

It was an extreme honor to have participated in the *Perspectives on Global Issues Workshop* being held in the European Academy of Otzenhausen (EAO) in Germany. With the growing numbers in social demographics of KSU's student population, I see that there is an important need to apply learning strategies and theories that reflect on students' level of learning, as well as their understanding of cultural differences and global citizenry. The chance to be part of this learning community promoted my scholarship in the field of building intercultural competence in higher education and enhanced my teaching practice in establishing learning outcomes that serve as a starting point for conversations about intercultural dexterity, inclusion of diversity, as well as the integration of sustainability best practices and global perspectives. The skills achieved from this professional development opportunity not only serve me in the classroom, but also in my role as the Director of Strategic Outreach and Diversity Initiatives when helping to address University College's goal in providing an inclusive college environment.

Several areas that were introduced to us during our visit resonated with me and aligned with my current academic work at Kennesaw State University (KSU). Dr. Antje Schonwald's lecture and workshop on Sustainability and the Challenges for the Global Citizens of Tomorrow was very impactful for me. Learning more about the 17 Sustainable Development Goals set by the United Nations General Assembly fits perfectly with what I'm currently doing around global learning in my first-year seminar course. In this course we discuss the Center for Strategic & International Studies' Seven Global (Revolutions) Challenges framework which identifies global trends that will likely transform the world over the next several decades (e.g. Population, Resource Management, Technology, Information, Economic Integration, Conflict, and Governance). The Sustainable Development Goals have similar as well as a broader reach when addressing these global issues in the future (e.g. No Poverty, Zero Hunger, Good Health and Well-being, Quality Education, Gender Equality, Clean Water and Sanitation, Affordable and Clean Energy, Decent Work and Economic Growth, Industry, Innovation, and Infrastructure, Reducing Inequality, Sustainable Cities and Communities, Responsible Consumption and Production, Climate Action, Life Below Water, Life On Land, Peace, Justice, and Strong Institutions, and Partnerships for the Goals). I specifically liked that each has between one and three indicators used to measure progress toward reaching these specific goals. During this session, I also liked the engaging exercise that enhanced the learning about each of the 17 global goals. The use of speed dating has always been a great interactive learning process, and I do plan to use this strategy to introduce these goals to my students. Because I like how both frameworks discuss addressing areas of sustainability, I would like to introduce both concepts to my students and let them make the comparisons between the two as well as come up with a research project that learners can do that will identify which aspect from either model is working well and/or what can be improved when addressing these issues. Additionally, I really enjoyed the group presentations and how our exposure to the information shared at the EAO's workshops provided creative ideas and practical solutions for using this new knowledge back into the classroom, for research purposes, and for those whose KSU roles focus specifically on sustainability. It was also

nice to see how some proposals created partnerships across campus disciplines and the opportunity for sharing resources and expertise.

Global citizenry attributes continue to be integrated into undergraduate curriculum and co-curricular activities. As a higher education professional, it is my desire and duty to persist in investigating the benefits of exposing global learning practices to students with the intent of encouraging global citizenship, recognizing different cultural perspectives and worldviews, as well as giving students an edge in today's employment market. My goal is to continue to conduct research that address education abroad programs with first-year students and identify the benefits of specific curriculum and co-curricular activities implemented for these learners in the three developmental stages of an education abroad program (pre-departure, in-country, and re-entry/post-travel). The purpose of my proposed research is to determine how specific interventions that educators provide will assist this student population in fostering intercultural competence and global awareness. I was so impressed with the program that EAO presented to faculty that I would like to learn more about similar opportunities for undergraduate students. This will be a great venue for an education abroad experience for my students. Furthermore, having already experienced the program and the facility, I truly believe that a program for undergraduate students at EAO will also help enhance their global engagement, produce a level of transformative learning during their visit in Germany, create lifelong learning skills, and sustain facets of global learning from this program.

The *Perspectives on Global Issues Workshop* will allow me the opportunity to rejuvenate my research skills as well as seek from the facilitators and other participants their insights for conducting my study. Furthermore, after traveling with this group, I will also be able to solicit from liked-minded colleagues their recommendations of potential theoretical frameworks and methodologies to consider when approaching this research. This was the most appealing aspect about being a participant in this faculty workshop; it not only gave me the chance to visit the European Academy of Otzenhausen in Germany, but also able to work closely as well as build a stronger network with external experts and other KSU faculty/facilitators that share my same research interest. Perhaps this too will garner future collaboration on scholarship and/or academic presentations. Additionally, being a participant in this faculty development workshop broaden my current understanding of and engagement in global learning as well as further assist me in effectively incorporating the new knowledge gained from this program back into my curriculum, co-curricular activities for students, and to other global initiatives under my auspices.