

COMMISSION ON OUTREACH AND INTERNATIONAL AFFAIRS
Minutes
September 19, 2024; 3:30-4:30 p.m.
120 Gateway/ZOOM

Attendance (in person): Francisco Carvallo (Presiding), Guru Ghosh, Amanda Stewart, Aimée Surprenant, Susan Whitehead

Attendance (via Zoom): Diana Bairaktarova, Jennifer Clevenger, Mike Gutter, Charles Lowery, Katalin Parti, Lynn Resler, Susan Short, Richard Shryock, Rebecca Smith

Absent with Notice: Tom Archibald, Terry Clements

Absent without Notice: Penny Muelenaer,

Guests: Rachel Fitzgerald, Kathy Hager, Rich Mathieson, April Myers

Welcome and Self-Introductions: The meeting was called to order 3:34 p.m. Francisco Carvallo welcomed the group. Self-introductions were made; written and visual attendance was taken and quorum was met.

1. **Adoption of the Agenda:** Francisco asked for a motion to adopt the agenda as presented, Aimée Surprenant moved to adopt the agenda; Richard Shryock seconded; there was no opposition or abstention; the agenda was adopted as presented.
2. **Announcement of Approval of Minutes, May 2, 2024:** Minutes from the May 2, 2024 meeting were sent out electronically for edits and were approved electronically. The minutes were sent to the Governance Information System; and can be found on the web (<http://www.governance.vt.edu/>).
3. **Election of Vice-Chair:** Francisco announced that a Vice-Chair must be selected; the requirements are that the nominee must be a faculty member and must be able to serve as Chair for next year. He indicated that the responsibility for convening a committee to review applications for the Alumni Award for Outreach Excellence (both individual and team awards) is no longer a component, since these awards were eliminated spring 2024. Francisco encouraged members to think about it and reach out if there were questions or if someone is interested in putting their name forward. The time commitment for this year is not huge, as it will be standing in for the Chair and running meetings or attending other outside meetings in place of the Chair when the Chair is unable. Discussion included the possibility of having the October 17th meeting virtual, due to the Authorized Closing imposed for the football game.
4. **Global Learning Badge:** Rachel Fitzgerald, Associate Director for the Global Education Office gave a presentation on the Global Learning Badge: Global Education for All Initiative (**ATTACHMENT A**). *(Note: the materials that were sent to members ahead of the meeting were updated. The presentation given at the meeting included the updated information; and the attached materials are reflective of what was presented at the meeting).* Discussion included the initiative is student facing; there is a commitment to incorporate integration into global learning; digital credentials are portable and lifelong. Richard Shryock suggested a need for a language course in the curriculum, Guru Ghosh echoed the comment; Rachel indicated keeping the pathway open to include a language course as an optional course, not a required course. The slides only represented an example of a pathway, there are many different curricula.
5. **Acceptance of Constituent Reports and/or Minutes:**
 - A. **Chairman's Report on University Council meeting of September 16, 2024:** Francisco reported on the University Council meeting from September 16, 2024. The meeting included Commission and Committee Goals for this semester; other business included a proposed Resolution from the Commission on Staff Policies and Affairs (CSPA) and Staff Senate regarding forming a task force to review compensation for staff and non-student wage employees.
 - B. **Engagement Leadership Council-June 6, 2024 and September 5, 2024:** The June 6, 2024 Engagement Leadership Council (ELC) was cancelled. Susan Short reported on the September 5, 2024 ELC meeting which included Carnegie re-classification work that is being done; the request for feedback from COIA will be forthcoming prior to the submission date of April 1, 2025. The meeting included sharing of activities and

discussion on the Engagement Scholarship Consortium October 7-10, 2024 in Portland, Oregon. A reminder that the conference will occur in October 2025 at the Hotel Roanoke Conference Center.

- C. **University Committee on International Affairs (UCIA):** Kimberly Rhodes indicated UCIA has not yet met for this academic year, a report will be given at the next meeting.
- D. **Virginia Cooperative Extension (VCE):** Mike Gutter reported three (3) new specialists were hired; Cathy Sutphin is assisting with the Carnegie re-classification; the agriculture summit report has been released- Mike to send a copy of the report. Strategic planning will be kicking off in the next few weeks and the conference will be leveraging opportunities for working in partnership with the campus.
- 6. **Announcements/Commission Board Member Comments:** Kimberly Rhodes thanked the members for serving on the Commission this year and reminded the group that the meetings are for bringing information back to their respective colleges, departments, areas as well as brining information back from these groups to discuss with the Commission. No other comments or announcements were made.
- 7. **Motion to Adjourn:** Susan made the motion to adjourn, Aimée seconded; there was no opposition; the meeting adjourned at 4:26 p.m.

Respectfully submitted,
Kimberly Rhodes, Recording Secretary

TENTATIVE MEETING DATES FOR 2024-2025 (All meetings will take place at either 120 Gateway Center-902 Prices Fork or Zoom)

- October 17, 2024 3:30-4:30 p.m.
- November 21, 2024 3:30-4:30 p.m.
- December 5, 2024 3:30-4:30 p.m.
- NO JANUARY MEETING**
- February 20, 2025 3:30-4:30 p.m.
- March 20, 2025 3:30-4:30 p.m.
- April 17, 2025 3:30-4:30 p.m.
- May 1, 2025 3:30-4:30 p.m.

Global Learning Badge: Global Education for All Initiative

What is Global Learning?

Global learning is the process of diverse people, collaboratively analyzing and addressing complex problems that transcend borders and engaging in actions that promote collective well-being.

(Landorf & Doscher, 2023)

Global learning enables every student to engage with others to find connections among divergent perspectives. These connections are the bedrock upon which we all learn to create innovative, equitable, and sustainable solutions for our interconnected human and natural communities.

(Landorf & Doscher, 2015)

Virginia Tech Global Learning Badge Objectives

The big picture project objectives for the Global Education for All initiative includes:

- Provide students with a co-curricular pathway to global learning, locally and globally, that strengthens Virginia Tech's experiential learning and university of Global Distinction goals.
- Foster campus internationalization in alignment with Beyond Boundaries and InclusiveVT while enhancing Virginia Tech's reputation for global learning and advancing the UN Sustainable Development.
- Amplify and incentivize participation in existing efforts (InclusiveVT Insights, Pathways, Living Learning Programs, Student Affairs' Aspirations for Student Learning - ExperienceVT, Cultural & Community Centers, language learning, internships, UG research, student organizations, campus events and programming, PDN's LinkedIn Learning, Career and Professional Development professional competencies, etc.).
- Offer learners a portable credential that recognizes their global learning and engagement and follows them through a lifelong learning journey as they bridge to graduate school and professional work post-baccalaureate.
- Present learners with a credential that supports them in articulating experience and summarizing skills to employers and provide meta-data to employers on the demonstrated competencies achieved.
- Center equity through credentialing that adapts to the diverse needs of our learners in flexible and innovative ways while interweaving curricular learning.
- Address a global talent gap through articulable transferable skills that traverse specialization areas. Global and cultural literacy is a top-level skillset that employers desire and according to a Korn Ferry study called "Global Talent Crunch," the current talent shortage could create 85 million unfilled jobs by 2030 (Forbes, 2022).
- Provide a framework for qualitative and quantitative assessment of global learning for undergraduate students that incorporates the co-curriculum and measures learning beyond the life of a single course or degree.

- Eventually, create a college access pipeline for global learning that brings learners to higher education in new and novel ways.

Global Learning Badge Overview

Being a global Hokie starts here at home. At Virginia Tech, we're infusing global into all we do. Global opportunities, culture, and community fuel our teaching and learning and inspire us to live out our motto, *Ut Prosim* (That I May Serve) and reaffirm our commitment to InclusiveVT. We're making global learning and engagement accessible to all through the campus experience.

Virginia Tech's [Beyond Boundaries](#) mission calls for inclusive and global Hokies who are able to interact and engage authentically and effectively across differences with an understanding of global systems and legacies and their implications for people's lives and the earth's sustainability. The university recognizes that today's global economy requires graduates who are academically and interculturally prepared to succeed in a diverse and multicultural world.

The Virginia Tech Global Learning Badge provides the opportunity to develop global and intercultural awareness, perspective, and engagement, and equips students with the professional development skills needed to build a more just, inclusive and sustainable world. The badge provides an avenue to structure students' global learning experience and formally recognizes achievements in global learning and engagement through academic courses, language learning, co-curricular activities, and global experiences assessed through an adapted American Association of Colleges and Universities Global Learning VALUE rubric. It's a program that enhances students' marketability in an increasingly international job market and is specifically designed to better equip students with the skills that employers demand as aligned with the National Association of Colleges and Employers (NACE) competencies. Digital badges can be shared on social media (LinkedIn), on digital resumes, in e-Portfolios, and in email signatures.

Earning the Global Learning Badge consists of a series of activities designed to provide students with the opportunity to delve into global learning at home and abroad. Through facilitated reflection, skill building and narrative exercises, students will gain insights and deepen their learning.

The badge prepares Hokies to gain global and intercultural awareness; understand the interconnectedness of systems in local/global contexts; communicate and adapt behavior across cultural differences in effective, appropriate, and authentic ways; develop the ability to examine complex global topics from multiple perspectives; interpret an intercultural experience from one's own and another's worldview; and engage in local, global, international, and intercultural leadership.

Badge Learning Objectives

Beginning with understanding cultural identity, students will build on this to develop a recognition and appreciation of other cultural perspectives. On a journey toward becoming inclusive citizens with respect for others' views and values, students will

develop the ability to interrelate, communicate, and adapt behavior when engaging with individuals representing cultures and perspectives other than one's own. Through the lens of the Sustainable Development Goals (SDGs) and the Intercultural Praxis Model, students will create their own actionable intercultural leadership practice that advances social change in local and global communities.

Badge participants will:

1. Develop an understanding of cultural identity and connection with global issues
2. Gain global and intercultural awareness and perspective
3. Demonstrate substantial engagement as an inclusive, globally engaged citizen

Skills

Badge participants will develop skills that will help you stand out to employers:

- Self-Awareness
- Open-Mindedness
- Intercultural Communication and Collaboration
- Professional and Personal Development
- Leadership
- Problem Solving and Critical Thinking
- Teamwork
- Interpersonal Skills
- Adaptability and Flexibility

Digital Credentials Explained

Digital credentials articulate a specific skillset that a student has achieved by completing and/or submitting a particular set of evidence. Often micro-credentials are recognized by the awarding of a digital badge, which is portable and can link employers to metadata and information about the skills or competencies demonstrated by the badge. Micro-credential opportunities offer flexibility in terms of time, a competitive edge by demonstrating specific skills to potential employers, and the ability to customize learning and professional development to students' interests and goals.

Global Learning Badge: Global Education for All Initiative

UCIA Internationalization at Home Working Group

COIA Presentation

September 19, 2024

University Committee on International Affairs Working Group Members

- Jamie McGrath, Director of the Rice Center for Leader Development, VT Corps of Cadets
- Jennifer Clevenger, Director of Global Programs, Pamplin College of Business
- Theresa Johansson, Director of Global Education (GEO)
- Rob Emmett, Associate Director, Cranwell International Center
- Janell Watson, Professor of French, Modern and Classical Languages and Literatures
- Rich Mathieson, Communications Director, Outreach and International Affairs
- Marielle Wijnands, Assistant Director for Student Services, GEO
- Rachel Fitzgerald, Associate Director for Global Education, GEO



Global@Home

Global@Home is an institutional commitment to integrating intercultural, international, and global dimensions into the Virginia Tech campus experience across the Commonwealth and the greater Washington, D.C. area. At Virginia Tech, we're infusing global into all we do. Global opportunities, culture, and community fuel our teaching and learning and inspire us to live out our motto, *Ut Prosim* (That I May Serve). We're making intercultural learning and global engagement accessible to all, beginning here at home.

What is Global Learning?

Global learning is the process of diverse people, collaboratively analyzing and addressing complex problems that transcend borders and engaging in actions that promote collective well-being (Landorf & Doscher, 2023).

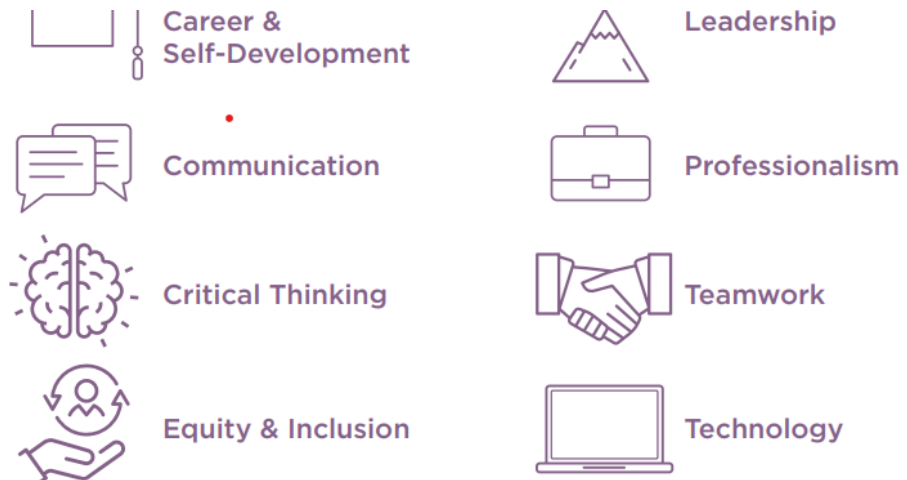
Global learning enables every student to engage with others to find connections among divergent perspectives. These connections are the bedrock upon which we all learn to create innovative, equitable, and sustainable solutions for our interconnected human and natural communities (Landorf & Doscher, 2015).



Global Learning Badge Objectives

- Co-curricular pathway to career-integrated global learning, locally & globally
- Global learning for all blending the curriculum, co-curriculum and extra-curricular engagement
- Digital badge, but a stepping-stone to transcriptable global learning or integration in FYE; onramp to Bridge experiential learning
- Alignment with National Association of Colleges and Employers (NACE) & VT Professional Development competencies

Professional Edge



ORGANIZATION

Virginia Tech

At Virginia Tech, we're reimagining how education and technology intersect. This approach transforms the ways we teach and learn, perform research, and engage with communities around the world. [View More](#)

[Visit website](#) [Email](#)

28 Issuers 441 Badges 46 Pathways

Badges

Each of these Badges was created by an Issuer at Virginia Tech to recognize an achievement. Each is embedded with data to verify its authenticity and explain what it represents.

Why a Global Learning Badge?

- Foster campus internationalization
- Advance the UN Sustainable Development Goals
- Amplify and incentivize participation in existing efforts (InclusiveVT Insights, Pathways, Living Learning Programs, Student Affairs' Aspirations for Student Learning & Constructive Dialogue Institute, Cultural & Community Centers, Language Learning).
- Offer learners a portable credential that recognizes their global learning and engagement and follows them through a lifelong learning journey
- Support Hokies as they bridge to graduate school and professional work post-baccalaureate
- Address a global talent gap through articulable transferable skills that traverse specialization areas



THE CAREER-READY GRADUATE

WHAT EMPLOYERS SAY ABOUT
THE DIFFERENCE COLLEGE MAKES

Amid escalating culture wars marked by burgeoning polarization and partisanship, and in the aftermath of a once-in-a-lifetime global pandemic, a changing portrait of American values has emerged.

EXECUTIVE SUMMARY

This report presents findings from an online survey of 1,010 employers, including executives and hiring managers, conducted in May 2023.

(AAC&U, 2023)

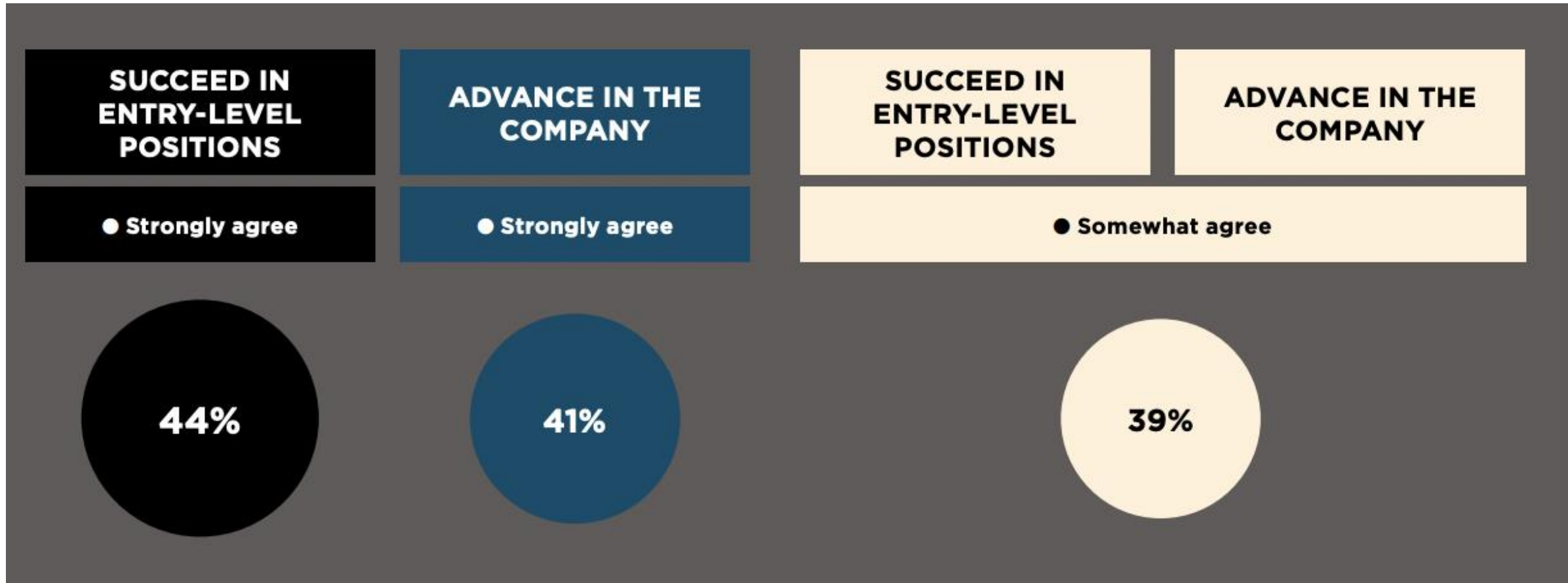
Summary

- Universities are falling short in meeting employer expectations on workforce preparedness.
- Younger employers are champions for not just a college education, but one that is holistic, community-oriented, and anchored in the liberal arts.
- Employers support a future for college learning that involves microcredentials and in which students have the opportunity to engage with diverse perspectives.



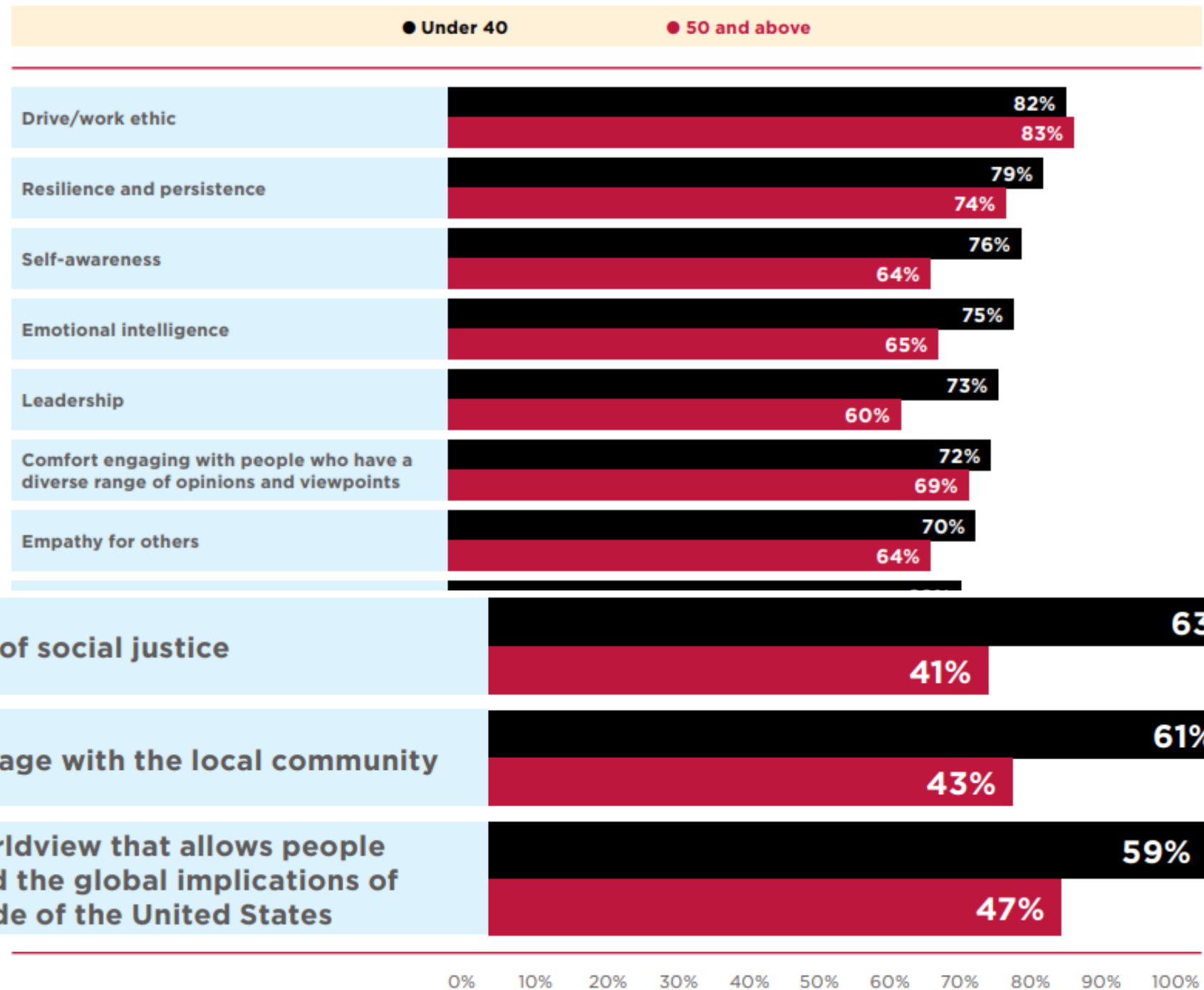
Confidence Level in Higher Education Graduates

Employers' level of agreement with whether recent college graduates are prepared to succeed in entry-level positions and to advance in the company



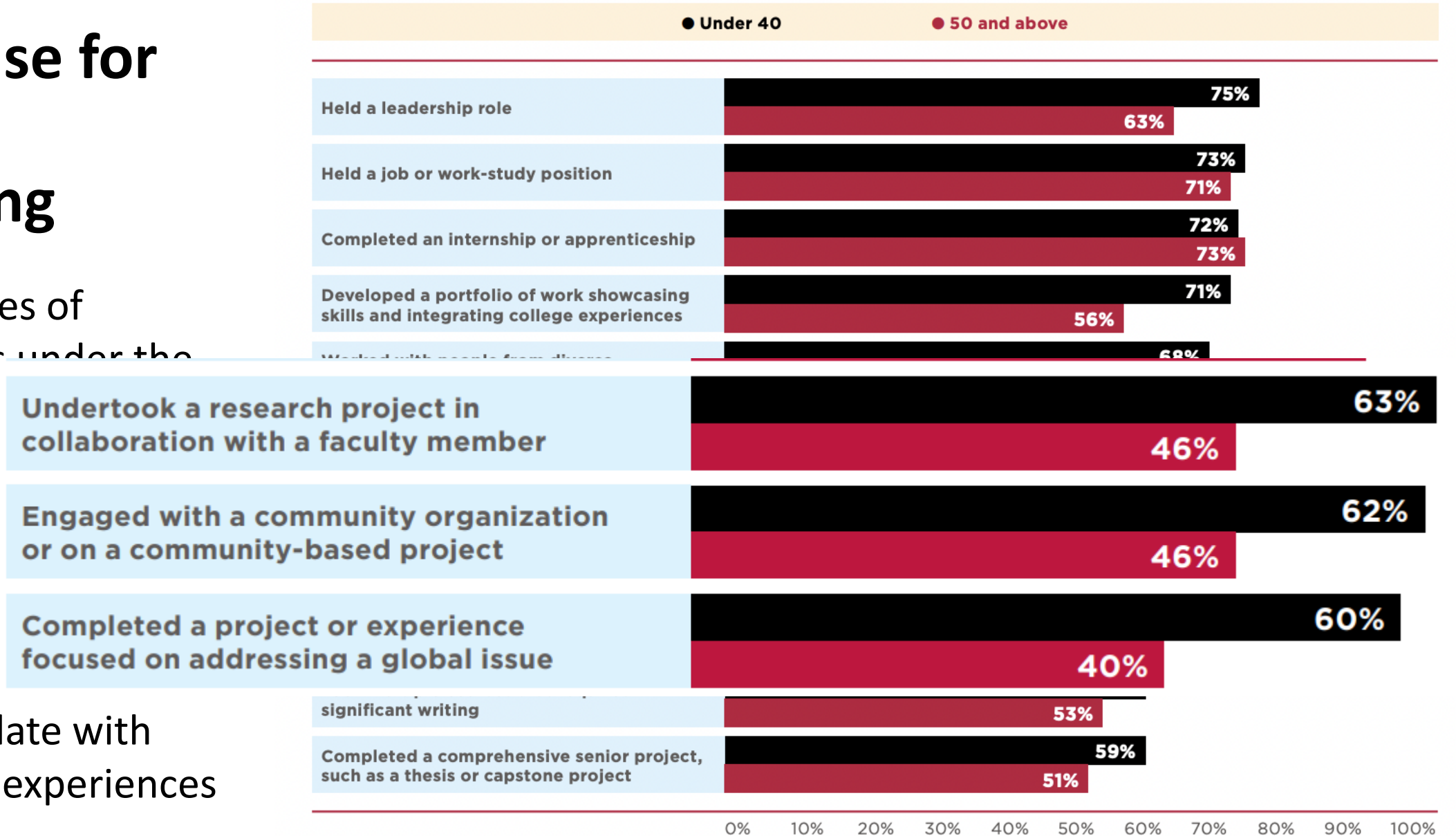
The Changing Nature of the Workplace

Percentages of employers under the age of 40 compared with employers 50 and above who indicated a mindset or disposition is “very important” for the workplace



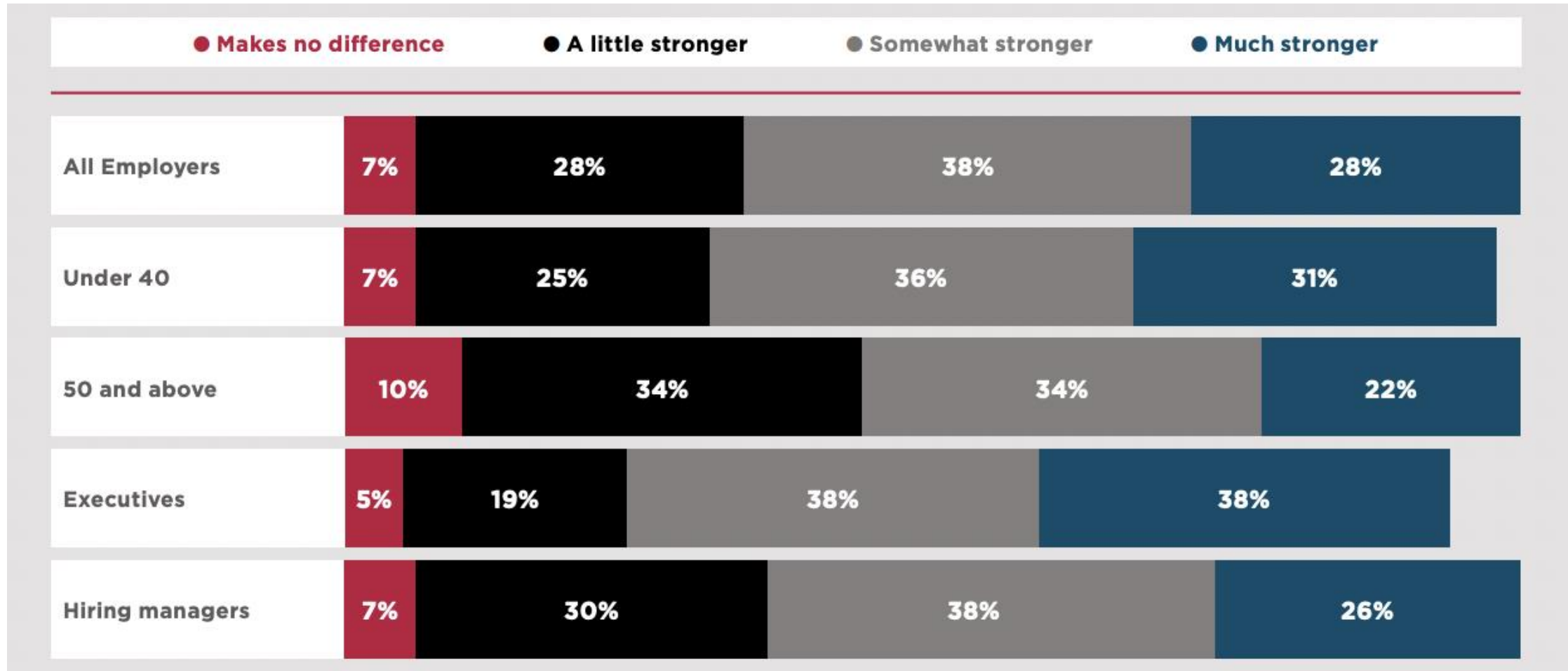
The Case for Global Learning

Percentages of employers under the age of 40 with employees who would be “more/more likely” to hire a job candidate with particular experiences



The Power of Microcredentials

Strength of a job candidate with a college degree and a microcredential in a broad skill



Draft Objectives & Measures

Objectives

Badge participants will:

- Develop an understanding of cultural identity and connection with global issues
- Gain global and intercultural awareness and perspective
- Demonstrate the ability to communicate and adapt across cultural contexts as inclusive and globally engaged citizens

Assessment

Badge outcomes will be assessed through:

- Pre-and-post Intercultural Development Inventory (IDI)
- Readiness & post-badge survey instrument
- Reflection assessments to gauge growth
- Completion of all required activities
- Rubric outcomes at each level

Three-Tiered Approach

Orange

- Sign-up for the badge program and complete a pre-assessment
- Begin Intercultural Development Plan
- Complete a globally and interculturally focused course
- Complete online Canvas module
- Submit a structured reflection assignment
- Earn engagement points/attend 2 campus events

Maroon

- Complete a globally and interculturally focused course
- Complete online Canvas module
- Submit a structured reflection assignment
- Earn engagement points/attend 2 campus events

Hokie Stone

- Complete a globally/interculturally focused course
- Complete an online Canvas module
- Submit a structured reflection assignment
- Earn engagement points/attend 2 events
- Complete capstone
- Submit final certification for Intercultural Development P and post-assessment



▼ Introduction

 **Badge Program Overview**

 **Requirements to Complete the Badge**

 **Principles of Community & Community Agreement**

 **Intercultural Development Inver**

 **Introductory Letter**
100 pts

 **Readiness Assessment**
0 pts


▼ Module 1: Foundations of Intercultural Learning

 **Welcome to Intercultural Learning**

 **Developmental Framework for Intercultural Learning**

 **Cultural Identity & Cultural Identity Theory**

 **Cultural Identity Discussion Post**

 **Module 1 Quiz: Intercultural Learning**
2 pts

 **Module One Recap**

Asynchronous Canvas Modules

Course List

- Language Learning courses
- Courses with global/intercultural topics and themes
- Pathways Global & Intercultural Awareness Concept courses
- Pathways 7: Critical Analysis of Equity & Identity in the US (and global contexts)

List of Global Courses Allowed for International Business Minor:

AFST 1814 Introduction to African Studies (3) (PW2 or PW 3)

ARBC 2774 Arab Culture and Civilization (3) (PW2 or PW 3)

BIT 4474 Global Operations and Information Technology (3) (Pre: BIT 3414)

CHN 2734 Chinese Culture and Civilization (3) (PW2)

HUM/RLCL 3204 Multicultural Communication (3) (PW 3)

ECON 4124 Growth and Development (3) (Pre: ECON 2006, 2025H/3104)

ECON/AAEC 4135 International Economics (3) (Pre: ECON 3104 or 2025H)

ECON/AAEC 4136 International Economics (3) (Pre: ECON 3204 or 4204H)

FIN 4144 International Financial Management (3) (Junior Standing; Pre: FIN 3104 or 3134)

FR 2714 Introduction to French Culture and Civilization (3) (PW2 or PW 3)

GEOG 1014 World Regions (3) (PW 3)

GEOG/IS/PSCI 2054 Introduction to World Politics (3) (PW 3)

GEOG/IS/PSCI 2064 Global Economy and World Politics (3) (PW 3)

GEOG 3104 Environmental Problems, Population, and Development (3) (PW 3)

GEOG 3254 Geography of East Asia (3)

GEOG/SOC/UAP 4764 International Development Policy and Planning (3) (Junior Standing)



Capstone

- Demonstrated leadership experience/engagement in globally or interculturally-focused organization or activity:
 - Clubs/Student Organizations
 - Study Abroad/Global Service/Global Research and Internships
 - Language Study
 - Living Learning Communities

A stylized logo of a tree with a black trunk and branches, and white leaves. The name 'Elimisha Ka' is written in white text at the bottom of the tree.

Elimisha Ka



Engagement Tracking

Linkage with Student Engagement & Campus Life for event attendance tracking through Gobbler Connect.

Student engagement with globally and interculturallly-focused events:

- Clubs/Student Organizations
- Study Abroad/Global Service/Global Research and Internships
- Language Study
- Living Learning Communities
- Conference or Research Presentation
- Event Attendance



Global Learning Badge Points Log

STUDENT INFORMATION

NAME: _____ PID: _____

Expected Graduation Semester: _____

Submitting Events/Activities for the Semester of: _____

How to use this form: Use this log to keep track of activities related to the Global Learning Badge in a given semester. If you are graduating soon, we recommend submitting 60 days in advance of graduation, so we can review your certification in time.

Submit one log for each semester, starting a new log each time such as a screen shot at the beginning and end (with timestamp), attendance, a picture of you at an in-person event, or the name of the department hosting the event on this form.

If in doubt, contact us at _____ to check that you

| Date and Time | Location | Name/Description of Activity |
|---------------|----------|------------------------------|
| | | |
| | | |
| | | |
| | | |



INTERNATIONAL EDUCATION WEEK

THANK YOU TO OUR PARTNERS:

- Student Affairs**
- ExperienceVT**
- College of Engineering**
- Graduate School**
- Global Education Office**
- Language and Culture Institute**
- The Libraries at Virginia Tech**
- Outreach and International Affairs**
- Pamplin College of Business**
- Department of Sustainable Biomaterials**
- College of Liberal Arts and Human Sciences**



Badge Administration

A group of faculty/administrators/students from across campus to serve as the Global Learning Badge Advisory Board coordinated by GEO.

Monitoring questions from participants and course/activity approval/substitution requests.

- Ensuring pre-and-post-assessments are completed and conducting debriefings.
- Monitoring students' progress and tracking. Reviewing and certifying engagement & leadership.
- Using a rubric to assess students' reflections for evidence of learning and provide feedback.
- Recognizing participants' achievement on the completion of the badge. Each participant in the badge program could cost about \$100.



Global Learning Badge Recognition

Digital Credential

Digital badges can be shared on social media (Facebook, Twitter, LinkedIn), on digital resumes, in e-Portfolios, and in email signatures.

Graduation Regalia

- Students who earn an Orange-level badge will receive chords for graduation.
- Students who earn a Maroon-level badge will receive a global graduation stole.
- Students who earn a Hokie Stone-level badge will receive a global graduation medallion.



Next Steps

- ❑ Introduction to COIA in Fall 2024 to enlist support to continue the initiative
- ❑ Stakeholder consultations to design of the co-curriculum
- ❑ With funding & support, launch a pilot with a cohort of 25-30 students in Spring 2025 as part of the Faculty Innovation Group Badge Advisory pilot program.

