NCAIE Provides Professional Development, Recognition for IPC and UNCG Staff and Students

“NCAIE is a great conference and a great place to make connections,” Greta Smith (International Services Coordinator, International Programs Center) said of the annual North Carolina Association of International Educators (NCAIE) Conference, held on March 10-11, 2016. Over a dozen IPC and UNCG administrators, staff and students attended the two-day conference, held this year at North Carolina State University, the goal of which is to provide international educators from across the state with professional development and networking opportunities.

The conference began with five pre-conference workshops held on March 10, two of which were presented by IPC staff. Norma Velazquez (International Student Advisor, International Programs Center), in partnership with Blair Bocook (International Student and Scholar Advisor, University of North Carolina at Charlotte), co-facilitated the F-1 beginner workshop for new international student advisers, covering the basics of using SEVIS, issuing I-20 forms and explaining the function of campus offices to facilitate the compliance of requirements associated with the F-1 category. Marie Henry (Assistant Director of Study Abroad and Exchange Programs, International Programs Center) presented an introduction to faculty-led study abroad for professionals looking to expand short-term international programming. Both sessions were well-attended and well-reviewed by workshop participants, including several members of IPC staff.

On March 11, participants attended conference sessions ranging from intercultural communication to international student involvement on campus to legal considerations in dealing with students from other countries studying in the United States. “The ‘Walk the Line: Avoiding the Unauthorized Practice of Law’ conference session was excellent,” Greta recalls. “I learned a lot in the session that I will use in my day to day interactions with students.” Patrick Lilja (Director, INTERLINK), Giovanna Alessio (Instructor, INTERLINK), Greta Smith (International Services Coordinator, International Programs Center), Delisha Stafford (Incoming Coordinator, International Programs Center), Stephanie Brabec (Program Coordinator for the German Fulbright Summer Institute, International Programs Center), Heidi Bretz (Administrative Assistant, Global Engagement Office) and Patrick Lilja (Director, INTERLINK) were among the presenters.

Not only was the conference an opportunity to network and attend workshops, but a chance to recognize Dr. Penelope Pynes (Associate Provost for International Programs, International Programs Center) for her outstanding work in the field. Dr. Pynes was the 2016 recipient of the Martha Fitch Trigonis Individual Award, presented by NCAIE to an individual who has shown remarkable excellence in the field of international education. Tom Martinek Jr. (Assistant Director of Study Abroad and Exchange, International Programs Center),
who serves on the NCAIE board as NAFSA Region VII State Representative, accepted the award on Dr. Pynes’ behalf, as she was unfortunately unable to attend the conference. He shared with the approximately 200 participants the numerous contributions Dr. Pynes has made to the field. “Since 1995 she’s worked to promote student and faculty exchanges at UNCG, but also in the state,” he explained.

He also spoke to Dr. Pynes’ character “not just [as] an exceptional leader and an exceptional mentor, but a really good friend.” He talked about her unwavering commitment to students, up to and including personally calling the airport to ask about students’ lost luggage, and her commitment to professional development. “She really enjoys mentoring new professionals and engaging others in the field,” Tom shared, citing her service on the Executive Board for the Association for International Education Administrators, where she chaired the Professional Development Committee. But, Tom said, “what’s most impressive is her commitment to international education, and not just what it does to transform students’ lives, but I think her belief that international education is really important globally for breaking down barriers and for making the world a more peaceful place.”

The conference was also valuable for students considering a future career in international education. UNCG senior April Snell (Communication Studies, Concentration in Peace and Conflict Studies) found the conference to be relevant to both her academic and professional interests. Her biggest takeaway was learning how she “should communicate with people from different parts of the world... if one is having difficulty reading and speaking English that one can use visuals to get ideas across to one another.”

She was invited to the conference by Nor Othman (Administrative Associate, Department of Educational Leadership and Cultural Foundations), a former member of IPC staff. Nor recommends the conference, and free membership in NCAIE, to any individual looking to learn more about international education. “I see this free membership as a great way for aspiring international educators and students to be up-to-date with what’s happening in the international education field.”

UNCG faculty and staff support IPC in conducting study abroad interviews

The IPC would like to thank all of the UNCG faculty and staff members who assisted with this year’s study abroad interviews from February 18-26, 2016. This semester, 33 UNCG faculty and staff members generously volunteered their time to help the IPC team select qualified students to participate in study abroad experiences during the Summer and Fall 2016 semesters. Study abroad interviews are conducted biannually, during both the fall and spring semesters.

Study abroad interviews are a critical piece of the overall application process. They allow faculty and staff the chance to meet with students individually to assess their preparedness for international study. Equally important is the opportunity for students to ask questions and address any concerns they may have.

UNCG is very fortunate to have such a dedicated faculty and staff from a wide range of disciplines and backgrounds who are deeply committed to supporting the university’s internationalization efforts. Each semester, their participation and valuable input are instrumental in helping the IPC to select student ambassadors to represent UNCG abroad.

The following faculty and staff participated in the Spring 2016 interview process:

**Dr. Susan Andreatta** (Professor, Department of Anthropology)
**Robert Barker** (Assistant Dean of Students)
**Dr. Angela Bolte** (Assistant Dean, Lloyd International Honors College)
**Heidi Bretz** (Administrative Assistant, Global Engagement Office)
**Dr. A. Asa Eger** (Associate Professor, Department of History)
**Dr. David Fein** (Professor, Department of Languages, Literatures and Cultures)
**Britt Flanagan** (Lecturer and Academic Advisor, School of Nursing)
**Dr. Rosemery Nelson-Gray** (Professor, Department of Psychology)
**Dr. Etsuko Kinefuchi** (Associate Professor, Department of Communication Studies)
**Tommy Lambeth** (Associate Professor, Department of Interior Architecture)
**Patrick Lilja** (Director, INTERLINK)
On a chilly winter morning, UNCG faculty and staff gathered to depart UNCG for the workshop on Intercultural Skills Development (WISE) Conference. Hosted by Wake Forest University on February 4-5, 2016, WISE is the region’s premier conference focused on intercultural learning during study abroad and other forms of international travel. Designed for faculty who lead programs abroad, study abroad directors, student advisors and international education administrators, the conference focuses on developing concrete skills that participants can then implement at their home universities. In total, twelve individuals from UNCG, including five faculty members, attended the event.

Several members of IPC staff presented at the conference: Dr. Penelope Pynes (Associate Provost for International Programs) held a session on Building a Foundation with the DMIS, IDI and the IDC; Marie Henry (Assistant Director of Study Abroad and Exchange, International Programs Center) led a seminar on Study Abroad 101; and Logan Stanfield (Study Abroad Coordinator, International Programs Center) co-facilitated Student Contact with Local Peers Abroad with Daniel Diaz (Director of Study Abroad and International Student Advisor, Guilford College). Dr. Pynes also served on the conference steering committee, as she has every year since WISE began in 2008.

“The WISE conference is a high energy forum for sharing intercultural practices, tools and experiences that faculty and administrators can use as we engage students in meaningful study abroad education;” said UNCG faculty member, Dr. Jody Natalie (Associate Professor, Department of Communication Studies). “I learned more useful things in 36 hours than I could have in a full week of training! It is also helpful to meet other professionals and share problem-solving techniques that immediately improve the classroom, the workplace or the study abroad experience.”

Augusto Peña (Director, Office of Intercultural Engagement) found that the networking experiences WISE provided were the most valuable part of his experience. “It was refreshing and
rejuvenating to spend so much productive time with colleagues from all over with creative energy and passion for advancing international education.”

The following faculty and staff participated in the WISE 2016 Conference:

Daniel Rhodes (Social Work)
Jeremy Rinker (Peace and Conflict Studies)
Augusto Peña (Intercultural Engagement)
Christopher Thomas (Art)
Jody Natalle (Communications Studies)
Tara Green (African American and African Diaspora Studies)
Larry Taube (Information Systems and Supply Chain Management)
Marie Henry (IPC)
Denise Bellamy (IPC)
Logan Stanfield (IPC)
Steve Flynn (Global Engagement)
Heidi Bretz (Global Engagement)
Patrick Lilja (INTERLINK)

Visitors & Scholars

Afro-Latin American Studies: “The New Frontier” in Studies about Inequality and Racial Justice

“What would we learn if we took the study of race and racism to Latin America? How would that change the way we think about these issues? Is it possible for us learn something new from the Latin American experience?” These are some of the defining questions that have helped to shape the emerging field of Afro-Latin American studies.

On March 23, 2016, UNCG hosted a lecture in the EUC Auditorium by one of the field’s preeminent scholars, Dr. Alejandro de la Fuente.

Dr. de la Fuente is a historian of Latin America and the Caribbean who specializes in the study of comparative slavery and race relations. He is a professor of Latin American history and economics, founding director of the Institute of Afro-Latin American Studies and faculty co-chair of the Cuban Studies Program at Harvard University.

The program was sponsored by the International Program Center (IPC), the Office of Intercultural Engagement, the Atlantic World Research Network, Lloyd International Honors College, the Department of Languages, Literatures and Cultures, the Department of History, International Global Studies and the Global Village.

Afro-Latin American studies – a field that explores the histories, cultures and experiences of people of African descent in Latin America – has developed in the last couple of decades in response to a long-standing gap in the field of African American Studies. As Dr. de la Fuente explained, the

Faculty funding for international activities

The International Travel Fund (ITF), created by the Provost’s Office, supports ca. 50 UNCG faculty members per year to present their work at international conferences outside North America. Applications are accepted on a rolling basis and processed typically within two weeks of receipt. Faculty may apply once per year every two out of three years. To apply for ITF funding, please visit http://www.uncg.edu/ipg/faculty.html.

Dr. Alejandro de la Fuente is among the preeminent scholars in the field of Afro-Latin American studies.
“American” in African American studies has always referred mainly to the United States, but this narrow understanding of the field fails to include the perspective of the 20 to 30 percent of Latin Americans who are of direct African descent.

In order to talk about the field of Afro-Latin American studies, Dr. de la Fuente reasoned, we first have to believe that there is something distinctive about Latin America. While current scholarship acknowledges the transnational nature of all racial discourse, it also recognizes that there is something truly unique about the Latin American perspective on issues of race. To illustrate this point, Dr. de la Fuente referenced the confusion among the growing Latino population in the United States around racial ideologies in this country.

“Ninety-seven percent of people who self-identified as ‘other race’ in the [2015] U.S. Census were Latinos. [Latinos] don’t understand the racial taxonomies in the U.S. Census, because the question is American and the answer is Latin American. They are not claiming blackness, but they are not claiming whiteness either. They are claiming something else, and that something else needs to be studied."

Different understandings of classification and terminology are not the only things that distinguish the Latin American viewpoint. Dr. de la Fuente cited significant research that shows Latin Americans in all countries, across racial, socioeconomic and gender groups, overwhelmingly support racial justice initiatives and believe that the mixing of races is good for their country.

“We always believed that racial democracy [in Latin America] was something of a smoke screen that actually helped to perpetuate racial injustice. What we are beginning to discover is that Latin Americans actually believe this thing, and may even be ready to act on it.”

In looking to the future of this young field, Dr. de la Fuente believes that it will be shaped, not by academics, but by those on the ground – the people who are envisioning a new future and working to realize it through designing and implementing new policies for racial justice across the region.

“These people are not objects of study; they are producers of knowledge. I truly believe that through conversations with [those in Latin America] working for racial justice, we change the questions. Latin America could be a new frontier in our studies about race, inequality and mobilization.”

UNCG’s Second Annual Tournées Festival Brings French Culture via Cinema to Campus

UNCG hosted its second annual “Tournées Festival: New French Films on Campus” throughout the month of February, 2016. Beginning February 8 and continuing through February 25, biweekly screenings of featured French films were held every Tuesday and Thursday in the Moore Humanities and Research Building at 7:00 pm. These events were free and open to the public.

Founded in 1995, the Tournées Film Festival is sponsored by the French American Cultural Foundation (FACE) in partnership with the Cultural Services of the French Embassy. The goal of the program is to bring French cinema to American college and university campuses.

FACE distributes $200,000 in competitive grants to U.S. institutions annually in the hope that the festival will eventually become enduring and self-sustaining on these campuses. UNCG’s grant was awarded in response to a joint proposal submitted by the university’s French Program in the Department of Languages, Literatures, and Cultures and the International and Global Studies Program.

The Tournées 2016 selections encompassed a wide array of genres – classic, fiction, documentary, animation and repertory film – demonstrating the incredible range and depth of French film.

Feb. 8 “BANDE DE FILLES” (Girlhood)
Feb. 11 “DEUX JOURS, UNE NUIT” (Two Days, One Night)
Feb. 15 “HIROSHIMA MON AMOUR” (Hiroshima My Love)
Feb. 18 “TIMBUKTU” (Timbuktu)
Feb. 22 “L’ECUME DES JOURS (Mood Indigo)
Feb. 25 LES COMBATTANTS” (Love at First Fight)

One of the students in attendance for the February 15th screening of “Hiroshima My Love” was Rachael Segal, an International and Global Studies (IGS) major with an Asian studies concentration and a double minor in theater and media studies. Rachael feels that the Tournées Festival has something to offer all students, not just those majoring in IGS, Languages, Literature and Cultures or related majors.

To learn more about IPC-sponsored events, visit http://uncg.edu/ipg.
“Exposing oneself to film that is not mainstream or American is very important, because it expands ideas of what film was, is, or can be. Anything that makes someone think in a different way is beneficial to everyone, especially students, and French film certainly makes you think.”

26th Annual CACE Conference Gives Voice to Student Perspectives on “Social Justice in the 21st Century”

On February 9-10, 2016, UNCG’s African American and African Diaspora Studies Program (AADS) hosted its 26th annual Conference on African American Culture and Experience (CACE) in the Elliott University Center (EUC).

CACE originated in the Religious Studies Department in 1990, with its first event focusing on African American religion and culture. The conference eventually came to be housed in the African American and African Diaspora Studies Program with support from the College of Arts and Sciences.

This year’s timely theme, “Social Justice in the 21st Century”, highlighted issues connected to the Black Lives Matter movement and some of the related social movements taking place across the country. Gender issues and the roles of digital media and the performing arts were also at the forefront of the discussion.

For the second year in a row, the conference exclusively showcased undergraduate and graduate presentations. Dr. Tara Green (Professor and Director, AADS Program) explained the importance of encouraging students to give voice to current issues and trends.

“The reason why we focus on students is because our students give us a fresh perspective on the research. Some of our students are very much involved with these movements within their communities and can offer personal experience and perspectives. What we train them to do is to take the research that they’re learning about in the classroom and apply that to the experiences of their lives.”

This year’s presenters hailed from universities across the state, including UNCG, North Carolina State University, Duke University, North Carolina A&T and UNC Charlotte, as well as a UNCG alumnus from the California Institute of Integral Studies.

Recent alumnus Kiara McCain (Psychology and AADS) and senior Dominick Hand (Sociology and AADS) teamed up to represent UNCG on the topic of “Criminalization and Media Representation of the Black Community: The Decriminalization of Black People”. Before a captivated audience of students and faculty, the pair convincingly outlined the dynamics that contribute to socializing African Americans as criminals starting as early as age six.

Kiara explained how her interest in mass incarceration and its impact on black America grew out of a combination of academic and personal experience. “I first learned about the issue through my AADS coursework, but I got more interested in researching it when I met a friend of a friend who had served 13 years in prison [for a minor offense] and heard his stories about the experience. This inspired me to dig deeper into the issue to try to understand why this is happening to so many black males.”

For many students, CACE serves as a springboard to future academic pursuits. Dominick described how critical his research for the conference has been in helping him to determine and prepare for his next steps.

“This gave me an idea of what I want to do for graduate school – the areas where I want to focus, who I want to work with, where I need to go, specifically how concrete I need to get with my research. I think that graduate school will definitely be a good environment for me to expand on my undergraduate research and explore [understudied] areas where I feel like I can make a contribution.”

Education was also a common theme among the presentations. In her presentation, “Black Lives Within the Educational
Setting,” UNCG senior Kaleia Marin (Social Work) shared her findings from research on her former high school, which went from being a top performing magnet school to the lowest scoring school in the district. She pointed to gerrymandered redistricting policies, a lack of funding and understaffed and underqualified school personnel.

“Students are falling behind and being left behind,” she said. “Without education, lasting change will never occur.” When asked how to change the system, Dr. Rochelle Brock (Department Chair and Professor, Educational Leadership and Cultural Foundations), who served as the session moderator, replied, “we change it within our own sphere of power.”

In addition to student presentations, the event also included a career luncheon that gave students the opportunity to network with professionals in a variety of fields connected to African American & African Diaspora Studies.

Before junior Ja’hana DeBerry made the decision to study abroad and began researching her options, she knew almost nothing about Uruguay. However, once she started talking with other UNCG students who had previously studied in the country, it quickly became one of her top contenders. For Ja’hana, who would be traveling outside of the U.S. for the first time, Universidad Católica del Uruguay’s reputation for having a helpful, welcoming staff was the deciding factor.

Her first few days in Montevideo took some adjustment, from navigating the bus system to getting used to the bustling crowds in the city of over one million people, but Ja’hana was surprised by how quickly these novelties became routine.

“Surprisingly, I acclimated quite well to life [in Montevideo]. After my second month there I felt like a pro. I knew the best places to go and even found out when different events were being held in my neighborhood, [Punta Carretas].”

One such event was her neighborhood’s weekly feria, or open air market. Every week – sometimes twice a week, depending on the neighborhood – each corner of the city hosts its own street market, where its residents can buy and sell locally grown fruits, vegetables, meats and cheeses, as well as clothes and artisanal artwork at reasonable prices.

Other key ways that Ja’hana’s new Uruguayan friends taught her to “live like a Uruguayan” included identifying the affordable, high quality brands in local stores, dancing and drinking mate, a typical Uruguayan beverage of loose tea leaves and hot water that is drunk through a bombilla, or straw that acts as a sieve.

Ja’hana credits the ease of her transition to the willingness of Uruguayans to get to know her and understand where she was coming from. Prior to arriving in Uruguay, she admits worrying that she would be treated differently due to being of a different race than the majority of Uruguayans.

“Thankfully I never had a problem with discrimination, except for some stares every now and then, which I felt were mostly due to curiosity. To overcome the awkwardness of this I would respond by offering a friendly "hola", which would usually spark a conversation about where I’m from and why I decided to come to Uruguay, of all places.”

Ja’hana stresses that these conversations were possible because, as a nursing and Spanish double major, she already had a strong foundation in the language prior to arriving in Montevideo. Although she describes the Spanish spoken in Uruguay as slightly different from that she had learned through her classes at UNCG, she did not feel that it was a major hurdle in communicating with the locals.
In fact, Ja’hana became so comfortable with speaking the language and navigating a foreign culture that she decided to plan a side trip to Peru with a friend who was also studying abroad. During the week-long excursion, their adventures included visiting the capital city of Lima, touring the Huaca Pucllana Ruins, swimming with sea lions in the Pacific Ocean and sandboarding and dune buggying at the Huacachina Oasis in the Ica region.

Ja’hana was surprised by how easy it was for her to plan a trip and travel internationally. Her overall experience was exhilarating and empowering, but it also caused her to take a step back and broaden her perspective.

“The experiences I’ve had abroad have made me a more confident, independent and diverse student. I was able to learn so much, not only from the Uruguayans, but from the other international students that I met from around the world. It was a humbling experience to be in a place where everything around me was foreign. All I could do was observe, try to take it in and learn.”

Monika Dubiel: Six Languages, Five Exchanges, Two Degrees, One Fearless Student

Many students view completing one study abroad experience during their undergraduate career as a major accomplishment, and rightfully so. For Monika Dubiel, however, this was just the beginning of her international journey. Now on her second language degree and fifth international exchange, she shows no signs of slowing down.

Monika is currently at UNCG completing the final semester of her second undergraduate degree in Russian Studies, having previously completed coursework for a bachelor’s degree in Spanish Studies. At the end of the spring semester, Monika will return to her home country of Poland, where she will complete and defend her theses for both degrees in September.

In addition to Polish, Russian and Spanish, Monika also speaks English, Italian and Portuguese. With a strong academic interest in languages and cultures, Monika viewed studying abroad as a necessity.

“After the first year of my first undergraduate program, [Spanish Studies], my Spanish was so poor that I knew I had to go abroad to really learn the language. The best way to learn a foreign language is to go to another country and totally immerse yourself in the environment.”

Monika committed herself to improving her Spanish by enrolling in a year-long exchange in Barcelona, Spain. As expected, her Spanish improved dramatically, but Monika also grew in other ways that she had not anticipated. Most notably, the experience opened her mind to the presence and importance of cultural diversity.

“Living in Poland you don’t necessarily experience [diversity]. When you go to school you don’t really have any classmates from other countries, you don’t see other skin colors when you’re walking through the streets. When I went to Spain, especially Barcelona, I made friends from Peru, from Mexico, from Colombia, which was so interesting for me, because I could learn about these countries from people who knew them first hand.”

Monika’s experience abroad was so impactful that she did not want it to end. While she was studying in Barcelona, she visited...
a friend who was on exchange in Rome and immediately fell in love with Italy and the Italian language. After completing her exchange in Spain, the first decision she made on returning to Poland was to start studying Italian.

During the course of her undergraduate career, Monika went on complete a seven-month placement in Siena, Italy, followed by a year living in Russia, deep in the heart of Siberia. Last year she spent a semester learning Portuguese in Lisbon before deciding to spend her final semester in the United States.

For any student who finds the prospect of studying abroad a little daunting, Monika’s willingness to take on new challenges and put herself out there can serve as a source of inspiration. This may be especially true for students with disabilities, since, in addition to being fearless, Monika also happens to be blind.

Monika explains how the experience of studying abroad helped to make her a braver, more independent and self-confident person. “I was forced to travel alone – to go to the airport and take a flight by myself or take a train by myself, for example. Before in Poland, if I couldn’t find someone to take me there and help me, I wouldn’t do it. [When I was abroad] I knew that if there were places where I really wanted to go, I had to do it myself. I am a person that needs to face some challenges to push myself.”

Monika’s ultimate goal is to obtain a Ph.D. and work for a university. Initially, she had planned to complete her graduate work in Poland, or at least in Europe, but now she has broadened her scope. “My study abroad experiences have shown me that I could live abroad [long-term]. I could apply for a Ph.D. abroad, maybe in the U.S. In the past I thought that it would be too difficult. I thought, ‘I don’t speak the language well enough, I won’t be accepted, etc.’, but now I feel like anything is possible.”

To learn more about International Student and Scholar Services or incoming Study Abroad and Exchange student opportunities, please visit the IPC website at http://www.uncg.edu/ipg.

**Global Engagement**

**American, Romanian Professors Discuss Global Context in the Classroom at Faculty Learning Group**

- Context is everything--and Dr. Christian Moraru (Professor, UNCG Department of English) and Dr. Andrei Terian (Professor, Lucian Blaga University) would argue that context is always global.

Dr. Moraru was part of a joint presentation with Dr. Terian, a guest lecturer visiting from Romania, to the Global Engagement Faculty Learning Group on March 22, 2016. Led by Global Engagement Faculty Fellow Dr. Melody Zoch (Assistant Professor, Teacher Education and Higher Education), the group meets monthly throughout the academic year to explore the Global Engagement QEP goals and support faculty in developing and revising courses to address global learning and increase students’ intercultural competency. The two professors spoke to a group of faculty on the topics of Global Literacies in the 21st-Century Classroom and The Teaching of Literature in Post-Cold War Romania: Globalization and its Challenges.

When teaching 20th century American literature, as Dr. Moraru does, a global scope is necessary, but it doesn’t necessarily mean a focus on global topics. “[It is] getting increasingly difficult to study whatever we’re studying in isolation,” explained Dr. Moraru. “[There is a] need to lay out a broader world as the framework” in classrooms of every subject.

Dr. Terian, who specializes in 20th and 21st century Romanian literature, cultural theory, the history of modern criticism and comparative and world literature, agreed that even local literature is influenced by global events. “In the context of its attempt to escape the trusteeship of the Soviet Union, the Romanian...regime would encourage the adoption of the nationalist perspective.” For instance, the traditional view of Romanian literature tends to focus a certain fixed identity, which largely overlooks literature by Romanian authors in
languages such as Yiddish and Hungarian, and by authors born in Romania and living outside of the country. Even the understanding of some of the most famous works by Romanian authors can be limited if the reader doesn’t understand the “tradition of Eastern European Jewish humor” or the multiethnic makeup of the author’s home region.

Dr. Moraru spoke of a similar nationalistic tendency in American literature. He views culture as “a project of the nation state”, a sort of cover-up to “sweep under the rug the many that go into the making of the one.” This separation of literature from the larger global context can deprive it of the richness that comes with understanding the work as a part of a larger whole.

Especially as the world increasingly becomes more globally connected—Dr. Terian shared that approximately 15 percent of the Romanian population has settled in other European countries since the foundation of the European Union—“the teaching of Romanian literature has ceased to be the monopoly of Romanian universities, which have had to adapt to this new situation.”

Both presenters have made it their teaching goal, as Dr. Moraru put it, “to help students unpack that convenient and smooth oneness” that accompanies a nationalistic and monocultural view of literature, and of education as a whole. Throughout their presentation, Dr. Terian and Dr. Moraru encouraged the faculty in attendance to cultivate in their students “a new kind of research imagination” that “expand[s] the horizon of the possible.”

“The more we do this kind of archaeology of the idiomatic, the more we actually see the world,” concluded Dr. Moraru.

Thank you to the following sponsors who contributed to Professor Terian’s visit: UNCG Global Engagement Office, UNCG English Department, UNCG Political Science Department, UNCG Languages, Literatures, and Cultures Department and the Atlantic World Research Network.

For more information about the Global Engagement Faculty Learning group, please contact UTLC Global Engagement Fellow, Dr. Melody Zoch (Assistant Professor, Teacher Education and Higher Education), at mzoch@uncg.edu.

To apply for Global Engagement Award funding, visit http://globalqep.uncg.edu/faculty/grants.htm.

INTERLINK a “Glorious Message in Humanity,” says Spring 2016 Outstanding Student Awardee

On March 3, 2016, INTERLINK held its graduation ceremony for the class of the first Spring 2016 term. It was a joyous occasion, especially for one particular graduate.

Nabil Rahma, an INTERLINK student from Libya, was presented with the Outstanding Student Award for his hard work in his courses and his amazing commitment to learning English. After being presented the award, he gave a speech that brought the audience to their feet.

He spoke of his earliest memories of learning English, his hardship of completing classwork while taking care of his wife and young daughter, and thanked the teachers and other students for their support and friendship. He also talked of his future plans.

“For me, the success always has two sides, happy side, and sad side. Therefore, I am very happy today that I finished my first step in my goal, and I am going further to continue my study to get the master degree in Music Education, and I am well-prepared for the next stage because of INTERLINK. On the other hand, I am very sad tonight because it is the time, that I have to say goodbye to you all, to the best teachers and friends I ever had. I really had great memories among you. “

He also had a lot of great things to say about INTERLINK program. “It is a really hard moment to describe my experience in INTERLINK in a few minutes. This might take from me hours and days. This is because INTERLINK presents a great life which reflects an ideal world, and the messy world outside should learn how to improve its life from the successful experience of INTERLINK. INTERLINK does not only teach English. INTERLINK unites people and makes them like a big family. I see how people in INTERLINK respect, feel, trust, and love each other. I see how they work together and help each other to reach their goals, despite all the differences between them such as countries, languages, cultures, races, genders and beliefs. INTERLINK makes them drop all their negativity away and learn from these differences in an effective way. In short, INTERLINK delivers a glorious message in humanity.”

INTERLINK staff wishes Nabil and his family the best of luck in their endeavors.
View Nabil Rahma’s entire speech here: https://www.youtube.com/watch?v=levR7kDBwgY.

To learn more about INTERLINK, visit http://www.nc.interlink.edu.

New Mind Education -- Spring Brings Painting, Puzzles to New Mind Education Students

To celebrate February and the end of Spring Term I, New Mind Education invited University Performance Program (UPP) students to paint white bowls delivered by the Mad Platter, a local pottery painting studio. Students painted cartoon images, Chinese poems and picturesque scenes on their bowls before sending them off to be fired in the Mad Platter’s kiln.

A week later, students enjoyed a 10-day long spring break from their INTERLINK studies. During this time, three new students joined the New Mind program. To celebrate the students’ return from spring break, New Mind held a soccer match at the UNCG recreation fields. Later that night, students enjoyed a Chinese style BBQ with lamb, pork and chicken at The Edge of Campus, the housing complex in which the students live.

Thanks to the spacious grounds and the courteous manager of The Edge, UPP students had access to a state of the art grill and space for students to relax while they ate. To finish off the event, New Mind held a treasure hunt for students, with clues to help them solve a puzzle in the hopes of winning Amazon gift cards.

In April, New Mind will participate in UNCG’s 34th annual International Festival. Held on April 9 from 12:00 – 5:00 pm, the UPP students will host a booth showcasing both Chinese culture and the New Mind Education program.

UNCG and Beyond

University News

“The World in Your Own Backyard” Campus Weekly https://newsandfeatures.uncg.edu/i-fest-preview/

“Rhythm in Rennes” Campus Weekly https://newsandfeatures.uncg.edu/rhythm-in-rennes/

“UNCG to Host Colloquium on Contemporary Latin America” Campus Weekly https://newsandfeatures.uncg.edu/latin-america-colloquium/

“International students telling their stories of opportunity” UNCG Magazine http://ure.uncg.edu/magazine/2016_spring/video-global/

News from Our Partners


“UG Team Excels At Hult Prize Competition” https://www.ug.edu.gh/news/ug-team-excels-hult-prize-competition

Staff Stories

IPC Staff: Farewells

On March 11, 2016, the International Programs Center (IPC) bid a fond farewell to Marie Henry (Assistant Director of Study Abroad and Exchange, International Programs Center). Beginning in November 2014, she was responsible for coordinating short-term faculty-led study abroad programs at UNCG. She obtained a BA in Communication Studies from UNCG and holds a Master’s Degree in Public Policy from Universität Bremen in Germany. During her tenure, she was invited to present at the North Carolina Association for International Educators (NCAIE) and Workshop on Intercultural Skills Enhancement (WISE) on developing effective faculty-led international experiences.

“...there aren’t words adequate enough to express the gratitude I feel towards my IPC family for allowing me the opportunity to be involved in their mission. As I transition into the non-profit world, I can only hope that the people I find outside IPC are half as devoted to their cause as well. I have never met more driven, caring, and passionate people. Due to this dedication, UNC Greensboro and the campus community clearly see that international education is truly paramount to student success.”

Marie Henry started the position of Operations Manager with the Western Carolina Chapter of the Alzheimer’s Association in Charlotte, North Carolina, on March 14, 2016.

Do something bigger altogether
Upcoming Events

April 2016
Wed, April 13  Chancellor’s International Students Farewell Reception AY 2015-2016 (Alumni House VA Dare Room, 4:30-5:30pm)
Thurs, April 14  ISSS OPT Workshop (Foust 206, 3:30-5:00pm)
Sat - Thurs, April 16-21  High Point Furniture Market (High Point, NC)
Wed, April 20  IPC-HR ESP “Intercultural Sensitivity” Workshop (Foust 216B, 2:00pm-5:00pm)
Tue, April 26  Last Day of Classes
Wed, April 27  Reading Day
Wed, April 27  IPC Student Employees/Interns/Volunteers Appreciation Luncheon (Foust 208, 12:00-1:30pm)

May 2016
Thurs-Wed, April 28-May 4  Final Exams
Wed, May 4  Committee Meetings
Thurs, May 5  Full Board of Trustees Meeting
Fri, May 6  May Commencement (Greensboro Coliseum)
Fri, May 6  INTERLINK Spring 2016 End-of-Term II Ceremony
Mon-Tue, May 9-10  Global Engagement Faculty Scoring Workshop (102 School of Education)
Wed-Fri, May 11-13  Global Engagement Summer Institute 2016 (EUC Maple)
Sun-Fri, May 29-June 3  NAFSA Annual Conference 2016 (Denver, CO)
Mon-Fri, May 23-27  INTERLINK Summer 2016 Orientation & New Term begins
Mon, May 30  Memorial Day Holiday (Classes Dismissed, Offices Closed)