Committee on International Education

The Committee on International Education serves as the advisory body to the Office of International Education.

2014/15 membership:

- Kevin Braun (Chair), Chemistry
- Elizabeth Brewer, International Education
- Sonja Darlington, Education and Youth Studies
- Susan Furukawa, Modern Languages and Literatures (Japanese)
- Kosta Hadavas, Classics
- Debra Majeed, Religious Studies
- Ron Nikora, Political Science & Health and Society
- Hian Yong Yao’17, International Student Representative

Ethan Ley’14, 2014/15 International Education Intern, served as the committee’s secretary.

Over the course of the academic year, the Committee:

- reviewed 135 study abroad applications
- approved a new exchange agreement with the University of Sussex, with the exchange of students to begin in AY 2015/16
- held a focus group with returned study abroad students to gather information on their experiences
- analysed 387 International Symposium abstracts dating from the event’s inception in 2002 to determine 1) the relationship between the content of the abstracts and the college’s learning goals for study abroad and 2) the basis for the students’ presentations (see analysis below)

Program Development

Rivers in Transition

Rivers in Transition is funded by the Luce Foundation’s Luce Initiative on Asian Studies and the Environment and the College’s Sustainability Leaders Program. The goal of the 2014/15 exploratory grant was to explore possibilities for investigating environmental, cultural, and economic sustainability along China’s Yellow River. After a trip to Kaifeng to begin planning a summer block course in partnership with Henan University, the project team will develop a proposal for an implementation grant.
A highlight of exploratory grant was master brush painter Zhang Jin’s three-week residency, during which time he taught a .5 unit ink brush painting course that enrolled more than 30 students. The residency concluded with exhibits in the Wright Museum of both Mr. Zhang’s work and the student’s work. A painting of the Rock River by Mr. Zhang is now in the Wright’s collections.

*Project team:* Sue Swanson (Geology) and Daniel Youd (Modern Languages and Literatures), principal investigators; Joy Beckman (Art History and Wright Museum of Art), Paul Stanley (Physics) Pablo Toral (Political Science), and Elizabeth Brewer (International Education). Susan Furukawa (Modern Languages and Literatures) joined in project activities to develop ideas to extend the project to Japan.

*Sustainability Leaders:* Karly Clippinger’15, Jon Hammon’15, May Lopez’15, and during the fall semester only, Sudan Garner’16.

**Cities in Transition**

Faculty members involved in Cities in Transition courses held a workshop in January to discuss course design, assignments, and strategies for helping students take better advantage of the opportunities the courses offer for critical engagement with host environments and people. One outcome was the development of a 2-hour workshop for students preparing to study abroad in locations with Cities in Transition courses. The initial workshop, held in April, focused on developing observation and mental mapping skills.

*Participants:* Susan Furukawa, Sylvia Lopez, Donna Oliver, Oswaldo Voysest, Daniel Youd (all in Modern Languages and Literatures), Pablo Toral (International Relations), and Elizabeth Brewer and Josh Moore (International Education).

**Study Abroad**

*Enrollments 2014/15*

Total number of students who studied abroad: 134 (154 applied, 20 withdrew plans)

Total number of students who participated in domestic off-campus study: 16 (18 applied, 2 withdrew plans)

56% of students studied off-campus in the fall, 43% in spring and 1% all year.
Exchanges and direct enrollment options allow students to experience different educational systems through enrollment in universities abroad. They also help reduce cost. Where university enrollment is not possible and/or a program organized for students at U.S. colleges/universities makes more sense for a particular student’s course of study, provider programs are an alternative.
Study abroad by Female/Male

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>74%</td>
<td>65.3%</td>
</tr>
<tr>
<td>Male</td>
<td>23%</td>
<td>34.7%</td>
</tr>
<tr>
<td>Not reported</td>
<td>3%</td>
<td>N/A</td>
</tr>
</tbody>
</table>


5 Asian, 7 Black (Non-Hispanic), 1 Black (Hispanic), 6 Multi-racial, 6 Hispanic/Latino, White 102, Non-Hispanic White, 6 International, 7 Unreported.

<table>
<thead>
<tr>
<th></th>
<th>Class of 2016 (fall 2012 %)</th>
<th>Study Abroad, 2014/15</th>
<th>U.S. 2012/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>2%</td>
<td>4%</td>
<td>7%</td>
</tr>
<tr>
<td>Black/African-American</td>
<td>5%</td>
<td>7%</td>
<td>5%</td>
</tr>
<tr>
<td>Multi-racial</td>
<td>3%</td>
<td>4%</td>
<td>3%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>8%</td>
<td>3%</td>
<td>7%</td>
</tr>
<tr>
<td>U.S. minority</td>
<td>18%</td>
<td>17%</td>
<td>23%</td>
</tr>
</tbody>
</table>
### Study Abroad Enrollment by Region 2014/15

<table>
<thead>
<tr>
<th>Region</th>
<th>Beloit College 2014/15</th>
<th>U.S. 2012/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Africa</td>
<td>6%</td>
<td>4.6%</td>
</tr>
<tr>
<td>Asia</td>
<td>12%</td>
<td>12.4%</td>
</tr>
<tr>
<td>Europe</td>
<td>55%</td>
<td>53.3%</td>
</tr>
<tr>
<td>Latin America</td>
<td>11%</td>
<td>15.7%</td>
</tr>
<tr>
<td>Middle East/N. Africa</td>
<td>7%</td>
<td>2.2%</td>
</tr>
<tr>
<td>North America</td>
<td>0%</td>
<td>.5%</td>
</tr>
<tr>
<td>Oceania</td>
<td>9%</td>
<td>4%</td>
</tr>
</tbody>
</table>

Note: The study abroad numbers by race/ethnicity are low, so need to be viewed with some caution.
Study Abroad by Major 2014/15

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>STEM</td>
<td>16%</td>
<td>23%</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>39%</td>
<td>22%</td>
</tr>
<tr>
<td>Business/Management</td>
<td>2%</td>
<td>20%</td>
</tr>
<tr>
<td>Humanities</td>
<td>19%</td>
<td>10%</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>3%</td>
<td>8%</td>
</tr>
<tr>
<td>Foreign languages</td>
<td>14%</td>
<td>5%</td>
</tr>
<tr>
<td>Education</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>Other</td>
<td>1%</td>
<td>5%</td>
</tr>
</tbody>
</table>

Note on Beloit Figures:

2) 1st, 2nd, and 3d majors were included in counts.

3) Chart and table do not include 23 students who had not declared a major. U.S. numbers: 3% had not declared majors.

Off-Campus Study Advising

Total number of students advised: 182
Percent of advisees who have studied a second language: 91%
Average GPA of advisees: 3.33
Percentage of advisees who had already visited the OIE with FYI class: 63%

<table>
<thead>
<tr>
<th>Sources of Information on Study Abroad, as reported by advisees in 2014/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>FYI advisor</td>
</tr>
<tr>
<td>-------------</td>
</tr>
<tr>
<td>70%</td>
</tr>
</tbody>
</table>

Site Visits

Shawn Gillen (English), Tess Slominski (Music) and Elizabeth Brewer (International Education): Queens University (Belfast), Maynooth University, the University of Cork, the University of Limerick, and the National University of Ireland in Galway.

The universities each have different strengths, for example: English, electronic music, and sound studies (Queens); cultural anthropology, digital humanities, and Western music (Maynooth); archaeology, English, environmental studies/geology, medieval studies, traditional Irish music, and theater (Cork); arts entrepreneurship, business, dance and voice, Irish language, health studies/(nursing/ midwifery, and STEM (Limerick); and archaeology and geography (Galway).

Exchange partnerships

The exchange of students with two new partners will begin in 2015/16:
The number of Beloit College’s bi-lateral agreements now stands at 13. An exchange partnership with the University of York (England) is in the exploratory stages.

Assessment

A. International Symposium
Methodology: After conducting a norming session, each abstract was read and rated by two members of the Committee on International Education to determine 1) the relationship between Beloit College’s goals for study abroad and the content of the abstracts, and 2) to look at the source of the information discussed in the abstracts.

Table 1: Relationship between study abroad learning goals and abstract content

<table>
<thead>
<tr>
<th>Year</th>
<th>Connections to Studies</th>
<th>Cultural / Intercultural learning</th>
<th>Questioning own Assumptions / Values</th>
<th>Host Country / Site</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>96%</td>
<td>60%</td>
<td>36%</td>
<td>92%</td>
</tr>
<tr>
<td>2002</td>
<td>32%</td>
<td>68%</td>
<td>4%</td>
<td>96%</td>
</tr>
<tr>
<td>2002-2014*</td>
<td>73%</td>
<td>67%</td>
<td>17%</td>
<td>83%</td>
</tr>
</tbody>
</table>


Table 2: Primary source of presentation content.

<table>
<thead>
<tr>
<th>Year</th>
<th>Field or Independent Research or Course Project**</th>
<th>Informal Observation</th>
<th>Internship</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>68%</td>
<td>28%</td>
<td>8%</td>
</tr>
<tr>
<td>2002</td>
<td>44%</td>
<td>48%</td>
<td>8%</td>
</tr>
<tr>
<td>2002-2014*</td>
<td>44%</td>
<td>44%</td>
<td>11%</td>
</tr>
</tbody>
</table>


B. Post-Study Abroad Reflective Essays

C. NSSE Data
IRAP examined NSSE data to determine where study abroad students might differ from other students. While it is not clear that study abroad itself explains differences, students who studied abroad appear to:

- be more open to trying to understand others’ perspectives and also include diverse perspectives in class discussions and assignments, and,
- engage in more high impact practices.

Study Abroad Ambassador Program
IDST 390: Study Abroad Reflection and Outreach (.25 unit), Fall. Enrollment: 8. Instructor: Josh Moore. Offered for the second year, IDST 390 supports study abroad ambassadors for Beloit and ISEP programs. Readings, discussions, and exercises encourage reflection and critical thinking about the students’ own study abroad experiences, and prepare them to speak authentically with their younger peers as they consider study abroad. Ambassadors also lead country-specific sessions in each semester’s orientation conference and produce posters about their host institutions for the Off-Campus Study Fair. Final reflective essays indicate that being an study abroad ambassador facilitates sense-making about study abroad.

IDST 201
IDST 201: Digital Storytelling for Reflection and Integration. Enrollment: 12 (Fall), 3 (spring). Instructors: Elizabeth Brewer (fall), Josh Moore (spring). Films produced in the fall were screened in the International Symposium, and the spring films screened privately. To see examples of films produced in IDST 201, visit the Beloit College youtube site.

The goal of the course is to encourage reflection and meaning-making through readings, discussions, writing, and experiential learning exercises. Outcomes: greater understanding of study abroad across student experiences, recognition that mundane experiences can teach, and directions for students’ futures.

Study Abroad Postcard Series
A collaboration between the OIE and Communication and Marketing, postcards about study abroad are a regular feature on the Terrarium. Postcards combine responses to prompts and photos to offer glimpses of students’ study abroad experiences in locations around the world.
**International Students**

Demographics

During the 2014-15 Academic Year, the OIE advised a total of 150 students holding F-1 or J-1 status who were enrolled for at least one semester. An additional 17 alumni continued working with the OIE for matters related to their F-1 Optional Practical Training.

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>61 New</td>
<td>17 New</td>
</tr>
<tr>
<td>22 Exchange</td>
<td>12 Exchange</td>
</tr>
<tr>
<td>39 Degree-seeking</td>
<td>5 Degree-Seeking</td>
</tr>
<tr>
<td>70 Continuing Degree-seeking</td>
<td>115 Continuing</td>
</tr>
<tr>
<td>17 F-1 OPT</td>
<td>14 Exchange</td>
</tr>
<tr>
<td></td>
<td>19 OPT</td>
</tr>
</tbody>
</table>

1 J-1 Research Scholar was welcomed in February 2015 for the 2015 calendar year

**Regions of Origin for International Students AY 2014-15**

*Note:* Based on student enrollments in both semesters; includes exchange students.

![Regions of Origin Pie Chart]

- Africa: 71%
- Asia: 16%
- Europe: 5%
- Latin America and the Caribbean: 1%
- North America: 1%
- Oceania: 1%

Note: Most of Beloit College’s European students are exchange students (Beloit bi-lateral & ISEP)

*International Student majors by Broad Area of Study* AY 2014-15

<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>STEM</td>
<td>17%</td>
<td>32%</td>
</tr>
<tr>
<td>Business &amp; Management</td>
<td>9%</td>
<td>28%</td>
</tr>
<tr>
<td>Education</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>Fine/Applied Arts</td>
<td>5%</td>
<td>7%</td>
</tr>
<tr>
<td>Humanities</td>
<td>5%</td>
<td>1%</td>
</tr>
<tr>
<td>Intensive English</td>
<td>0%</td>
<td>.6%</td>
</tr>
<tr>
<td>Social sciences</td>
<td>21%</td>
<td>10%</td>
</tr>
<tr>
<td>Other</td>
<td>.7%</td>
<td>15%</td>
</tr>
<tr>
<td>Undeclared</td>
<td>41%</td>
<td>5%</td>
</tr>
</tbody>
</table>

*Categories correspond to IIE Open Doors Equivalent General Fields. In this chart and the table below, economics majors are included in the social sciences, while business econ majors are included in Business& Management.*

**Student Honors and Persistence**
97% of degree-seeking students beginning fall semester continued in spring semester
69% of international student May 2015 graduates earned Cum Laude, Magna Cum Laude, or Summa Cum Laude honors
5 international students completed honors terms in 2014-15 (1 fall, 4 spring), with 4 more to have honors terms in fall 2015

English as a Second Language

Enrollment

Fall: 22, Spring: 21. One-on-one and small group tutoring also took place.

Programming and Support Services

Orientation and Ambassadors

Fall Orientation Program

- 4-day program prior to start of New Student Days
- 61 international degree and exchange student participants
- 7 International Ambassadors (4 International Students, 3 U.S. Students)

Spring Orientation Program

- 5-day program in conjunction with the orientation for all spring admits
- 17 international degree and exchange student participants
- 2 International Ambassadors

Host Family Program

Participation

- Fall: 21 new students
- Spring: 9 new students
- A fall semester survey of continuing students (58% response rate) indicated that 34 were maintaining a relationship with host families with whom they had been matched in a previous year

Events
• August and January Welcome Potlucks
• Group outing to see the college’s production of *Middletown* (in collaboration with International Club)
• December Holiday Party
• Host families also received invitations to Multicultural Fair, Tastes of the World, and for those hosting departing students, Exchange Student Farewell ceremonies

**Other Events, Programs and Support Services**

• Welcome back receptions, August and January
• Employment information session with LAPC, October and February
• Winter Clothing Drive, October
• Exchange Student Farewell Ceremonies, December and May
• *Passport Around the World* family program with the Beloit Public Library
• Social Security Trips 2-4 times/month as needed
• Individual and small group advising on immigration, personal and academic issues as needed
• A weekly “Round-up” email sent by the OIE Intern to all international students informing them of events and activities on campus and in the community
• Honor’s Term project yielded four new student profiles for the website and new exchange student information brochure

**International Club Activities**

• Multicultural Fair at Science Center (November)
• Tastes of the World (March)—more than 200 in attendance
• Student-led Country Presentations: Thailand, Morocco, Japan, Ghana, South Korea, United Kingdom, Turkey
• Visit to Skelly Corn Maze
• Karaoke Nights
• Movie Trip
• *Middletown* with pre-performance introduction
• Holiday Card Making with OIE
• Valentine crafts with the Make and Give Club

**International Education Week 2014**
Initiated in 1999 by the U.S. Department of State and the U.S. Department of Education, International Education Week celebrates the benefits of international education and exchange. Beloit College has participated annually since 1999, with the International Symposium as the center of week-long activities.

November 2014 International Education week:

- Ivan and Janice Stone Annual Lecture - Frederic Wehrey, "SUNNI-Shia Identity Politics in the Gulf Region"
- International Poetry Night - Poems chosen and read by members of the Beloit College campus community in their original languages
- Multicultural Fair - Presentations and a talent show sponsored by the International Student Club
- International Symposium
- Off-Campus Studies Fair and Off-Campus Photo Contest display and voting
- International Games Day - sponsored by Morse Library
- International Ballroom Dance - featuring music from more than 30 countries
- Russian Tea - sponsored by Russian House
- Latino American Film Series: “Prejudice and Pride”
- French Film Festival: “Gris Gris”

**Weissberg Program in Human Rights**

*Weissberg Fall Human Rights Forum*

Alumni Career Panel:

- Kazuyoshi Hirohata’06, MA Candidate, Impact Evaluation and Local Governance, Georgetown University; formerly worked for the government of Japan’s development assistance program on sustainable waste management
- Sydney Kopp-Richardson’04, Outreach and Public Education, The New York City Anti-Violence Project
- Anna Wolf’11, MSW candidate and clinical mental health, University of Maryland; formerly worked in India with Prajwala, an anti-trafficking organization.

Keynote Lecture: Anna Sevortian, Executive Director, EU-Russia Civil Society Forum, “Russian Civil Society in 2014: The Challenge, Call and Promise”

**Weissberg Chair Residency.**

Weissberg Chair: James Anaya, Regents’ Professor and the James J. Lenoir Professor of Human Rights Law and Policy at the University of Arizona’s James E. Rogers College of Law. Specializations: international human rights, constitutional law, indigenous peoples’ rights.
Theme: Indigenous People’s Rights.

Conference:

Panel 1: Identity and the Law

- Bonita Lawrence, York University. Identity Issues: “Real” Indians and Others


Panel 2: Environment and Natural Resources  Moore Lounge

- Ashlee Cunsolo Willox, Cape Breton University. The Intersection of the Rights of Indigenous Peoples with Health and Environment
- Juanita Cabrera Lopez, International Mayan League. Extractive Industries in Guatemala
- Al Gedicks, University of Wisconsin- La Crosse. The GTac mine in Northern Wisconsin: Potential Impacts on the Environment and Indigenous Communities
- Stan Stevens, University of Massachusetts Amherst. Indigenous Peoples’ Land Use and their Struggles for Self-Determination and Sovereignty

An art exhibit, poetry reading, and panel discussion on Indigenous cultural heritage preservation and repatriation helped set the ground for Weissberg Week.


Other Weissberg Events events:

Panel Discussion: “The Ebola Outbreak in West Africa: What it Is, What it Isn’t, with Beth Dougherty (International Relations), Rachel Bergstrom (Biology), and Tara Girard (Health and Wellness Service). October.


Faculty Development

A.Focus on Cuba: Faculty Forum to disseminate work being done as a result of a 2013/14 Cuba Seminar. “Teaching Cuba: Opportunities and Challenges,” with Beatrice McKenzie (History), Ron Nikora (Political Science & Health and Society), Pablo Toral (International Relations), Oswaldo Voysest (Modern Languages and Literatures), and Elizabeth Brewer (International Education), and a response from Nina Weissberg’84 (Weissberg Corporation and Beloit College Trustee). October.

Friday session: The origins of the universal declaration of human rights, the rights’ universality.

Saturday session: Teaching human rights:

- Pablo Toral (International Relations): Examples of from environmental studies and international relations
- Beth Dougherty (international Relations): Examples from international relations
- Chris Johnson (Dance): Examples from dance
- Daniel Youd (Chinese): Preparing students to engage with human rights in China at the Donjen Center
- Donna Oliver (Russian), Pablo Toral, Beth Dougherty: using images and videos

Benefits: specific examples of teaching about human rights; seeing the variety of understandings of human rights and approaches.

Suggestions for future Weissberg Chair residencies: human rights and the law, climate change, the rights of ethnic minorities, global health and development, gender rights, Africa focus.

Desired resources: Primer on core-human rights issues, sample syllabi.

C. Syllabus Project. The Weissberg Program launched a collection of syllabi focused on transitional justice.

Job Shadowing in Washington, DC

Nine students shadowed 8 alumni working in the fields of human rights and social justice in Washington, D.C. LAPC provided logistical supports for these and 3 additional students.

Weissberg Committee chair Beth Dougherty attended the alumni/admitted student event with the job shadowers.

Weissberg Student Awards

Weissberg Fellows. Weissberg Fellowships provide funding for five 2015 graduates to support activities that will prepare them for further engagement with human rights in careers and/or graduate studies.

- Reine Lucas, Anthropology & Sociology
- Devin Mandel, Anthropology
- Namoonga Mantina, Health and Society
- Allison Smith, International Relations & Russian
- Osha Waterdu, Education: Youth & Society
Weissberg Scholars. The Weissberg Scholarship recognizes rising juniors who have shown commitment to understanding human rights issues through coursework and other endeavors.

- Lola Davis’16, Health and Society
- Hannah Devereux’17, International Relations & Russian
- Koont Thet Htar’17, International Relations & Business Economics
- Meredith Shimek’17, International Relations & Psychology
- Tessa Sebastian’17, Health and Society & Critical Identity Studies
- Macy Tran’17, Health and Society

Student Awards

Gilman.

The Benjamin A. Gilman Scholarship “aims to diversify the kinds of students who study and intern abroad and the countries and regions where they go by offering awards to U.S. undergraduates who might otherwise not participate due to financial constraints.”

Spring 2015 study abroad:

Karen Bauer, University of San Francisco of Quito, Ecuador
Rita Bouwens, ACM Costa Rica
Reis Madeleine Hallberg, ISEP Sweden
Milica Mihajlovic, University of Erfurt, Germany
Rikako Nishimura, ISEP France

Summer 2015 study abroad:

Sasha McLaughlin, Nicaragua

Fall 2015 study abroad:

Oceana Gilliam, Russian State University for the Humanities, Moscow, Russia
Alexis Sabor, ISEP Ghana

Fulbright

Two students, working with Matthew Taylor, Fulbright Advisor in 2014/15, received awards to serve as English language teaching assistants:

Kate Atkinson’15, Russia
Margaret Kepley’15, Slovak Republic

CBYX
The Congress-Bundestag Youth Exchange for Young Professionals (CBYX) provides funding from the U.S. and German governments for 75 German and 75 American young professionals to study, intern, and live in each others’ countries for 11-months. Under the fellowship, American awardees study German for 8 weeks, attend a German university or high school from October-January, and intern for 5 months.

2015/16 awardee:

Julian Vanecék’15, computer science.

Weissberg Project Grants

Weissberg Project Grants support hands-on experience with human rights work related to students’ studies.

- **Guadalupe Angeles’16**, comparative literature & CRIS, Internship with Casa Hogar, Ayahuasca, Peru
- **Maria Bagnoli’17**, health & society, Internship with Community Action, Inc., Beloit, WI
- **Selene Castrucci’17**, health & society and environmental geology, Internship with Unite for Sight, Chennai, India
- **Hannah Devereux’17**, international relations & Russian, Internship with the U.S. State Department, Kiev, Ukraine
- **Madeleine Hallberg’16**, international relations, Internship with International Institute of Minnesota, St. Paul, MN
- **Sabrina Sanchez’17**, health & society and Spanish, Medical Volunteer, Xela, Guatemala
- **Yuri Wada’18**, international relations, Internship with Cadip, Sale, Morocco

International Education Summer Grants

International Education Grant allow Beloit College students to build upon their international education experiences, deepen their inquiry into topics and experiences that complement their international education, and apply classroom learning in real world settings.

- **Guadalupe Angeles’16**, comparative literature & CRIS, Internship with Casa Hogar, Ayahuasca, Peru
- **Emily Canny’16**, international relations & history, Public and Global Affairs Intern, Niagara Foundation, Chicago, IL
- **Lola Davis’17**, health & society, Doula training, Bay Area, CA
- **Hannah Devereux’17**, international relations & Russian, US State Department Unpaid Student Internship, Kiev, Ukraine
- **Thaowan Giorno’17**, environmental biology, Village Conservation Assistant, Thailand
- **Nora Kane’16**, theater, performance and media studies, Media Intern-Jaha Media Group, Amman, Jordan
- **Samantha Poyer’17**, anthropology, Internship Doing Archival Research on History of Souillac, Souillac, France
● **Sabrina Sanchez’17**, health & society and Spanish, Medical Volunteer, Xela, Guatemala, Xela, Guatemala

● **Meredith Shimek’17**, international relations and psychology, Care, Support, and Social Inclusion/Integration for People with Mental and Intellectual Disability, Brussels, Belgium

● **Macy Tran’17**, health & society, Menstruation Health in Tanzania, Nkwasira Village, Tanzania

● **Yuri Wada’18**, international relations, Internship with Cadip, Sale, Morocco