the case, the names of the students and their email addresses will be provided to the presenters prior to the activity (Appendix J). In addition to registering for activities, the MICA Survey Monkey account will be used to distribute the online evaluation to the MICA participants. The details of this plan are outlined in the following section.

EVALUATION PLAN

The evaluation plan for the Around the World Project will include continued assessments of individual activities as well as an overall reflection of the effectiveness and sustainability of the program. It will also be based on the evaluation plan for IE Week 2012, which included a final survey distributed to participants and activity leaders. The new design will involve

continuous reflections by the Around the World Project committee at the monthly meetings, evaluations from presenters and participants, as well as a final evaluation of the project at the end of each semester by the Around the World Project committee.

At each monthly meeting, the Around the World Project committee will discuss the activities that have occurred since the previous meeting, the number of participants, and any follow-up the leader of the activity has had with the presenters or the participants through informal emails or online surveys. As Deardroff states about effective assessments, they become “valuable only when international education professionals and others use and effectively communicate the results of the assessment” to other critical stakeholders (2007, p. 221). By reviewing the evaluations to each activity, the committee will be able to discern the most effective activities for the MICA community as well as what must be altered for existing activities. Additionally, the committee will discuss steps to take for future activities to realign the outcomes with the stated goals of the program.

At the end of each activity, the follow-up evaluations sent to the participants as well as the presenters will include questions from the existing evaluation surveys (see Appendices L and M) as well as other questions developed by committee members that are tailored to specific activities. There will be no tangible incentive for the survey respondents to complete the individual activity evaluations; however, the survey respondents will receive a thank-you email and an invitation to complete an Around the World Project survey at the end of the semester.

The Around the World Project comprehensive semester evaluation will be distributed to participants in the activities over the course of the semester. Respondents to the survey will be entered into a drawing for a small gift. The existing survey that can be used in part or in its entirety can be found in Appendix L. The questions in the survey include the MICA status of

participants, how the participants registered, how the participants heard of the program, what activities the participants attended, the strengths and areas of improvements for the activities, and any activities the participants would like to see in the coming semester. This was an effective way of evaluating IE Week 2012 in that the participants, in addition to answering multiple choice questions, wrote narrative responses about the activities that provided critical insights and feedback that will be incorporated into the planning of Around the World Project activities.

Finally, once the surveys are collected, tabbed, and reviewed at the end of each semester, the Around the World Project committee will be able to review the overall program based on the participant and program objectives established in this proposal. The critical questions for the committee to consider are listed in Appendix N. The feedback from committee members to these questions will provide the framework, goals, and objectives for the future events pursued by the committee. With this evolving evaluation structure, the Around the World Project committee will continue to address the varying needs and interests of MICA community members and be able to create a more sustainable program.

Programming Costs	Fixed Costs			Variable Costs				Total
	Cost	Units	Total	Cost	Units	Quantity	Total	
Programming Costs								
IE Week exhibition	75	1	75					
Study abroad exhibition	75	1	75					
Event prize money				25	Competitive activities that require prizes	2	50	
Event food budget				20	Required small snacks for presentations	15	300	
Event art and supply budget				20	Supplementary supplies for presentations	15	300	
Total								800
Direct Costs								
Black and white photocopies, language class				2	Set of 20 copies per language class	15	30	
Black and white photocopies, workshops				5	Set of 50 copies per workshop	8	40	
Total								70
Grand Total Programming								870

Revenues	Inflow	Unit	Quantity	Total
2012-2013 IE Week Budget	365	total	1	365
Current Funds Total				365

BUDGET NOTES

AROUND THE WORLD PROJECT AT THE MARYLAND INSTITUTE COLLEGE OF ART, BALTIMORE, MD

The program budget for the Around the World Project for the 2012-2013 academic year is divided into three sections: Pre-and Post-Program Costs, Programming Costs, and Revenues. Each section includes preliminary program and administrative costs, which will be described in detail in the following pages.

I. OVERALL BUDGET

1. The Around the World Project Budget is divided into three sections and includes expenditures for the duration of the academic year. The Pre- and Post-Program Costs, Programming Costs, and Revenues are described in detail below.
2. An Indirect Rate of 15% has been added to the Subtotal of Expenses to account for unforeseen expenditures.

II. PRE-AND POST-PROGRAM COSTS

1. Appreciative Costs

THANK YOU CARDS. Each of the presenters, teachers, and volunteers will receive a hand-written thank-you card that is signed by the members of the Around the World Project planning committee. The members of the Around the World Project planning committee will also receive a hand-written thank-you from the committee leader.

GIFTS FOR OFF-CAMPUS PRESENTERS. Each of the presenters, teachers, or volunteers that is not a member of the MICA community will receive a small gift from the MICA store in addition to the hand-written thank-you card.

MAILING BUDGET. Each of the presenters, teachers, or volunteers that is not a member of the MICA community will receive by mail a small gift from the MICA store in addition to the hand-written thank-you card.

END OF FALL SEMESTER MEETING – SNACK. At the final meeting for the fall semester, the Around the World Project committee leader will provide the committee with some small snacks in gratitude for their involvement in the committee.

END-OF-YEAR CELEBRATION. At the final meeting for the 2012-2013 academic year, the Around the World Project committee leader will provide the committee with some snacks in gratitude for their involvement in the committee.

2. Direct Costs: Marketing Costs

COLOR POSTERS. Each event will have color marketing posters printed to be displayed on all of the “Campus Events” boards across the MICA campus.

BLACK AND WHITE COPIES. At the beginning of each semester, brochures detailing the Around the World Project events scheduled for the semester will be printed and distributed to each MICA

department, distributed at SVA meetings, and displayed on waiting tables and lunch tables across the MICA campus.

SEMESTER CALENDARS. At the beginning of each semester, calendars detailing the Around the World Project events scheduled for the semester will be printed and distributed to each MICA department, distributed at SVA meetings, posted on “Campus Events” boards, and displayed on waiting tables and lunch tables across the MICA campus.

REGISTRATION CARDS. At the beginning of each semester, cards detailing the registration process for Around the World Project events will be printed and distributed to each MICA department, distributed at SVA meetings, and displayed on waiting and lunch tables on the MICA campus.

3. Direct Costs: Incentive Costs

SEMESTER EVALUATION COMPLETION INCENTIVE. To encourage participants to submit evaluations of semester events, Around the World Project committee members will purchase a gift basket for one survey respondent each semester.

III. PROGRAMMING COSTS

1. Programming Costs

IE WEEK EXHIBITION. The Around the World Project committee will supply food and drinks for those who attend the opening of the IE Week Exhibition.

STUDY ABROAD EXHIBITION. The Around the World Project committee will supply food and drinks for those who attend the opening of the IE Week Exhibition.

EVENT PRIZE MONEY. For each competitive activity offered in conjunction with the Around the World Project, the winning teams or individuals will receive small gifts or treats.

EVENT FOOD BUDGET. Presenters for language classes, workshops, discussions, and Open Classes will be allotted a stipend for purchasing food for presentations.

EVENT ART AND SUPPLY BUDGET. Presenters for language classes, workshops, discussions, and Open Classes will be allotted a stipend for purchasing supplies and art supplies for presentations.

2. Direct Costs

BLACK AND WHITE PHOTOCOPIES, LANGUAGE CLASS. Presenters for language classes will be provided with photocopies of worksheets for the attendees.

BLACK AND WHITE PHOTOCOPIES, WORKSHOPS. Presenters for workshops will be provided with photocopies of worksheets for the attendees.

IV. REVENUES

1. This is the current budget for all aspects of International Education Week at MICA including marketing, supplies, and incentives. It will be transferred to the Around the World Project.

CONCLUSIONS AND IMPLICATIONS

The proposal and positive reception of the Around the World Project reflects the growing interest in the MICA community for more academically challenging and deeper culture internationally-themed activities. The participation of staff members, students, and faculty in the events will illustrate the dedication of MICA community members to be exposed to other cultures, languages, and perspectives. This year-long structure is sustainable and beneficial to the promotion of international programs and intercultural competencies that are transferable outside of the MICA community. Participants and presenters will engage in conversations that will inform their art and provide them with the “global perspective” that MICA strives to facilitate in its community members.

Overall, the processes of planning, implementing, and evaluating IE Week 2012 increased the visibility of the International Affairs Office and its activities, programs, workshops, and mission on the MICA campus. The IE Week 2012 events were widely publicized primarily due to the array of emails sent to all members of the MICA community. These emails not only encouraged faculty, staff, and students to register for activities, but they also generated support from the president of the college and attracted the attention of the Advancement and Development departments. The Department of Development hired a film crew to document 20 of the activities during IE Week 2012 to incorporate into a promotional “MICA International Opportunities” video that will be used to raise funds from university donors. This film also will include portions of filmed interviews with the staff of the International Affairs Office. Additionally, the Department of Development distributed a newsletter that highlighted IE Week 2012 at MICA, the future year-round project proposal, as well as the international exchange and study abroad programs offered for MICA students (see Appendix Q). The interest in promoting the programs on the MICA campus was shocking; the support for the program from senior staff

members at MICA was also a crucial outcome of this IE Week 2012 reflection and Around the World Project proposal.

Following the evaluation of IE Week 2012 at MICA and the completion of the Around the World Project proposal, I had the opportunity to present the outcomes and the future activity structure at two discrete committee meetings. I first presented the two programs to the International Affairs Committee (Appendix O). This committee develops and implements policies regarding internationalization at MICA; the committee members expressed interest in collaborating with the Around the World Project committee in the future in order to facilitate and support MICA's internationalization plan. All of the representatives on the committee have agreed to participate in the activities in the coming year in any capacity.

The second committee meeting at which I presented the outcomes and program proposal was at the May Senior Staff Meeting. The Senior Staff Meetings are scheduled monthly at MICA and the directors of all staff and faculty departments, the deans, the vice president, and the president attend these meetings. I presented the outcomes of IE Week 2012 and the program proposal for the Around the World Project at MICA; however, I employed the IE matrix and tailored the presentation to the philosophies and agendas of those in attendance. I asserted how the proposal will benefit MICA by framing the project proposal as integral for the internationalization competitiveness of MICA amongst U.S. art colleges (Appendix P). The attendees provided positive feedback to the proposal and offered additional activities, stakeholders, and partnerships to continue the program in the future. The president was keen to support the project and encouraged the Around the World Project committee to continue to "facilitate and support the returned study abroad students, as the quote [in the presentation] shows that students are truly impacted by their international experiences" (personal

communication, May 2, 2012). This enthusiasm will raise the standards for international activities at MICA and ensure a successful, grassroots-supported program in the 2012-2013 academic year.

The implications for the project include increased donations specifically marked for international activities and education abroad, heightened visibility of international opportunities on the MICA campus throughout the entire academic year, and truly invested participants, presenters, and leaders. This proposal process demonstrated the importance of establishing and maintaining relationships with all stakeholders at a university or college in order to effectively implement or propose a project that encourages change to existing programs. Also, this process illustrated the necessity to observe interactions between and with stakeholders in order to discern what part of the internationalization process aligns with the stakeholders' philosophies and presenting the Around the World Project accordingly. By framing the Around the World Project as an overwhelmingly beneficial program for MICA, all internationally-minded stakeholders will pursue the progress of the Around the World Project committee to ensure that MICA continues its development into a global institution.

The reception at MICA of this program holds a number of implications for the field of international education in higher education. While implementing successful education abroad programs is imperative for international education professionals, this program illustrates that it is also beneficial to employ on-campus programming to raise awareness of programs, to facilitate cross-cultural fluency, and to involve the entire campus and outside community. More importantly, one week of internationally-focused activities no longer addresses the international interests of higher education communities. IE Week is wonderful for raising awareness of programming for one week at all education levels; however, in order to prepare higher education

campus communities for the globalized world, internationalization and internationally-themed activities must be integrated into academic calendars and include all subsections of the communities. As more stakeholders are involved or participate in the activities, the internationalization plans will appear less fragmented and more tangible. By providing more internationally-focused activities on campuses throughout the entire year, changes to existing internationalization policies will be easier to advocate. Appealing to all stakeholders in higher education communities and demonstrating the interest from campus community members will also increase support for the field of international education. Ultimately, by providing programming for all campus stakeholders, the field of international education will be viewed as a critical need for community development instead of merely a student activity.

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APPENDIX A: MICA STUDENTS STUDYING ABROAD, 2009-2012

This data is taken from numbers collected by the International Affairs Office.

MICA Study Abroad Statistics**78 in 2011-2012 (4% increase)**

Fall 2011: 26 students, 12 different programs, 12 different countries (13% increase)

Spring 2012: 52 students, 19 different programs, 16 different countries (0% increase)

75 in 2010-2011

Fall 2010: 23 students, 11 different programs, 8 different countries

Spring 2011: 52 students, 27 different programs, 17 different countries

APPENDIX B: MICA INTERNATIONAL AND EXCHANGE STUDENTS, 2009-2012

This data is taken from numbers collected by the International Affairs Office.

Number of International Students at MICA

Current Fulbright Students: 2; Philippines and Germany

171 in 2011-2012 (26% increase from 2010-2011; 50% increase from 2009-2010)

16 Exchange (Germany [3], United Kingdom [2], Spain [2] and Israel [2] highest number of exchanges; 9 different countries)

155 Degree-seeking (South Korea [60], China [29] and Canada [14] highest number of students; 31 different countries)

- Undergrad: 110 (51% increase from 2010-2011)
- Grad: 37 (94% increase from 2010-2011)
- Other: 10 (23% decrease from 2010-2011)

136 in 2010-2011 (19% increase from 2009-2010)

31 Exchange (United Kingdom [4], Germany [3], The Netherlands [3] and Spain [3] highest number of exchanges; 16 different countries)

105 Degree-seeking (South Korea [46], Canada [11], Turkey [6] and Taiwan [6] highest number of students; 30 different countries)

- Undergrad: 73
- Grad: 19
- Other: 13

114 in 2009-2010

33 Exchange (South Korea [5], United Kingdom [4], and Poland [4] highest number of exchanges; 14 different countries)

81 Degree-seeking (South Korea [33], Canada [8], Taiwan [5] and China [5] highest number of students; 29 different countries)

Increase in Students by Country

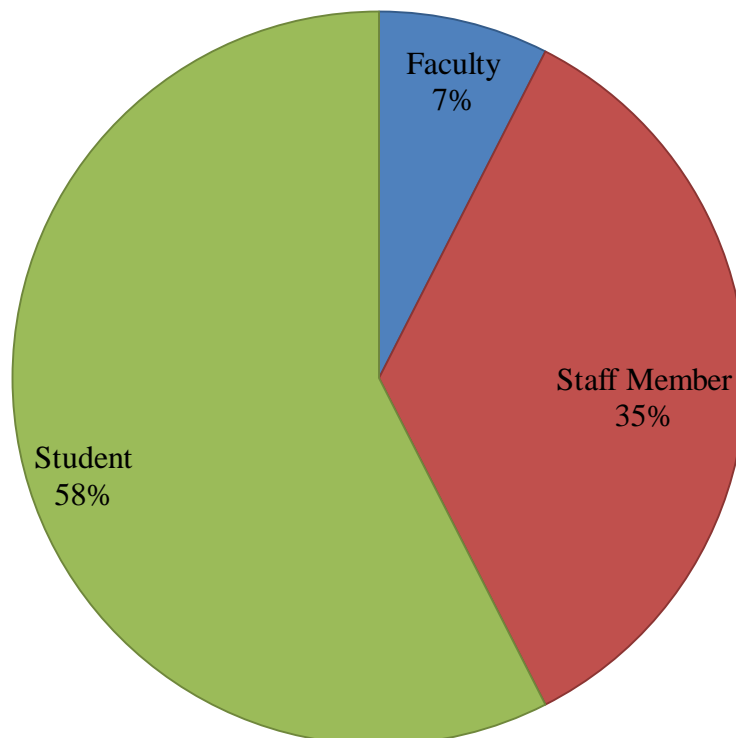
COUNTRY	2009-2010	2010-2011	2011-2012	% INCREASE (2009-2012)
South Korea	33	46 (+39%)	60 (+30%)	82%
China	5	5 (--)	29 (+480%)	480%
Canada	8	11 (+38%)	14 (+27%)	75%

APPENDIX C: IE WEEK 2012 EVALUATION SURVEY RESPONSES

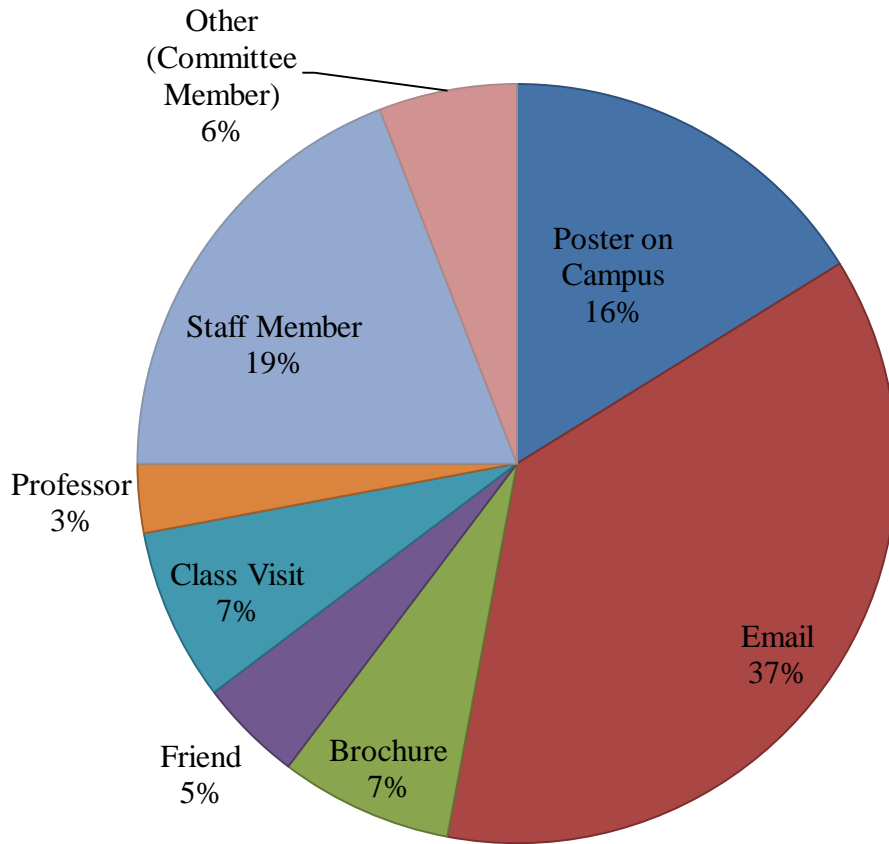
1. Thank you for your interest in providing feedback for MICA's International Education Week 2012! Please fill out each question in as much detail as possible. Your answers may be used for publications, including a master's thesis, regarding international events on the MICA campus; however, your identity will NEVER be disclosed. If you AGREE to having your responses potentially be used in publications, please type I AGREE into the text box below. If you DO NOT agree to this, you may leave the text box blank. By participating in this survey, you are eligible for a drawing for a gift box including a Snuggie, a reusable shopping bag and other little treats. If you are interested in being added to the drawing, please fill out the survey by April 13th and provide your MICA email address at the end of the survey. Your email address will not be disclosed to anyone and you will only be contacted if you have won the drawing. Thank you so much!

39 participants of 53 respondents agreed to have their anonymous answers published

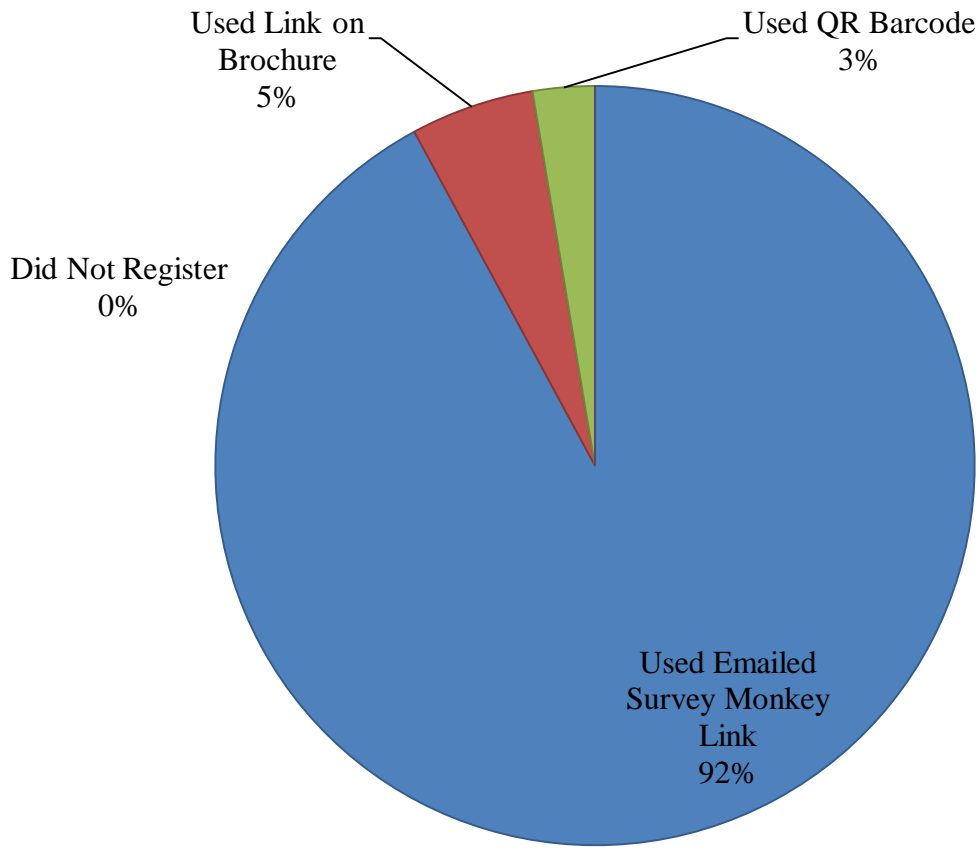
2. Are you a:



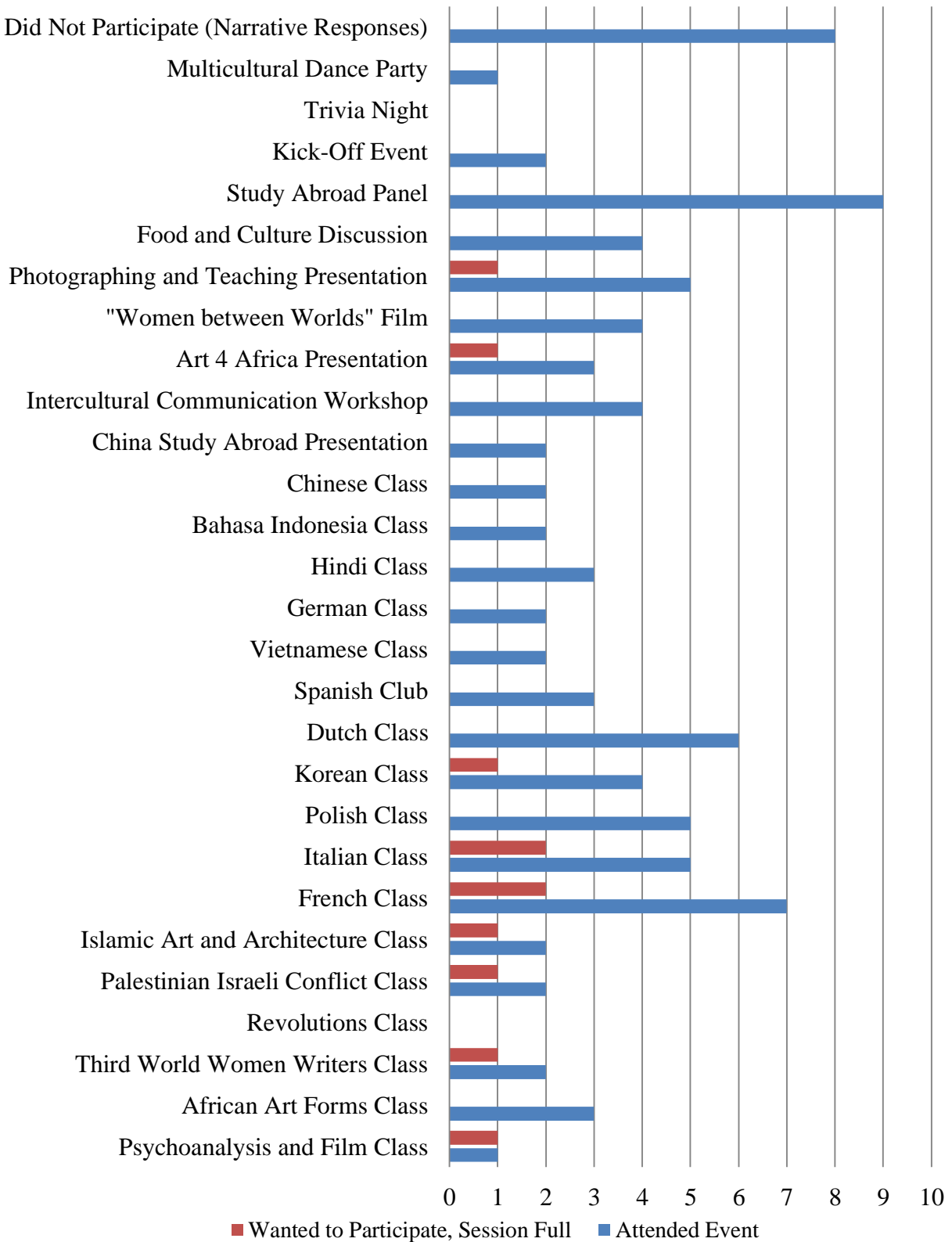
3. How did you hear about MICA's International Education Week 2012?



4. Did you register for International Education Week? If so, how?



5. Did you participate in International Education Week? If so, what did you attend?



Narrative Responses to “Did Not Participate”:

- CLASHING SCHEDULE, UNINTERESTED
- time conflicts made it hard to do more than these
- I signed up for many classes and wanted to attend, but I became swamped with work and the hours at which classes began was too odd for me to fit in to my sched. as well as I wanted to. Also, reminders about classes showed up in my inbox an hour to thirty minutes before the actual session began, and I that point I had forgotten.
- I registered for the Italian and Chinese language courses as well but was unable to attend because my work responsibilities prevented me from leaving the office at those times.
- I signed up for many events but didn't find enough time to attend everything I signed up for. My class schedule and these events overlapped.
- My school schedule clashed with the times offered. Otherwise, I would've loved to join! Homework got in the way as well.
- Was sick during the time.
- Had to continue running our office/advising students, so could not attend everything. I was also a presenter.

6. What did you like about the sessions you attended?

- very informative, learned new facts about country, culture and a sneak peak of the language (introduction and greetings), lessons were given by native speakers
- It was great being able to converse with others in French during the mini-language French class. Having two different levels of the class really helped.
- There was an active discussion in which all who attended engaged in.
- EXPERIENCING SOMETHING COMPLETELY NEW EVEN IF IT WAS SHORT SESSION
- Most of the conversation was in Spanish and it was fun to try to understand what people were saying even though I couldn't understand much.
- I got a glimpse of a class I could take after my Foundation year for a Humanistic credit. I also enjoyed learning about the ways women are treated/seen in other cultures.
- I went to the Chinese study abroad session and I loved [REDACTED] talk and especially the fact that she showed us so much stuff she brought back from Yunnan and her sketch book work is AMAZING!
- They were fun!
- I liked the fact that not only students attended, but so did faculty and teachers. The mentor made it enjoyable and had us interact with eachother.
- I enjoyed the casual atmospher and the time which it was held. The instructor was great!
- very informative and interactive... it was fun to be with a small group of varied people that were interested in similar things
- I like this opportunity to learn more about the other countries and how we can connect with the studies to reach some goals made by people.
- Curious of the subject
- I appreciated the opportunity to join in on classes that I would not otherwise have access to. My students benefited greatly in going to [REDACTED] visiing artist lecture and we were able to do an assignment on it. Going to [REDACTED] class allowed

me to join in on a conversation which I am interested in but had no recent forums to attend.

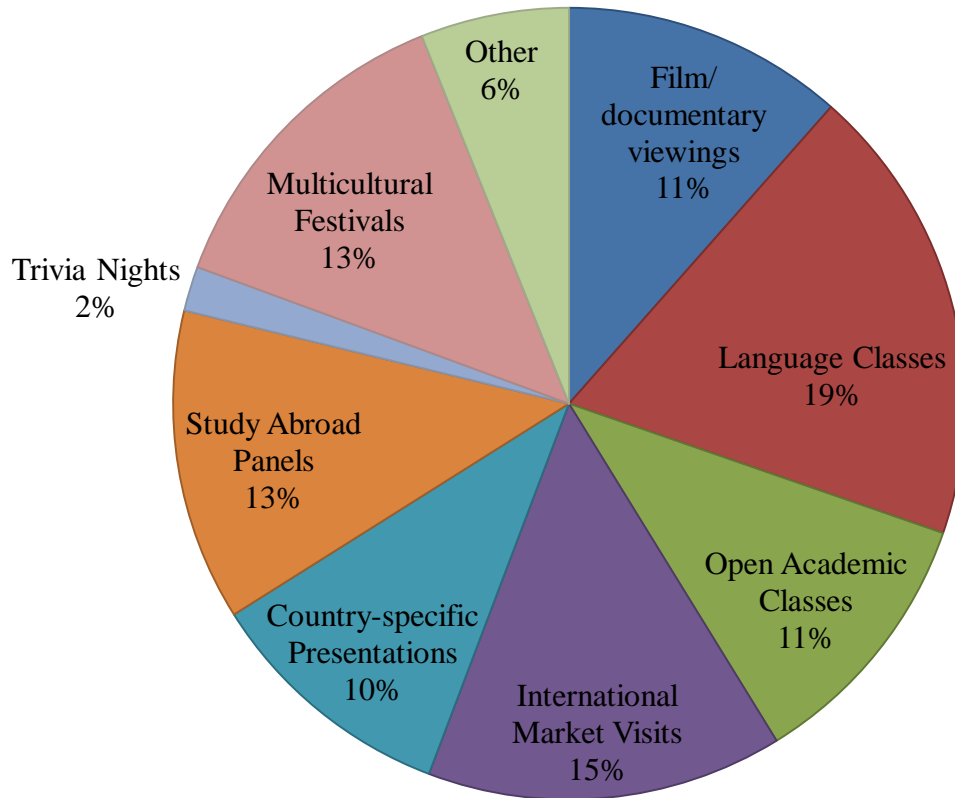
- getting a taste of a language.
- It was fun to listen to other people's experiences abroad. A lot of times when you get back your friends don't really want to talk about it, so its nice to be around people who've had similar experiences.
- I enjoyed the ability to step away from work and into the streets of Italy. [REDACTED] was engaging, fun and seemed to love the language. I would have loved to have gone to a few others but my work week was a bit loaded.
- -
- The atmosphere was very relaxed and informal; the information was provided in manageable doses; and the instructor was enthusiastic.
- hearing about actual experiences and learning about how the acculturation process feels
- I enjoy studying and speaking foreign languages. I was interested to learn more about languages I am not as familiar with in my studies.
- [REDACTED] great, love hearing her talk.
- The instructors, the content/presentations, the opportunity to meet and interact with students, faculty and staff that I might not have met otherwise. The opportunity to be exposed to different languages and different cultures. We are quite a multi-cultural community, with many students, faculty and staff members hailing from a large number of countries outside of the United States.
- I liked that I could get the sense of what other culture is like.
- I loved being able to explore different cultures and to learn all the various languages. It was a way to prep me for study abroad.
- The teacher was very nice, she went over basic information about Germany and some general phrases
- Wish I attended!
- Allowed to me to view things from students' perspective in terms of classroom experience.
- I like that it was student taught. Also, the small class made for more individual attention which made a 30 minute session be productive
- Just a good way to learn and to get information from other experiences.
- Being exposed to a native american artist and his work. Finding out his methods of research and execution of relaying his message. His work is multidisciplinary and it was fascinating seeing which medium he chose for each of his projects.
- very informal, fun, some had international food!
- I really liked the comfortable atmosphere. There weren't too many other people, and we were all interested in learning a little of the language. Everyone participated so it didn't feel weird repeating foreign words in the group.
- Enthusiastic facilitators and attendees who were willing to participate.
- Although the session felt relaxed, it was planned well and the speaker was professional and informative.
- I liked that it was practical and useful.

7. What should be improved about the sessions you attended?

- Increase the time for the Mini Language class to 45 minutes or longer.
- Maybe the more popular language classes (like the French one) could be split up into even more levels.
- Maybe anticipate a discussion by arranging the room in a way that encourages people to speak rather than keeping the chairs all facing the same direction.
- MORE FREQUENT SESSIONS
- It was fine, however I did not know (or hadn't understood) that the session was going to be an actual ongoing class. I had not understood that "Open Class" meant that.
- I wish the events are better publicized so more people would come.
- Longer language classes!
- If possible, make it longer than just 30 minutes.
- Have it more than just once. I would go to it every week if it was offered.
- maybe make the language classes a bit longer if possible
- I think the students do not know much about IE Week and when it is going to be, so it would be better if they present it with various method.
- Longer language session.
- I was not able to enroll in [REDACTED] class, it was not available during registration. So, I wasn't able to get the readings ahead of time to fully join the class.
- I think that the some people talked too much, while others didn't. Maybe talking to the panelists and sort of telling them who is in the audience so that what they say is actually relevant.
- I believe a little more mandatory participation would have been nice, as well as some feedback on how I was speaking.
- -
- A half-hour for an introductory lesson in foreign language seems, in retrospect, far too limited. I recognized this going in, but the scheduling of other events pushed things along even more quickly, as we had to vacate the room. Perhaps these sessions can be drawn out to 45-60 minutes in the future.
- hopefully, more will attend in the future
- I found the classes engaging and informative. I especially liked that the Dutch mini-lesson included some history and culture about the Netherlands and missed that aspect in the other classes.
- Refreshment + Snacks!
- I wish the language classes were a little longer. And more official interaction with the study abroad panel.
- More languages offered! I would love to take a japanese lesson or a russian lesson, etc etc.
- I wish it had been longer!
- n/a
- More open sessions!
- maybe extend time to 45 minutes?
- Nothing specific. More sessions will give us more opportunities to learn.

- I was expecting the class to be about African Art Forms. While I was not disappointed to find that there was a guest lecturer, it would have been nice to be prepared. Minimal questions were presented at the end - which seemed a shame. If it would have been communicated what was going to take place, audience members could have done their own research, if they chose, to better participate.
- many of the language classes were more like presentations (hard to follow along for beginners), rather than a lesson per se: worksheets, listening/repeating, simple conversations, numbers, greetings..these are more manageable for half an hour classes.
- Would like more staff/faculty participants/attendees to have even better discussions during events.
- Later time so more students could attend.
- Extending the time--it was originally scheduled for 30 minutes so I scheduled a meeting immediately after that. If I would have known it was going to go over, I would have not attended or would have not scheduled a meeting after that. I felt very awkward having to leave after 30 minutes.

8. What internationally themed activities would you like to see scheduled for next year? If you particularly enjoyed any activities this year at International Education Week, please state them here.



Narrative responses for “Other”:

- Those are already wonderful ideas! What do you think about including a presentation / representation of a modern artist from abroad?
- Mini Spanish Class
- Dance (cultural/folk dances) classes/performances; cultural potluck/food discussions and presentations; sharing traditional folklore of different countries (this includes art, stories, music/instruments, clothing, dance, food, history)
- I LOVE the study abroad presentations because they gave me a better idea of where I want to go.
- If the open courses are available way ahead of time, it would be possible for me to integrate the activities more fully in the curriculum and syllabus, which usually gets sets as the semester starts.
- I enjoyed each and every activity that I participated in during International Education Week. The students, faculty and staff who participated were amazing. So amazing, in

fact, that I would like to see a mandatory International Professional Development Day/Week. [REDACTED] might be the Chair of [REDACTED], but if she ever decides to teach a French class at MICA, I would sign up for it in a minute. She was very personable and quite patient with all her students in the Intermediate French mini-language class. The entire class was in French, it was up to the students to decipher, comprehend, and respond in French. Great practice for those of us who had already studied French. [REDACTED] 'Psychoanalysis and Film' class was such an inspiring experience! [REDACTED] class has 6 amazing graduate level students who are from various countries. It was absolutely wonderful for me to have the opportunity to attend and participate in that class. I rarely have a chance to meet and/or interact with students and/or faculty. The class was fascinating. The films, the readings and the discussion made me want to register for [REDACTED] classes in the future. It also gave me a great sense of pride in MICA's students. Meeting [REDACTED] and viewing his film 'Women Between Worlds' was also a much appreciated experience. I had attended the Intercultural Communication activity at noon the same day. The film illustrated what we discussed in the presentation earlier in the day. I felt that both activities were definitely things that others would benefit from participating in. Intercultural Communication with [REDACTED] and [REDACTED] is something that all faculty and staff members could benefit from immensely. I would like to see some sort of mandatory class/workshop on Intercultural Communication. So many members of our MICA community are now coming from various countries that I believe that it is important to educate and enlighten anyone who has not been exposed to other cultures through family, friends and/or travel. The Korean mini-language class was packed, and was quite fun and entertaining. A good time was had by all, the instructor did a fantastic job of engaging her 'students' and keeping us entertained. The combination Korean language/cooking class on Fridays sounds like such a perfect way to engage everyone from faculty to staff to students, giving all the participants a chance to get to know each other. KUDOS and a HUGE THANK YOU to everyone who made International Education Week one of my favorite events! I look forward to the next one, and hope there will be even more opportunities for everyone to participate in.

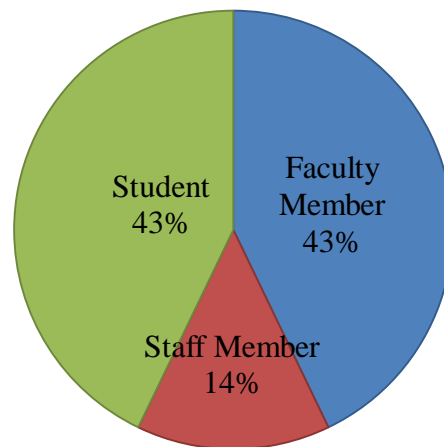
- fashion? Traditional clothing display or a catwalk show.
- The whole concept of a International Week is a Great Idea! Exacaly the kind of thinking we need here at MICA from the Staff. Pro-student centered. Great staff integration with the college and students we work for.
- It should be fine to have this program along 2 weeks or a month. In order to provide information about the study abroads and Summer intensive programs, each year Mica should organize a meeting with all Freshman end Sophomores no later than October. Students never plan their 4 years at Mica. They should. That way, it will be easier for us, coordinators, to get more students for our programs. Thanks!
- Eating multicultural food.

APPENDIX D: IE WEEK 2012 PRESENTER EVALUATION SURVEY RESPONSES

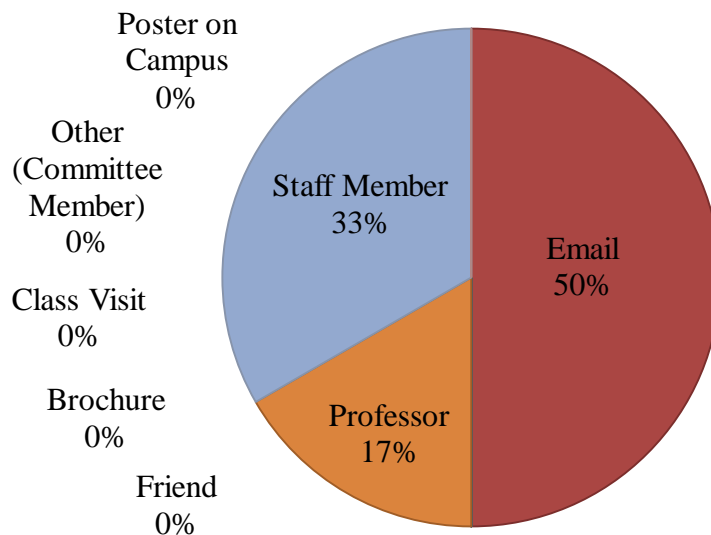
1. Thank you for your interest in providing feedback for MICA's International Education Week 2012! Please fill out each question in as much detail as possible. Your answers may be used for publications, including a master's thesis, regarding international events on the MICA campus; however, your identity will NEVER be disclosed. If you AGREE to having your responses potentially be used in publications, please type I AGREE into the text box below. If you DO NOT agree to this, you may leave the text box blank. Thank you so much!

6 presenters of 8 respondents agreed to have their anonymous answers published

2. Are you a:



3. How did you hear about MICA's International Education Week 2012?



4. What activity did you lead during International Education Week 2012?

- Language Classes for Hindi, Bahasa Indonesia Study Abroad Panel
- Mini intro to Vietnamese Language Class
- Spanish Club
- I opened my Intellectual History class on Revolutions to the MICA Community.
- Italian mini-class, and Islamic Art/Architecture

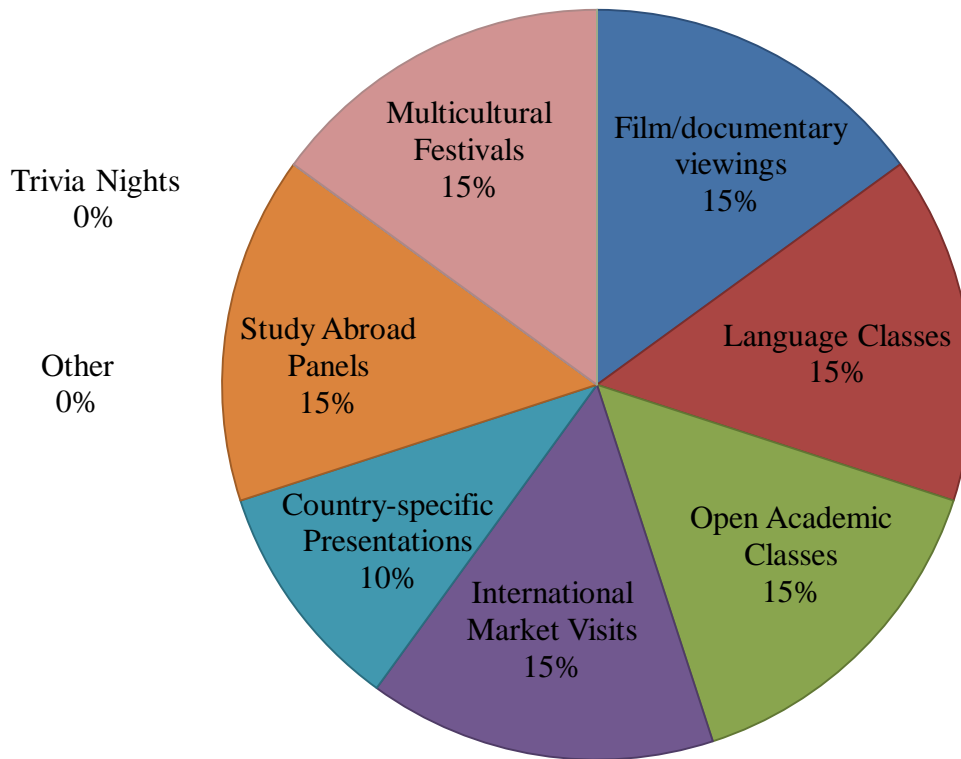
5. What did you like about the session(s) you led?

- The eager participants!
- small size class, easy access equipment
- It's always great to meet new Spanish speakers and encourage people to try out what they've learned.
- New perspectives and energy from participants.
- A chance to teach some Italian, which I'd never done.

6. What would you like to be improved about the session(s) you led?

- Can't think of anything. Very well done.
- I wasn't sure that it was clearly communicated that ours was not a Spanish mini-lesson, but rather a conversation circle. More people signed up than came.
- Poor attendance of those who signed up. Only 1 of the 5 who signed up came, and then one other person who had not signed up.
- My own presentation! I simply need to bring more material, as the Italian students raced through what I had.

7. What internationally themed activities would you like to see scheduled for next year? If you particularly enjoyed any activities this year at International Education Week, please state them here.



8. Do you have additional feedback for International Education Week as a whole?

- Nope. Thank you!
- I thought it was well-organized and well-advertised this year. I felt that participation was bigger this year. I really enjoyed it.
- I like participating very much.
- I enjoyed being a part of it, and hopefully the students did, too. That said, the language mini-classes can't really offer anything substantive, because of their length; instead, I suppose they're best viewed as a change to rediscover one's interest in a foreign language or culture.

APPENDIX E: SAMPLE MINI-LANGUAGE CLASS HANDOUT

Une petite classe de français!

Dix (10) phrases utiles :

Sounds like : bonzhour / salu

Bonjour / Salut !

Sounds like : sa va

Ça va ?

Sounds like : sa va bee-en

Ça va bien !

Sounds like : on-shawn-tay

Enchanté(e) !

Sounds like : see vou play

*S'il vous plait

Sounds like : zheu mah-pell

Je m'appelle

Sounds like : we

Oui

Sounds like : no

Non

Sounds like : merh-see bow-coo

Merci (beaucoup) !

Sounds like : ah-dew / oh reh-vwar

Adieu / Au revoir !

*Fun Fact – Ever wonder where R.S.V.P. came from ? From French, bien sûr !

From the phrase above, what does « je » mean ? _____

Conversation Practice :

1 - Bonjour !

2 - Bonjour !

1 - Ça va ?

2 - Ça va bien ! **Et toi ?** _____

1 - **Moi**, ça va bien ! _____

2 - Au revoir !

1 - Adieu !

1 - Bonjour ! **Comment t'appelles-tu ?**

2 - Je m'appelle (nom). Et toi ?

1 - Moi, je m'appelle (nom).

2 - Enchanté(e) !

1 - Enchanté(e) ! Au revoir !

Phrases pour la classe :

Est-ce que tu aimes... ? *Do you like... ?*

→ Oui, j'aime ça. ☺

→ Non, je n'aime pas ça. ☹

Les numéros :

1 : **un** (unh)

6 : **six** (sees)

2 : **deux** (dueh)

7 : **sept** (set)

3 : **trois** (twah)

8 : **huit** (wheat)

4 : **quatre** (cat-re)

9 : **neuf** (nuff)

5 : **cinq** (sank)

10 : **dix** (dees)

Le saviez-vous ? Did you know ?

Vrais amis ! (True cognates)

These words have the same meaning in French as they do in English – there are over 1700 in all. Look at all the French words you already know !

Café

Occasion

Week-end

Cinéma

Nature

Gourmet

Radio

Normal

Caramel

Télévision

Globe

Sécateur

Film

Café au Lait

Logo

Taxi

Dessert

Dragon

APPENDIX F: AROUND THE WORLD PROJECT ACTIVITY PROPOSAL FORM

Proposal Submission Date: Tuesday, May 29, 2012**AROUND THE WORLD PROJECT COMMITTEE**

Activity Proposal Form

Proposed Activity Date(s): _____**Proposed Activity Theme / Name:** _____**Necessary Funding for Activity (pending committee approval):** \$ _____**Type of Activity:**

- | | |
|---|-------------------------------------|
| _____ Exhibition (<i>you must submit separate forms to Department of Exhibitions</i>) | _____ Multicultural Festival |
| _____ Artist Talk / Presentation | _____ Cultural Market Visit |
| _____ Language Class | _____ Open Class |
| _____ Film and Discussion | _____ Study Abroad Panel |
| _____ Program Information Session | _____ Country Specific Presentation |
| _____ Trivia Night | _____ Themed Discussion |

Other (please specify): _____

Desired Room / Space for Activity:

- | | |
|-----------------------|--------------------------|
| _____ Lecture Hall | _____ Classroom / Studio |
| _____ Conference Room | _____ Exhibition Space |

If you have specific room needs, please write room here: _____

Please specify how you need the committee to assist you: _____

Name: _____ Phone: _____

Email: _____ Department: _____

Approved by: _____

APPENDIX G.1: SAMPLE MARKETING POSTER

Courtesy of Tabitha Morikis, 2012

MICA International Education Week 2012									
March 26	<p>French Mini Language Class 12:30-1:00 Bunting 208</p> <p>Italian Mini Language Class 3:00-3:30 Bunting 208</p> <p>Psychoanalysis & Film Open Class 4:00-6:45 Bunting 480</p> <p>SIT-Study abroad in Yunnan Province, China: Rural and Urban Lifestyles 5:30-6:30 Main 110</p> <p>IE Week Kickoff Event 10:15 Meyerhoff 1st floor lobby</p>	March 27	<p>Intercultural Communication Workshop 12:00-1:00 Brown 413</p> <p>Polish Mini Language Class 3:30-4:00 Bunting 208</p> <p>CAP-Art4Africa Presentation 5:30-6:30 Main 110</p> <p>"Women Between Worlds" Film and Discussion 7:00-8:30 Main 110</p>	March 28	<p>African Art Forms Open Class 9:30-12:15 Bunting 360</p> <p>Korean Mini Language Class 3:00-3:30 Bunting 208</p> <p>Dutch Mini Language Class 3:00-4:00 Bunting 208</p> <p>Third World Women Writers Open Class 7:00-9:45 Bunting 480</p> <p>Photographing and Teaching in Intercultural Environments 6:00-6:45 Main 110</p> <p>Trivia Night 9:00-10:00 Main 110</p>	March 29	<p>Revolutions Open Class 9:00-11:45 Bunting 480</p> <p>Spanish Club 12:00-1:00 Bunting 208</p> <p>Food & Culture Round Table Discussion 12:00-1:00 Meyerhoff 1st floor lobby</p> <p>Palestinian-Israeli Conflict Open Class 1:00-3:45 Bunting 460</p> <p>Vietnamese Mini Language Class 3:30-4:00 Bunting 208</p> <p>German Mini Language Class 6:00-6:30 Bunting 390</p>	March 30	<p>Hindi Mini Language Class 12:30-1:00 Bunting 208</p> <p>Bahasa Indonesia Mini Language Class 3:00-3:30 Bunting 208</p> <p>Chinese Mini Language Class 3:30-4:00 Bunting 208</p> <p>Study Abroad Panel 4:00-5:30 Brown 320</p> <p>Multicultural Dance Party 10:15 Commons Gatehouse</p>

APPENDIX G.2: SAMPLE SEMESTER MARKETING BROCHURE

Courtesy of Tabitha Morikis, 2012

March 29

Revolutions Open Class

9:00–11:45 Bunting 480

In this Revolutions class on March 29th, we will be discussing the Mexican Revolution and novelist Mariano Azuela's realist novel on the Revolution, *The Underdogs*. The Mexican Revolution (1910-1920) was a fascinating and complicated event, combining peasant and urban politics, democratic ideals with autocratic and Communist principles, and featuring memorable characters such as Pancho Villa (who during the Revolution engaged in the last hostile foreign land incursion onto US soil) and Emiliano Zapata.

Spanish Club

12:00–1:00 Bunting 208

Food & Culture Round Table Discussion

12:00–1:00 Meyerhoff 1st floor lobby

Join International Affairs, for an informal discussion on how culture influences food and vice versa. Bring your lunch and share stories about your culture and family's food ways and habits.

Palestinian–Israeli Conflict Open Class

1:00–3:45 Bunting 460

This class will be considering a novel by the Israeli Palestinian, Sayed Kashua, and our focus is necessarily on how Arab citizens of Israel get on, and relations between Jews and Palestinians.

Vietnamese Mini Language Class

3:30–4:00 Bunting 208

German Mini Language Class

6:00–6:30 Bunting 390

March 30

Hindi Mini Language Class

12:30–1:00 Bunting 208

Bahasa Indonesia Mini Language Class

3:00–3:30 Bunting 208

Chinese Mini Language Class

3:30–4:00 Bunting 208

Study Abroad Panel

4:00–5:30 Brown 320

Come hear about the experiences of students who have studied abroad on MICA semester and summer programs in countries such as China, Indonesia, France, and Germany. This is a great opportunity to learn about how studying abroad can influence your academic, artistic, and personal growth and goals while you are here at MICA, as well as after graduation.

Multicultural Dance Party

10:15 Commons Gatehouse

Dance to fun party music from around the world while enjoying interesting snacks!

Register for Trivia Night



Register for Classes and Workshops



Need a Break?

Take a trip around the world.

MICA's International Education Week 2012

Courtesy of Tabitha Morikis, 2012

March 26

Mini Language Class

Forget 30-minute meals – Come to our 30 Minute Language Classes! The teachers of these mini-language classes will provide you with a great introduction to a language. You will leave these classes knowing basic phrases and a little more about the country and culture the language comes from. Space is limited to 12 students per class; ensure that you have a spot by making a reservation at the Survey Monkey link that opens February 29th!

French Mini Language Class

12:30-1:00 Bunting 208

Italian Mini Language Class

3:00-3:30 Bunting 208

Psychoanalysis & Film Open Class

4:00-6:45 Bunting 480

Open to Faculty and Staff only.

Only 7 spaces available. Register online.

Must complete reading and assignments in order to participate.

SIT-Study abroad in Yunnan Province, China: Rural and Urban Lifestyles

5:30-6:30 Main 110

This presentation by [redacted] features photos and anecdotes of her experience studying abroad in Yunnan Province. She will reflect on the contrasts between people's lifestyles in major cities and farming villages.

International Education Week Kickoff

10:15 Meyerhoff 1st floor lobby

This event will introduce residents to fun children's games from around the world. There will be music, decorations, international desserts, and lots of silly prizes.

March 27

Intercultural Communication Workshop

12:00-1:00 Brown 413

Your International Affairs Office wants to help build our growing intercultural community by sharing some tools and strategies that will help you learn about culture and communicate more effectively with students, staff, and faculty from different cultural backgrounds. Join [redacted] for an interactive session on intercultural communication!

Polish Mini Language Class

3:30-4:00 Bunting 208

CAP-Art4Africa Presentation

5:30-6:30 Main 110

CAP Intern [redacted] will be presenting on "Art 4 Africa," a project in collaboration with 7th grade students at Mount Royal Elementary that is meant to foster a global perspective from an early age. Using art as a form of communication and the making process as a learning tool, [redacted] created lesson plans that informed students about aspects of the daily life of a child in South Africa. Each lesson began with an anecdote and a visual from her trip to South Africa this past summer, where she created a mosaic mural with the community of Dwaleni, full of children orphaned by the AIDS epidemic. The end product of each lesson plan was a useful and handmade gift that was then sent to the children of Dwaleni, allowing the Mount Royal students to see how art can have an impact on not only in their lives, but on a global scale.

"Women Between Worlds" Film and Discussion

7:00-8:30 Main 110

[redacted] professor of Film, Video and Theater at Stevenson University will present his research documentary, "Women between Worlds". This is a 30 minute documentary concerning the challenges faced by women who have immigrated to the United States and find themselves between cultures. Women of diverse ethnic and socioeconomic groups share their experiences and feelings about assimilation, values, and being foreign-born in contemporary American society.

March 28

African Art Forms Open Class

9:30-12:15 Bunting 360

In this class about African Art Forms, [redacted] will explore and present the fascinating complexities and aesthetic role Africa plays in the global arena. All are welcome to attend.

Korean Mini Language Class

3:00-3:30 Bunting 208

Dutch Mini Language Class

3:00-4:00 Bunting 208

Third World Women Writers Open Class

7:00-9:45 Bunting 480

Only 7 spaces available. Register online.

Must complete reading and assignments in order to participate.

Photographing and Teaching in Intercultural Environments

6:00-6:45 Main 110

Drawing upon her experiences living and working in Australia, the Czech Republic, Great Britain and the United States, [redacted] will be discussing the strategies that she used to hone her teaching skills in these intercultural milieus. She will also illustrate the impact that these cultures had on her art. This is an ideal workshop for students, faculty and staff members interested in teaching, working or studying abroad.

Trivia Night

9:00-10:00 Main 110

Come show off your knowledge of the world! Form a team of up to five (5) people and sign up on SurveyMonkey at <http://www.surveymonkey.com/s/M39FXRB>. Topics will include geography, world history, art trivia and many others. The first place and second place teams will receive some awesome prizes.

APPENDIX G.3: SAMPLE MARKETING POSTER

Courtesy of Tabitha Morikis, 2012

Need a break?

Take a trip around the world.

Register Online!



International Education Week
March 25–31, 2012

APPENDIX H: ONLINE REGISTRATION FORM

MICA International Education Week Activity Sign-up Exit this survey

International Education Week Registration Page

***1. Please type your name.**

***2. Please type your email address so we can contact you about the International Education Week activities.**

***3. Are you a:**

Faculty Member
 Staff Member
 Student

Other (please specify)

Powered by **SurveyMonkey**
Create your own [free online survey](#) now!

In question four below, originally there were six different Open Class options for registrants. However, SurveyMonkey offers the opportunity to “hide” choices from registrants. This is available for all multiple choice answers on Survey Monkey.

MICA International Education Week Activity Sign-up Exit this survey

Open Classes

4. Which Open Class(es) would you like to attend? You may choose multiple classes.
* = There is required reading in order to be prepared to participate in the class.

African Art Forms - [redacted] (Wednesday, March 28th, 9:30am-12:15pm, B360)
 *Third World Women Writers (FACULTY AND STAFF ONLY) - [redacted] (Wednesday, March 28th, 7:00pm-9:45pm, B480) (7 visitor limit)

5. Do you agree to complete any and all required reading for the class, as designated?

Yes
 No

Powered by **SurveyMonkey**
Create your own [free online survey](#) now!

MICA International Education Week Activity Sign-up

Exit this survey

Mini-Language Classes

6. Please choose the mini-language class(es) you would like to attend. All language classes, with the exception of the German class (Bunting 390) will be held in Bunting 208.

****There is a 12 learner limit to classes - those who have registered have priority!**

- French - [REDACTED] (Monday, March 26th, 12:30-1:00)
- Polish - [REDACTED] (Tuesday, March 27th, 3:30-4:00)
- Korean - [REDACTED] (Wednesday, March 28th, 3:00-3:30)
- Dutch - [REDACTED] (Wednesday, March 28th, 3:30-4:00)
- Spanish Club (Thursday, March 29th, 12:00-1:00)
- Vietnamese - [REDACTED] (Thursday, March 29th, 3:30-4:00)
- German - [REDACTED] (Thursday, March 29th, 6:00-6:30)
- Hindi - [REDACTED] (Friday, March 30th, 12:30-1:00)
- Bahasa Indonesia - [REDACTED] (Friday, March 30th, 3:00-3:30)
- Chinese - [REDACTED] (Friday, March 30th, 3:30-4:00)

Prev

Next

Powered by **SurveyMonkey**
Create your own [free online survey](#) now!

MICA International Education Week Activity Sign-up

Exit this survey

Other Events

7. Please indicate which activities you would like to attend. All activities as designated in this section are open to faculty, classes, staff, and students.

****Please note - due to limited spaces, registration is highly recommended. Those who have registered will have priority in attending the events.**

- SIT Study Abroad in Yunnan Province, China: Rural and Urban Lifestyles (Monday, March 26th, 5:30-6:30, Main 110)
- Intercultural Communication Workshop (Tuesday, March 27th, 12:00-1:00, Brown 413)
- CAP - "Art 4 Africa" Presentation (Tuesday, March 27th, 5:30-6:30, Main 110)
- "Women between Worlds" Film and Discussion (Tuesday, March 27th, 7:00-8:30, Main 110)
- Photographing and Teaching in Intercultural Environments (Wednesday, March 28th, 6:00-6:45, Main 110)
- Food and Culture Lunch Roundtable Discussion - BRING YOUR OWN LUNCH! (Thursday, March 29th, 12:00-1:00, Meyerhoff First Floor Lounge)
- Study Abroad Panel (Friday, March 30th, 4:00-5:30, Brown 320)

8. Please indicate which activities you would like to attend. All activities as designated in this section are open to students, faculty, and staff. Registration is encouraged.

- International Education Week Kick-Off Event (Monday, March 26th, 10:15 pm, Meyerhoff 1st Floor Lobby)
- International Trivia Night (Wednesday, March 28th, 8:00 pm, Main 110) Register teams at <http://www.surveymonkey.com/s/W39FXRB>
- Multicultural Dance Party

9. Will you be bringing any guests to the activities listed on this page (friends, classmates, students)?

- Yes
- No

Number of Guests and Event they will attend:

Thank you for completing this survey! We look forward to your participation in MICA's International Education Week 2012!

Prev

Done

Powered by **SurveyMonkey**

APPENDIX I: REGISTRATION SPREADSHEET

#	Register Date	Last Name	First Name	Email	MICA Status	Open Classes	Language Classes	Other Activities	Guests
1	3/6/2012				Staff		Dutch		
2	3/6/2012				Staff		German	Photographing	
3	3/6/2012				Student		French		
4	3/6/2012				Staff		Italian		
5	3/6/2012				Student	African Art	French	Study Abroad Panel	
6	3/6/2012				Staff		Dutch		
7	3/6/2012				Staff		French Dutch	Food and Culture	
8	3/6/2012				Student	Islamic Art	French Korean German Chinese		
9	3/6/2012				Student		Italian Dutch	Art4Africa Women Worlds	
10	3/6/2012				Student	Revolutions	Korean	Study Abroad Panel	

APPENDIX J: ATTENDANCE LISTS PROVIDED TO PRESENTERS

French Miniature Language Class				
Last Name	First Name	MICA Email	MICA Status	Attended?
			Student	
			Student	
			Staff	
			Student	
			Student	
			Staff	
			Student	
			Student	
			Student	
			Student	
			Student	
			Student	
			Staff	
			Student	
			Student	
			Student	



APPENDIX K: EXHIBITION PROPOSAL FORM

Department of Exhibitions
Brown Center Exhibition Proposal Form

Proposal Submission Date: _____

Exhibition Dates: _____ Location: __Leidy Atrium __Outside Falvey Hall __Rosenberg

The Department of Exhibitions must receive a completed Proposal Form and site drawings at least 3 weeks before the install date Proposals must be approved by the Director of Exhibitions and the Director of Events.

Name: _____
Local Address: _____

Fill in each Blank, and indicate the best way to contact you:
Phone: _____ Cell: _____
Email: _____

Department: _____ Year: _____
Project for what Class: _____
Instructor/Advisor: _____

Available to Share Space? Yes _____ No _____
Install Date: _____ Time: _____
De-Install Date: _____ Time: _____
**Reception Date: _____

**You are responsible for procuring any tables and garbage cans from FACMAN and catering from Parkhurst Catering for your exhibition

Note: If all work is not de-installed by 8:00am the day after de-install date, the work will be disassembled by the Exhibition Staff and discarded.

Explain proposed installation/exhibition: (use the back or attached pages if necessary, please be as specific as possible) _____

I _____ understand that I am responsible for adhering to all policies and guidelines outlined in the INSTALLATION HANDBOOK and POLICY GUIDE from the Department of Exhibitions available in the Exhibitions office, FOX 011.

(1) copy to Exhibitor: _____ (1) copy to Events: _____

Approved: _____ Director of Exhibitions, Date: _____
(Pending approval from the Events office)

Approved: _____ Director of Events, Date: _____

APPENDIX L: PARTICIPANT EVALUATION SURVEY FORM

IE Week 2012 Evaluation

Exit this survey

1. Thank you for your interest in providing feedback for MICA's International Education Week 2012! Please fill out each question in as much detail as possible. Your answers may be used for publications, including a master's thesis, regarding international events on the MICA campus; however, your identity will NEVER be disclosed.

If you AGREE to having your responses potentially be used in publications, please type I AGREE into the text box below. If you DO NOT agree to this, you may leave the text box blank.

By participating in this survey, you are eligible for the drawing for the gift basket. If you are interested in being added to the drawing, please fill out the survey by April 13th and provide your MICA email address at the end of the survey. Your email address will not be disclosed to anyone and you will only be contacted if you have won the drawing. Thank you so much!

*2. Are you a:

- Faculty Member
- Staff Member
- Student

Other (please specify)

3. How did you hear about MICA's International Education Week 2012?

- Poster on campus
- Email
- Brochure
- Friend
- Class Visit
- Professor
- Staff Member

Other (please specify)

3. Did you register for International Education Week? If so, how?

- Yes - used the SurveyMonkey Link emailed to me
- Yes - used the link on a yellow handout
- Yes - used a QR Barcode
- No

4. Did you participate in International Education Week? If so, what did you attend?

	Yes	No	Wanted to attend, but session was full
Psychoanalysis and Film Open Class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
African Art Forms Open Class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Third World Women Writers Open Class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Revolutions Open Class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Palestinian Israeli Conflict Open Class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Islamic Art and Architecture Open Class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

French Mini Language Class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Italian Mini Language Class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Polish Mini Language Class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Korean Mini Language Class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dutch Mini Language Class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spanish Club	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vietnamese Mini Language Class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
German Mini Language Class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hindi Mini Language Class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bahasa Indonesia Mini Language Class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chinese Mini Language Class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
China Study Abroad Presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intercultural Communication Workshop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Art 4 Africa Presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
"Women between Worlds" Film and Discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Photographing and Teaching in Intercultural Environments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Food and Culture Roundtable Discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Study Abroad Panel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IE Week Kick-Off Event	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trivia Night	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Multi-cultural Dance Party	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Did not participate (please specify why)

5. What did you like about the sessions you attended?

6. What should be improved about the sessions you attended?

7. What internationally themed activities would you like to see scheduled for next year? If you particularly enjoyed any activities this year at International Education Week, please state them here.

8. Please type your MICA email address to be entered into the drawing.

Thank you for your feedback! The winner for the drawing will be contacted by email no later than April 20th.

Done

Powered by **SurveyMonkey**
Create your own [free online survey](#) now!

APPENDIX M: PRESENTER EVALUATION SURVEY FORM

IE Week 2012 Presenter Evaluation Exit this survey

1. Thank you for your interest in providing feedback for MICA's International Education Week 2012! Please fill out each question in as much detail as possible. Your answers may be used for publications, including a master's thesis, regarding international events on the MICA campus; however, your identity will NEVER be disclosed.

If you **AGREE** to having your responses potentially be used in publications, please type **I AGREE** into the text box below. If you **DO NOT** agree to this, you may leave the text box blank.

Thank you so much!

***2. Are you a:**

Faculty Member

Staff Member

Student

Other (please specify)

3. How did you hear about MICA's International Education Week 2012?

Poster on campus

Email

Brochure

Friend

Class Visit

Professor

Staff Member

Other (please specify)

4. What activity did you lead during International Education Week 2012?

5. What did you like about the session(s) you led?

6. What would you like to be improved about the session(s) you led?

7. What internationally themed activities would you like to see scheduled for next year? If you particularly enjoyed any activities this year at International Education Week, please state them here.

- Film/documentary viewings followed by discussions
- Language Classes
- Open Academic Classes
- International Market Visits
- Country-Specific Presentations
- Study Abroad Panels or Information Sessions
- Trivia Nights
- Multicultural Festivals

Other (please specify)

8. Do you have additional feedback for International Education Week as a whole?

9. Are you interested in participating in international activities next year? If so, please write your email address here.

Thank you for your feedback!

Done

Powered by **SurveyMonkey**
Create your own [free online survey](#) now!

APPENDIX N: EVALUATION QUESTIONS FOR AROUND THE WORLD PROJECT COMMITTEE

These questions are based on the goals and objectives established for the program as well as the participants of the Around the World Project.

Program Reflection

- *Involve at least 50 percent of the MICA departments in the planning, implementation, and reflections of Around the World Project activities*
How many departments were involved at any point of the planning and implementation processes? Was it over 50 percent of MICA departments? How can we increase participation in the coming semester?
- *Propose and promote the program to all student clubs, the Staff Enrichment Council, and to faculty committees to increase involvement*
How many club meetings, department meetings, or faculty meetings did members of the committee attend to promote Around the World Project activities? What was beneficial of attending these meetings? What were the drawbacks?
- *Center each semester's activities around a common theme, while involving regular activities each semester to create a continuity of activities throughout the project*
Was there a clear theme for the semester? Were the activities cohesive and clearly related?

Participant Reflection

- *Provide education abroad activities co-sponsored by the Office Professional and Continuing Studies and International Affairs Office that address common questions and misconceptions about education abroad*
Were there study abroad and education abroad focused activities available to the MICA community? What was discussed at these activities? Who was in the audience for these activities? How can we reach a wider audience?
- *Offer intercultural communication workshops available for students, staff, and faculty that include processing activities*
Were there intercultural communication workshops over the course of the semester/year? Who attended? What was discussed? What was done to enhance participant learning and engagement?
- *Establish international and intercultural themed exhibitions open to the public*
Were there internationally themed exhibitions? Where were they promoted? Who attended the opening?
- *Open a variety of existing classes centered around another culture's perspective to the MICA community*
What Open Classes were offered? What were the responses from the faculty and the visitors? What were the themes of the classes? What was beneficial? What can be improved to ensure the success of Open Classes in the future?

APPENDIX O: PROMOTIONAL PRESENTATION FOR INTERNATIONAL AFFAIRS COMMITTEE

MICA'S
International Education Week
March 26-30, 2012

Need a Break?

End Fullscreen

Need a
break?

Take a trip around the world.

International Education Week
March 25-31, 2012

End Fullscreen

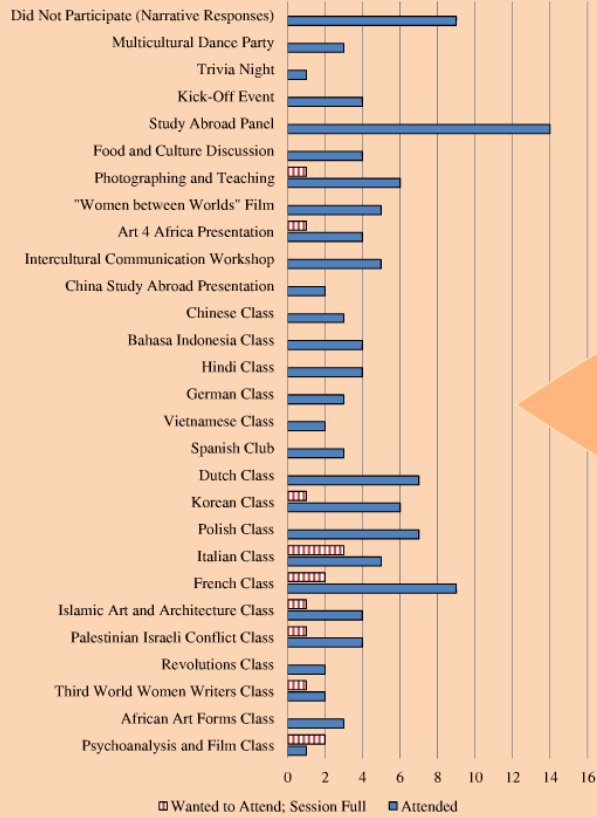
Planning Process

- Assembling committee
- Establishing mission, theme, goals, objectives
- Logistics
 - Reservations
 - Marketing
- Including key stakeholders

MICA International Education Week 2012

March 26	March 27	March 28	March 29	March 30
<p>French Mini Language Class 12:30–1:00 Bunting 208</p>	<p>Intercultural Communication Workshop 12:00–1:00 Brown 413</p>	<p>African Art Forms Open Class Leslie King–Hammond 9:30–12:15 Bunting 360</p>	<p>Revolutions Open Class Michael Sizer 9:00–11:45 Bunting 480</p>	<p>Hindi Mini Language Class 12:30–1:00 Bunting 208</p>
<p>Italian Mini Language Class 3:00–3:30 Bunting 208</p>	<p>Polish Mini Language Class 3:30–4:00 Bunting 208</p>	<p>Korean Mini Language Class 3:00–3:30 Bunting 208</p>	<p>Spanish Club 12:00–1:00 Bunting 208</p>	<p>Bahasa Indonesia Mini Language Class 3:00–3:30 Bunting 208</p>
<p>Psychoanalysis & Film Open Class Soheila Ghaussy 4:00–6:45 Bunting 480</p>	<p>CAP–Art4Africa Presentation 5:30–6:30 Main 110</p>	<p>Dutch Mini Language Class 3:00–4:00 Bunting 208</p>	<p>Food & Culture Round Table Discussion 12:00–1:00 Meyerhoff 1st floor lobby</p>	<p>Chinese Mini Language Class 3:30–4:00 Bunting 208</p>
<p>SIT–Study abroad in Yunnan Province, China: Rural and Urban Lifestyles 5:30–6:30 Main 110</p>	<p>“Women Between Worlds” Film and Discussion Exsul VanHelden 7:00–8:30 Main 110</p>	<p>Third World Women Writers Open Class Soheila Ghaussy 7:00–9:45 Bunting 480</p>	<p>Palestinian–Israeli Conflict Open Class Saul Myers 1:00–3:45 Bunting 460</p>	<p>Study Abroad Panel 4:00–5:30 Brown 320</p>
<p>IE Week Kickoff Event 10:15 Meyerhoff 1st floor lobby</p>		<p>Photographing and Teaching in Intercultural Environments Lynn Silverman 6:00–6:45 Main 110</p>	<p>Vietnamese Mini Language Class 3:30–4:00 Bunting 208</p>	<p>Multicultural Dance Party 10:15 Commons Gatehouse</p>
		<p>Trivia Night 9:00–10:00 Main 110</p>	<p>German Mini Language Class 6:00–6:30 Bunting 390</p>	

Over 275 participants!

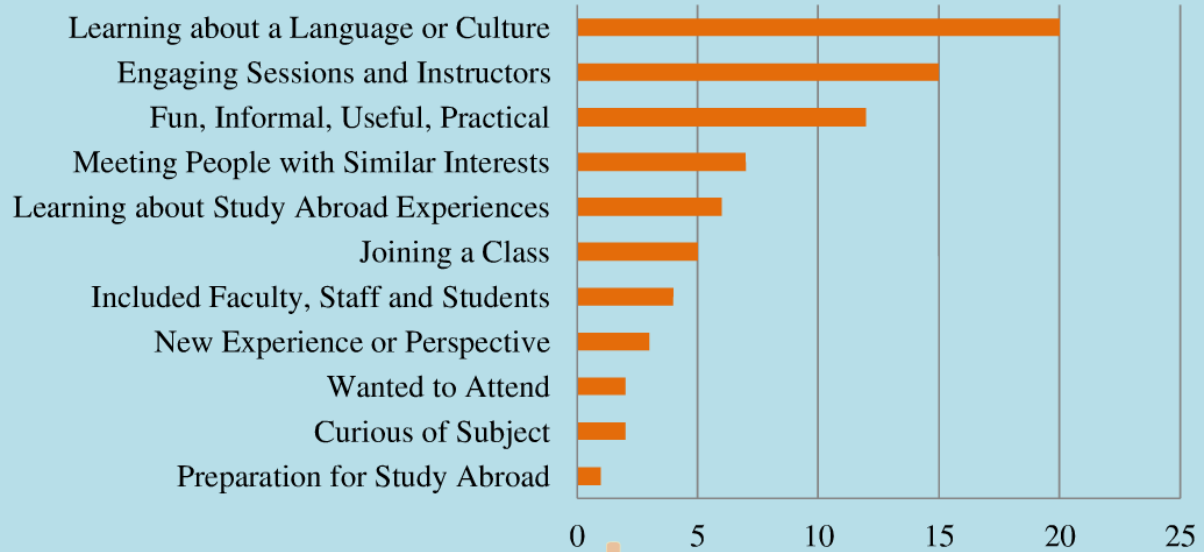


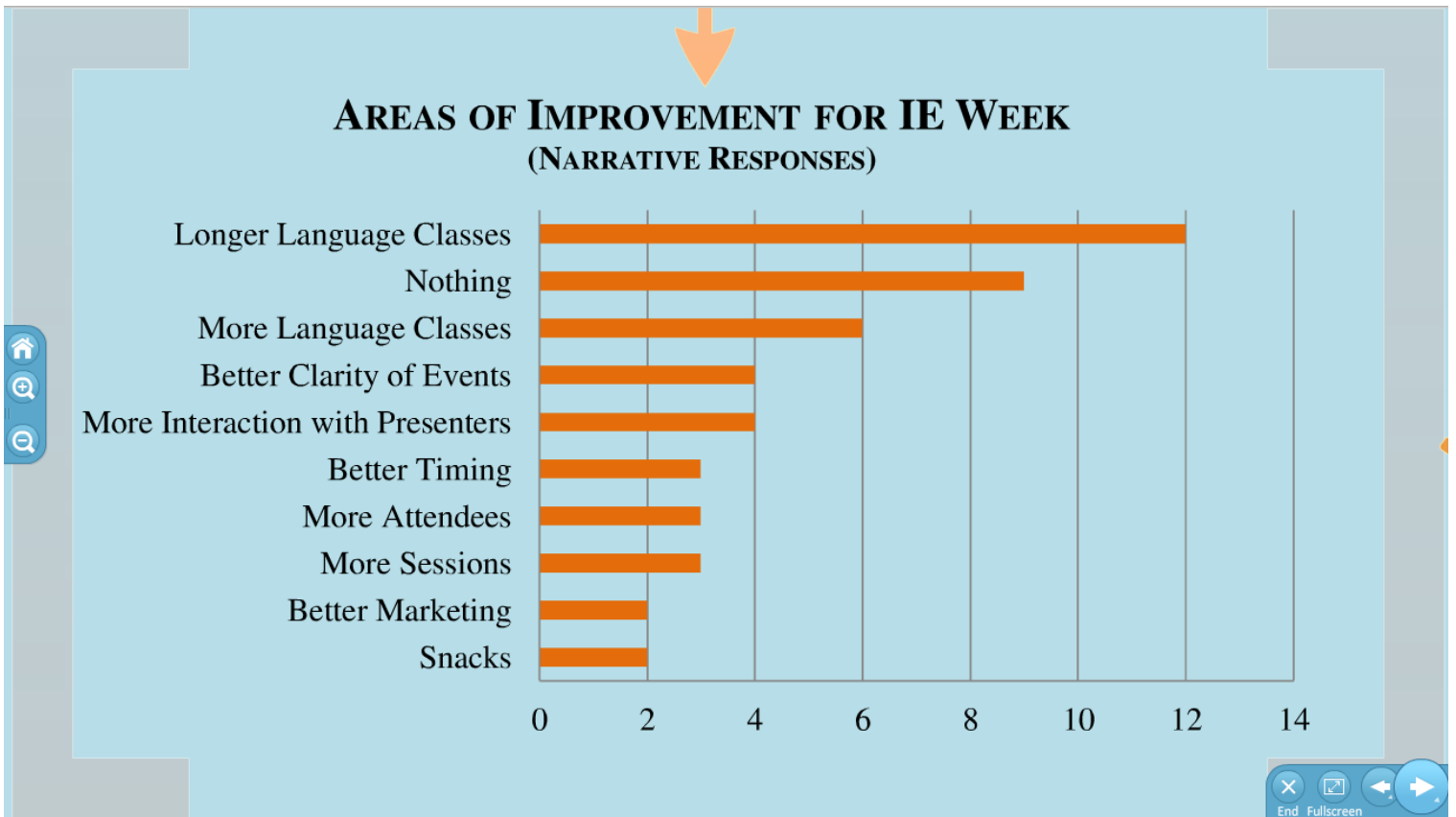
Evaluation Process

- Survey Monkey surveys
 - Presenters - 8
 - Participants - 53
- Establishing connections with stakeholders



STRENGTHS OF IE WEEK SESSIONS (NARRATIVE RESPONSES)





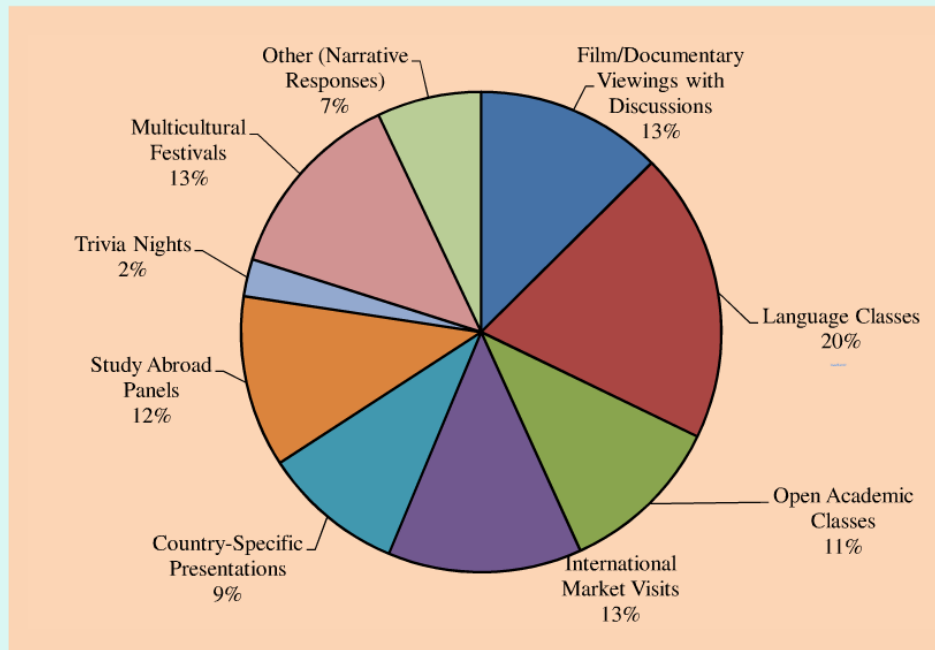


Year-round activities



More MICA departments included in planning

Engage participants from MICA community



Questions?



APPENDIX P: PROMOTIONAL PRESENTATION FOR SENIOR STAFF AT MICA



OUTLINE

- Introduction
- International Education Week (IE Week) background information
- Outcomes of MICA's IE Week 2012
- Alternative program structure for 2012-2013
- Conclusion

IE WEEK BACKGROUND

- National initiative by U.S. Departments of State and Education
- IE Week at MICA
- Changes to the 2011-2012 program

MICA International Education Week 2012

March 26	March 27	March 28	March 29	March 30
French Mini Language Class 12:30-1:00 Bunting 208	Intercultural Communication Workshop 12:00-1:00 Brown 412	African Art Forms Open Class Leslie King-Hemmond 9:30-12:15 Bunting 388	Revolutions Open Class Moham Sizer 9:00-11:45 Bunting 480	Hindi Mini Language Class 12:30-1:00 Bunting 208
Italian Mini Language Class 3:00-3:30 Bunting 208	Polish Mini Language Class 3:30-4:00 Bunting 208	Korean Mini Language Class 3:00-3:30 Bunting 208	Spanish Clubs 12:00-1:00 Bunting 208	Bahasa Indonesia Mini Language Class 3:00-3:30 Bunting 208
Psychoanalysis & Film Open Class Sohele Ghentry 4:00-6:45 Bunting 480	CAP-ArtAfrica Examination 5:30-6:30 Main 110	Dutch Mini Language Class 3:00-4:00 Bunting 208	Food & Culture Round Table Discussion 12:00-1:00 Meyerhoff 1st floor lobby	Chinese Mini Language Class 3:30-4:00 Bunting 208
SIT-Study abroad in Yunnan Province, China: Rural and Urban Lifestyles 5:30-6:30 Main 110	"Women Between Worlds" Film and Discussion Essi VanHeiden 7:00-8:30 Main 110	Third World Women Writers Open Class Sohele Ghentry 7:00-9:45 Bunting 480	Palestinian-Israeli Conflict Open Class Saul Myers 1:00-3:45 Bunting 480	Study Abroad Panel 4:00-6:30 Brown 325
IE Week Kickoff Event 10:15 Meyerhoff 1st floor lobby		Photographing and Teaching in Intercultural Environments Lynn Eisenstein 6:00-8:45 Main 110	Vietnamese Mini Language Class 3:30-4:00 Bunting 208	Multicultural Dance Party 10:15 Commons Gatehouse
		Trivia Night 9:00-10:00 Main 110	German Mini Language Class 6:00-6:30 Bunting 208	

SCHEDULE OF IE WEEK 2012

29 SESSIONS; INVOLVEMENT OF BALTIMORE COMMUNITY

“Strengths included the instructors, the content/presentations, the opportunity to meet and interact with students, faculty and staff that I might not have met otherwise. The opportunity to be exposed to different languages and different cultures. We are quite a multi-cultural community, with many students, faculty and staff members hailing from a large number of countries outside of the United States.”



IE WEEK 2012 STUDY ABROAD PANEL

10 STUDENTS ON PANEL; DIVERSITY OF EXPERIENCES

“It was fun to listen to other people's experiences abroad. A lot of times when you get back, your friends don't really want to talk about it, so it's nice to be around people who've had similar experiences.”

**BREAKDOWN OF
THE 275
PARTICIPANTS**

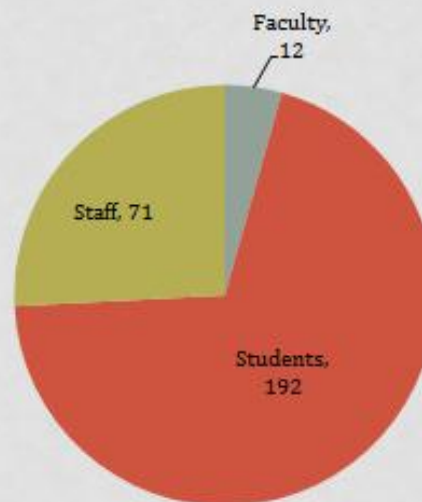
Notable Sessions:

Study Abroad Panel, 28

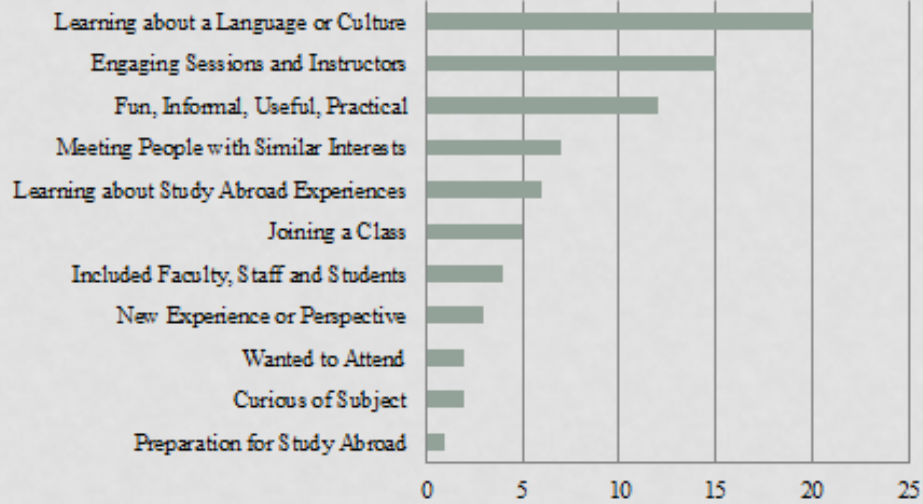
African Art Forms, 22

French Class, 13

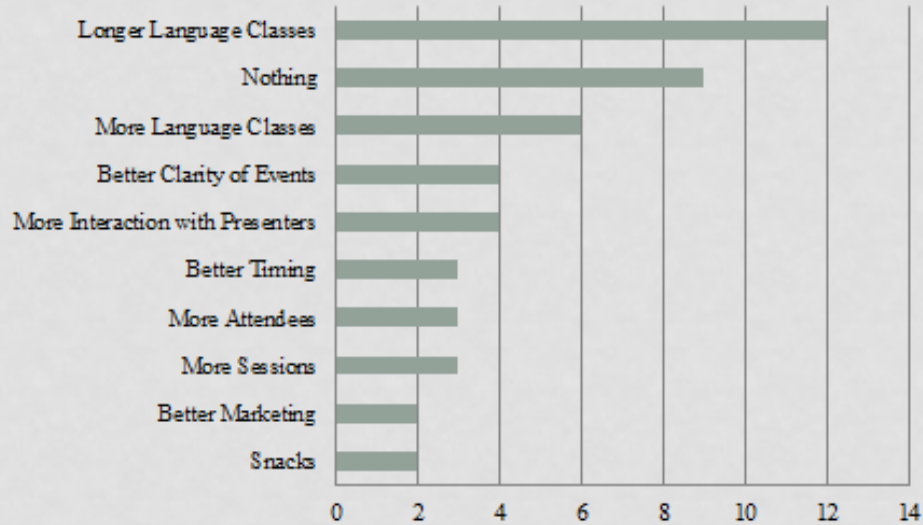
Korean Class, 12



IE WEEK STRENGTHS



IE WEEK AREAS OF IMPROVEMENT



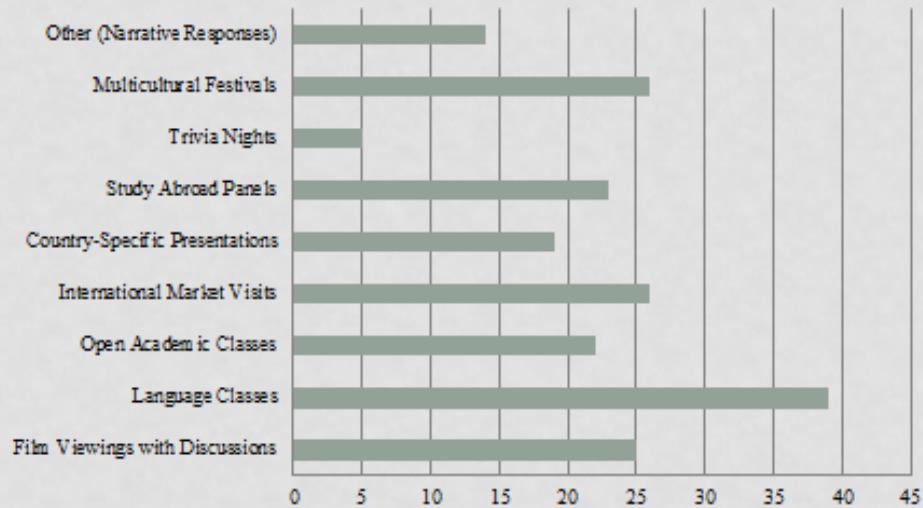


AROUND THE WORLD PROJECT

PROGRAM GOAL:

To engage MICA faculty, staff and student participants in a cohesive set of intercultural activities over the course of the 2012-2013 academic year in conjunction with other departments, faculty, and clubs on campus. These activities will promote MICA's internationalization plan, intercultural communication, international education programs, and the MICA mission of a "global perspective."

AROUND THE WORLD PROJECT ACTIVITIES



Questions?

MICA

AROUND THE WORLD PROJECT

2012-2013

APPENDIX Q: PROMOTION OF IE WEEK 2012 AND THE AROUND THE WORLD PROJECT

MICA

MARYLAND INSTITUTE COLLEGE OF ART

*Friends & Funding Partners News**APRIL 2012*

As Spring Commencement 2012 draws near, students are readying themselves for their transition into a rapidly globalizing job market and world. MICA is committed to helping these students make that leap by raising awareness on campus not only of the opportunities for studying abroad, but the life-changing benefits of having an international experience. Thanks to the enormous efforts by the [International Affairs Office](#), the last week in March saw a flurry of cultural activities designed to encourage students to embrace new languages, customs, aesthetics, and life styles. This event, International Week 2012, had an outstanding attendance rate of over 250 participants.

The Office of International Affairs offers a robust slate of programs that facilitate global exchange at MICA, including Semester Study Abroad, exchange programs, and International Education week, which at the request of the MICA community, will be expanded in 2013 to take place the entire year!



Study Abroad Panel at International Week 2012

From MICA Advancement Office, 2012