

# Internationalization SUMMIT

## The Sixth Annual Internationalization Summit

Friday, April 12, 2019  
University of Denver  
Denver, Colorado

The Office of Internationalization at the University of Denver thanks participation in the committee by representatives from Metropolitan State University of Denver and Regis University.

The committee would like to thank to Conference & Event Services, Division of Marketing & Communications, and Sodexo for their support in organizing this event.

# Pre-Summit Sessions and Opening Keynote

Thursday, April 11, 2019

## Pre-Summit Sessions

1:00 - 2:30 pm

### Pre-Summit Panel Session 1

The Commons,  
Katherine Ruffatto  
Hall

*Intersectionality and Nationalism: The Impact of Colonialism in the Caribbean on the Lived Experiences of Black Women at Home and Abroad*  
Hosted by the Office of Diversity and Inclusion

**Presenters:**

Frank Tuitt: Senior Advisor to the Chancellor and Provost on Diversity and Inclusion, University of Denver

Kaifa Roland: Associate Professor, University of Colorado, Anthropology

Kahlea Hunt-Khabir: Graduate Student, University of Denver, Morgridge College of Higher Education

Camilla Raymond: Doctorate Student, University of Denver & Illiff School of Theology, Religion

In this session, panelists will provide critical reflections on their research, scholarship, and lived experiences as women of color navigating the politics of race, gender, and the legacy of colonialism in the Caribbean.

3:00 - 4:30 pm

### Pre-Summit Panel Session 2

The Commons,  
Katherine Ruffatto  
Hall

*Intersectionality and Nationalism: The Impact of Colonialism in the Caribbean on the Lived Experiences of Black Men at Home and Abroad*  
Hosted by the Office of Diversity and Inclusion

**Presenter:**

Frank Tuitt: Senior Advisor to the Chancellor and Provost on Diversity and Inclusion

Christopher Fitzherbert Hackett: International Development Consultant

Ken Irish-Bramble: Faculty, Medgar Evers College, History & Social and Behavioral Science

Derron Wallace: Assistant Professor, Brandeis University

Ty-Ron Douglas: Associate Professor, University of Missouri, Department of Educational Leadership and Policy Analysis

In this session, panelists will provide critical reflections on their research, scholarship, and lived experiences as Black men navigating the politics of race, gender, and the legacy of colonialism in the Caribbean.

### Opening Discussion

Discussion with Deepak Unnikrishnan: *Temporary People*

Thursday, April 11

5:30- 7:00 pm

The Sie Complex, 1020 Forum

# Internationalization Summit Schedule

April 12, 2019

8:30 AM - REGISTRATION & BREAKFAST

9:00 - 9:30 AM - OPENING REMARKS

9:45 - 10:45 AM - SESSION 1

11:00 - 12:00 PM - SESSION 2

12:15 - 1:30 PM - KEYNOTE ADDRESS & LUNCH

1:45 - 2:45 PM - SESSION 3

3:00 - 4:00 PM - SESSION 4

4:00 - 7:00 PM - CULTUREFEST

# Summit Sessions and Workshops

Friday, April 12, 2019 - Anderson Academic Commons and  
Sie International Relations Complex

## Interest group acronyms:

CI = Campus Internationalization

ECDH = Engaging Cultural Diversity at Home

CBIE = Cross-border International Education

IRS = Internationalized Research & Scholarship

TCP = Teaching, Curriculum and Pedagogy

Rooms in the Sie International Relations Complex: 1150, 2115, 2121, 3110,  
3130

**8:30 am**

### Registration/Breakfast

Anderson Academic  
Commons (290)

Upon arrival, please check in at registration table to receive your nametag and other materials for the day. In AAC 290, there will be a light breakfast buffet and seating for the first session.

**9:00-9:30 am**

### Opening Remarks

Anderson Academic  
Commons (290)

**Presenter:**

Luc Beaudoin: Vice Provost for Internationalization, University of Denver

**9:45-10:45 am**

### Morning Session 1

SIE 1150

*CBIE- How Colonialism Influenced the Structure of Education in Africa and the Ways Some Educational Systems Try to Combat Those Structures*

**Presenters:**

Charese Foster: Master's Student, Josef Korbel School of International Studies, University of Denver

This session will discuss how European settlers shaped African society and education during and after colonialism, and what some countries in Africa are doing to de-colonize not only their educational systems but society as a whole.

SIE 2115

***ECDH - The LovePOEM: Intra- and Inter-Personal Border Crossing***

**Presenters:**

Cynthia E Hazel: Faculty, University of Denver, Morgridge College of Education

Londi Segler: Doctorate Student, University of Denver, Morgridge College of Education

Audrey Ford: Master's Student, University of Denver, Morgridge College of Education

Ali Manion: Doctorate Student, University of Denver, Morgridge College of Education

In all relationships, there will be disagreements: the wanting of different outcomes (perceptual and actual). When we cross boundaries, real and perceived differences are heightened. The LovePOEM (Love, Pause, Observe, Empathize, Message) is a process to enhance intra- and inter-personal compassion and understanding. This workshop will introduce participants to the LovePOEM and discuss its utility in decolonizing higher education.

SIE 2121

***TCP - Decolonizing the Internationalization of Higher Education***

**Presenters:**

Julia Roncoroni: Faculty, University of Denver, Department of Counseling Psychology

Madison Kim: Student, University of Denver, Biological Sciences

The internationalization of the education of pre-professional/allied health students can enhance trainees' cultural sensitivity. Internationalization, however, is often characterized by the neoliberal discourse that dominates academia. Thus, students rarely expand their sensitivity to care for patients of underserved backgrounds. This presentation will outline an effort to introduce decolonizing practices in a Social Determinants of Health class in Argentina. The class is a partnership with the National University of Lanús, in Argentina. Students had 3 weeks of class (online, in Buenos Aires, and in Patagonia). Some of the employed decolonizing practices included: (a) fostering the participation in the program of traditionally underserved students; (b)

introducing reading materials by North and South American scholars; (c) openly discussing the structures of colonization and their implications; (d) re-centering indigenous ways of knowing and being; (e) actively inviting students to think critically. Feedback from students and other measures of learning will be discussed.

SIE 3130

***CI - Decolonization Online: Turning stories of struggle into educational achievements***

**Presenters:**

Tim Robinson: Staff, University of Denver, English Language Center

Krystal Booker-Reusch: Staff, University of Denver, Office of International Education

David Parker: Faculty, University of Denver, English Language Center

Rachel DeDeyn: Faculty, University of Denver, English Language Center

Globally, there is high interest in obtaining higher education in the U.S. However, international students face a myriad of obstacles to studying in the U.S. including, but not limited to: English language proficiency, money, cultural differences, and the immigration process. This session uses the personal stories of individuals from around the world who have aspirations to study at a U.S. university collected in coursework submitted in a massive open online course to explore the challenges students identify as obstacles to their educational goals. These students' stories will lead into a discussion on the accessibility of higher education and how it can be made more accessible to international students.

*\*\*\*15-minute break and travel to next session\*\*\**

**11:00 -12:00 pm Morning Session 2**

SIE 1150

***CBIE - Advocating for International Education: Approaches to Engaging State and Federal Leaders, Reflections from Recent Efforts***

**Presenters:**

Students and Staff: University of Colorado Boulder, University of Colorado Denver, Colorado State University, University of Denver, University of Colorado Colorado Springs, and StudyColorado

This session will be a facilitated panel discussion on advocacy in international education, specifically highlighting recent activities and potential for future

involvement. For this session, we will discuss recent Colorado participation in State and Federal advocacy days meant to elevate the importance international education plays in our economies and societies as a whole. We're inspired by the recent StudyColorado Advocacy Day at the State Capitol and of course by NAFSA's Advocacy Day and see presenting at this summit as a way to continue the important professional discussion around advocacy. Participants will share their experiences from these two hallmark events that will help attendees better understand how advocacy work is done at both the local and national level. As a result of attending the session, participants will gain a better understanding for advocacy work in our field and reflect with fellow advocates on practical approaches to getting involved with advocacy work in the future.

SIE 2115

***CBIE - Decolonizing Education Abroad: Mobilizing Faculty and Staff for Culturally Responsible Pedagogies***

**Presenters:**

Karen Gardenier: Staff, Colorado State University, Office of International Programs

Mary Vogl: Faculty, Colorado State University, Languages, Literatures, and Cultures

Are there ways to foster Education Abroad experiences that attend to dynamics of power and privilege which are inherent to mobility? Drawing on their combined experience leading and supporting the development of short-term programs and Semester at Sea academics, presenters will examine the challenges of culturally responsible pedagogies in education abroad. The session will explore current research, share personal experiences, and invite co-creation of best practices in preparing faculty/staff to develop programs and employ pedagogies that engage students in critical examination of global systems and their personal responsibilities within those systems. We will discuss how to incorporate indigenous perspectives and cultivate cultural humility in ourselves and our students.

SIE 2121

***TCP - Finding our space in the Big Tent: Pedagogical praxis reflections from the South African context***

**Presenters:**

Cherry Muslim: Faculty, University of Kwazulu-Natal, Religion



Beverly Vencatsamy: Faculty, University of Kwazulu-Natal, Religion  
Charlene van der Walt: Faculty, University of Kwazulu-Natal, Religion &  
Theology

The phenomena of internationalization has become an important element in the strategic planning processes of Higher Education institutions across the globe. While the concept itself is not new, it has been strongly influenced by and is a reflection of globalization. From a South African perspective, it signifies our return to the international community, whilst staying true to the imperatives of the African context. The vision and mission of the University of KwaZulu-Natal (UKZN) illustrates something of this dual commitment when stating that UKZN aims “to be the Premier University of African Scholarship” one that is academically excellent, innovative in research, entrepreneurial and critically engaged with society. UKZN’s strategic plan is to promote its concept of ‘internationalization at home’, by implementing teaching approaches that make explicit and ongoing connections between local experience and global debates, while fostering intellectual curiosity”. UKZN’s curriculum transformation of teaching and learning, inclusive of research and community engagement is considered the most progressive within South Africa. Although not without challenges it has found a mode of success achieved by active, thoughtful and engaged processes of pedagogical shifts and innovative ideas aiming to not only engage contextual concerns, but to also take up a space in the global conversation. Our panel will reflect on what shapes our unique pedagogy within an institution that encompasses a diverse range of students, yet needs to meet the vision and mission of academic excellence, African scholarship and being engaged contextually. The discussion will draw on contextual pedagogical innovations and will share some of the praxis reflections developed within the ever-evolving landscape of teaching and learning that is focused on transformation.

SIE 3130

***ECDH - Internationalizing the "academic Self": Lessons from research on developing faculty engagement in practices of Internationalization at Home***

**Presenters:**

Casey Dinger: Staff, University of Denver, Office of Internationalization

Internationalization at Home (IaH) is a set of activities meant to promote

global learning and Intercultural competence for all students on the home campus, regardless of whether they study abroad. Faculty members are key agents in laH, yet engagement occurs in only pockets. This session will explore recent research on faculty development and the growth that stems from engagement in practices of laH.

*\*\*\*15-minute break and travel to lunch\*\*\**

**12:15-1:30 pm**

**Keynote Address & Lunch**

Maglione Hall,  
SIE 5025

***Language Intellectualization in the Context of Internationalization***

**Presenter:**

Professor Langa Khumalo: Director, Language Planning and Development, University of Kwazulu-Natal

*Note: The lunch and keynote will be held in Maglione Hall in Sie Complex. In the event the space meets maximum capacity, an overflow room with lunch and a live video stream of the keynote will be held in AAC 290.*

**1:45-2:45pm**

**Afternoon Session 3**

SIE 1150

***CBIE - Bridging Borders and Deconstructing Paradigms Through Experiential Exchanges***

**Presenters:**

Lorena Gaibor: Faculty, University of Denver, Graduate School of Social Work  
Anita Smart: Community Member, Natik

Neocolonialism views society as a marketplace where transactions are entrepreneurial and for personal gain. Neocolonial principles in U.S. education:  
1. Individualistic competition to be “the best”  
2. Accumulation of intellectual knowledge certified by finite degrees  
3. Institutionally dominated learning structures.

Our Presentation conveys the central themes of the Latinx Social Work Certificate experiential course in Chiapas, Mexico. The goal is to prepare students for their future work with Latinx communities by providing opportunities for self-reflection both intrinsically and extrinsically.

Reflections include consideration about power, privilege, and oppression as integral components of becoming conscientious advocates for social justice within the U.S. and Internationally. This venture: 1. Permits exposure to cultural paradigms that value collective knowledge construction and cooperative social and economic infrastructures over competitive individualism 2. Invites reflection that basic needs can be attended differently as in the Zapatista idea that Other Worlds are possible if we work to imagine and create them from the bottom up. 3. Motivates thinking about the application of alternative practices at home in the U.S

SIE 2115

***CI - Reflections on the Future of Internationalization: a discussion***

**Presenters:**

Luc Beaudoin: Faculty, University of Denver, Office of Internationalization

Anne Messeter: Staff, Lund University, International Office

Normah Zondo: Staff, University of Kwazulu-Natal, Corporate Relations

Martha Ludwig: Faculty, University of Western Australia, Faculty of Science

A discussion of internationalization today and tomorrow from the point of view of DU, Lund, UKZN, and UWA, reflecting on what the future of internationalization may be in light of national and populist pressures, and of the colonial legacy that still is present in the discourse of internationalization worldwide.

SIE 2121

***TCP - Design and Reflections of Short Term Teach Abroad Program in a University Setting***

**Presenters:**

Kachine Kulick: Doctorate Student, University of Colorado - Boulder, School of Education, Teacher Learning, Research and Practice

Kirsten Tivaringe: Doctorate Student, University of Colorado - Boulder, School of Education, Curriculum and Instruction

Our session will give background of how the student run organization, Buff's Teach Abroad, came to fruition and the history of it the past two years. This year, we embarked on a research project to understand how to prepare

students to reflect on their power and privilege in their current lives and how this will impact international teaching abroad. We will present our current reflections on the pre, during and post departure designs. Lastly, we desire feedback on this particular program to be situated in a more decolonial framework for our students.

SIE 3130

***ECDH - Counternarratives on the International Student Experiences at DU: Navigating Race, Identity and the Politics at DU***

**Presenters:**

Rachel Kamnkhwani: Doctorate Student, University of Denver, Morgridge College of Education, Educational Leadership & Policy Studies

Naichen Zhao: Doctorate student, University of Denver, Morgridge College of Education, Educational Leadership & Policy Studies

Shenhaye Ferguson: Doctorate Student, University of Denver, Morgridge College of Education, Higher Education

Counternarratives are used to bring attention to struggles of people of color, in this context, students of color. In this regard, students will draw “on [their] collective lived experiences [at DU] to deconstruct and challenge the ways that race and racism play a role in [their] pedagogical [educational] interactions” (Tuitt, Martinez, Salazar & Griffin, 2009, p. 66). According to Lee Anne Bell, counternarratives can help us learn about race and racism by helping us become more conscious of historical and current realities by interrupting common notions that prevent movement toward democratic and inclusive communities. Specifically, she argues that counternarratives can serve a tool for developing a more critical race consciousness about social relations in higher ed environments.

*\*\*\*15-minute break and travel to next session\*\*\**

3:00-4:00 pm

**Afternoon Session 4**

SIE 1150

***\*\*Split session***

**A. *IRS* - From Organ to Gamelan: Javanese Catholic Musical Traditions in Yogyakarta, Central Java**

**Presenters:**

Elizabeth Hamilton: Undergraduate Student, University of Denver, Gender & Women’s Studies, Religious Studies and Music

"From Organ to Gamelan" will be an informative, engaging session discussing the impacts of enculturated musical traditions within the Catholic churches of Yogyakarta, Central Java. How do these churches choose the language they worship in and the instruments they use, and what types of indigenous instruments are considered appropriate for inclusion in Catholic worship ceremonies? Additionally, what role does language play in liturgical music? I will show how enculturated musical forms present an important part of Catholic musical traditions in Java, as well as how these discussions are referenced in the types of Indonesian music hymnals are published and distributed throughout the country.

***B. CBIE - Development in Theory and in Practice: Insights from Bolivia***

**Presenters:**

Faith McKenna: Dual Undergraduate/Graduate Student, University of Denver, International Studies

Bolivia has seemingly spent the last decade proving everyone wrong and pushing back against the persistent legacy of western development discourse. However, at the same time, the president Evo Morales has increasingly sided with transnational corporations, signed anti-environmental deals, overstepped the vote of the people, and criticized the organizations and grassroots movements that initially brought him to power. This trajectory begs the question, how can communities, individuals, non-governmental organizations (NGOs), and concepts like "Vivir Bien," successfully and effectively operate in a country of idealistic and inconsistent post development conversations? Alongside the synthesis and discussion of secondary sources, this research comes from my own experiences living in Cochabamba, Bolivia and working for the social development NGO, Mano a Mano Bolivia. This timeframe also served as the catalyst for my interest in how NGOs in Bolivia interact with the state, civil society actors, and local communities all within an inconsistently identifying post-neoliberal state. The government's unsettled support and critique of NGOs has emphasized their own diverse and uneven patterns of governance; further presenting Bolivia as a unique case in analyzing how NGOs navigate complex national and global development conversations and contexts.

SIE 2121

***TCP - Decolonial Strategies in Education: Here and Abroad***

**Presenters:**

Naomi Olson: Faculty, Regis University, Office of Global Education

Becky Vartabedian: Faculty, Regis University, Philosophy

Tricia Charfauros: Undergraduate Student, Regis University, Psychology, Philosophy and Pre-law

This panel explores decolonial thought and strategies both in an innovatively structured undergraduate philosophy classroom setting (Dr. Vartabedian's course), and in a tripartite course that begins the semester prior to study abroad participants' semester abroad and continues through the semester upon students' return (Dr. Olson's course). Both courses explore ways in which the disciplines of philosophy, semiotics, and Interculturalism can be informed by decolonial thought in course design and content. They also explore strategies to help students develop perspectives that challenge Western, Euro-centric, and White Supremacist narratives and paradigms. Discussion questions include: Is it possible to 'decolonize' a syllabus or classroom in the modern university setting? Is it possible to engage in international educational exchange without reinforcing colonialist structures? Previous student participants will share insights gained by integrating international experiences into their education, as well as limitations of these strategies to destabilize colonialist paradigms, in both local and global settings.

SIE 3130

***IE - Decolonizing Graduate Training: Critical Perspectives on Creating Inclusive Academic Learning Environments***

**Presenters:**

Chris Nelson: Faculty, University of Denver, Morgridge College of Education

Frank Tuitt: Faculty, University of Denver, Morgridge College of Education

Amanda Thomas: Doctorate student, University of Denver, Morgridge College of Education, Research Methods and Statistics

By focusing on best practices, this panel presentation attempts to crystalize how graduate educators interested in creating inclusive academic environments can design educational experiences that deconstructs power and privilege to benefit of an increasingly diverse group of students and the communities they hope to serve.

Join the University of Denver community  
at the following Post-Summit Event:



**Culturefest**

AT UNIVERSITY OF DENVER

Friday, April 12, 2019  
4:00 pm to 7:00 pm  
Gottesfeld and Gold Rooms  
Ritchie Center

