



Office of Internationalization
UNIVERSITY OF DENVER

2025 Internationalization Summit

April 11, 2025

Who Gets to Speak and Who Gets Heard?

*Free expression and the
Internationalization of Higher Education*

Learn more at
du.edu/summit



Pre-Summit Schedule

Thursday April 10

COILing Across Multiple Continents and Disciplines

11:00 - 11:45am

International House, University of Denver

Panelists:

Paul Kosempel, Director and Teaching Professor, Leadership Studies, DU

Jesse Acevedo, Assistant Professor of Political Science, DU

Ben Nourse, Assistant Professor of Religious Studies, DU

Mei Yin, Professor of Mathematics, DU

Join us for an engaging and informative panel as we hear from four DU faculty members who facilitated collaborative online international (COIL) experiences between University of Denver students and students from Lund University (Sweden), Technological University of Dublin (Ireland) and Universidad del Desarrollo (Mexico). The faculty members will share lessons learned in the development and implementation of COILs in vastly different contexts.

Free Expression in Higher Education - An intercultural Simulation

1:30 - 3:30pm

Community Commons, University of Denver Room: 2600

Facilitators:

Casey Dinger, Executive Director for Internationalization, DU

Laura Sponsler, Clinical Associate Professor Morgridge College of Education and Director of Faculty Development, DU

Join us for a highly interactive session focused on how to approach free expression within contexts of higher education. Participants will work in teams with the goal of collaboratively crafting a statement on free expression, but considering deeply how culture impacts the process as well as the outcome.

2025 Internationalization Summit Schedule

Friday April 11

8:00-8:30 AM	Registration & Breakfast
8:15-9:30 AM	Opening panel discussion
9:40-10:30 AM	Session 1 (4 breakout rooms)
10:40-11:30 PM	Session 2 (4 breakout rooms)
11:40-12:30 PM	Session 3 (4 breakout rooms)

8:15-9:30 AM Opening Panel Discussion

(Community Commons, 1700)

8:15 - Opening Remarks:



D. C. Manjunath

Consul General of India,
Houston

8:30am - Panel Discussion

Panel Moderator:



Mary Clark

Provost, University of
Denver

Panelists:



Moyra Boland

Dean for Global
Engagement in
Eurasia and South
Asia, University of
Glasgow



Keith Miller

Associate Professor of
Chemistry, University
of Denver



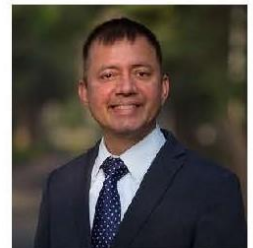
Dakota Park-Ozee

Assistant Professor of
Political
Communication,
University of Denver



Sarasvathie Reddy

Associate Professor in
Higher Education
Studies and
Academic Leader of
the Education and
Development Studies
Cluster, University of
Kwa-Zulu Natal



Himanshu Rai,

Director of IIM Indore
(IIM Indore, India)

9:40 - 10:30 AM Session 1

Title: Internationalizing the Higher Education Curriculum through Strategic Partnerships at Morgridge College of Education

Presenters:

Laura Sponsler, University of Denver
Alice Kanyama, University of Denver
Yanxin Luo, University of Denver
Lydia Maseko, University of Denver
Jamie Polliard, University of Denver
Caitlyn Potter Glaser, University of Denver
Mary Sakyi, University of Denver
Carmel Stralen, University of Denver
Essa Njie, University of Denver

Session Focus: Teaching, Curriculum, and Pedagogy **Room #** 2600

This session will explore the internationalization of the higher education curriculum through the lens of a newly introduced Comparative International Higher Education course at the Morgridge College of Education (MCE). The course, taught in Fall 2025, aimed to broaden the predominantly American-focused MCE curriculum by integrating international perspectives, leveraging DU's strategic partnerships. This initiative responded to growing student interest and the evolving demographics at DU. The session will feature insights from the faculty member on comparative education methodologies and presentations by students on their learnings from studying higher education in Finland, Kazakhstan, South Africa, and India. Participants will gain strategies for approaching comparative education globally, appreciate the internationalization efforts at MCE, and hear student reflections on the benefits and challenges of this curriculum transformation.

Title: Seen and Not Heard

Presenters:

Vanessa Johnson, University of Glasgow
João Ponciano, University of Glasgow (joining online)

Session Focus: Education Abroad or Away **Room #** 1600

Seen and Not Heard was a traditional English way of telling off children. How can we make sure changing our strategy does not result in our students being unseen and unheard? What agency do we have to change our processes for the advantage of our different cohorts? This session will present two reflective case studies from the University of Glasgow looking at how we needed to change our processes for different cohorts of students. The first case study is looking at the onboarding process for articulation and dual degree students from partner universities at the University of Glasgow. The second case study is looking at the assessment and feedback processes in the delivery of teaching and learning at Glasgow College – University of Electronics Science and Technology of China. We will then invite participants to share examples of changing internal processes to deliver successfully on new strategic initiatives.

Title: Language as Survival: Nigerian Graduate Student Narratives about Education and Expression

Presenters:

Alfred Owusu-Ansah, University of Denver
Chijioke Fidelis Izuegbunem, University of Denver
Nonye Ahumibe, University of Denver
Toyin Alli, University of Denver

Session Focus: Education Abroad or Away **Room #** 1700

Speakers on this panel focus on the theme of survival in the world, especially as it is connected to language. Nigerian graduate students studying at DU know how vital it is to draw on their multiple languages as they

navigate American higher education, especially the flexibility, adaptability, and multi-dimensional thinking that their languages afford. We will read an excerpt from a short story that centers on rigidity and its downsides as a foreground for our discussion and delve into areas like linguistic dominance, diverse classrooms and different cultural backgrounds, and how linguistic flexibility as a survival skill can facilitate individuals' successful navigation of different spaces. Also, we comment on language as central to survival in the international space since it shapes identity, mediates power and determines access to opportunities in both professional and academic settings.

Title: Academic freedom vs. educational best practices: what happens when students ask for better pedagogy?

Presenters:

Samuel Kohlenberg, University of Denver

Session Focus: Teaching, Curriculum, and Pedagogy **Room # 1800**

Imagine you are a professor, and your students do not seem to want to do the sort of work that you found formative in your education. You feel conflicted: how do you balance your students' disinclination to do the coursework with your responsibility to make sure that they get what they are supposed to out of your course? Now imagine you are a student. As you look at a syllabus, you realize that you have time to either do the assignments as directed or to learn the material, but not both. You resign yourself to checking the boxes you will have to check to pass the course. This roundtable session will draw on foundational concepts supported by literature in evidence-based education as a starting point to facilitate a dialog around the stakeholders in higher education as they relate to the competing forces that shape course design, instruction, and evaluation.

10:40-11:30 PM Session 2

Title: To Speak and Get Heard: Fostering Linguistic Diversity and Internationalization at the University of Denver

Presenters:

Kamila Kinyon, University of Denver

Nebert Kamoto, University of Denver

Samantha Tshibanda, University of Denver

Francisca Aguirre Beltran, University of Denver

Ynosh Ilagan, University of Denver

Session Focus: Teaching, Curriculum, and Pedagogy **Room # 2600**

Navigating unfamiliar academic expectations while also negotiating between two or more languages is a common experience for international students when studying abroad just as it is for many students of immigrant background. But despite the challenges involved, it is important to be cognizant of the many assets that multilingualism holds, both personally and professionally to the individual speaker and, more broadly, to institutions of higher learning. As a springboard for a roundtable discussion, presenters will share insights from their oral history project "Multilingual DU: Connecting Students and Faculty," funded by an IRB approved 2023-25 Faculty Research Fund grant. The goal of this session is to envision new pedagogical and curricular practices that would benefit multilingual students, the international community, and the university. Multilingual speakers and writers must be empowered to draw on their rich linguistic repertoire to speak, write, and get heard.

Title: International Student Employees and Workplace Communication

Presenters:

Elise Goss-Alexander, University of Denver

Tarini Sharma, University of Denver

Theresa Johnson, University of Denver

Naichen Zhao, University of Denver

Florian Weinzierl, University of Denver

Hasina Rakotondrabeharison, University of Denver
Jay Sharma, University of Denver
Runchao Liu, University of Denver

Session Focus: Engaging Cultural Diversity at Home

Room # 1600

Student employment is central to the DU experience for many of our international students, playing a role not only in their professional development but also in their financial wellbeing and connection to the campus community. For many, the experience is also their first exposure to U.S. workplace communication norms. In this session, current and former DU international student employees will share their challenges and lessons learned from working on campus, including navigating the multiplicity of professional English, communicating across power dynamics, and resisting the silencing impact of dismissal. Panelists will share their recommendations for faculty, staff, and domestic students to create more generative spaces for international student employee communication.

Title: Innovation and Good Practice in Internationalization@Home – The Case of the International Seasons of the University of Pecs, Hungary

Presenters:

Istvan Tarrosy, University of Pecs

Session Focus: Campus Internationalization

Room # 1800

The session introduces the audience to the unique innovation of the University of Pecs: the 'International Seasons' annual series of intercultural events, which has been running since 2017, when the university celebrated the 650th anniversary of its foundation (basically, higher education in Hungary started in 1367 in the City of Pecs). The International Seasons fosters the internationalization@home efforts of the institution as part of its Internationalization Strategy, which has resulted in a genuinely international university (out of the total 25,000 students, 5,500 come from 140 countries and study at BA, MA, PhD levels in the 100+ English-taught degree programs). The multi-award winner Seasons covers around 80 different intercultural programs throughout the calendar year, including the development of a university cookbook project, which has allowed students to interconnect via culinary culture and heritage. All these will be presented in detail.

Title: Teacher Preparation: What's Helsinki Got to Do with It?

Presenters:

William Anderson, University of Denver

Betsy Leonard, University of Denver

Session Focus: Teaching, Curriculum, and Pedagogy

Room # 1700

This session examines three key insights from an educational visit to Helsinki, Finland, and their potential impact on shaping a teacher education program. We will explore critical aspects of the Finnish school system—integrating foreign students, fostering student independence, and supporting adult learners—and discuss how these principles can be effectively adapted to American teacher preparation programs. Through discussion and demonstration, participants will gain a deeper understanding of how these strategies enhance teacher development and improve student outcomes.

11:40-12:30 PM Session 3

Title: International Scholarship in Grad School from Palestine to the Philippines

Presenters:

Kareem El Damanhoury, University of Denver

Madeleine Lebovic, University of Denver

Haydee Ducay-Fajardo, University of Denver

Runchao Liu, University of Denver

Session Focus: Global and/or International Research and Scholarship

Room # 1700

The session includes two research presentations on Palestine and the Philippines. The first project compares Al Jazeera (AJE), the British Broadcasting Corporation (BBC), Deutsche Welle (DW), and France 24's (F24) reporting on healthcare attacks during the first four months of the 2023-2024 Israel-Gaza War. It uses a mixed-methods approach and critical discourse analysis to examine sourcing, lexical choices, and storytelling in news reporting. The second explores how Igorots, an Indigenous group in the mountainous region of the northern Philippines, use content creation to reclaim their identity. Using critical discourse analysis and the indigenous Filipino method, pakikipagkwentuhan (storytelling or informal conversations), it examines the sociocultural context that shapes current representations of Igorots, the dominant themes present in the Facebook video content of Igorot content creators and discusses the misrepresentations and misconceptions about Igorots that continue to affect them today.

Title: Teaching the Teachers: Enhancing Faculty and Staff Support for International Students

Presenters:

Karlye Enkler, University of Colorado, Colorado Springs

Reeti Sharma, University of Colorado, Colorado Springs

Session Focus: Teaching, Curriculum, and Pedagogy **Room # 2600**

International students bring diverse perspectives that enrich higher education, yet they often struggle to have their voices heard due to language barriers, cultural differences, and institutional structures. This session will explore effective strategies for faculty and staff to better support international students in and outside the classroom. Based on real-world experiences and workshop feedback from the University of Colorado Colorado Springs (UCCS), the session will discuss best practices for inclusive teaching, fostering cross-cultural communication, and creating welcoming environments for international students. After reviewing the outcomes and lessons learned from our workshops, participants will be encouraged to share their own experiences, brainstorm strategies they have implemented, and discuss the dynamic between faculty and staff in supporting international students. This interactive discussion will allow attendees to reflect on institutional collaboration and develop new approaches to strengthening their support networks.

Title: Bridging Borders: The Power of International Students in Short-Term Study Abroad

Presenters:

Jill Lohmiller, University of Colorado Denver

Andrew Wingfield, University of Colorado Denver

Session Focus: Education Abroad or Away **Room # 1800**

Short-course study abroad programs provide immersive experiences that challenge students to think globally. When international students join these cohorts, the impact is transformative. This session will explore how integrating international students into short-term programs enhances cross-cultural exchange, deepens discussions with diverse perspectives, and fosters global professional networks. By examining past courses from CU Denver, we will showcase how these mixed cohorts amplify learning outcomes for both international and domestic students. International students gain firsthand exposure to different academic and professional environments, while domestic students develop intercultural competencies that are critical in today's workforce. Attendees will gain strategies for recruiting and engaging international students in short-course study abroad programs and learn how to maximize the benefits for all participants. This session is ideal for short-course faculty directors, study abroad administrators, and international admissions teams.



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