



2019-2020 Annual Report

Office of Global Engagement
Stockton University

Photo: Alexa Castellano, South Korea, Spring 2020



Prepared by Dr. JY Zhou
August 2020

stockton.edu/global-engagement/ | F-101-q | 609-626-5532 | oge@stockton.edu



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01

ACHIEVEMENT HIGHLIGHTS: AWARDS & RECOGNITION



Photo: International Students, fall 2019

2020 GoAbroad Innovation Awards Finalists: INNOVATION IN DIVERSITY

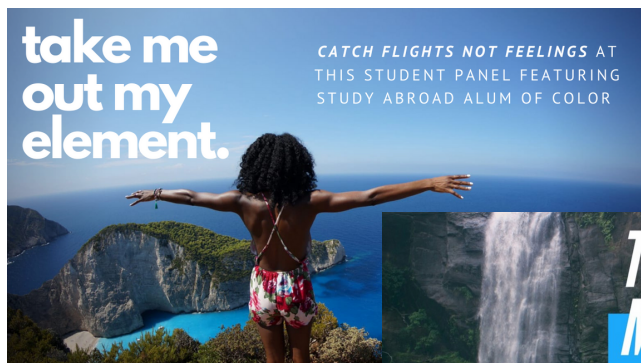


Finalist: Stockton University Office of Global Engagement

Category: Innovation in Diversity

Initiative: Take Me Out My Element

This Innovation in Diversity Award recognizes strategic efforts to expand international educational opportunities to traditionally underrepresented groups, especially on providing equal access and services to a wide variety of communities including LGBTQIA, diverse abilities, minorities, and other non-traditional groups. Stockton University Office of Global Engagement is nominated on its creativity and scope to promote, provide equal access, and give specialized support to these groups.



Front row (from left):
Mikaila Strano
Jillian Umali
Noldia Augustin
Nicole Mohassel-Mofrad

Back row (from left):
Candace Ricks, ISA
Paige Weisman, OGE Intern



Increasing and diversifying education abroad for Stockton students is one of OGE's priorities.

In Fall 2019, OGE welcomed Paige Weisman, a student intern, to focus on enhancing diversity and inclusion in study abroad. She has initiated and implemented a series of activities on campus throughout study abroad tabling, workshops, and peer advising.

Take Me Out My Element: Students of Color Abroad Panel

Going overseas is no longer a luxury in education; it's imperative for today's students to grasp the interconnectivity of the global workforce. Taking college courses in another country can pose a challenge for many, but students of color are at a particular disadvantage. These individuals face unique plights when it comes to pursuing higher education in the first place. Therefore, studying abroad can often seem so far out of the realm of possibility. As Stockton's first diversity-centered study abroad program, **Take Me Out My Element** was uplifting and inspiring. The depth of information was commendable, and the power of peer storytelling was infectious. The room was buzzing with wanderlust and renewed motivation. Students gained an entirely new perspective on something that they had never thought was an option for themselves.

More about Paige Weisman '20, OGE Intern

Paige Weisman has been fascinated with cultural exchange since she went on her first faculty-led tour of France and Spain at 15 years old. Since then, she has immersed herself in several Asian, European, and Latin American countries on scholarship. The most transformative experience, though, was her fall semester studying in the French Alps. Upon returning to the Pine Barrens, Paige joined OGE as an Education Abroad Intern to advise students from all backgrounds on how to explore their role in the global community. Paige recently graduated from Stockton with a B.A. in French Language and Culture Studies. She will continue to share her passion for travel as a high school French teacher in September 2020.



Click [here](#) to hear what Paige reacts to this award finalist nomination and thinks about diversity in education abroad!

IIE Emergency Student Grant for International Students Award

In April 2020, the Institute of International Education (IIE) has launched an Emergency Student Fund to assist international students on U.S. Campuses impacted by COVID-19. OGE has worked with our international students to prepare and apply for this grant. Daniela Rodriguez Molina, one international student from Peru, was awarded with this much-needed fund.



\$2,906

Daniela Rodriguez Molina,
an international student from Peru

Words from Daniela:

The IIE ESF COVID-19 Award came at the best time possible. Before the pandemic started, I was studying full-time and working part-time in Student Records. From one day to another everything changed. Our spring break was extended, the campus was closed and classes switched to online. At the same time, changes were being made in my home country, Peru. Quarantine orders were active from March 15th until further notice, the airports were closed, and my parents were not able to work. I tried to stay strong and continue my classes during the semester while using all my savings for keeping up with the rent, food, and bills. This summer I was planning to work on campus and save up some money to help my parents during my last semester in Fall 2020. However, the changes due to COVID-19 affected me financially, I was afraid of going forward. I stayed in touch with the Global Engagement Office, and one day my advisor, Yibin Feng, kindly suggested to nominate me for the IIE ESF COVID-19 Award. I would have never imagined something like that was available for me, and as soon as I was notified as a recipient for it, I called my advisor to thank him.

I think none of my journey in the United States would have been the same without the constant help of the Stockton University family. Now, I feel more safe staying home, knowing that I received this grant and I can support myself during these hard times. I will use this grant wisely, and will soon begin my last semester at Stockton as an undergraduate.



Stockton Global Perspectives 2020 Grant

Designing Effective Global Learning Experiences At Stockton University

Submitted by

Dr. JY Zhou, Interim Director, Office of Global Engagement

Dr. Kathy Klein, Executive Director, Center for Teaching and Learning Design

Brief Description:

In the past two semesters, 49% of Stockton courses selected global and diverse perspectives as an essential or important learning goal for students. Faculty and students demonstrated a very high emphasis on the significance of global perspectives.

In order to accurately recognize and further support our faculty's diligent and enthusiastic efforts, a series of questions need to be addressed:

- How do faculty actually teach global and diverse perspectives in a course?
- What are the pedagogical approaches faculty use to promote global learning?
- What approaches are effective ?
- What kind of support do faculty need to teach global perspectives as a high impact practice? and
- How will faculty design/redesign courses to effectively teach global learning, including content, instructional strategies, learning outcomes and assessment at course, program, and institutional levels?

This project aims to answer these questions to develop and showcase the high quality and impact of global learning at Stockton.

The primary goals of this project are:

1. Assessing current curricular practices and needs related to global perspectives
2. Building a network and clearinghouse to collect and distribute effective curricular designs and pedagogical practices for global learning
3. Identifying, developing and increasing faculty skills in integrating global perspectives in course planning and teaching approaches

\$5,200

TOTAL AWARDED AMOUNT



Stockton Global Perspectives 2020 Grant

Developing Stockton's Sustainable and Transformative Global Partnerships

Submitted by:

Dr. JY Zhou, Interim Director of Global Engagement

Dr. Tait Chirenje, Professor of Environmental Studies

Dr. Arnaldo Cordero-Roman, Associate Professor of Spanish

Dr. Daniel Moscovici, Associate Professor of Environmental Science and Geology

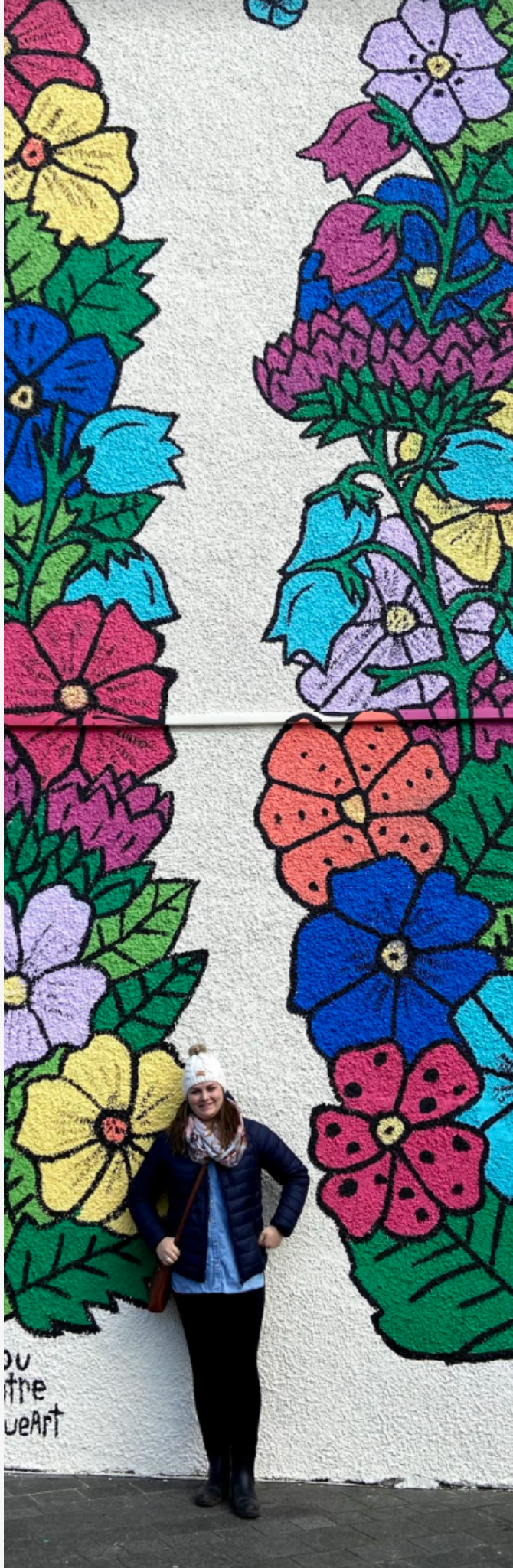
Global partnership is an outward process of positioning Stockton University in global networks of learning, discovery, and engagement. We need careful planning, deliberate action, and attention to quality, depth, and sustainability of these programs.

It is timely and necessary for us to examine, evaluate, and explore approaches to better use this heavily underutilized resource for Stockton to develop global networks and to explore various opportunities to provide a better service to our students, faculty, and institution.



The primary goals of the proposal are:

- Developing model approaches and projects to engage with global partners
- Identifying a portfolio of specific global partners that provide best services to meet our faculty and students' needs, including geographic locations, local outreaches, collaborative resources, and financial sustainability
- Creating and maintaining an active, deep, sustainable, and transformative global network for Stockton students and faculty



02

A NEW LOOK OF OGE: MISSION, VISION, & KEY PRACTICES

Photo: Olivia London, Scotland, spring 2020

OFFICE OF GLOBAL ENGAGEMENT

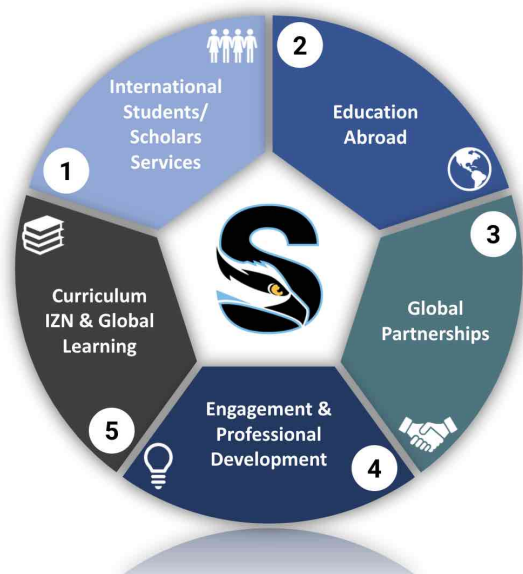
In 2019-2020, OGE collectively reviewed, examined, and evaluated its current practices, challenges, and opportunities with guiding questions including:

- What comprehensive internationalization should look like in the context of Stockton?
- How OGE should align its practices with Stockton's Strategic Plan 2025?
- What OGE should prioritize to better serve the needs of our students, faculty, and staff?
- How OGE should address challenges in international education: diversity and inclusion, student success, and advocacy and sustainability?

Comprehensive Internationalization at Stockton University

OGE proposes that comprehensive internationalization is Stockton's **critical response** to the globalized world.

Comprehensive internationalization at Stockton should include the following interrelated and interdependent areas of practices:



1. Supporting and retaining international students / scholars
2. Promoting and supporting education abroad
3. Developing sustainable and transformative global partnerships
4. Raising the awareness of internationalization on campus
5. Enhancing global learning and internationalizing the curriculum



OGE further updates its mission, vision, and key initiatives and services to better reflect OGE's goals and responsibilities.



MISSION

Office of Global Engagement (OGE) provides campus-wide support and coordination of Stockton's global initiatives, partnerships, and programs. Through five focused and interconnected areas – international student/scholar services, education abroad, global partnerships, global learning and curriculum internationalization, and professional development and engagement for faculty/student/staff/community, OGE collaborates across University's divisions and programs to advocate and promote global perspectives as a core value of the University.

VISION

Office of Global Engagement aims to create a campus hub and culture that transformative global learning will be integrated and practiced throughout Stockton's teaching and learning, research, and service. Through this strong commitment, OGE aims to prepare our students to succeed in the multicultural, interdependent, and globalized world with advanced understanding, curious attitudes, and responsible engagement.

KEY INITIATIVES AND SERVICES

- International student and scholar services
- Education abroad
- Partnerships with international institutions
- Scholarships, awards, and grants on international education
- Global learning programs and projects across the curriculum and co-curriculum
- Professional development and engagement for faculty, student, staff, and community

2019-2020

03

INTERNATIONAL EDUCATION AT STOCKTON

BY THE NUMBERS



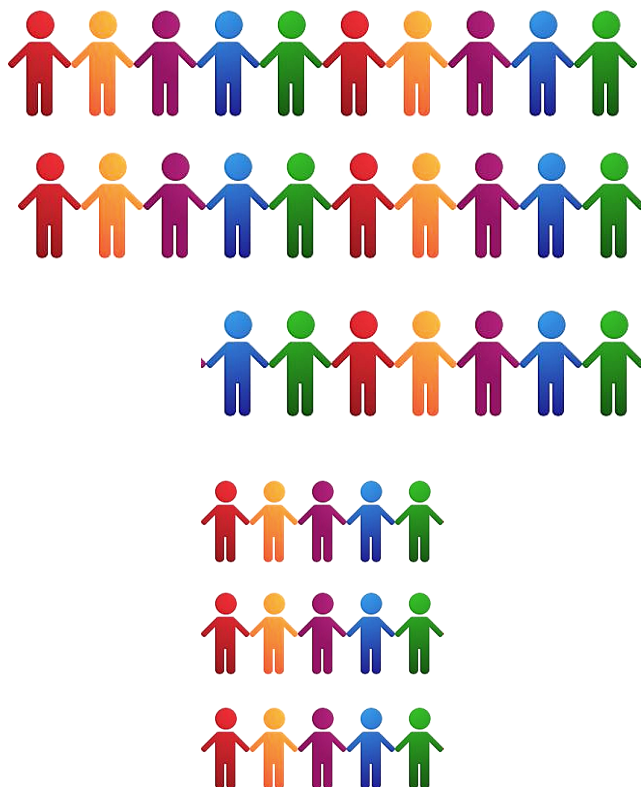
Photo: Melissa Ruiz, an international student from Colombia, spring 2020



Photo: International students, Spring 2020

International Students

Collaborating with the Enrollment Management, OGE and the Office of Admissions have streamlined the process of international students admissions and developed effective strategies to communicate with potential international students.



80%
Increase
of degree-seeking
F-1 international
students in
FALL 2020*

**Including four admitted F-1 students who are currently outside of the U.S..*





Photo: International students, Fall 2019

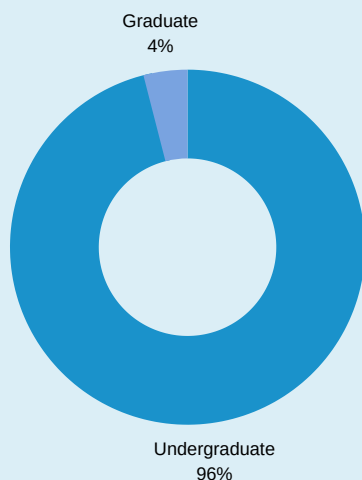
International Students

In Fall 2020, we have twenty-five international students in our classes:

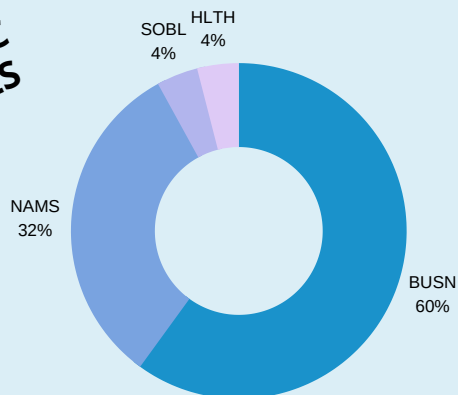


| AFRICA | | ASIA | | EUROPE | | SOUTH AMERICA | |
|--------------|---|-------------|---|---------|---|---------------|---|
| Cameroon | 1 | China | 1 | Hungary | 1 | Colombia | 1 |
| Ethiopia | 1 | India | 7 | Italy | 1 | Guyana | 1 |
| Kenya | 1 | Pakistan | 3 | | | Peru | 1 |
| Madagascar | 1 | South Korea | 1 | | | | |
| Sierra Leone | 1 | Thailand | 1 | | | | |
| | | Vietnam | 2 | | | | |

ACADEMIC LEVELS



ACADEMIC SCHOOLS



International Students



Sam Al Hajjar '19, OPT

Hometown: Beirut, Lebanon

Class Year: 2019

Undergraduate: Business Studies
with a Concentration in Finance,
Minor in Economics

*"At first, Stockton was just a place where my previous university, Lebanese American University, had an exchange program. But the more research I did, the more I saw Stockton as a place to grow and evolve, and that is exactly what it gave me a chance to do. I found Stockton to have the environment best suited for me, while at the same time being affordable. **Wherever you're from, whoever you are, Stockton has a place for you!**"*

Laure-Anne Bleuset

Home Institution: La Rochelle
Business School, France

Class Year: 2019-2020

Major: Business Studies



"The best time I had at Stockton was when I was with my two roommates Kirsten and Janet and also my four friends from Colombia. We spent a lot of time all together on campus and visiting Philadelphia, North Jersey and New York. We really had the best time sharing food from each of our countries (USA, Mexico, Colombia and France). I also really enjoyed being part of the World Language Tables and met awesome people there!"

Visiting International Scholars

Dr. Dienne Hondius, Vrije Universiteit Amsterdam, The Netherlands
Host School: School of General Studies | Spring 2020



Bio:

Dr. Dienne Hondius is an assistant professor of contemporary history at Vrije Universiteit Amsterdam and advisor and staff member for international educational projects at the Anne Frank House in Amsterdam, the Netherlands. Hondius joined the educational department of the Anne Frank House and in 1984, and in 1985 she helped create “Anne Frank in the World, 1929-1945” the first traveling Anne Frank exhibition. After earning her doctorate from the University of Amsterdam in 1999. She worked as postdoc researcher at the Netherlands Institute of War Documentation, and began teaching at Erasmus University Rotterdam and University Utrecht until 2008.

She joined the teaching faculty at VU University in Amsterdam in 2004 and continues to teach there today. Her research focuses on the Holocaust, anti-Semitism, race and racism, oral history and biography, modern European and colonial history, the history and memory of slavery and the slave trade, and other related themes. In addition to teaching, Dr. Hondius has initiated several special research projects including Mapping Slavery, co-produced digital maps and three guide books on slavery history and heritage in Amsterdam, Dutch New York (City and State), and the Netherlands, addressing locations relevant to slavery history and black heritage. This project aims to increase the visibility of the Netherlands slave history and encourage conversations on race relations: <https://mappingslavery.nl/en/>

Dr. Dienne Hondius is the first visiting scholar to teach a course at Stockton University. She taught MAHG 5007: Jews in Hiding: Mapping Oral History, Biography and Memory in the School of General Studies.



Visiting International Scholars

Dr. Husnul Amin, International Islamic University of Islamabad, Pakistan
Fulbright Research Fellow at Stockton | Spring 2020 - Fall 2020



Dr. Husnul Amin (right) is visiting Stockton University as a Fulbright Research Fellow until December 2020. He is pictured with Nadeem Akbar (left), Director of the American Institute of Pakistan Studies Center in Islamabad, and Robert Nichols, professor of History at Stockton (middle).

Bio:

Dr. Amin is an associate professor of politics and the executive director of the Iqbal International Institute for Research and Dialogue (IRD) at the International Islamic University of Islamabad. While at Stockton, he will complete his post-doctoral research on the Pashtun Protection Movement under the mentorship of renowned historian Robert Nichols, professor of history. The millennial-driven Pashtun Tahafuz Movement (PTM) aims to reform the protections and rights of the Pashtun people in northwest Pakistan, an area riddled by intense conflict for decades. Specifically, Amin is examining the role of social media and how the ease of access to information has sparked this youth movement. During his year at Stockton, he is completing a manuscript on his research. His main areas of research and teaching include: religion and politics in the Muslim world; Islamic social movements and post-Islamist trends; conflict, peace and development; and International Political Economy. He is published in journals such as Romanian Journal of Political Science; Journal of Islamic Studies; Pakistan Journal of History and Culture; and Pakistan Journal of Criminology, *Historicus*. His most recent book is called *Post-Islamism: Pakistan in the Era of Neo-liberal Globalization*.



Visiting International Scholars

Dr. Ming Zhang, Guangdong Ocean University, China
Host School: School of Business | Fall 2019 - Summer 2020



Bio:

Dr. Ming Zhang is an associate professor of the Management department at Guangdong Ocean University, Guangdong Province, China. Her research focuses on human capital investment and tourism management. She earned her Ph.D. from the Capital University of Economics and Business with a major in Labor Economics. She got her Master's Degree from the School of Tourism Management, Beijing International Studies University and her Bachelor's from the Tourism School of Zhengzhou University.

Photo: Dr. Ming Zhang in her Globalization Lecture - *Introduction on the Current Situation and the Trend of Leisure in Chinese Cities*
November 21, 2019 | 4:30 p.m. – 6:00 p.m.



**International Students - Global
Engagement | Stockton
University**
stockton.edu



Photo: FLP Ecuador led by Dr. Tait Chirenje, January 2020

Education Abroad



**STUDY
ABROAD
STUDENTS
IN 19
COUNTRIES***



**STOCKTON
CREDITS
EARNING***

**including four cancelled faculty-led study abroad programs in Spring 2020*

EUROPE

| | | | |
|----------------|----|----------------|----|
| Czech Republic | 2 | Netherlands | 1 |
| Denmark | 1 | Poland | 1 |
| France | 2 | Spain | 11 |
| Greece | 17 | United Kingdom | 2 |
| Italy | 14 | | |

ASIA

| | |
|-------------|----|
| South Korea | 2 |
| Taiwan | 11 |



SOUTH AMERICA

| | |
|------------|----|
| Argentina | 1 |
| Colombia | 19 |
| Ecuador | 16 |
| Costa Rica | 1 |

AFRICA

| | |
|--------------|----|
| Ghana | 5 |
| Senegal | 2 |
| South Africa | 14 |

OCEANIA

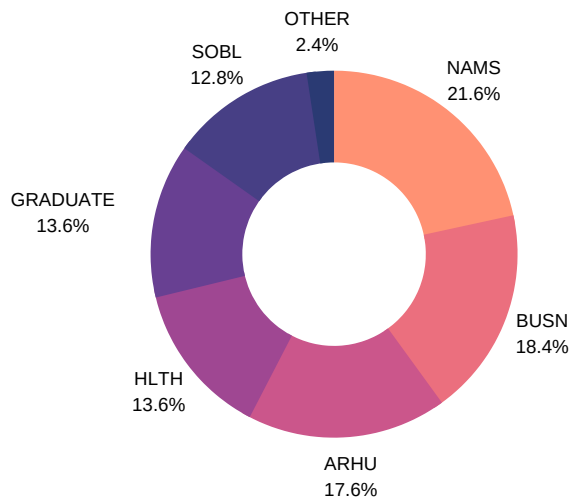
| | |
|-----------|---|
| Australia | 4 |
|-----------|---|



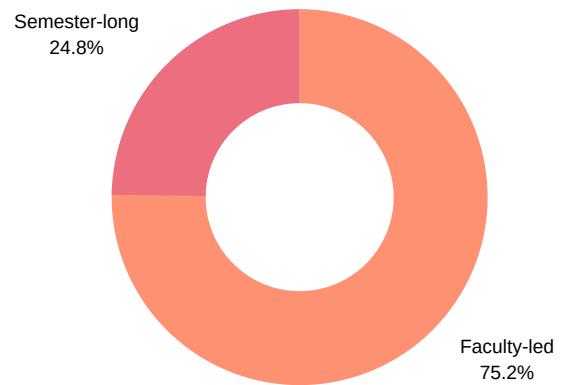
Photo: Olivia London in Scotland, Spring 2020

Education Abroad

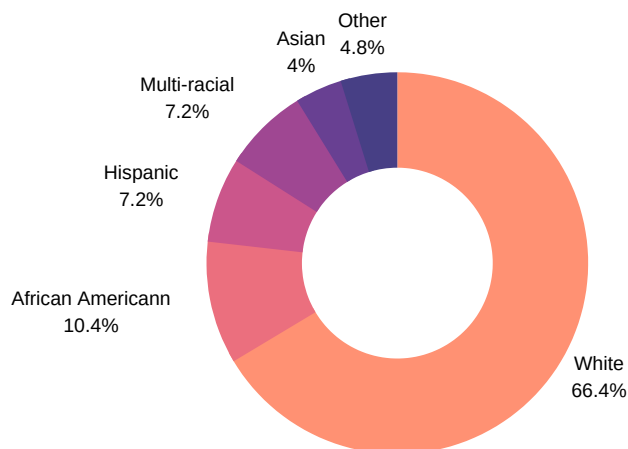
ACADEMIC SCHOOLS



TYPES OF STUDY ABROAD



ETHNICITY



FINANCIAL AID

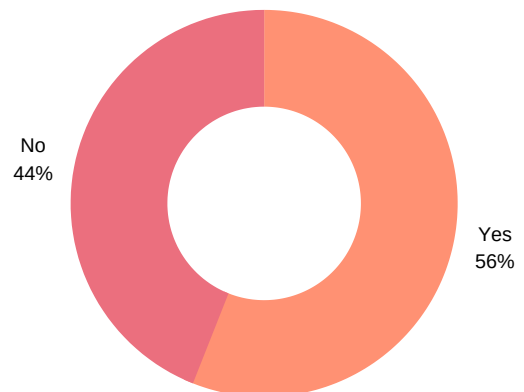




Photo: Kayla Knorowski in Italy, Spring 2020

Education Abroad

STUDENT SUCCESS KEY PERFORMANCE INDICATORS

Collaborating with the Office of Institutional Research, OGE examined the performances of our study abroad students to understand the potential impacts of study abroad on student success.

Based on the data of 884 study abroad students in 2014 -2020, we found that:

The Overall Graduation Rate
appears to be **HIGHER**
for first-time freshman education abroad students
compared with the most recent graduate students.*

GPA overall appears to be slightly
HIGHER for
Stockton's education abroad students
comparing with the recent graduates.*

*Analysis from Stockton's Institutional Research

Education Abroad

Another approach to understand the impact of education abroad on student success is to examine how students articulated or used the skills they learned in their study abroad experience and how this experience shaped or changed their daily behaviors and academic and professional goals.

"Through the Office of Global Engagement, I was given the opportunity to study abroad in Prague, Czech Republic. My experience encouraged me to become a globally-minded citizen; I'm more interested and engaged with the political, cultural, and economic environments of other countries and geographic regions outside of the United States. Additionally, I reexamined my own cultural values and priorities with which I was accustomed. Studying abroad and creating friendships with people of different cultures, faiths, and mindsets has been an eye-opening blessing. I feel that studying abroad also instilled more confidence within me to dream big and consider a broader range of career paths."

"I got the chance to study abroad in South Africa. This trip helped me view life in a whole new light and taught me many new things. Learning about their history and then seeing it first hand, was an amazing experience. South Africa is an absolute beautiful country that I believe everyone should experience once in their lifetime! One piece of advice I can give to students thinking about studying abroad and students going abroad is, do not let the fear of not knowing stop you from a once in a lifetime experience, step out of your comfort zone and explore!"

"It changed the way I saw a lot of things and made me more open to new opinions and views. I think I'm able to understand people more because of studying abroad."

"I absolutely loved my time abroad and am grateful for the amazing friends that I made during my year overseas; however, I noticed that study abroad students often maintained a "comfort bubble" by only socializing with their fellow American exchange students. To really thrive in the host country, I recommend developing meaningful friendships and pursuing activities outside of a pre-established program."





Photo: Neu-Ulm University of Applied Sciences Delegation, Spring 2020

Global Partnerships

Stockton University is expanding its global network through its partnered institutions around the world. We aim to develop **sustainable** and **transformative** international partnerships that bring reciprocal benefits to both partners.

By supporting faculty and students study, research, intern, or visit outside the U.S., building partnerships, and strengthening global and interdisciplinary professional development, **we aim to position Stockton University in global networks of learning, discovery, and engagement.**



Map of Stockton's Active Global Partners



Photo: International University of Kyrgyzstan
Delegation, Spring 2020

Global Partnerships

AFRICA

Egypt: The American University in Cairo

Ghana: Ghana Institute of Management and Public Administration

ASIA

Japan: Kindai University *

Japan: Rikkyo University *

Kyrgyzstan: International University of Kyrgyzstan

Lebanon: Lebanese American University *

Taiwan: National Chiayi University *

Taiwan: National Taichung University of Education *

Taiwan: National Taipei University of Education

EUROPE

Cyprus: European University - Cyprus

France: La Rochelle Business School *

Germany: Neu-Ulm University of Applied Sciences *

Greece: Aristotle University of Thessaloniki

Greece: The American College of Greece *

Italy: University of Florence *

OCEANIC

Australia: CQUniversity (Central Queensland University) *

Australia: University of The Sunshine Coast

SOUTH AMERICA

Brazil: Universidade Tecnológica Federal Do Parana

Colombia: Escuela Colombiana de Rehabilitacion

Colombia: Universidad Del Rosario *

Ecuador: Universidad Técnica de Ambato

Panama: City of Knowledge Foundation

**with active student exchange programs*



Photo: Neu-Ulm University of Applied Sciences Delegation, Spring 2020

Global Partnerships

NEW INITIATIVES TO ENGAGE OUR GLOBAL PARTNERS

**MONTHLY
NEWSLETTERS**
to global partners

In these newsletters, OGE shares Stockton's updates with our partner institutions on programs, initiatives, plans, as well as collaborative opportunities, including introducing Stockton University Atlantic City, international courses, curricular and research collaboration, and international and exchange student brochures.

In order to provide accurate and updated information about partner institutions to Stockton students, faculty, and staff, OGE created a questionnaire to collect their programs, interest, and student exchange/study abroad. Results are published at OGE Global Partner's webpage.

**STOCKTON
UNIVERSITY'S
GLOBAL PARTNER
QUESTIONNAIRE**



**Global Partnerships &
Research - Global Engagement
| Stockton University**

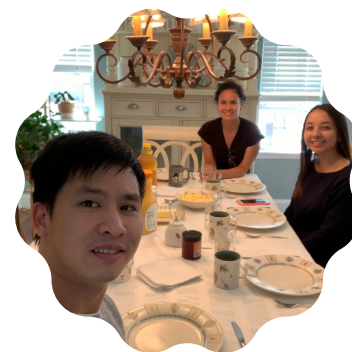


Photo: Exchange International Students, Spring 2020

Global Partnerships

Student exchange is one of the benefits of global partnerships.



**SHORT-TERM
STUDENT INTERNS**

Four international students studied and interned in the established and long standing Stockton-URosario OT program with the School of Health Sciences in the Fall 2019. Four international students interned in the School of Arts and Humanities with 100k Strong in the Americas Grant awarded to Mariana Smith in Spring 2020.



**SEMESTER-LONG
STUDENTS**

Four international students from three of our global partners had the opportunity to study at Stockton:

France: La Rochelle Business School (2)

Japan: Rikkyo University (1)

Taiwan: National Chiayi University (1)



We highly recommend our academic exchange at Stockton University to our friends and family.



Exchange students reported that:

- The Cultural Immersion program was enriching and interesting.
- University faculty encouraged their classroom participation.
- They developed a new side of their identity and felt a sense of belonging at Stockton University
- They were welcomed by the University community and though of themselves as part of the University.

They were very satisfied with:

- Pre-arrival communication they received from Stockton
- Housing assignments and the accommodations for their cooking and study needs
- Friendliness of roommates and host family

Global Partnerships



In December 2019, President Kesselman led a Stockton delegation to two universities in Taiwan organized by Dr. Chia-Lin Wu, Professor of Mathematics.

In this trip, President Kesselman met with Andy Cheu-An Bi, Director General of the Department of International and Cross-Strait Education at the Taiwan Ministry of Education, and was a keynote speaker at the International Conference on Artificial Intelligence Development and Its Impact on Educational Leadership and Innovation, hosted by National Chia-Yi University (NCYU). He also visited NCYU and National Taichung University of Education (NTCU) to sign the new agreements.

Since 2017, Stockton has established and expanded the reciprocal and sustainable partnerships with several universities in Taiwan, welcomed their delegations, and enrolled their students at Stockton.

“Our relationships with NCYU and NTCU will provide Stockton students the opportunity to learn about another culture and enhance their educations. ... As a result of our trip, Stockton will become a member of Taiwan’s preferred list of institutions to visit and partner with on exchange programs, academic symposiums and research conferences.”

- President Kesselman



Photo: Julianne Tucker, FLP Ecuador, January 2020

Global Learning & Globalizing the Curriculum

Global Perspectives is one of Stockton University's core Values:

"Recognizing its place in an increasingly global economy and society, Stockton University is committed to providing students, faculty, and staff with exposure to diverse cultural perspectives. Stockton seeks to create and sustain the global awareness and understanding necessary for their meaningful participation in the world as independent critical thinkers and informed and prepared global citizens."

OGE aims to create a supportive environment for innovative, inclusive, and accessible approaches to infuse global learning into educational experience of every Stockton students.

Collaborating with a variety of offices/units in the Academic Affairs and Student Affairs, OGE focuses on developing programs on globalizing the curriculum, designing and implementing activities and events to enhance students' global learning across disciplines, and providing co-curricular and extracurricular activities to develop students' global perspectives.



Photo: Stockton World Language Tables, Fall 2019

OGE FACT SHEET | 2019-2020



Photo: Dr. Zornitsa Kalibatseva in her Globalization Lecture, Fall 2019

Global Learning & Globalizing the Curriculum

Collaborating with the Global Studies Minor

GLOBALIZATION LECTURE SERIES

Thursdays | 4:30PM | F-111

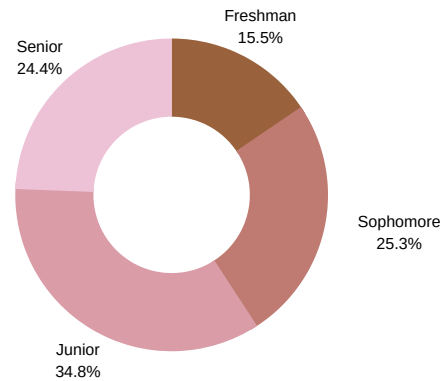
| Date | Speaker | Topic |
|--------------------|--|---|
| 09/26/2019 | Lois Spitzer | Global English |
| 10/03/2019 | Guia Calicdan-Apostle | Human Trafficking from Local to Global: An Ecological Inequality |
| 10/17/2019 (CCMRS) | Lucía de Los Angeles Díaz Genao | Defending Human Rights in Mexico |
| 10/31/2019 | George L. De Feis | Globalization for Achieving Sustainable Development Amidst the UN's 17 SDGs |
| 11/07/2019 | Mariam Majd | The Global Role of the US Deficit |
| 11/14/2019 | Zornitsa Kalibatseva | Global Mental Health |
| 11/21/2019 | Husnul Amin (Fulbright Visiting Scholar) | Researching a contemporary Asian social movement |

| Date | Speaker | Title |
|------------|--|--|
| 02/06/2020 | Kate Ogden | Globalization of the Art World |
| 02/20/2020 | Tait Chirenje & Diego Maldonado <i>(Provider: Ecuador Field Experience)</i> | Ecuador: Four Worlds in One |
| 02/27/2020 | Elma Kaiser | Displaced Population Around the World |
| 03/26/2020 | Kaite Yang, Morgan Pfau (student), & Nicholas Luzio (student) | Girls and Women in STEM Around the World: Findings from a Diplomacy Lab Project |
| 04/02/2020 | Husnul Amin <i>(Fulbright Scholar at Stockton University, International Islamic University, Pakistan)</i> | From Non-Movement to Civil Rights Youth Mobilisation: The Role of Social Media in the Rise of Pashtun Tahafuz Movement in Pakistan |
| 04/09/2020 | Elisabeth Gerdeman <i>(Leipzig Academy of Fine Arts, Germany)</i> | "Strangers At Our Door": Contemporary Art and Strategies of Engagement in German Institutions |
| 04/13/2020 | Srobana Bhattacharya (CC Theater) <i>(Georgia Southern University)</i> | The Voices of Rohingya Refugees (Lecture + Documentary Screening) |
| 04/23/2020 | Nusret Sahin | Protests Around the Globe: When, Why, and How People Protest |

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OSPREY ADVANTAGE
STOCKTON UNIVERSITY

Sponsored by the Global Studies Minor
Contact Dr. Reza Ghorashi or Dr. JY Zhou if you have any questions.



348

Students attended
10 lectures
09/2019-03/2020

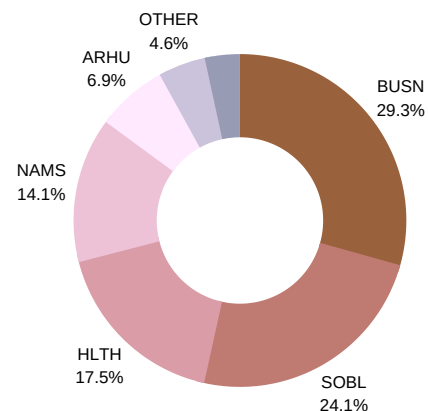




Photo: Stockton World Language Tables, Spring 2020

Global Learning & Globalizing the Curriculum

Stockton World Language Tables provide a welcoming and no-pressure environment to practice world language skills. All students, faculty, staff, and community members who want to learn, practice, polish, or share their language skills are welcome to join this student-led activity.

- ARABIC
- BENGALI
- CANTONESE
- ENGLISH
- FRENCH
- HAITIAN CREOLE
- HINDI
- ITALIAN
- JAPANESE
- KISWAHILI
- KOREAN
- KURDISH
- LATIN
- MALAGASY
- MANDARIN
- PUNJABI
- PORTUGUESE
- RUSSIAN
- SERBIAN
- SINGLISH (COLLOQUIAL SINGAPOREAN ENGLISH)
- SPANISH
- URDU
- VIETNAMESE

23 LANGUAGES

were spoken at the



STOCKTON *World Language* TABLES

in 2019-2020

Global Learning & Globalizing the Curriculum

International Education Week (IEW), November 18-22, 2019, was a week-long opportunity to celebrate the benefits of International Education and exchange worldwide.

OGE aimed to take this as an avenue to inspire everyone on campus to broaden their perspectives through global learning, foreign languages, international exchange and travel, and teaching and learning.

29
Events in
ONE
WEEK

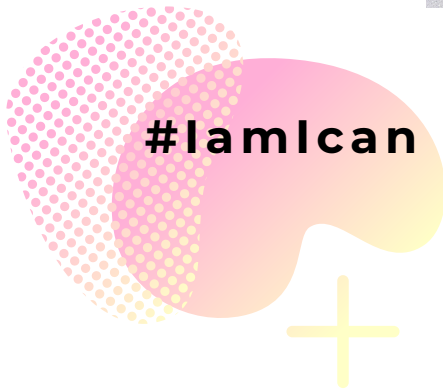
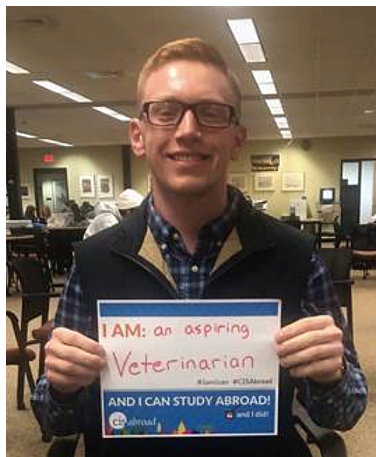


Photos: International Education Week, Fall 2019

Global Learning & Globalizing the Curriculum

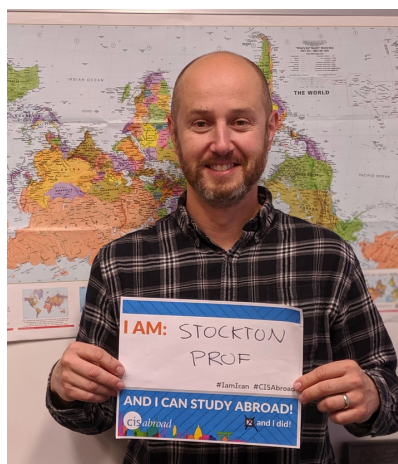
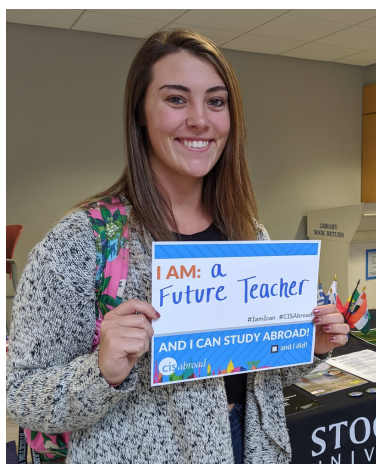


Photo: International Education Week, Fall 2019



#IamIcan Study Abroad Campaign

Stockton students & faculty participated in the week-long social media campaign to advocate and promote diversity and inclusion in education abroad.





Collaborative Online International Learning
www.coil.suny.edu

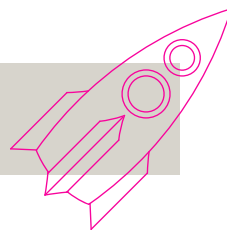
Global Learning & Globalizing the Curriculum

Collaboration Online International Learning (COIL) is an effective approach to develop all students' intercultural competence and global perspectives through virtually connecting classrooms across institutions. This virtual teaching and learning paradigm provides a unique and easy-accessed opportunity for students to communicate face-to-face with students in other countries and work collaboratively on course projects.

Format:

One faculty at Stockton University and one faculty at another institution are teaching similar topics in their individual courses. Students in their classes will communicate with each other to work on course projects via synchronous and/or asynchronous technology.

SOME COIL COURSES:



British University in Egypt (Egypt)

GEN 1138 Perspectives on Childhood

Dr. Helana Girgis, Assistant Professor of Psychology

American University in Cairo (Egypt)

PSYC 3322 Lifespan Development

Dr. Helana Girgis, Assistant Professor of Psychology

Universidad de Monterrey (Mexico)

PSYC 2201 Adolescence

Dr. Kaite Yang, Assistant Professor of Psychology

GIS 3673 Understanding Global Learning

Dr. JY Zhou, Interim Director of Global Engagement

BENEFITS

Global Learning

Interdisciplinary
Breadth

Inclusive Practice



Welcome - Global Learning |
Stockton University

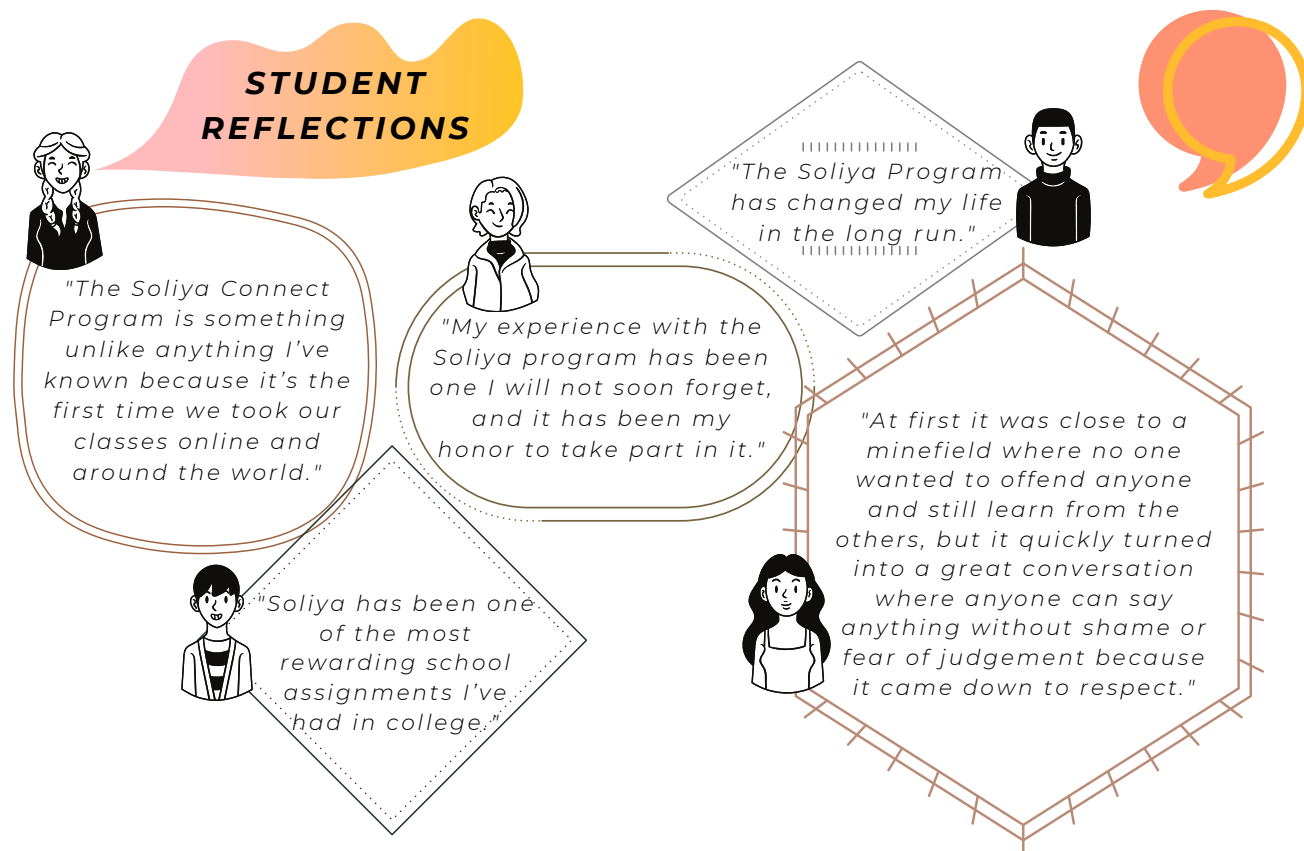
stockton.edu

Global Learning & Globalizing the Curriculum

Soliya Connect Program is one of the flagship virtual exchange initiatives hosted by the Stevens Initiative. It is an online cross-cultural education program integrated into curriculum that provides university students with a unique opportunity to: establish a deeper understanding for the perspectives of others around the world on important socio-political issues, and develop 21st Century skills such as critical thinking, cross-cultural communication, and media literacy.

Integrated into university courses across a variety of disciplines, the Connect Program has linked students from 222 universities in 30 countries across the Middle East, North Africa, South Asia, Europe, and North America since 2003.

In spring 2020, 24 students in *GIS 3673 Understanding Global Learning* participated in the Soliya Connect Program with the goal to use this unique opportunity to engage in facilitated and substantive dialogue to build meaningful relationships across national, cultural, religious, ideological, and disciplinary boundaries and develop global perspectives.



STUDENT REFLECTIONS

"The Soliya Connect Program is something unlike anything I've known because it's the first time we took our classes online and around the world."

"My experience with the Soliya program has been one I will not soon forget, and it has been my honor to take part in it."

"The Soliya Program has changed my life in the long run."

"Soliya has been one of the most rewarding school assignments I've had in college."

"At first it was close to a minefield where no one wanted to offend anyone and still learn from the others, but it quickly turned into a great conversation where anyone can say anything without shame or fear of judgement because it came down to respect."

Engagement & Professional Development



Photo: Adrian Wiggins in International Students Health and Safety Workshop, Fall 2019

85

WORKSHOPS, TRAININGS, & INFO SESSIONS

OGE delivered in 2019-2020



Photo: Study and Intern Abroad Workshop, Fall 2019



Photo: Bafa' Bafa' Intercultural Competence Training, Spring 2020

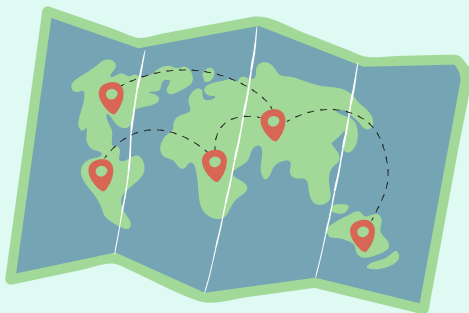
- Globalizing the Curriculum Summer Institute
 - New Faculty Workshop on Global Learning
 - Globalizing the Curriculum (IFD Week of Teaching)
 - Virtual Exchange/COIL Info Session
 - Fulbright Awards Info Session
 - Designing Global Learning in Courses Workshop
 - Advising Brownbag Session on Education Abroad
 - Articulating Study Abroad Experience Workshop
 - Faculty-led Program Info Session
 - Faculty-led Program Leaders Pre-departure Workshop
 - Monthly Study Abroad 101 Workshop
 - Rikkyo University (Japan) Exchange Info Session
 - Study Abroad Re-entry Workshop
 - A Day in the Life: Chat with OGE
 - Internship Abroad Workshop
 - Education Abroad Scholarship Workshop
 - International Student Health and Safety Workshop
 - Academic Success Workshop for International Students
- and many more ...**

International Travel

Stockton University has an increasing large global footprint with faculty, staff, and students traveling to conferences, research, and site-visits around the world.

OGE collaborates closely with the General Counsel, Risk Management, Travel, the Provost's Office, and school deans and staff in streamlining, maintaining, and promoting Stockton's faculty, staff, and students' safety and security in international travel.

Between July 2019 and March 2020, the University has funded international travels to:



38

COUNTRIES

94

**FACULTY, STAFF,
& STUDENTS**

114

TRIPS

1031

**COMBINED
TRAVEL DAYS**



Photo: Dr. Victoria Schindler with international Students, Spring 2020

International Travel

NORTH AMERICA

- Bahamas
- Canada
- Cuba

EUROPE

- Austria
- Belgium
- France
- Germany
- Greece
- Iceland
- Iceland
- Italy
- Netherlands
- Poland
- Portugal
- Spain
- United Kingdom

ASIA

- Cambodia
- China
- India
- Indonesia
- Japan
- Lebanon
- Philippines
- South Korea
- Taiwan
- Turkey
- United Arab Emirates

SOUTH AMERICA

- Brazil
- Chile
- Colombia
- Ecuador
- Panama
- Peru

AFRICA

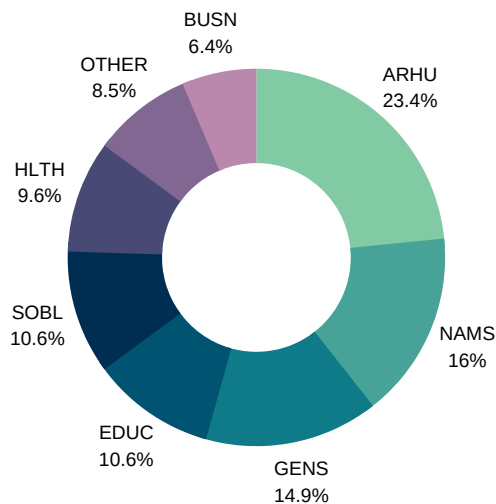
- Kenya
- Nigeria
- Senegal
- Tanzania

OCEANIA

- Australia
- New Zealand



Percentages of Schools/Units



Top 10 Destinations by the Numbers

| | |
|----------------|----|
| Taiwan | 18 |
| United Kingdom | 12 |
| Canada | 7 |
| Greece | 7 |
| Germany | 6 |
| Belgium | 5 |
| Colombia | 5 |
| Cambodia | 4 |
| Italy | 4 |
| Kenya | 4 |

*These data do not include Stockton's study abroad programs.



Photo: International Students, Spring 2020

Supporting Global Projects



OGE supported the School of Arts and Humanities and Office of Research and Sponsored Programs a **100k Strong in the Americas Grant** (led by Mariana Smith, Assistant Professor of Art) in 2019-2020.

In this grant, OGE facilitated the process and prepared documents of 4 exchange student visit. Working closely with ARHU, ORSP, and the Unit of Administration & Finance, OGE also facilitated and supported the budget of the grant.



STUDENT EXCHANGE INTERNSHIP PROGRAM

The proposed student mobility initiative is an interdisciplinary curriculum that combines service learning, community-based research, and creative-research strategies between Stockton University (SU) and Universidad del Rosario (UR). Students are expected to identify local, national, and transnational implications of human migration as a global megatrend, and expand understanding and empathy for various populations. This internship will require students to partake in online platforms in the U.S. and Colombia as well as in visiting scholars' lectures, workshops, and field trips. The concept of Museumization will be investigated through the process by which origins are historicized to installation art strategies as well as through examining its aesthetics and functions as a museum and an archive.



Laura Lopez Pineda, center, works with Stockton students during Clinical Research II taught by Victoria Schindler, associate professor of Occupational Therapy, in February. | Photos by Susan Allen '09, '14

Read more about this innovative grant at:



Exchange Students Breakdown
Cultural Barriers through
Storytelling - StocktonNow |...



**Office of Global Engagement -
Global Engagement | Stockton...**

Home page for the office of Global...
stockton.edu

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Photo: Exchange International Students, Spring 2020