Integration of International Experience into the Curriculum at Cornell University

SYMPOSIUM REPORT 2015

Organized in collaboration with Cornell Abroad, the Center for Teaching Excellence, the Center for Engaged Learning + Research, and the Office of Academic Diversity Initiatives (OADI)
The Einaudi Center, in collaboration with Cornell Abroad (CA), the Center for Teaching Excellence (CTE), Engaged Learning + Research (EL&R), and the Office of Academic Diversity Initiatives (OADI), organized a one-day internationalization symposium on May 13, 2015 entitled “Integration of international experiences into the curriculum.” The symposium built on the first internationalization symposium in February 2014, “What Constitutes a Meaningful International Experience?” which started a university-wide conversation aimed at bringing the multitude of efforts in the international arena under the strategic umbrella of the Global Cornell Initiative. One of the strongest takeaways of the 2014 symposium was the importance of connecting international experiences and programs to the curriculum. Although Cornell has several excellent examples from our colleges, many international experiences and programs are not or are only partly integrated into the curriculum, while many degree programs do not have any international dimension.

**Participation**

The 2015 symposium attracted more than 170 participants from across the Cornell campus and 9 participants from regional colleges. The following graphics summarize information of the 157 registered participants.

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Half (50%, 79) of the registered participants were faculty, 41% (64) staff and 7% (11) students. Almost two-thirds (64%) are working in Cornell’s colleges and schools, while 18%, mostly staff, work in Cornell’s global units, i.e., VPIA, Einaudi Center, and Cornell Abroad, and 16% work in other units on and off campus including Career Services, Center For Teaching Excellence, CIO Academic Technologies, Cornell Commitment Office, Engaged Cornell, Language House, Public Service Center, and Residential and New Student Programs. The symposium succeeded in attracting faculty, staff, and administrative leaders from all 13 of Cornell’s colleges and schools represented on the Internationalization Council. The colleges with the strongest cohort were the College of Agricultural and Life Sciences (26%), the College of Arts and Sciences (25%), the College of Human Ecology (9%), the College of Veterinary Medicine (8%), and the Law School (8%).

Three outstanding colleagues from peer universities and experts in the field of international education enriched our thinking and discussions:

- Lynn C. Anderson is an international education consultant and the Academic Director of the Cultural and Educational Programs Abroad (CEPA) Foundation. She was Dean of International Education and Senior International Officer at UC San Diego, and Director of Curriculum Integration at the University of Minnesota Twin Cities.
- Harvey Charles serves as Vice Provost for International Initiatives and Professor in the Department of Educational Psychology at Northern Arizona University. He is Past President of the Association of International Education Administrators.
- Hilary Landorf is the director of Florida International University’s (FIU) Office of Global Learning Initiatives (OGLI) and an Associate Professor of International Education.

In preparation for this symposium, members of the Internationalization Council at Cornell were asked to identify examples from their respective colleges where international experiences have been successfully integrated into the overall curriculum and academic programs of their students. Faculty and administrative leaders of the international experiences that were identified prepared 19 case study reports from across campus (see Appendix 1). These reports reflect on a wide range of opportunities abroad, including study abroad, exchange programs, courses with an international travel component, field work, and service learning. Faculty and students representing 12 case studies and different colleges were chosen to participate in panel discussions as well as in reports and displays visualizing the characteristics and achievements of all case studies that were featured during the symposium.

The symposium also featured the projects of recipients of the newly launched Internationalizing the Cornell Curriculum (ICC) grants. The Office of the Vice Provost for International Affairs had awarded 26 faculty projects designed to internationalize undergraduate teaching, learning, and research at Cornell and to expose undergraduate students to different cultures, languages, and meaningful international experiences (see Appendix 2). Successful proposals involve faculty and students across eight colleges and schools who are working on projects worldwide, and four faculty participated in a panel discussion on these innovative ICC grant ideas on how to internationalize the curriculum.
Highlights

Session 1: Internationalizing the curriculum

Keynote speaker Harvey Charles discussed unique challenges faced by research institutions on their path to internationalization. After providing a history of important moments that affected the trajectory of internationalization within research universities, he highlighted a few items that are currently impacting/hindering the progress toward an internationalized curriculum. Some of these core challenges are the silo culture often found at research universities, maintaining ethical standards, a focus on research over providing students with the best academic preparation, and maintaining a mentality of service to the local community.

Dr. Charles asserted that internationalization matters because the challenges facing humanity today are global in nature and solutions require the expertise of scholars in research universities. He emphasized that it is important to internationalize to remain competitive and that overall, it is important to improve the human condition. He further explained how curriculum needs to be the central focus, and how a globalized curriculum should touch all students through an integrated and multi-pronged approach with the objective to graduate globally competent students. Examples include: global certificate programs, co-taught programs with universities abroad, faculty-led study abroad programs, and dual-degree programs with international universities. Dr. Charles concluded by saying that global engagement must be deeply embedded in the mission of the university and supported by a strong infrastructure for campus internationalization, including faculty support. In order to reach our internationalization goals, all curricula must be internationalized.

The faculty panel discussion that followed with Xu Xin (Government), Terry Tucker (International Programs, College of Agriculture and Life Sciences), David Pelletier (Division of Nutritional Sciences), Liz Brundige (Law School), and Madelon Finkel (WCMC) highlighted a few additional challenges to successfully internationalizing the curriculum. Many mentioned that it is difficult to assess the impact it has on students, as the capacity for defining learning outcomes exceeds the capacity for assessing learning outcomes. It is also difficult to ensure that programs held with international partners or in international locations maintain a mutual benefit for both parties instead of just for the students. There are several financial, logistical and language barriers that can make it difficult to build a global curriculum. However, even with these challenges, it was agreed that internationalization is important for the development of our students, to enhance diplomacy worldwide, and to create a global advantage for our university.

“Why does internationalization matter? The greatest challenges are global. This is one of the ways we can work to improve the human condition and prepare the next generation...Cornell is doing this work in intelligent ways and [will serve] as a model to others around the world.”

Harvey Charles, Vice Provost, Northern Arizona University
Session 2: Global learning outcomes and assessment

Hilary Landorf focused her presentation on the “nut to crack” in international education: the development of global student learning outcomes. Like a good research question, she suggested, learning outcomes serve as a guide for assessment and the real work of global learning. Internationalization involves integrating the institution and its key stakeholders - faculty, staff, and students – with a global knowledge and learning network. Such integration involves not only introducing an international dimension into existing operations, but also contributing to the development of the world’s educational ecosystem. Thus, internationalization at Cornell is not a reaction or response to globalization but rather a contributor to globalization or the “global knowledge and learning network.”

Dr. Landorf refers to the learning outcomes at Cornell that include multi-cultural competence. This could be defined as expressing an understanding of the values and beliefs of multiple cultures; the ability to effectively engage in a multicultural society and to interact respectfully with diverse others; and developing a global perspective. But, rather than preparing students to address complex social problems, they need to be doing this work within their curriculum, as defined by their learning outcomes. Learning outcomes should be student-centered, meaningful, clear and focused, observable and quantifiable.

The student panel that followed included Julia Grace Vasta (Cornell in Seville Program, Arts and Sciences), Jo Yang (Food Science Study Abroad, CALS), Mary John (AguaClara Research, Invent, Design, Engage; Engineering), Andrew Henry Stawasz (Global Service Learning Program in Mysore India, ILR), and Brennan Whitaker Duty (Sustainable Global Enterprise Immersion Program, Johnson School). In reflecting on their international experiences, they described the importance of cultural mentoring and the ways it has helped them to interact with those who are culturally different. They also talked about the powerful effects their international experiences have had on their coursework, personal, and professional lives. Each of them was engaged in several ways in sharing their learning with others.

They also made several suggestions to encourage more students to take part in these international experiences, such as the following: having better academic advising beginning in the freshman year, increasing awareness and accessibility of opportunities, incorporating going abroad as part of a degree program, providing financial support for students, and offering more short-term opportunities or summer experiences.

“I am going to make sure that I use this intellectual capital and cultural understanding to empower others and to make a difference in the world.”
Brennan Whitaker Duty’15, Johnson School
Session 3: Strategies and models of integrating international experiences

Lynn Anderson talked about her experiences at the University of Minnesota and UC Davis where she focused on curriculum integration and the importance of making study abroad a major part of increasing campus internationalization. She asserted that study abroad experiences are a direct and meaningful way to make an impact on students and help them to have global perspectives. She described how after returning, students contributed in new ways, such as tutoring other students or helping new immigrants; gave more time to classes, organizations and the campus community; graduated in less time with higher GPAs and improved retention rates; had a higher probability of being admitted to medical school; earned higher salaries when able to speak a foreign language; and, as alumni, were more generous in their contributions.

Anderson outlined some guiding principles, such as forming partnerships, having everyone be in a position to both teach and learn, utilizing existing structures, and focusing on long term impact. It is important to look at the way one interacts with students - from prospective student to graduate student - and weaving the idea of study abroad into their plans. She identified barriers to going abroad that students perceived which she referred to as the 5 F’s that need to be addressed:

- Lack of Fit with their academic program;
- Lack of Faculty support;
- Fear of lacking the necessary skills or language/culture knowledge;
- Family and Friends that needed them;
- Finances that might be limited.

Anderson described the importance of developing “major advising pages” for various majors which reflect the academic considerations and program priorities for each major. Although this is initially time-consuming, it saves time in the long term. It is a starting point for students and an advising tool for academic departments and education abroad offices and helps dispel myths about study abroad. Anderson laid out a methodology for integrating education abroad into the curriculum and a step-by-step approach. 

“End you're working here on campus for multiple semesters, you take theory classes, you do research and design and you're learning about engineering in a social context. But you can never really fully appreciate those issues until you go to Honduras and you see it.”

Mary John’16, College of Engineering

During the following panel with Professors Julie Nucci (Material Science and Engineering), James Lassoie (Natural Resources), Kaja McGowan (Art History), John Forester (City and Regional Planning), and Susan Fussell (Communication), faculty outlined their innovative ideas to internationalize the curriculum. They talked about the opportunity to work with Cornell alumni in India to identify energy needs; students developing a curricular plan that prepares them for their international experience and a handbook for advisors; creating an online course where students can interact with their peers in a class in Myanmar, and another course in Taiwan where students work together on different tasks despite cultural, language, and time zone differences; and novels and reading assignments emphasizing citizen involvement and participatory processes for students to better understand the meaning of planning and the politics of planning.
Session 4: Institutional opportunities and challenges towards curriculum integration

During the final session key campus-wide units - the Einaudi Center, Cornell Abroad, Engaged Learning + Research, Office of Academic Diversity Initiatives, the Center for Teaching Excellence, the Language Resource Center, and Academic Technologies - presented their resources and tools in support of Cornell internationalization and Cornell’s pledge to the national “Generation Study Abroad” initiative. New initiatives include study abroad experiences at Cornell for visiting international students; research-and-study programs abroad for science students; funding for internationalizing the curriculum grants; community-engaged department grants; funding and learning strategies incentivizing international engagement of first-generation, low-income, and underrepresented students; special workshops and institutes for faculty on designing and teaching international and experiential courses; once a week, “jumpstart” and colloquial language courses for students before they go abroad; and support for creating international experiences through technology.

The leadership panel included Laura Brown, Senior Vice Provost for Undergraduate Education; David DeVries, Associate Dean of Undergrad Education in Arts and Sciences; Rebecca Stoltzfus, Provost’s Fellow for Engaged Cornell; and Max Pfeffer, Senior Associate Dean, CALS; and was chaired by Laura Spitz, Associate Dean for International Affairs at the Law School. Speakers reflected on the underlying question of the symposium. It was suggested that Cornell should provide a complex richness of experiences that combines personal, professional, and disciplinary growth. Important consideration needs to be given to the intentionality of the experience, the ability to put ourselves in someone else’s world, and the depth of relationships developed during these experiences.

In his closing comments, Fredrik Logevall, outgoing Vice Provost for International Affairs and Director of the Einaudi Center, underlined that internationalization does not only mean sending students abroad, but that there are many ways to internationalize the Ithaca experience such as introducing a new Global Affairs Major, supporting internationally-engaged faculty, and engaging international students. A “Global On-Campus Committee” has just completed a report after reviewing current university practices and procedures to identify the challenges and opportunities that lie ahead. It will highlight recommendations to internationalize academic experiences for all Cornell students, to help them develop the needed skills and perspectives to effectively work across cultural and international boundaries.
Feedback

The feedback received from the participants and organizers was overwhelmingly positive, and several shared questions and take-aways after each session. Comments included:

“Consider offering financial aid for summer abroad programs—this would allow students with inflexible curricula (e.g. Engineering) to study abroad outside of the regular academic year”

“Cornell should use alumni hosts and advisors who live and travel abroad—to help students in other countries as cultural-tech advisors”

“Should Cornell create U-wide course number or designation to allow us to offer U-wide courses without invoking conflicts between colleges?”

“Pre departure should include peer to peer online interaction with corresponding universities/student groups/sponsored schools/organizations”

“Establish stronger rapport between department chairs, faculty, admin, and international resources for greater collaboration and buy-in to programs/courses”

“The international graduate students on campus are hungry for opportunities for meaningful interactions with domestic students. They can be an important resource for language and cultural knowledge.”

“I will revisit the outcomes/learning goals for the course that I lead and think more about how to assess intercultural competency.”

“I will be implementing more Cornell resources into my recruitment strategy as well as my returning student reflection strategy.”

“I will explore new opportunities for collaboration with other parts of the university.”

“I will think differently about how to engage international exchanges to gain a greater cultural awareness for the students.”

“I will think about on-campus (in addition to off-campus) components to internationalizing the curriculum.”

“I have a better understanding of how major advising sheets can help create pathways to ensure that students know how study abroad can fit into a Cornell education.”

“Establish stronger rapport between department chairs, faculty, administrators, and international resources for greater collaboration and buy-in to programs/courses.”
In addition, 28% (39) of the registered participants completed an evaluation form. The results are summarized in the following graphic.

- Question 1 (Q1): 90% of participants agreed that the symposium was valuable to them (62% strongly agreed, 28% agreed, and 10% neutral)
- Question 2 (Q2): 88% of participants agreed that the symposium provided a forum to discuss integrating international experiences into the curriculum (44% strongly agreed, 44% agreed, 12% neutral)
- Question 3 (Q3): 90% of participants will use some of the ideas from the symposium in their international work (46% strongly agreed, 44% agreed, 10% neutral)
- Question 4 (Q4): 97% of participants would likely attend a similar event in the future (69% strongly agreed, 28% agreed, 3% neutral)

Many participants also indicated several things they plan to do differently or implement as a result of attending the symposium. These included: revisiting learning outcomes and assessment, using Cornell resources for reflection strategy, stronger increasing integration of international students, rethinking approaches, increasing attention to first year students, exploring new collaborations across campus, intentionally integrating cross-cultural communication and mentoring into courses, sharing ideas with colleagues, thinking about new programming ideas on campus, and increasing student-centered advising.
Takeaways and next steps

1. There are many types of “meaningful” international experiences no matter the duration, shape, form, size, or discipline. However, there are indispensable components of “meaningful” international experiences:
   a. Clearly-defined learning goals and measuring of outcomes that complement the learning outcomes specific to the major or discipline;
   b. Mentoring and facilitated reflection before, during, and after an international experience;
   c. Integrating language and area studies in pre-departure programs;
   d. Deep and meaningful engagement with the local society and culture;
   e. Using the data from the experience to continuously refine the student’s goal(s)/outcome(s), activities, and assessments.
2. Integrating “meaningful” international experiences into the curriculum of a degree program deepens learning by providing multiple references to the experience throughout the years of study – both in preparatory and in reflective stages – while adding a [valuable] international dimension to the degree program itself.
3. Explore the introduction of a global/international requirement, such as the breadth requirement in A&S or cultural perspective requirement in ILR;
4. Design intentional curriculum pathways/pipelines in all colleges and for all degree programs that include options for internationalization of the curriculum on campus and study abroad;
5. Develop a set of criteria that determines which international experiences are “meaningful” and create incentive systems for students who participate in these (for example, Cornell credit, financial support through the Global Cornell Initiative);
6. Explore the possibility of offering a global leadership certificate (non-academic) for students. Students are already very much engaged, would like to be even more involved, and would appreciate and be able to take advantage of the opportunity to be recognized for their efforts;
7. Provide first year students with options on how to internationalize their studies; for example, by introducing foundation courses on global and international topics;
8. Offer training opportunities for all faculty and staff interested in developing or implementing international experiences, with a special focus on defining learning outcomes and assessment, and critical reflection and cultural mentoring;
9. Expand opportunities and courses for language and area studies in preparation for international experiences;
10. Continue to offer informal forums for faculty to share ideas and learn from each other on specific topics to internationalize the curriculum and to help expand the “learning community” at Cornell;
11. Secure funding and administrative support for developing, implementing, and sustaining faculty-led international experiences;
12. Publish a repository of best practices for internationalizing the curriculum and meaningful international experiences based on case study reports from all colleges and other sources;
13. Strengthen and streamline organizational structures in support of internationalization efforts, encourage collaboration among key units such as GEIGE (the Global Education, Engagement, and Inclusion Group), the Internationalization Council, CIEN (Cornell International Education Network), and the Language Education Council;
14. Secure institutional leadership agreements, organize meetings with relevant units, and develop action plans to further develop and implement the above recommendations.

Further information

The symposium website features the case studies, presentations, and useful literature. Information related to topics of the professional and program development workshops for ICC grants recipients such as digital storytelling, ePortfolios, learning outcomes and assessment, effective facilitation of cross-cultural learning, diversity issues etc. are available on request at the Einaudi Center.

A Cornell Chronicle article featured the faculty and student panel discussions: http://news.cornell.edu/stories/2015/05/symposium-explores-broadening-cornells-global-curriculum. Cornell Cast will feature five videos including presentations of distinguished speakers and key panel discussions. To see the videos go to http://www.cornell.edu/video/.

Conclusions

The symposium was another important milestone to shape an agenda that will ensure that students are best prepared to succeed in the dynamic and demanding environment of the 21st century. To summarize, the symposium significantly contributed to the following objectives:

• Created awareness and improved our collective thinking on the importance of the issue.
• Encouraged participants to seek a better understanding – not find a consensus - on what it means to internationalize the curriculum.
• Reviewed models and approaches to internationalize the curriculum from Cornell and other peer institutions.
• “Raised the bar” by critically reviewing our approaches and ideas and learning from each other.
• Identified challenges, issues, and resource needs.
• Developed recommendations for faculty, departments, colleges, and the University.
Appendix 1: Case Studies

In preparation for this symposium, members of the Internationalization Council at Cornell were asked to identify examples from their respective college where international experiences have been successfully integrated into the overall curriculum and academic program of their students. Faculty and administrative leaders of the identified programs were then asked to address the following questions:

1. What makes this an internationalized curriculum? Please describe the experience abroad and how you internationalized the curriculum at home.
2. How has the international experience been integrated into the curriculum?
3. How are the intended student learning outcomes of the internationalized curriculum related to knowledge generation, changed attitudes, and developed skills, and how do you assess them?
4. What is the most important challenge or challenges (no more than 3) that you faced in internationalizing the curriculum?
5. What are up to 3 things you would like to be able to do that you have not been able to accomplish as yet?

The results of question 1-3 have been compiled into a series of short case study reports and are available on the symposium website. Displays visualizing the characteristics and achievements of these programs were featured at the symposium. The following case study reports are available:

1. International Agriculture and Rural Development (IARD) Major, College of Agriculture and Life Sciences, prepared by Terry Tucker
2. Dairy Fellows Program, College of Agriculture and Life Sciences, prepared by Mike Van Amburgh
3. Food Science Study Abroad, College of Agriculture and Life Sciences, prepared by Alicia Orta-Ramirez
4. Cornell in Rome Program, College of Architecture, Art and Planning, prepared by Barry Perlus
5. Architecture Traveling Studios, College of Architecture, Art and Planning, prepared by Barry Perlus
6. China and Asia-Pacific Studies Major, College of Art and Sciences, prepared by Andrew Mertha
8. CEE 3090 Special Topics: Solar Cooker Course, College of Engineering, prepared by Francis Vanek
9. HADM 4930 and 4940 – Management Intern Program (MIP), Cornell School of Hotel Administration, prepared by Molly de Roos
10. Global and Public Health Sciences Major, College of Human Ecology, prepared by Jeanne Moseley
11. Global Service Learning (GSL) Program (in Mysore India) Service Learning, College of Industrial Labor Relations, prepared by Donna Ramil
12. Global Scholars Program, College of Industrial Labor Relations, prepared by Lisa Niishi
13. Sustainable Global Enterprise Immersion Program Multi-disciplinary program, Johnson Graduate School of Management, prepared by Mark Milstein
14. Emerging Markets Fellows Program, Johnson Graduate School of Management, prepared by Richard Coyle and Suter Staley
15. Global Gender Justice Clinic, Cornell Law School, prepared by Liz Brundige
16. International Human Rights Clinic, Cornell Law School, prepared by Sital Kalantry
17. Sterilization and Wellness Clinics Abroad, College of Veterinary Medicine, prepared by Paul Maza
18. Seminars in Topics of Global Veterinary Medicine, College of Veterinary Medicine, prepared by Paul Maza
19. Global Health Curriculum, Weill Cornell Medical College, prepared by Madelon Finkel
Appendix 2: Internationalizing the Cornell Curriculum (ICC) Grant Recipients 2014-2015

The Office of the Vice Provost for International Affairs has awarded 26 faculty projects designed to internationalize undergraduate teaching, learning and research at Cornell. Successful proposals involve faculty and students across eight colleges and schools who are working on projects worldwide. ICC projects are intended to expose undergraduate students to different cultures, languages, and meaningful international experiences.

1. Silvia Amigo-Silvestre, Romance Studies: Student Exchange Project in Spanish with the Universidad de Caldas, Manizales, Colombia.
2. Monica Bevia, Romance Studies: Experiencing Health Care in the Dominican Republic
3. Paulette Clancy, Chemical Engineering; Julie Nucci, Materials Science and Engineering: Case Study Experiences in Renewable Energy: A joint Cornell- India initiative
4. Marcia Eames-Sheavly, Horticulture, School of Integrative Plant Science: Identifying Healing Plants Used in Maya Culture in Southern Belize
5. Parfait Eloundou-Enyegue, Development Sociology: Bringing the Classroom into African Classrooms: A Virtual Voyage into African Classrooms
6. John Forester, City and Regional Planning: So That Any Student Might Interview Any Practitioner in Any Country: Developing Teaching Materials as Students Co-Generate Practice Stories with Exemplary Internationally Situated Urban Practitioners
7. Susan Fussell, Communication, and Department of Information Science (CIS): Computer-Mediated Communication in International Context
8. Maria Goula, Landscape Architecture: Landscape frameworks for resilient city policies: Reshaping coastal urban environments
11. James P. Lassoie, Natural Resources; Ruth E. Sherman, Natural Resources: Worldly Explorations: The Gateway to Engaged International Experiences for Cornell Undergraduate Students
13. Christine Leuenberger, Science & Technology Studies; David Robertshaw, Physiology: Engagement with the Lakes Region of Africa
15. Grit Matthias, German Studies: GERST 2002 - Abroad to Germany
17. Jeanne Moseley, Nutritional Sciences; David Pelletier, Nutritional Sciences; Rebecca Stoltzfus, Nutritional Sciences: Strengthening International Learning in the Global Health Program
20. Sujata Singh, Asian Studies: A Service Learning and Language Immersion Course for Hindi
21. J.P. Sniadeck, Performing and Media Arts; Jumay Chu, Performing and Media Arts; Amy Villarejo, Performing and Media Arts: China/Cornell Media Arts Exchange (CCMAE)
22. Janice Thies, Soil and Crop Sciences; Peter Hobbs, Soil and Crop Sciences; Antonio DiTommaso, Soil and Crop Sciences: Internship Program in Small Holder Agricultural Production and Rural Development
23. Viktoria Tsimberov, Russian Language Program: Proposal for On-Campus and Off-Campus Project: Modify Current Course RUSSA 1122 Elementary Russian through Film
24. Sara Warner, Performing and Media Arts; Nick Salvato, Performing and Media Arts; J. Ellen Gainor, Performing and Media Arts; Karen Jaime, Performing and Media Arts: Performing and Media Arts Global Stages
25. Steven Wolf, Natural Resources; Neema Kudva, City and Regional Planning; Rebecca Stoltzfus, Global Health; Andrew Willford, Anthropology: Leveraging the Nilgiris Field Learning Center (NFLC) to Internationalize Cornell Education
26. Wendy Wolford, Development Sociology; James Lassoie, Natural Resources: Improving Sustainable and Just Food Systems in Mozambique: Development of an online multimedia case study to be used in three Cornell Courses.
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