

University Committee on International Affairs (UCIA)
November 27, 2023
526 Prices Fork Road/Zoom
Minutes

Attendance: Jennifer Nardine (Presiding), Tom Archibald, Amanda Broome, Rachel Fitzgerald, Guru Ghosh, Kathy Hager, Farida Jalalzai, Theresa Johansson, Allie Oberoi, Elsie Paredes, Kimberly Rhodes, John Talerico, Jeffrey Van Doren

Zoom Attendance: Brian Bond, Robert Emmett, Khaled Hassouna, Christi Lineberry, Charles Lowery, Rich Mathieson, Jamie McGrath, Kim McKinnie, Mallory Miller, Cassidy Rist, Nicole Sanderlin, Sara Steinert Borella, Lauren Surface, Judy Taylor, Tom Thompson, Jen Tkacz, Janell Watson

Visitors Attending by Zoom: Rebecca Folmar, Stacy King, Lynn Meadows, Reed Nagel, Trudy Riley, Melinda West

Jennifer Nardine welcomed the group and called the meeting to order at 10:03 a.m.; self-introductions were made. Visual attendance was taken; quorum was established.

1. **Agenda Approval:** Jennifer N. asked for a motion to approve the Agenda; motion was made and seconded; there were no edits and no opposition to the Agenda as presented; the Agenda was approved.
2. **Announcement of Approval of Minutes, October 23, 2023:** The minutes from the October 23, 2023 meeting had been previously distributed electronically, and were approved electronically (**ATTACHMENT A**).
3. **Research Security in Academia:** John Talerico presented slides (**ATTACHMENT B**). The presentation included Export Control's work with divisions across campus; discussion of the directive, National Security Presidential Memo (NSPM)-33, cybersecurity, foreign travel security, research security training and export control training. A draft document for requirements for research security programs has been developed by the federal government, but needs to be finalized in order for regulations to be implemented. Disclosure of activities and transparency is key in order to maintain research and funding with foreign partners. Some countries are listed as a "foreign country of concern" and currently include People's Republic of China, Democratic People's Republic of Korea, Russian Federation and Islamic Republic of Iran. Universities can be at risk where international activities should continue, there still may be a vulnerability. Virginia Tech will have 12 months after the final rules are available to put some processes in place. Emphasis is on employees to disclose activities to review appropriateness prior to becoming an issue for the federal government. John indicated that his office generally has a conversation before travel internationally as well as a follow-up after the travel to gain information and explore data safety and security of intellectual property. The question has been raised regarding summer work and independent research; but the federal government has warned that issues could still impact future funding, therefore disclosure is still necessary. In the interest of time, additional questions may be directed to John Talerico.

Jennifer N. announced there would not be a December meeting, the next meeting would be **January 22, 2024**.

4. **Updates:**

a. **International Education Week**

Robert Emmett gave a summary of the success of International Education Week. He indicated over the course of the week, there were over 600 participants, with half the amount participating in the first day. By the end of the week most of the students had left for the holiday break. The planning committee is scheduled to meet in the next couple of weeks to provide feedback from this year, elect a new chair for next year, and to discuss planning for next year. There is a need to secure space in February for advanced planning; as well as discussion to focus on promotion and marketing of the event for 2024. Robert wanted to recognize several of the folks that were in the meeting that served on the committee and assisted in making the event a success.

b. Working Group Updates

1. **Internationalization at Home:** Rachel Fitzgerald gave an update on the Global Learning Badge and the connection with the Bridge experience. The hope is to have learning outcomes and skills and explore cultural identity and self-connection within the world. The hope is to have a three-tiered program to include core values with required courses at each level; engagement hours; leadership hours and experiential learning; as well as develop a small cohort pilot program for spring. On behalf of the Internationalization at Home working group, she invites your feedback on the Global Learning Badge draft (**ATTACHMENT C**) prior to the January meeting. Please feel free to email recommendations or edits to Rachel (rfitz@vt.edu).
2. **Global at Home Central Website:** Rich Mathieson discussed the continued work being done on the website; more to come in the future.
3. **Global Newsletter:** Amanda indicated the newsletter is almost ready to go; as a reminder, the email address for articles is globalnews@vt.edu.

5. **Member Announcements/Comments:** The call for announcements/comments was made.

Jennifer N. announced she had met with the new interim director of Cranwell to discuss increased communications of international events.

Guru Ghosh announced President Sands and Provost Clarke made a visit to the Republic of Botswana, led and hosted by Kathy Alexander to discuss a 27 million grant. Guru also gave kudos to Reed Nagle who was at today's UCIA meeting in helping bring back students during COVID.

6. **Announcement of Next Meeting:** A reminder that there will not be a meeting in December, the next meeting will be held on **Monday, January 22, 2024 at 10:00 a.m. (Blacksburg Time)/4:00 p.m. (Swiss Time).** **PLEASE NOTE:** This meeting will be both an in-person and Zoom (hybrid) meeting; for those that are local, please join us at 526 Prices Fork Road, Large Conference Room.

7. **Adjournment:** There being no further business and no objections, a motion to adjourn was made by Theresa Johansson; seconded by Farida Jalalzai; all were in favor the meeting adjourned at 10:57 a.m.

2023-2024 Meeting Dates: *All meetings will take place from 10:00-11:00 a.m. (Blacksburg Time)/4:00-5:00 p.m. (Swiss Time). Those members unable to attend are encouraged to send a proxy/alternate to the meeting.*

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|------------------------------|--|
| ➤ NO DECEMBER MEETING | ➤ March 25, 2024 (*3:00-4:00 p.m. Switzerland) |
| ➤ January 22, 2024 | ➤ April 22, 2024 |
| ➤ February 26, 2024 | ➤ NO MAY MEETING |

Respectfully submitted

Kimberly Rhodes, Recording Secretary

**University Committee on International Affairs (UCIA)
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Minutes**

Attendance: Jennifer Nardine (Presiding), Amanda Broome, Rachel Fitzgerald, Guru Ghosh, Khaled Hassouna, Farida Jalalzai, Theresa Johansson, Elsie Paredes, Kimberly Rhodes, Jeffrey Van Doren

Zoom Attendance: Tom Archibald, Brian Bond, Lindy Cranwell (for Nicole Sanderlin), Robert Emmett, Juan Espinoza, Kathy Hager, Christi Lineberry, Charles Lowery, Rich Mathieson, Kim McKinnie, Mallory Miller, Cassidy Rist, Lauren Surface, Janell Watson

Jennifer Nardine welcomed the group and called the meeting to order at 10:00 a.m.

1. **Agenda Approval:** Jennifer N. asked for a motion to approve the Agenda; motion was made and seconded; there were no edits and no opposition to the Agenda as presented; the Agenda was approved. Visual attendance was taken.
2. **Announcement of Approval of Minutes, September 25, 2023:** The minutes from the September 25, 2023 meeting had been previously distributed electronically, and were approved electronically (**ATTACHMENT A**).
3. **Updates:**
 - a. **International Education Week**

Robert Emmett gave an update on International Education Week including the Welcome reception on November 13th at 5:30 p.m. in Squires; Fulbright Faculty Session; and many other events. IEW is being advertised on electronic displays and working with Amanda Broome to get the word out. The link for the draft/working document that outlines the events is located at: (<https://virginiatech.sharepoint.com/:w:/s/CranwellInternationalCenterofficeinformationcopy/EciSg-ezd9JFrH2SRkvi3wsB7JCSqi-HnmuAdEVNXdULwA?e=HVDwzW>). Discussions included if the badge program would be available again this year; Rachel Fitzgerald indicated she would reach out to Marc Zaldivar in TLOS to see if this was possible. The suggestion was made for members to bring back to their respective areas to submit activities that could be highlighted on in a comprehensive list during that week. The recommendation was made to start planning for 2024 right after IEW this year; discussions included having a chair of the sub-committee formed earlier this year from UCIA members and other faculty/staff in order to move along planning for next year. The suggestion was also made to seek department and outside partners to assist with funding.
 - b. **Working Group Updates**
 1. **Internationalization at Home:** There is not an update since the last UCIA meeting; we are deferring discussion for next meeting.
 2. **Global at Home Central Website:** Amanda and Rich Mathieson have designed a draft website; a URL has been requested but due to the website not being tied to a program, approval has been delayed.
 3. **Global Newsletter:** Amanda indicated the newsletter is almost ready to go; requests for articles to both UCIA members and content managers are going out soon. The email address for articles is globalnews@vt.edu.
4. **Member Announcements/Comments:** The call for announcements/comments was made. Guru Ghosh announced President Sands and Provost Clarke will be in Botswana to inaugurate One Health Security in partnership with Virginia Tech, CARACAL and the Republic of Botswana. Additionally, Guru and Dan Sui will be attending the THE Conference in China; with Dan presenting. The THE Conference is going to be hosted by Virginia Tech at the Innovation Campus spring 2025.

Guru congratulated Juan Espinoza on being named interim vice provost for enrollment management effective January 2024. Guru will be stepping away as the University representative PDSO; Elsie Paredes and Vivian Yamoah will work together on LCI and Cranwell connections prior to Vivian's departure. The NAFSA Region VIII Conference is being held November 7-10 at the Hotel Roanoke and Conference Center.

Discussions included with the departure of many employees in Cranwell; providing assistance and not overwhelming of employees. Robert announced that an interim director for Cranwell has been named, Lauren Oliver; the search for a director is on-going; with more work to be done within the department, the request for advertising through networks was made. Lindy Cranwell announced the College of Engineering is hosting their annual colloquium on international engineering education November 2-4 in northern Virginia.

5. **Announcement of Next Meeting:** A reminder that the next meeting will be held on **Monday, November 27, 2023 at 10:00 a.m. (Blacksburg Time)/4:00 p.m. (Swiss Time).** **PLEASE NOTE:** This meeting will be both an in-person and Zoom (hybrid) meeting; for those that are local, please join us at 526 Prices Fork Road, Large Conference Room.
6. **Adjournment:** There being no further business and no objections, a motion to adjourn was made by Robert; seconded by Theresa Johansson; all were in favor the meeting adjourned at 10:37 a.m.

2023-2024 Meeting Dates: *All meetings will take place from 10:00-11:00 a.m. (Blacksburg Time)/4:00-5:00 p.m. (Swiss Time). Those members unable to attend are encouraged to send a proxy/alternate to the meeting.*

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Respectfully submitted

Kimberly Rhodes, Recording Secretary



Research Security Briefing

John Talerico III,

Director, Office of Export and Secure Research Compliance





Office of Export and Secure Research Compliance (OESRC)

Supports Virginia Tech's commitment to comply with US laws and regulations related to three critical areas

<https://policies.vt.edu/13045.pdf>

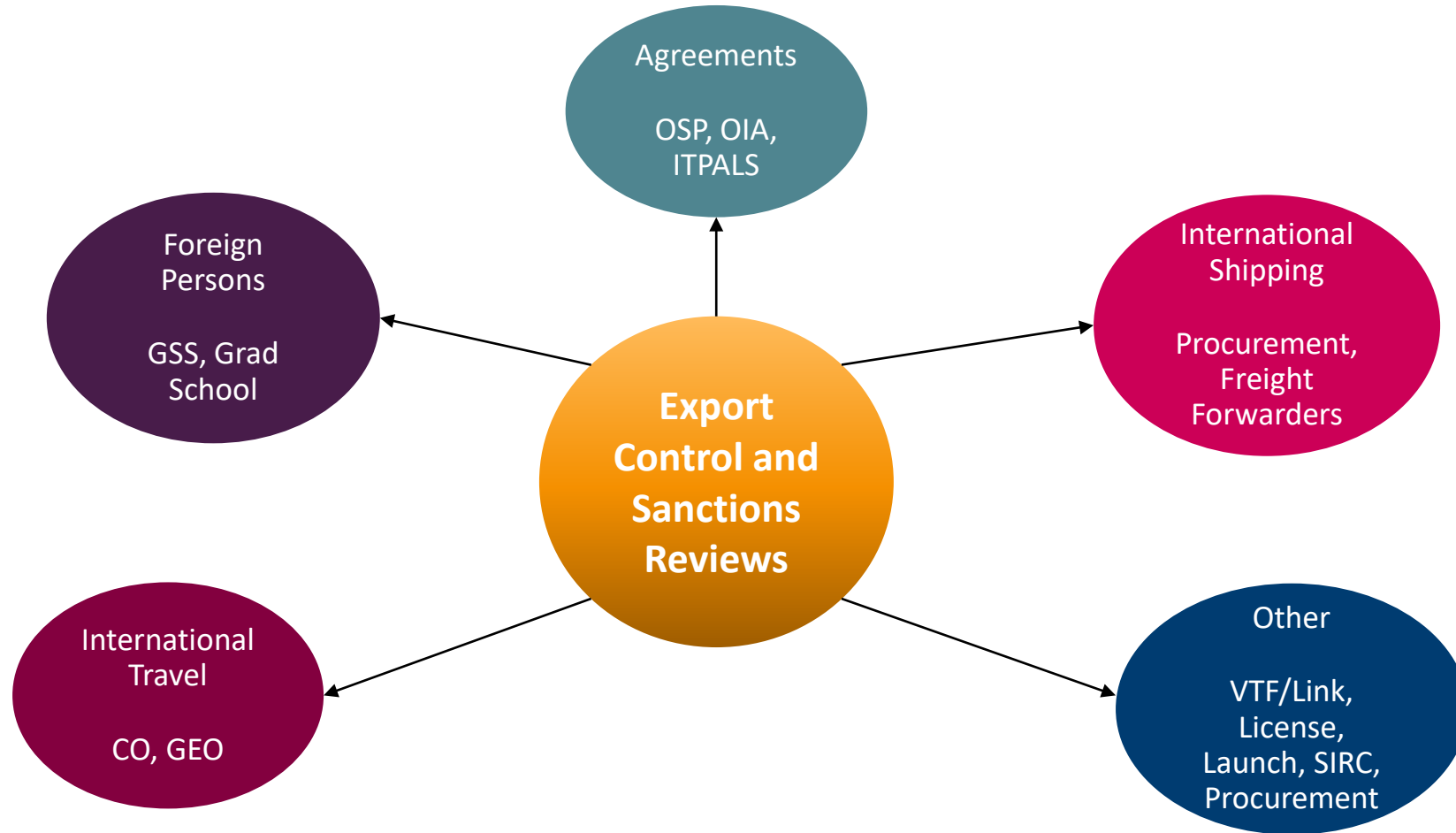


2-time Winner of the James S. Cogswell Outstanding Industrial Security Achievement Award (2016, 2020)



2018 Winner Award for Excellence in Counterintelligence

Export and Sanctions Review Areas



OESRC conducts **thousands of annual transactional reviews** across all of these areas, many of which are embedded into existing policies and procedures

To learn more about this part of the OESRC program, please visit this website:
<https://www.research.vt.edu/oescr/ExportControlandSanctions.html>

Research Security Program



- Virginia Tech values and encourages international research, collaboration, and scholarship where global citizens engage with different ideas, beliefs, perspectives, experiences, identities, backgrounds and cultures. Virginia Tech is equally committed to meeting regulatory compliance in all areas of our education and research activities so that we are responsible stewards of public and private funding.
- Research Security is an evolving program within US federal funding agencies aimed to protect research and researchers from risks or threats to the enterprise, such as undue foreign influence.

NSPM-33 and Implementation Guide

- NSPM-33 published in January 2021 instructing federal agencies to develop policies to better protect the R&D ecosystem
- NSPM-33 Implementation Guide published in January 2022 described 4 key components of a robust research security program:
 - Cybersecurity
 - Foreign Travel Security
 - Research Security Training
 - Export Control Training

NATIONAL SCIENCE AND TECHNOLOGY COUNCIL



GUIDANCE FOR IMPLEMENTING NATIONAL
SECURITY PRESIDENTIAL MEMORANDUM 33
(NSPM-33) ON NATIONAL SECURITY
STRATEGY FOR UNITED STATES
GOVERNMENT-SUPPORTED RESEARCH AND
DEVELOPMENT

A Report by the

Subcommittee on Research Security

Joint Committee on the Research Environment

January 2022

Requirements for Research Security Programs

- Federal Register publication [March 7, 2023](#)
 - Listed as an RFI for public comments (due June 5, 2023)
 - Includes [draft Standard Requirement](#) document
- Provided more details on the research security program for the 4 areas from NSPM-33 Implementation guide

PUBLISHED DOCUMENT

AGENCY:

Office of Science and Technology Policy (OSTP).

ACTION:

Notice and request for comments.

SUMMARY:

The Office of Science and Technology Policy (OSTP) requests comments from the public on draft Research Security Programs Standard Requirement developed in response to National Security Presidential Memorandum 33 on National Security Strategy for United States Government-Supported Research and Development (R&D). The draft Standard Requirement has been created by OSTP, together with Federal agencies and the Office of Management and Budget, to ensure that there is uniformity across Federal research agencies in implementing this requirement.

DATES:

Interested persons and organizations are invited to submit comments on or before 5 p.m. ET June 5, 2023.

DOCUMENT DETAILS

Printed version:

[PDF](#)

Publication Date:

03/07/2023

Agency:

[Office of Science and Technology Policy](#)

Dates:

Interested persons and organizations are invited to submit comments on or before 5 p.m. ET June 5, 2023.

Comments Close:

06/05/2023

Document Type:

Notice

Document Citation:

88 FR 14187

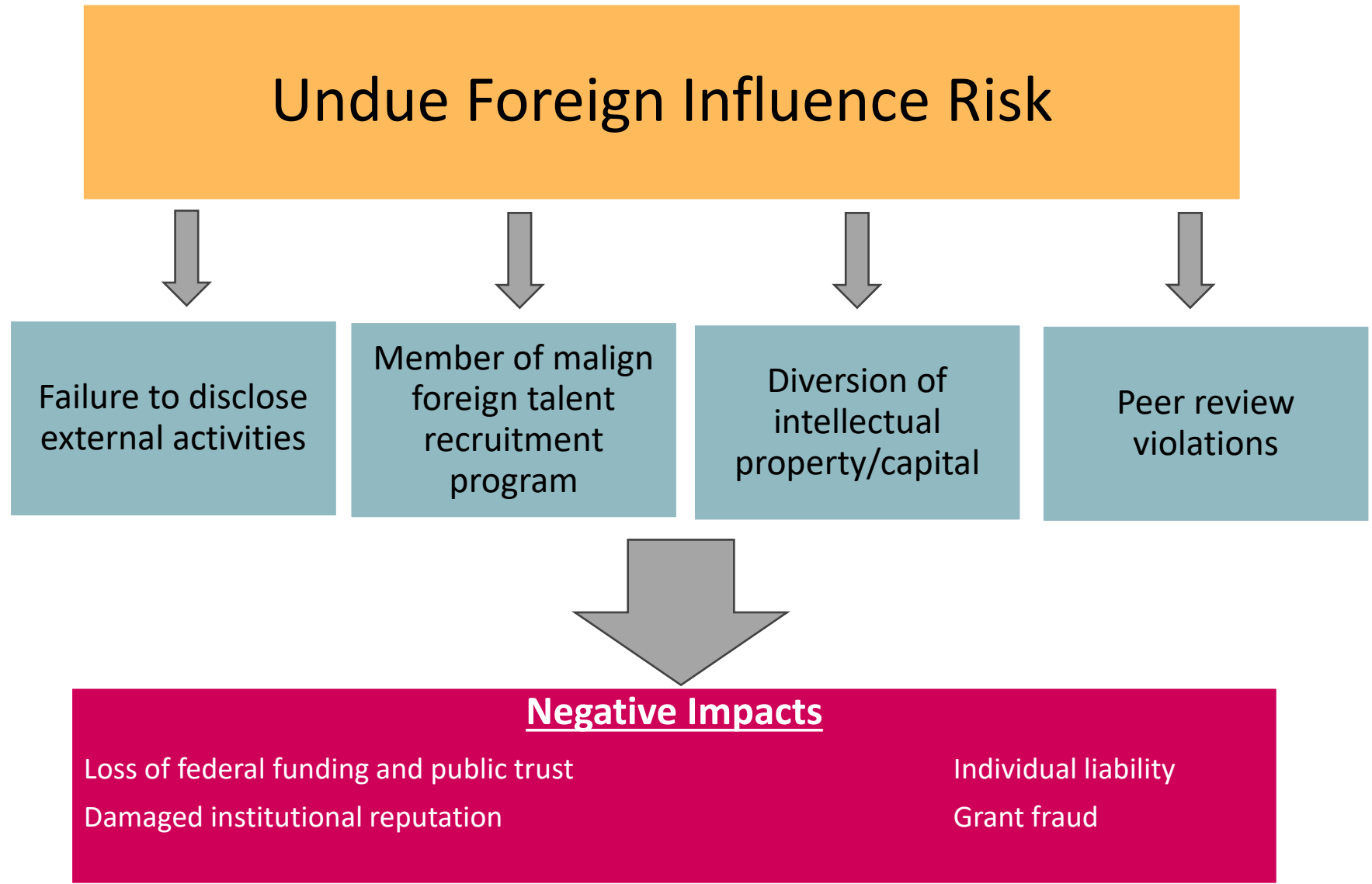
Page:

14187-14189 (3 pages)

Document Number:

2023-04660

Undue Foreign Influence



The focus is transparency! Disclose activities pursuant to university policies [13010](#) and [4070](#) and funding agency requirements

Foreign Talent Recruitment Programs

CHIPS and Science+ Act, Section 10631 requires federal research agencies to develop policies regarding foreign talent recruitment programs and malign foreign talent recruitment programs (formal definitions not expressed in the law, left to Office of Science Technology and Policy to define)

- National Science Foundation has proposed a new definition in the [draft Proposal and Award Policies and Procedures Guide](#) that will take effect in January 2024
 - Provides examples of what constitutes a foreign talent recruitment program and what does not
 - Includes the definition of a malign foreign talent recruitment program (MFTRP) as a program meeting examples of such a program that is linked to a “foreign country of concern” (currently listed as People’s Republic of China, Democratic People’s Republic of Korea, Russian Federation, and Islamic Republic of Iran)

For more information about MFTRPs and VT’s approach to this, visit this website:

<https://osp.vt.edu/researchers/compliance/nonfinancial-compliance/foreign-influence/malign-foreign-talent-recruitment-programs-entities-concern.html>

Fundamental Research Security

DoD memo from June 29, 2023 entitled [Countering Unwanted Foreign Influence in Department-Funded Research at Institutions of Higher Education](#) to ensure:

- Security of DoD-funded fundamental research
- Individuals fully disclose information that can reveal potential conflicts of interest and commitment
- Provided a decision matrix for assessing risk of activities by funded researchers
- Provided a list of organizations and known talent programs of concern as required by the John S. McCain National Defense Authorization Act from FY 2019
- Department of Defense beginning August 9, 2024 is prohibited from providing funding to or making an award of a fundamental research project proposal when a “covered individual” is participating in a MFTRP or to a proposing institution that does not have a policy addressing MFTRPs (complying with Section 10632 of CHIPS and Science Act)

Universities at Risk

- Virginia Tech has partnered with several government counterintelligence agencies to develop a robust program for reporting and information sharing on potential counterintelligence threats
- **Universities are a major target for counterintelligence threats**
 - The combination of employee and student personal and financial information, confidential data such as medical records, and cutting-edge research/technologies combined with the cultural openness of higher education has made colleges and universities prime targets
- Lone wolf hackers creating nuisance viruses have been replaced by sophisticated foreign governments and organized crime rings
- **Higher Education is particularly hard to protect** because, in contrast to corporations, higher education computer networks allow for more open access to employees and students

Threat Briefing – Targeted Technology and Information

EAST ASIA & THE PACIFIC	NEAR EAST	EUROPE & EURASIA	SOUTH & CENTRAL ASIA	WESTERN HEMISPHERE	AFRICA
38%	23%	16%	15%	5%	2%
Top Targeted Technology	Top Targeted Technology	Top Targeted Technology	Top Targeted Technology	Top Targeted Technology	Top Targeted Technology
Electronics	C4	Other	C4	Aeronautic Systems	Software
Most Reported Method of Operation	Most Reported Method of Operation	Most Reported Method of Operation	Most Reported Method of Operation	Most Reported Method of Operation	Most Reported Method of Operation
Email	Résumé Submission	Email	Résumé Submission	Email	Résumé Submission
Most Reported Method of Contact	Most Reported Method of Contact	Most Reported Method of Contact	Most Reported Method of Contact	Most Reported Method of Contact	Most Reported Method of Contact
Exploitation of Supply Chain	Résumé-Academic	RFI/Solicitation	Résumé-Professional	Exploitation of Cyber Operations	Résumé-Professional
Most Common Collector Affiliation	Most Common Collector Affiliation	Most Common Collector Affiliation	Most Common Collector Affiliation	Most Common Collector Affiliation	Most Common Collector Affiliation
Commercial	Individual	Individual	Individual	Individual	Individual

Threat Briefing – How Foreign Intelligence Entities (FIEs) Operate

- **Spot and Assess - Public/Open Sources** - Social networking sites (Facebook, X, LinkedIn, etc.), blogs, trade shows, social events, video gaming, and business contacts are often monitored and exploited. Adversaries not always looking for someone with high-level access; potential future access or ability to recruit is considered. Weaknesses such as drugs, alcohol, gambling, adultery and financial problems are leveraged against recruit.

- **Develop - Elicitation** - Get you talking & keep you talking.
 - **Flattery/Appeal to Ego:** They may ask your opinion and/or give value to your opinion
 - **Quid Pro Quo:** They share information so you feel obligated to share information
 - **Mutual Interest:** Real or feigned

Threat Briefing – How Foreign Intelligence Entities (FIEs) Operate

- **Recruitment** - Build a personal relationship with an insider in order to exploit them to obtain critical information. Gain trust little by little.
 - Exploit personal characteristics, circumstances, or behaviors
 - May use inducements to cooperate or coerce based on the insider's characteristics, circumstances, or behaviors
 - Small request and then bigger demands

- **Identify and Report** – Use insider risk Indicators (foreign influence, personal conduct, handling protected information, etc.) to report on potential adversarial or espionage activity.

Case Study: Dr. Charles Lieber, Harvard University

Dr. Charles Lieber, Chair of the Department of Chemistry and Chemical Biology at Harvard University, was arrested January 28, 2020 and charged by criminal complaint with one count of making a materially false, fictitious and fraudulent statement. Since 2008, Dr. Lieber received more than \$15M in research funding from NIH and DoD, but:

- *Failed to disclose 9 month per year contractual commitment to Wuhan University of Technology (WUT)*
- *Failed to disclose \$200K per month in WUT pay and living expenses*
- *Failed to disclose \$1.5M in WUT lab construction expenses*
- Indicted June 2020
- Convicted in December 2021 of filing false tax returns, making false statements, and failing to file reports for a foreign bank account.
- Sentenced in January 2023: 2 years supervised release and \$83,000 in fines and restitution

<https://www.justice.gov/usao-ma/pr/former-harvard-university-professor-sentenced-lying-about-his-affiliation-wuhan>

Case Study: Stanford University

Stanford University agreed to pay \$1.9 million to resolve allegations that it violated the False Claims Act by submitting proposals for federal research grants that failed to disclose current and pending support that 12 Stanford faculty members were receiving from foreign sources.

- *USG alleged that 16 grant proposals across 5 different agencies were submitted with Stanford knowingly failing to disclose current and pending foreign support*
- *Intersected with 11 PIs and co-PIs*
- *Also knowingly failed to disclose a 12th faculty member's funding in connection with his employment at a foreign university*

<https://www.justice.gov/opa/pr/stanford-university-agrees-pay-19-million-resolve-allegations-it-failed-disclose-foreign>

Conclusion

Virginia Tech recognizes the value of international collaborations and the benefits of open science/information sharing. At the same time, we must also acknowledge there are actors that do not always share those same principles, and we must protect our researchers and research enterprise from such risks.

Federal funding agencies have begun enacting new policies and engaging in more enforcement actions with respect to undue foreign influence, malign foreign talent recruitment programs, and disclosures in general.

Questions and More Information

The Office of Research and Innovation will provide assistance to researchers and departments with the complicated matters around research security and disclosing activities both to VT and to US funding agencies. If you have any concerns or issues that you'd like to discuss, we can assist there as well.

OESRC

<https://www.research.vt.edu/oesrc/contact-us.html>

oesrc@vt.edu

540-232-8573

Research Conflict of Interests (RCOI)

<https://www.research.vt.edu/sirc/disclosure/index.html>

coi@vt.edu

540-231-9376

Office of Sponsored Programs

<https://osp.vt.edu/researchers/compliance/nonfinancial-compliance/foreign-influence.html>

foreigninfl@vt.edu



RESEARCH AND INNOVATION
VIRGINIA TECH™

Global Learning Badge

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

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

The Virginia Tech Global Learning Badge provides the opportunity to develop global and intercultural awareness, perspective, and engagement, and equips you with the professional development skills needed to build a more just, inclusive and sustainable world. A critical application includes examining global learning concepts related to culture, cultural differences, intercultural learning, and identity, and also provides students the ability to evaluate the complex global systems in which they live and how cultural values—their own and others—shape systems and student engagement with them.

The Global Learning Badge provides an avenue to structure your global learning experience and formally recognizes your achievements through academic courses, language learning, co-curricular activities, and select global experiences. It's a program that enhances your marketability in an increasingly international job market and is specifically designed to better equip you with the skills that employers demand. The badge provides a way to document and showcase your achievement in global learning and engagement. Digital badges can be shared on social media (Facebook, Twitter, LinkedIn), on digital resumes, in e-Portfolios, and in email signatures.

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

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

Learning Objectives

Beginning with understanding your own cultural identity, you will build on this to develop a recognition and appreciation of other cultural perspectives. On your journey toward becoming inclusive citizens with respect for others' views and values, you will develop the ability to interrelate, communicate, and adapt behavior when engaging with individuals representing cultures and perspectives other than one's own.

Badge participants will:

1. Develop an understanding of cultural identity and connection with global issues
2. Gain global and intercultural awareness and perspective
3. Become inclusive and globally engaged citizens

Skills

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

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

Micro-credentials and Digital Badging Explained

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

Eligibility

- The badge is open to current Virginia Tech undergraduate and graduate students
- Applications are accepted on a rolling basis throughout the year
- You may participate at any time during your years at Virginia Tech (but may not join in your final semester prior to graduation)
- Beginning the badge program during your final semester is not permitted
- Cost of participation is \$75 (either university-sponsored or charged to student account)
- Through intentional planning, students should be able to participate without adding hours to their regular program of study by selecting appropriate major, minor, and elective courses and aligning co-curricular activities accordingly.

Program Overview

- There are 3 levels of global and intercultural learning: Level 1, 2, 3 (or should this be Orange, Maroon, and Hokie Stone)
- You must begin with Level 1 and can then move to the next phase. Completion of the previous badge is a required to advance to the next level badge.
- The levels operate separately, so students can earn one, two, or all three levels
- First, you must submit an application
- Next, the Badge pathway requires completing a pre- and post-assessment
- Finally, every level consists of four required components:
 - Canvas module (related to global and intercultural Learning)
 - Completing and passing an approved globally/interculturally-focused course

- Event attendance and co-curricular engagement
- Submitting a structured reflection

Application

You must sign up for the badge program and be accepted to begin:

- First Name, Last Name
- ID
- VT Email
- Class standing at time of application:
- Major(s) and Minor(s):
- Cumulative GPA
- Expected Graduation (Semester/Year)
- Essay question: what is your motivation / what do you hope to get out of the program? (250 words)

Pre-assessment

Options:

- [Intercultural Development Inventory](#)
- [Beliefs, Events, and Values Inventory \(BEVI\)](#)
- [Global Perspective Inventory \(GPI\)](#)
- [Global Competence Aptitude Assessment \(GCAA\)](#)

Canvas Module

All students complete a Canvas Module at each state which provides foundations for global and intercultural learning. Content will include videos, presentations, panel discussions, readings, reflections, and resources and may link to earning other badges.

Completing another badge might be a requirement, for example:

- [Intercultural Competence Badge](#)
- [Why Privilege Matters](#)
- [InclusiveVT Experience](#)
- [Cultural Intelligence](#)
- [Principles of Community Engagement Plan](#)

Approved Course List

Students are required to complete one course at each level of the badge program.

Language Courses

- Any language course other than English. This requirement may be waived for students whose first language is not English.

Culture Courses

- AFST 1814 Introduction to African Studies (3) (PW2 or PW 3)
- ARBC 2774 Arab Culture and Civilization (3) (PW2 or PW 3)
- CHN 2734 Chinese Culture and Civilization (3) (PW2)
- FL 4104 Global Culture
- FR 2714 Introduction to French Culture and Civilization (3) (PW2 or PW 3)

- GER 2724 Introduction to German Civilization and Culture (3) PW2 or PW 3
- GER 3474 Topics in German Cinema (3) (PW2 or PW 6a)
- ITAL 3474 Topics in Italian Film (3) (PW1a or PW2)
- RUS 2734 Introduction to Russian Civilization and Culture (3) (PW2)
- RLCL 1904 Religion and Culture in Asia (3) (PW2)
- SPAN 2744 Topics in Spanish Culture (3) (PW2)
- SPAN 2754 Topics in Spanish American Culture (3) (PW2)
- SPAN 2764 Introduction to Latino American Studies (3) (PW2 or PW 3)
- SPAN 2774 Minority Languages in the Spanish-Speaking Context (3) (PW2 or PW 3)

Global Business Courses

- AAEC 3024 Monetary and Global Issues in Applied Economics
- BIT 4474 Global Operations and Information Technology (3) (Pre: BIT 3414)
- FIN 4144 International Financial Management (3) (Junior Standing; Pre: FIN 3104 or 3134)
- HTM 4484 International Tourism (3) (Pre: MKTG 3104 or MKTG 3104H; spring only)
- HTM 2454 Travel and Tourism Management (3) (PW3)
- MGT 2204 Global Business of Pop Culture (3) (PW2, PW 7)
- MGT 2314 Intro International Business
- MGT 3094 Global Entrepreneurship (3) (Pre: MGT 2064) (PW3)
- MGT 3804 - Topics Cadet Global Ldrshp Sts
- MGT 4314 International Management (3) (Junior Standing; fall only)
- MKTG 2954 Business Study Abroad
- MKTG 4404 (3) (Pre: MKTG 3104) – subject to approval; only international practicum experiences will be considered;
- MKTG 4704 International Marketing (3) (Pre: MKTG 3104 3104H)

Other Global / Intercultural Courses

- HUM/RLCL 3204 Multicultural Communication (3) (PW 3)
- ECON 4124 Growth and Development (3) (Pre: ECON 2006, 2025H/3104)
- ECON/AAEC 4135 International Economics (3) (Pre: ECON 3104 or 2025H)
- ECON/AAEC 4136 International Economics (3) (Pre: ECON 3204 or 4204H)
- GEOG 1014 World Regions (3) (PW 3)
- GEOG 2224 Geography of Europe
- GEOG 3254 Geography of East Asia (3)
- GEOG/PCSI/IS 2034 Geography of Global Conflict
- GEOG/PCSI/IS 2134 Geography of the Global Economy
- GEOG 3104 Environmental Problems, Population, and Development (3) (PW 3)
- GEOG/SOC/UAP 4764 International Development Policy and Planning (3) (Junior Standing)
- HIST 1214 History of the Modern World
- HIST 1215/16 Intro to World History (3) (PW2 or PW 3)
- HIST 1224 Conquest and Culture in Latin American Empires (3) (PW3)
- HIST 1515/16 African History 1 and 2 (3)
- HIST 2124 Critical Issues in World History (3) (PW2)
- HIST 2165/66 History of France (3)
- HIST 2184 History of the Balkans (3)
- HIST 2304 Africa in the Modern World
- HIST 2345/46 History of the Middle East (3)
- HIST 2355/56 History of China (3)
- HIST 2484 Modern Germany (3)
- HIST 3394 Europe Since World War II (3)
- HIST 3484 Nazi Germany (3)
- HIST/JUD/RLCL 3494 The Holocaust (3)

- HIST 3554 Age of Globalization (3) (PW2 or PW3)
- HIST 3594 The Rise of Modern Latin America (3)
- HIST 3644 Twentieth Century Russia (3)
- HIST 3654 Arab-Israeli Dispute (3)
- HIST 3664 Revolutionary China (3) (PW2)
- IS/GEOG/PSCI 2054 Introduction to World Politics (3) (PW3)
- IS/GEOG/PSCI 2064 Global Economy and World Politics (3) (PW3)
- PSCI/IS 1004 Nations and Nationalities (3) (PW3, PW 7)
- PSCI/UAP 3344 Global Environmental Issues: Interdisciplinary Perspectives (3) (PW2)
- PSCI 3584 Government and Politics of Asia (3) (Pre: PSCI 1024, 1024H or IS 1024, 1024H4)
- PSCI/IS 3615 International Relations (3) (Pre: PSC/IS/GEOG 2054 or PSCI/IS/GEOG 2064)
- PSCI 3625,3626: Foreign Policies of the Super Powers
- SBIO/FREC 2784 Global Forest Sustainability (3)
- UAP/PSCI 3344 Global Environmental Issues: Interdisciplinary Perspectives (3) (PW2)
- UAP/GEOG/WGS 4214 Women, Environment, and Int'l Development (3) (Pre: Junior Standing)
- UAP/GEOG/SOC 4764 International Development Policy and Planning (3) (Pre: Junior Standing)
- HNFE 4614 International Nutrition in Developing Countries
- BIOL/ ALS 2404 Biotechnology in a Global Society
- PSCI 4064 Global Seminar (Seminar in Global Development)
- ALS/ GEIG/UAP 4404 Approaches to International Development
- HORT 2184 Globalization and Horticulture
- IS 4044 International Communication
- PHIL 2304: Global Ethics
- CEM 3074: Global Design & Construction for Sustainable Development (with study abroad)
- ME 4194: Sustainable Energy Solutions for a Global Society
- ENGE 1644: Global Engineering Practice
- ENGR 2004: Engineering International Activity
- ISE 4304: Global Issues in Industrial Management

Engagement Opportunities

Visit our [webpage](#) for engagement opportunities. Additionally, you will receive our weekly newsletter with approved upcoming event opportunities. Make sure to follow us on social media (@).

If you are unsure if your activity meets the program criteria, please contact us at _____ for prior authorization.

Engagement activities can be earned for any of the following activities abroad or at home (both on and off-campus) as long as there is a clear global/intercultural angle:

Level One

Canvas module, 2 events, 10 hours co-curricular, 1 course

Level Two

Canvas module, 3 events, 20 hours co-curricular, 1 course

Level Three

Canvas module, 4 events, 30 hours co-curricular, 1 course, experiential learning component.

Events:

Attending pre-approved global or interculturally focused events. These could be a seminar, workshop, conference, presentation, lecture series etc.

Co-Curricular:

- Serve as an ambassador/mentor to support peers
- Service-learning and community engagement
- Working for a non-profit organization
- Social Entrepreneurship that illustrates purposeful, positive change to society in a community that is different from your own. Turn your passion and ideas into action, unleashing creativity, sparking vision and innovation, with an entrepreneurial mindset that truly invents the future.
- Active participation in clubs & student organizations that have a clear global or intercultural mission or otherwise fit the learning outcomes promoted by the Global Learning Badge. Participation requires being in a leadership role (executive board, chair, or coordinator of any specific event or project). Students must have advisors verify your role, responsibility and participation. Approved clubs are:
 - Arabic Students Club
 - Chinese Student Clubs
 - Delta Phi Alpha (German Honor society)
 - Eta Sigma Phi (Classics Honor society)
 - French
 - German Culture Club
 - Italian Culture Club
 - Japanese Culture Association
 - Russian Club
 - Sigma Delta Pi (Spanish Honor Society)
 - Spanish club
 - Teach for Jamie
 - Teach for Madame
 - VT Olé (flamenco dance)
 - Model NATO
 - Or submit the organization to _____ for pre-approval

Experiential Learning

- Study abroad
- Olmstead Scholars, Project GO, Fulbright, Boren Award
- Internship / Practicum
- Research
- Global Service Learning
- Cooperative Education Experiences (co-ops)
- Living learning community Mozaiko or Ujima (semester minimum)

Structured Reflection

- Upon completion of a Global & Intercultural Learning Badge Pathway level, you are required to integrate all your badge components in the form of a reflective essay (600-1000 words) or a digital storytelling video (10 minutes). This end project is intended to help you reflect on your badge activities, integrate all your experiences, and demonstrate how you have progressed from theory to

application. We are not evaluating your knowledge, but rather looking for evidence of learning. Be sure to be explicit with your ideas.

Below are potential discussion points to address that should lead to a structured reflective essay or digital storytelling video as they relate to the 3 badge learning objectives (you can speak to one or multiple ones):

1. Developing an understanding of cultural identity and connection with global issues

- How you've become more aware of your own cultural identity and way of making meaning in the world
- Understanding of your own power, privilege and positionality
- Identifying the linkage of identity and language and the importance of linguistic justice
- Critical analysis of global systems and legacies and their implications for people's lives and the earth's sustainability
- An experience or interaction that changed the way you think about a global issue
- Differences you identified in the way a global issue is perceived culturally
- Understanding your field of study from the perspective of your own cultural identity as well as another cultural perspective
- Knowledge and awareness you've gained of global issues from multiple perspectives

2. Gaining global and intercultural awareness and perspective

- Insights about a culture other than your own
- Your recognition and appreciation of diversity
- An interaction where you withheld judgment and what you learned from that experience
- Key moments that changed your perceptions about another culture
- How your activities have brought a change in attitude and awareness
- Your response to an intercultural misstep or misunderstanding and what you learned
- Experiences you had that changed how you work/interact with people from another culture
- Differences in values, approaches to a given problem, or observed behaviors with which you were not familiar, or which you did not understand initially and what you came to understand
- Challenges you had adjusting to a different cultural environment and what you did to overcome it

3. Becoming an inclusive and globally engaged citizen

- How you hope to continue to apply what you learned/experience beyond this badge program
- Your concern for your community, the world, the environment, and social issues
- How you will action and center equity in inclusion in your professional practice
- How you gained respect and empathy for others' cultural views and values
- How your new insights might affect your interactions with others from another cultural community
- How you've grown interculturally and a plan for immediate application to incorporate intercultural learning into your life
- A collaboration/close interaction with individuals from another culture(s), addressing how you negotiated cultural differences
- Evidence of your ability to mindfully and intentionally serve as an intercultural bridge
- What did you learn overall through the badge program and what was the most valuable lesson?

Complete a post-assessment

For final approval of the badge, students must complete a post assessment.

Engagement

Your goal is to earn the minimum activities for each level throughout the duration of the badge program.

How to log and track your engagement:

- Download the official Activity Log, which you will use to keep track of your activities.
- Complete an entry on the log and provide supporting documentation or verification of your participation in engagement activities.
- Make sure you include specific details about the event in the details section and that your verification clearly shows which event you participated in. For virtual events, paste the verification into the document as part of the entry for the event.
- Upload your log on the submissions page when you feel you have completed the requirements to earn the next level of your badge and would like to be considered for certification.

Badge Recognition

Badge earners will be recognized in a specific Global Learning badge ceremony at Commencement.

- Students who earn a level one badge will receive chords for graduation.
- Students who earn a level two badge will receive a global graduation stole.
- Students who earn a level three badge will receive a global graduation medallion.

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

Badge Administration

Administration of the badge will require support for the following tasks:

- Tracking current and past badge program participants
- Monitoring questions from participants
- Reviewing any activity approval or substitution requests
- Ensuring that the pre and post-assessments are completed
- Reviewing and certifying the activity log (including the submission components in Canvas)
- Using a rubric to assess students' reflections looking for evidence of learning and providing feedback
- Communicating with participants confirmation when they earn the badge
- Organizing graduation ceremony (ordering and supplying the recognition items)

Further Considerations

- Official certificate or partnering with the Bridge experience to complement the VT transcript for transcriptable global learning.
- Webpage with introductory video of the program, event calendar of approved events, video student testimonials
- Materials to develop:
 - glossary to explain Culturally Competent Terminology
 - link with examples of reflective essays
 - link to sample portfolios from past badge participants

- ways on how faculty can develop a course that meets the badge requirements.
- A scholarship to participate in a semester exchange program that is part of earning a badge.
- Approve some transfer coursework through a submitted waiver request.
- Possibility to make substitution requests of non-approved courses (Substitution Request form)
- Possibility to request a course to be added to the approved list.
- If an event is approved, the badge logo can be displayed on materials/websites.
- Thinking intentionally about international students

Cohort of Advisers

- Faculty and staff to support reviews and approvals as well as serve as mentors.

Other Stakeholders

- LCI
- VT Engage
- LLPs
- I+D
- Experience VT, James S. Bridgeforth
- Pathways UG Education
- Cultural & Community Centers
- First-Year Experience (FYE)
- CETL
- UG Research

Prototype Group

- 10 student pilot to soft launch – a few from the living-learning community, VTCC, language learners, study abroad students