

Virginia Commonwealth University - Global Education Office

Faculty Development Seminar

2013

April and May 2013

Spain – Morocco

**The Migration of People and Cultural Encounters:
Opportunities and Challenges Shaped by
History and Geography**

Final Report



VCU

VIRGINIA COMMONWEALTH UNIVERSITY

Global Education Office

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INTRODUCTION

The implementation of Virginia Commonwealth University's strategic plan Quest for Distinction <http://www.quest.vcu.edu/> has distilled three overriding institutional global goals:

- improve the recruitment and retention of international students and scholars
- increase the global engagement of VCU students and faculty
- expand VCU's global footprint through our research, creative expression, clinical practice, teaching, service and community engagement.

To address the crucial need for capacity building, a model to emulate was found at our neighboring sister institution, the University of Richmond, in its award winning international faculty seminar program launched in 1989 by creator Dr. Uliana Gabara, former Dean of International Education. The Virginia Commonwealth University Global Education Office offered the inaugural Faculty Development Seminar over the course of the spring 2013 semester and the last two weeks in May 2013. A call for competitive applications during the early part of the spring semester resulted in eight participants from diverse disciplines (these included medicine, nursing, art, social work, biology, education, sociology, and the university college). This initial seminar was led by Drs. R. McKenna Brown and Humberto Fabelo and Mr. Osama Alami and included a series of pre-travel meetings and readings.

The overall goal of the seminar was to provide faculty members with limited international exposure an intensive immersion experience and thus help further the university's internationalization program. The seminar is designed to broaden each participant's international scope and perspective to include global issues and thinking in their research, service, and teaching. The seminar also encourages the establishment of sustainable collaboration among the participants at home and with international partners.

The theme of the initial seminar was cultural encounters resulting from geo-political relationships and the migration of people, their impact on communities past and present, and the implications for the successful delivery of health and human services. In this specific case, we were interested in the historical and political factors that led to coexistence among Jews, Muslims, and Christians in Southern Spain and Morocco over the course of several centuries and how this informs contemporary issues affecting both counties with regard to immigration to Spain from the African continent.

The seminar began in April with three pre-travel meetings that included reading discussions, presentations about each country, and discipline-specific perspectives on the issue of immigration. The travel portion of the seminar took place over the course of two weeks in the latter part of May. Participants traveled to Spain, where they visited Cordoba, Lucena, Malaga, Tarifa, and Madrid. In Morocco, participants visited Tangier, Tetuan, and Marrakesh. In both countries participants visited host universities and met with counterparts and in Córdoba, with individuals both in the community and the university who deal with immigration issues. In

addition to immigration program events and presentations, participants held daily group discussions on assigned readings and to process their experience. Participants also had appropriate cultural experiences and visits to important places in each country relevant to the theme of the seminar—particular those that allowed them to appreciate the influence of each culture on the other over the course of centuries.

A post-travel evaluation of the seminar suggests the overall experience was positive and met the goals all participants. Most aspects of the program were rated positively and all would recommend a similar event to others. Suggestions were also made to further develop or improve the seminar in the future. These included more pre-travel meetings and a clearer understanding earlier on of what the program would involve. Post-travel reports also suggest all participants have sought ways to integrate what they took from the seminar into their teaching, service, and research and some have already begun establishing collaborations with their colleagues abroad.

Next steps with the participants in this inaugural faculty development seminar include continued support of collaborations that lead to sustainable relationships and which have a high impact on the internationalization of the participant's unit and integrate a global perspective in teaching, service and research.

PARTICIPANTS¹

The Global Education Office Faculty Development Seminar is a component of **Patricia Aldredge, Ph.D.** | School of Social Work

Patti is the director of field education at the VCU School of Social Work. Prior to joining VCU in 2012, she had thirteen years of social work field education administrative experience at the University of Houston and New York University. A licensed clinical social worker and member of the national steering committee of the North American Network of Field Education Directors and a member of the Council on Social Work Education's Practice Methods and Specialization Council, her research interests include social work field education, health care disparities, scholarship of teaching and learning, and intergroup dialogue.

Sarah Jane Brubaker, Ph.D. | L. Douglas Wilder School of Government and Public Affairs

Sarah Jane is an associate professor of sociology in the L. Douglas Wilder School of Government and Public Affairs. Her research has focuses on adolescent sexual and pregnancy, childbirth, medicalization, and sexual and domestic violence with a particular interest in urban girls who are at risk and their relationships with social service and juvenile justice agencies. She has received state and federal grants to improve prevention of and response to sexual and domestic violence on college campuses.

Deborah DiazGranados, Ph.D. | School of Medicine

Debbie is an assistant professor in the VCU School of Medicine and an affiliate assistant professor of psychology at VCU. Her expertise includes teams, team leadership, collaboration, and understanding the implications of diversity on team effectiveness. She holds a doctorate in industrial and organizational psychology from the University of Central Florida.

Alison J. Montpetit, RN, Ph.D. | School of Nursing

Alison is an assistant professor in the VCU School of Nursing (SoN) Department of Adult Health and Nursing Systems. Her research focuses on pulmonary infection in mechanically ventilated, critically ill adults, specifically in describing exhaled breath biomarker profiles and investigating the efficacy of percussion and vibration therapies. Alison is a registered nurse and earned her master's and doctorate degrees from the University of South Florida, as well as completed a postdoctoral fellowship at VCU SoN.

Shajuana I. Payne | University College

Shajuna is the executive director of academic advising for the VCU University College. She holds a bachelor's degree in English and a master's degree in counselor education from VCU, and is a graduate of the Grace E. Harris Leadership Institute. Ms. Payne has developed first-year curricular and co-curricular educational plans, and has presented to various public school systems, graduate programs, and professional associations regarding how to best engage and prepare students for academic success.

Rob Tombes, Ph.D. | College of Humanities and Sciences

Rob is a professor of biology and associate dean for research in the College of Humanities and Sciences at VCU where he directs the Office of Research. His research has been primarily supported by the National Science Foundation and focuses on understanding what controls basic cellular and developmental events with emphases on stem cells, cancer cells, and kidney and heart disease. Dr. Tombes earned his doctorate in biochemistry at the University of Washington.

Chris Walther-Thomas, Ph.D. | School of Education

Chris is the dean of the Virginia Commonwealth University School of Education and she holds a faculty appointment in the Department of Special Education and Disability Policy. Her teaching and research interests focus on topics related to leadership and policy development in schools and universities with particular emphases in doctoral education, faculty development, and effective learning communities.

Sasha Waters-Freyer | School of the Arts

Sasha is chair of the Department of Photography & Film in the VCU School of the Arts. She is a non-fiction filmmaker whose feature and short works have been screened on the Sundance Channel and PBS, the Tribeca and Ann Arbor Film Festivals, the National Museum for Women in the Arts in Washington D.C., and the L.A. Film Forum. Following its world premiere at the 2010 Telluride Film Festival, her feature documentary, *Chekhov for Children*, had its New York premiere at the Film Society of Lincoln Center and its international premiere at the Rotterdam International Film Festival. ¹From document prepared by the Global Education Office

LEADERS

Virginia Commonwealth University

Dr. R. McKenna Brown, Executive Director, Global Education Office and Professor, College of Humanities and Sciences

Mr. Osama Alami, Associate Director, Global Education Office and Leader, GEO Middle East and North Africa Strategy Team.

Dr. Humberto E. Fabelo, Associate Dean for Academic and Student Affairs and Associate Professor, School of Social Work, and VCU Chief Liaison for the University of Córdoba.

University of Córdoba

Dr. Manuel Torres Aguilar, Vice Rector for Coordination, Students, and Culture

Dr. Carmen Galán Soldevilla, Vice rector of Internationalization and Cooperation

PROGRAM

Purpose

A group of eight faculty members from diverse disciplines participated in the first Global Education Office Faculty Development Seminar offered at Virginia Commonwealth University. The seminar took place on-campus over the latter part of the spring 2013 semester and abroad during the last two weeks in May 2013. The overall purpose of the seminar, in support of Quest for Distinction Theme I (Goal I.D) and Theme III (Goal III.B), was to further the university's internationalization efforts by providing faculty members with little or no international travel experience the opportunity to travel abroad.

Participants were encouraged to bring the international experience to their service, teaching, and research back home to provide a global perspective to their academic work. The Global Education Office also hoped that the participants' experience would enrich their interactions with students who may be interested in studying abroad and with those who are not able to do so, to bring the perspective to the classroom and their work in the local community.

By experiencing two vastly different cultures that are geographically very close to each other, participants were also able to examine cultural encounters and how these are shaped by history, past and current socio-political, and economical factors.

The seminar exposed participants to aspects of Spanish and Moroccan history, contemporary social issues, and their rich cultural heritage that throughout history have been so closely intertwined, yet represent vastly different worldviews.

Theme

The seminar examined the migration of people from Sub-Saharan and Northern Africa across the Strait of Gibraltar to Southern Spain and beyond. Special attention was given to the history and culture of Spain and Morocco and how the encounters these two cultures over several centuries have shaped the modern-day realities of each country, specifically with regard to migration.

Selection of Participants

A general call was made in early January via university-wide email announcements and in the university's daily publication of important events announcing the seminar and inviting faculty members to apply for consideration. The announcement provided basic seminar information, including travel dates and was repeated two more times early in the spring semester.

The Global Education Office received eight applications from a diverse group of faculty, all of whose participation was supported by their deans or other administrators, while Global Education Office fully supported each participant financially.

Pre-travel Meetings and Preparation

Participants were required to attend three pre-travel meetings and complete a series of readings, including popular media and scholarly publications on issues related to migration from Morocco to Spain. Participants and leaders also read *The Ornament of the World: How Muslims, Jews and Christians Created a Culture of Tolerance in Medieval Spain* (Menocal, 2002), which provided a rich summary of the Muslim presence in the Iberian Peninsula and the unique coexistence of three major world religions in Andalucía. Particular attention was devoted to the Caliphates of Córdoba and the significant contributions made to civilization of major philosophers, scientists, and other notables of the era.

The pre-travel meetings were structured to maximize group cohesiveness prior to travel, as well as to expose participants to each other, most of whom were meeting for the first time, and their respective disciplines (please refer to Appendix A for an outline of pre-travel meetings and presentations made at each meeting). Participants addressed a discussion question at each of the three meetings that began with a basic discussion of how each represented discipline's paradigm informed their view of the seminar's theme and proceeded to more in-depth discussions about specific problems and interventions related to the issue of migration between Morocco and Spain.

At the first meeting, participants participated in a basic introduction exercise to introduce themselves and express their hopes and concerns about the seminar. In addition, they introduced to each other their respective discipline and their role at the university. The summary itinerary was presented and Ms. Stephanie D. Tignor, Director of the Global Education Office Study Abroad Program, provided important information about international travel. Finally, participants were asked to share their Meyers-Briggs personality type indicators to discuss how these might impact group and interpersonal interactions.

The Provost and Senior Vice President for Academic Affairs, Dr. Beverly Warren, attended the second pre-travel meeting to present her charge for the seminar. Dr. Warren emphasized the growing importance of having a global perspective to succeed in an ever-shrinking world. While many students at Virginia Commonwealth University may not get the chance to study abroad while they are studying, having faculty members who have had this experience and can relate it to them is one way of bringing the global perspective to them. The Provost also charged participants with exploring ways to establish interdisciplinary collaborations at home and with our international and community partners to sustain international initiatives.

A representative from the Embassy of Morocco was scheduled to present an overview of Moroccan history and culture, but due to circumstances that arose the day he was to travel, he was unable to attend. Minister Mahfoud Bahbouhi sent a power-point presentation, however, that was presented in his absence and discussed during the meeting. Dr. R. McKenna Brown also presented an overview of Spanish and Moroccan culture that drew parallels to aspects of the American experience—especially with regard to the U.S. and Mexico. Dr. Brown also presented an overview of the Spanish and Arabic language and linguistic issues related to Southern Spain and Morocco.

The second meeting ended with a group discussion addressing how each particular discipline would address the issue of migration with special attention to the needs of people in transit regardless of status.

The third and final pre-travel meeting, scheduled approximately two weeks before departure, focused on Spain and the presence of immigrants from Africa in the country. Professor Victor Sagristá Lopez, a representative from the Spanish Embassy in Washington, DC, gave a presentation that traced the relationship between Spain and Morocco over the course of several centuries to the present. Included in Dr. Sagristá Lopez's presentation were two interviews he had recently conducted in Seville, Spain with two immigrants from Africa (one from Morocco and another from Sub-Saharan Africa).

The group discussion for this meeting addressed how each discipline represented by participants would assess the problems encountered by societies, communities and groups, families, and individuals and how the assessment would lead to specific interventions at these different levels. Finally, the detailed itinerary was presented and reviewed and last minute concerns and questions were addressed.

All participants were instructed to meet on the day of departure at the departure gate at the Richmond International Airport. The delegation was travelling in two separate groups from Richmond, but all were scheduled to depart from New York together. Due to weather conditions, the second group was delayed in leaving Richmond and arrived in Spain one day after the first group.

In addition to these pre-travel meetings, the three seminar leaders visited Tarifa, Spain, and Tangier, Fes, Tetuan, and Casablanca in Morocco in March to personally make contact with colleagues at the University of Abdelmalek Essaâdi, Tetuan, and to have first-hand experience and knowledge with the ferry crossing of the Strait of Gibraltar and travel in general in Morocco. This pre-travel advance planning trip was led by Mr. Osama Alami, Assistant Director of the Global Education Office, who has travelled extensively in Morocco and is fluent in Arabic.

Itinerary Overview

The Faculty Development Seminar addressed cultural and socio-political issues and included visits to places in both Spain and Morocco that would highlight this content. Participants travelled to Madrid, Spain, and then to Córdoba by train. In Córdoba, participants visited the University of Córdoba, community agencies, and cultural sites. After approximately five days,

participants travelled by ground transportation to the cities of Lucena and Málaga on the way to Tarifa. After a brief stay in Tarifa, participants crossed the Strait of Gibraltar by ferry and arrived in Tangier, Morocco. In Morocco, participants visited the cities of Tangier, Tetuan, and travelled by train to Marrakesh, visiting universities in both Tetuan and Marrakesh. After approximately five days in Morocco, participants returned to Madrid by air and from there returned to the U.S. after two nights stay in the Spanish Capital (please refer to Appendix B for a detailed itinerary of the travel part of the seminar).

Program Overview

Participants were provided with a bibliography or readings collected from popular media and scholarly sources that addressed contemporary migration issues affecting Spain and Morocco. In addition, they read a book, *Ornament of the World*, on Middle-Ages Spain, particularly on the region of Andalucía, and the coexistence of Muslims, Jews, and Christians and their social, political, economic, and cultural interaction. While all participants and leaders read *Ornament of the World*, each was assigned a scholarly article to read and then use as the basis of a group discussion each would lead. Group discussions during the travel portion of the seminar were typically scheduled to take place during breakfast or at appropriate times during the day, depending on the day's agenda (please refer to Appendix C for a complete listing of all readings).

Spain

In deciding what theme and part of the world this inaugural faculty development seminar would address, the leaders strategically chose Spain and Morocco. The theme of migration from Morocco to Spain was also deliberately chosen as it is a relevant and important contemporary issue in both countries and one that has a parallel in the U.S. and its neighbor, Mexico. The University of Córdoba was chosen as the anchor for the Spanish part of the seminar due to the close and strong relationship that already exists between Virginia Commonwealth University and the University of Córdoba. The seminar leaders were not only already knowledgeable of Spanish culture, but they also understood the unique strengths and resources available at the university that could support the seminar. As it was, the university generously supported the seminar not only by organizing all the programming while in

Córdoba, but also by providing room and board for all participants. As mentioned earlier, seminar participants and leaders arrived in Madrid and from there traveled to Córdoba. While in Córdoba, participants attended presentations at the university and visited important cultural sites relevant to the assigned readings.

Upon arrival in Córdoba, the entire group was welcomed by University of Córdoba President, Dr. Jose Manuel Roldán Noguera, and Vice Rectors Drs. Manuel Torres Aguilar and Carmen Galán Soldevilla. The event took place at the home of Dr. Galán Soldevilla and was also attended by other members of the university administration and their family. This warm reception, which included a *paella* cooked in the traditional manner over a flame, was a perfect introduction to the famous Spanish hospitality typical of Andalucía. The event provided an opportunity for seminar members to meet their Spanish hosts and the individuals whom they would see for the next several days.

On the first full day of the seminar, all participants were officially welcomed to the University of Córdoba by President Roldán Noguera and presented to the President's Cabinet. As part of this experience, seminar participants also got to see and experience the protocol that typically guides visits by foreign delegations to the university and this added much richness to the overall visit. Programming on the first day included a presentation by the chair of the UNESCO Conflict Resolution program, Dr. Manuel Torres Aguilar and others in the program. Additionally, the director of International Relations made a presentation on the university's internationalization programs. In the afternoon, there was a panel presentation about Islamic Art with remarks from University of Córdoba and delegation leaders. This was followed by a walking tour of the Jewish Quarter and Mosque of Córdoba. The day ended with a welcome dinner at a restaurant typical of the fine dining and cuisine available in Córdoba.

The second day included presentations on interculturality and inclusive education by faculty members at the university and visits to cultural sites in the city. As with each program day, seminar participants met for one hour for group discussion of the assigned reading for the day and to discuss the experience as it unfolded. Additionally, the day ended with participants attending a milestone celebration at the University of

Córdoba, its 40th Anniversary. This event was coincidentally scheduled during our visit and it provided an opportunity for faculty members from Virginia Commonwealth University to participate in it—it was particularly meaningful for seminar participants as our own university recently celebrated its own 40th anniversary.

On the third day, participants attended a lecture at the university on Islamic Art by Virginia Commonwealth University professor Dr. Michael Schreffler and University of Córdoba professors Drs. Angeles Jordano and Antonio Vallejo. Following the lecture, all participants travelled to Medinat Al Zahara, a museum and archeological site a short distance from Córdoba. This site was discovered at the beginning of the 20th century and originally was thought to be from the Roman era. Very quickly, however, archeologists and other researchers

discovered that it was the fabled city Medinat Al Zahara, the royal city built by Abd-ar-Rahman, III in the early 10th century. The city was destroyed within 100 years of its construction and had been lost until its remains were discovered in the early 20th century. The tenth century was the period of time emphasized in *Ornament of the World* and so participants had done a great deal of reading and had been discussing it and the socio-political world of the time in this region.

The last full day of programing in Córdoba included the usual group discussion on assigned readings and perhaps one of the most memorable parts of the seminar. This included a panel presentation by academics, regional politicians, and community organizers addressing the experience of African immigrants in Spain. The panel presented a comprehensive review of legal, social, and cultural dynamics that influence the experience of immigrants in Spain, particularly those who enter the country without proper documentation and those who are unaccompanied minors.

Presenters addressed the challenges presently facing Spain due to the economic crisis and high unemployment rates and their attempts and those of public policy to address labor, employment, the lack of jobs, housing needs, and at the same time avoid scapegoating immigrant groups for the problems Spain is facing.

Particularly interesting in the discussion of public policy was the notion that in Spain, values of human rights and the worth and dignity of all persons guide policy development. Immigration policy is infused in all regional governments and national legislation from 2005 attempted to address immigration issues in a more coherent manner.

As in the U.S., undocumented immigrants in Spain are vulnerable to the same social problems all others face, but with added risk factors that sometimes makes intervention and programs aimed specifically at this group difficult to implement. Participants saw many parallels in the immigration issues facing both the U.S. and Spain—one of which is the fear of authorities many undocumented immigrants have and how this not only makes them vulnerable to crime, but also keeps them from accessing services. Similar to many who risk entering the U.S. illegally through the Mexican border or the Florida Straits, is that many do not survive the dangerous crossing of the Strait of Gibraltar.

During the afternoon, participants visited a local NGO agency, *Córdoba Acoge*, that provides services and support to young immigrants who age out of public assistance programs, but are still in need to additional support to be successful in Spanish society. The agency provides a variety of services all aimed at empowering young immigrants to succeed by supporting educational and vocational training programs, providing stable housing, the skills necessary to compete and participate in an modern technological society and workforce. They also provide a safe and nurturing environment in which to form new relationships among individuals whose families and loved ones are far away.

Following the visit to the agency, where participants met and talked with several clients to hear their stories, all walked to one of the group residences where several of the clients live. In hospitality typical of Arabic culture, participants were warmly received and served tea—a very moving and touching experience that allowed seminar participants the valuable and unique opportunity to put human faces on and meet real people affected by the issue that until then had been primarily an academic one. For a complete list of all university and community contacts in Spain, please refer to Appendix D.

The following two days included travel to Tarifa on the Mediterranean coast, the point of departure from Spain, by way of Lucena and Malaga. While in Tarifa, seminar participants hoped to meet representatives of the Red Cross of Tarifa, but due to scheduling conflicts this did not occur. Participants spent two nights in Tarifa and stayed in a hotel housed in a 16th century building. From Tarifa one can clearly see the coast of Northern Africa and this allowed participants to appreciate just how close both continents are, yet how far both Spain and Morocco are culturally. The ferry crossing to Morocco takes approximately 45 minutes, but in that period of time, one's environment and social context change dramatically.

Morocco

The Moroccan part of the seminar included visits to Tangier, Tetuan, and Marrakesh, in addition to one university in Tetuan and another in Marrakesh. Because we were visiting universities with whom Virginia Commonwealth University did not yet have established relationships, participants were able to observe the process of initial interactions with individuals who did not know us well or at all. A number of our colleagues from the University of Córdoba joined the VCU delegation for this portion of the seminar and accompanied us throughout Morocco.

On the first day in Morocco and immediately upon our arrival in Tangier, seminar participants were taken on a guided tour of the Medina in Tangier—here they could appreciate first-hand the factors that influenced so much of the architecture they had seen in Córdoba, particularly at the Mosque and other significant structures of the city.

One can also appreciate other influences each side of the Strait of Gibraltar has had on the other through language and food, specifically. While this is not as much the case in Marrakesh,

it is not difficult at all to find individuals in Northern Morocco who are fluent in Spanish and all are fluent in French, in addition to the native Arabic. In the afternoon, the delegation arrived in Tetuan from Tangier by ground transportation and settled in at the hotel, which had originally been a private residence—here again, participants could appreciate the architecture and interior design of the structure and its similarity with places they had seen in Spain. As in many cases, the home is designed with rooms on all four sides of an open courtyard featuring a fountain.

One immediately begins experiencing the vibrant street and urban culture of Moroccan cities, the Medina, marketplaces, and the welcoming attitude of our hosts, as well as that of those in whose business and establishments we entered. As in Spain, the food in Morocco was one of the highlights of the seminar, which allowed the opportunity to sample various dishes in the different cities visited. The president of the University of Abdelmalek Essaâdi, Tetuan, Dr. Houdaifa Ameziane, hosted a welcome dinner along with several other university administrators and faculty members.

On our second day in Morocco, we visited the University of Abdelmalek Essaâdi, where we had a day-long program of panel presentations by our counterparts there—each chosen to represent the disciplines represented in our delegation. Following a general presentation, our delegation was divided into three different groups, each with a particular academic focus, for more detailed discussions and meetings with counterparts. We also had a tour of the university and their teaching and research facilities. That afternoon, the delegation returned to Tangier for an evening departure on the overnight train to Marrakesh. The train to Marrakesh has cars with sleeping compartments for four and by this point, our delegation was made up of 14 individuals, so we occupied four compartments in a row.

We arrived in Marrakesh the following morning and went directly to our hotel, located in the heart of the famed Medina which we enter through the large market place. Marrakesh provided a contrasting environment to Northern Morocco, which is very green, mountainous, with lush vegetation and the sea nearby. In Marrakesh, we encountered the hustle and bustle of the market place, the various sounds and aromas, street performers, and snake charmers. The walk to the hotel from where we left the bus that brought us from the train station provided an immediate immersion in the city's traffic—cars, small trucks, and scooters, as well as pedestrians come at one from all directions.

After a short walk through the market place and the outer part of the Medina, we arrived at our hotel, which from the little more than one yard-wide street did not appear to be very promising—however, upon entering, one is immediately transported to a quiet, peaceful place featuring fountains, potted plants and flowers and more of the architecture and interior decoration we had come to appreciate in Morocco. Of particular note in this hotel and other places we visited is the rich plaster work that decorates ceilings and walls—similar to designs that we had seen in many places throughout Córdoba and which are one source of evidence of the cultural encounters between Spain and Morocco. In addition to rich plaster work, here, as in other places in Morocco and Spain, we saw beautiful examples of tile decorating floors and walls.

A delegation from the Cady Ayyad University hosted a welcome dinner at a local restaurant featuring traditional Moroccan cuisine, music, and dancers. The setting allowed participants to appreciate again typical Moroccan and Arabic architectural designs based on a central courtyard that incorporates water features so important in Arabic architecture. As with our hosts in Tetuan, our relationship with our Marrakesh hosts was new and as such, participants

are able to observe how the initial interactions differ from those with whom we have long, established relationships—these are characterized by greater formality and distance until all have had the opportunity to meet and greet. It was helpful to our group that our colleagues from Córdoba, who did have a longstanding relationship with the University of Abdelmalek Essaâdi, accompanied us throughout our time in Morocco. This made it easier to move from formality and distance to a more relaxed interaction.

The following and final day in Marrakesh, participants attended a morning session at the university, where our counterparts all presented about their work and ways in which both universities might collaborate, as well as to provide an overview of the university and its programs. Following this session, some participants from the health sciences toured the university's healthcare and research facilities. In the afternoon, a professor of English and Women's Studies, Dr. Mohammed Nahir, made a presentation about Moroccan culture during lunch to seminar participants. This lecture also provided an opportunity to examine social issues that are important to people in both the U.S. and Morocco and to appreciate the socio-political and cultural similarities and differences between the two countries that drive and inform public policy and discourse—especially with regard to women's issues and the GLBTQ community. For a complete list of all university contacts in Morocco, please refer to Appendix E.

Madrid

The next day, the delegation returned to Madrid, Spain, by air and our colleagues from the University of Córdoba returned home. The final part of the seminar included two nights in Madrid with program and free time planned to explore the capital city. On the first night, the delegation was hosted by Dr. Vicente Martinez Orga, from the Polytechnic University of Madrid, Spain, in a walking tour of the Plaza Mayor and surrounding streets with some of the oldest municipal buildings in the city, some dating back to the 16th century. Part of Spanish culture, particularly in Madrid, is the custom of having *tapas* at various tapas restaurants as the night unfolds. Dr. Martinez Orga hosted our delegation at the Mercado San Miguel, a very popular place for friends to meet for tapas after work. The delegation finished the evening with a typical Spanish snack of hot chocolate and *churros*. On our final day in Madrid, the delegation had a guided tour of the most representative and important paintings of the collection at the

Prado Museum. These included paintings depicting the horrors of war by Goya, the royal family by Velasquez, secular and religious paintings by El Greco, and other European masterpieces such as "The Garden of Earthly Delights" by Bosch. In the evening, the delegation attended a flamenco performance by the Ballet Flamenco of Madrid as the final experience of Spain's rich cultural heritage. The delegation returned to the U.S. directly from Madrid, arriving in New York City before the final destination in Richmond, Virginia.

EVALUATION

Participants were asked to complete a forty-nine item anonymous and online survey as a means to evaluate the overall experience and specific components of the faculty development seminar. The items are generally arranged chronologically. Respondents report a great deal of satisfaction with the overall experience and have assessed the specific components generally favorably.

Respondents specifically mention how meaningful the experience was for most at a personal and professional level. All report that they would recommend the experience to others and express the desire to explore ways to collaborate with colleagues both at VCU, as well as those in the three universities we visited. Some have already made initial contacts and plans and others have begun infusing aspects of the experience in their academic work.

Respondents also made suggestions that could improve the experience in the future; these include: holding 1 or 2 more pre-travel meetings that would allow for more interaction among participants, as well as to have more discussions on the assigned readings, to share with each other one's research and scholarly activities that can facilitate collaborations, to have a more focused discussion about the actual program and agenda earlier on, have the opportunity to learn more about the places and people in the program, and perhaps have some interaction with them before travelling.

Following are the 49 items and the responses provided by respondents.

1. Taking all factors into account (pre-travel meetings, readings and book, travel arrangements and transportation, programming, accommodations, cultural exposure, and the degree to which participating may impact your future teaching, research, service, and in helping you create a more global perspective), how would you rate your experience as a participant in the FDS?

Answer	Response	%
Excellent	8	100%
Very Good	0	0%
Good	0	0%
Fair	0	0%
Poor	0	0%

2. Do you think three pre-travel meetings were sufficient in preparing the participants for the FDS?

Answer	Response	%
Yes	5	63%
No	3	38%

3. If you answered "NO" above, what do you think would be more adequate (more meetings, longer meetings, etc?) (two responses)
- Respondent #1: I think the content. I was felt really wondering what it was that we would be doing once we arrived. I understood that the planning for certain talks and events were finalized last minute but even providing a tentative idea of the speakers and topics of the talks could have prepared me more to ask more in depth questions. I also understand this was the first year for the program so I can appreciate the amount of work it takes to put a program like this together.
 - Respondent #2: Additional meetings - Maybe 1 or 2 meeting per month prior to departure. It would have been great to have additional time to get to know the participants, and perhaps even discuss in more detail the topics that were going to be explored during the trip. It may have even been a great opportunity to work with a different partner to explore various subjects related to our trip/research during pre-travel meetings, then have group discussion on the topics. And, the topics could range from current ideas regarding research, concerns for the travel, what we hoped to get out of the experience. We had a brief opportunity to begin the exploration of some of these topics, but I would have welcomed a more in depth opportunity to engage with the other participants even more prior to travel.

4. Would you encourage a colleague to participate in a FDS just like this FDS?

Answer	Response	%
Yes	8	100%
No	0	0%

5. I was pleased with the scheduling of all seminar events

Answer	Response	%
Yes	8	100%
No	0	0%

6. I was pleased with the amount of "down time" I had during the trip.

Answer	Response	%
Yes	6	75%
No	2	25%

7. Please rate the usefulness of the first pre-travel meeting--as a reminder, at this meeting we had introductions and participants stated their individual goals and objectives for participating. Participants also presented a brief overview of their professional background. Finally, we reviewed a draft itinerary and basic travel tips from GEO representative.

Answer	Response	%
I found it useful	8	100%
I thought it was just OK	0	0%
I could have done without it--not useful	0	0%

8. Do you have any suggestions for improving such a meeting (the first meeting)

Answer	Response	%
Yes	4	50%
No	4	50%

9. What suggestions do you have for improving pre-travel meeting #1? (one response)
- a. I think it would be interesting to share the submission for each participant.

10. I was pleased with the airline travel and arrangements on this trip.

Answer	Response	%
Yes	8	100%
No	0	0%

11. Please rate the usefulness of the second pre-travel meeting--as a reminder, at this meeting we received the charge from Provost Warren for the FDS, had a presentation about Spain and Morocco, and discussed in more detail how your specific professional background helped you understand the issue of migration. We also began to refer and include in our discussions, readings from "Ornament of the World."

Answer	Response	%
I found it useful	7	88%
I thought it was just OK	1	13%
I could have done without it--not useful	0	0%

12. Do you have any suggestions for improving the second meeting?

Answer	Response	%
Yes	3	38%
No	5	63%

13. What suggestions do you have? (one response)

- a. I found the reading Ornament of the World to be a great book. Some of it, was a bit beyond my current knowledge of history but that was part of what I enjoyed about it. I think the link to what we did, in the end on the trip, and the discussions in the pre meeting didn't match. Maybe it would be worth having a discussion about the universities and organizations that are to be visited? Again, I know that the logistics of finalizing the plans would be necessary to implement these suggestions.

14. Please rate the usefulness of the final pre-travel meeting--as a reminder, at this meeting we had a presentation from a representative of the Spanish Embassy in Washington, DC and discussed final travel plans.

Answer	Response	%
I found it useful	7	100%
I thought it was just OK	0	0%
I could have done without it	0	0%

15. In general, was the Blackboard organization created for this FDS useful?

Answer	Response	%
Yes	6	75%
No	2	25%

16. What would have made it more useful to you? (no responses)

17. Please rate the degree to which reading "Ornament of the World" enriched your experience.

Answer	Response	%
Very enriching	7	88%
No impact on my experience	1	13%
It detracted from my experience	0	0%

18. Please rate the degree to which the journal article(s) you read and we discussed during our group meetings during the trip enriched your experience.

Answer	Response	%
Very enriching	7	88%
No impact on my experience	1	13%
It detracted from my experience	0	0%

19. I was pleased with the ground transportation in Spain.

Answer	Response	%
Yes	8	100%
No	0	0%

20. I was pleased with the accommodations in Córdoba.

Answer	Response	%
Yes	7	100%
No	0	0%

21. I was pleased with the food and restaurants we visited in Córdoba.

Answer	Response	%
Yes	7	100%
No	0	0%

22. The cultural events in Cordoba that were part of the programs enriched my experience (visit to Mosque, Jewish Quarter, archaeological site, etc).

Answer	Response	%
Yes	7	100%
No	0	0%

23. The immigration programming at the University of Córdoba enriched my experience in the FDS (panel presentations, etc).

Answer	Response	%
Yes	6	86%
No	1	14%

24. I met individuals at the University of Córdoba with whom I could potentially collaborate in research, teaching, service, or all of these.

Answer	Response	%
Yes	5	83%
No	1	17%

25. Since our return, I have been in contact with counterparts or others at the University of Córdoba to initiate discussions for possible collaborations.

Answer	Response	%
Yes	4	57%
No	3	43%

26. The visit to local NGO that works with young immigrants enriched my experience in the FDS (agency and apartment).

Answer	Response	%
Yes	7	100%
No	0	0%

27. I was pleased with our visit to Lucena (where we saw a Jewish cemetery and museum).

Answer	Response	%
Yes	5	71%
No	2	29%

28. I was pleased with the food and restaurants we visited in Tarifa.

Answer	Response	%
Yes	7	100%
No	0	0%

29. I was pleased with the accommodations in Tarifa.

Answer	Response	%
Yes	7	100%
No	0	0%

30. I was pleased with the ferry to Morocco.

Answer	Response	%
Yes	7	100%
No	0	0%

31. I was pleased with the ground transportation in Morocco.

Answer	Response	%
Yes	7	100%
No	0	0%

32. I was pleased with the food and restaurants we visited in Tetuan.

Answer	Response	%
Yes	7	100%
No	0	0%

33. I was pleased with the accommodations in Tetuan.

Answer	Response	%
Yes	7	100%
No	0	0%

34. The cultural activities in Tangier and Tetuan enriched my experience in the FDS (mostly touring the old sections of the city).

Answer	Response	%
Yes	7	100%
No	0	0%

35. The meetings at Abdelmalek Essaâdi University in Tetuan enriched my experience in the FDS.

Answer	Response	%
Yes	6	86%
No	1	14%

36. I met individuals at Abdelmalek Essaâdi University with whom I could potentially collaborate in research, teaching, service, or all of these.

Answer	Response	%
Yes	5	71%
No	2	29%

37. Since our return, I have been in contact with counterparts or others at Abdelmalek Essaâdi University to initiate discussions for possible collaborations.

Answer	Response	%
Yes	1	14%
No	6	86%

38. I was pleased with the accommodations in Marrakesh

Answer	Response	%
Yes	7	100%
No	0	0%

39. I was pleased with the food and restaurants we visited in Marrakesh.

Answer	Response	%
Yes	6	86%
No	1	14%

40. The cultural activities in Tangier and Marrakesh enriched my experience in the FDS (mostly touring the old sections of the city).

Answer	Response	%
Yes	7	100%
No	0	0%

41. The meetings at Cady Ayyad University of Marrakesh enriched my experience in the FDS.

Answer	Response	%
Yes	7	100%
No	0	0%

42. I met individuals at Cady Ayyad University of Marrakesh with whom I could potentially collaborate in research, teaching, service, or all of these.

Answer	Response	%
Yes	6	86%
No	1	14%

43. Since our return, I have been in contact with counterparts or others at Abdelmalek Essaâdi University to initiate discussions for possible collaborations.

Answer	Response	%
Yes	1	14%
No	6	86%

44. I was pleased with the accommodations in Madrid.

Answer	Response	%
Yes	6	100%
No	0	0%

45. I was pleased with the food and restaurants we visited in Madrid.

Answer	Response	%
Yes	6	100%
No	0	0%

46. The guided tour of the Prado Museum enriched my experience in the FDS.

Answer	Response	%
Yes	5	100%
No	0	0%

47. One thing I was really hoping to experience on this FDS that I did not get to is...(five responses)

- a. I had such an overwhelmingly beautiful experience that if I experienced one more thing I may have spontaneously combusted!
- b. This experience met all my expectations. It was fantastic.
- c. Professional connections with specific individuals I might collaborate with.
- d. This experience exceeded all of my expectations. It is my hope and professional charge to continue to build on the relationships and partnerships with University of Cordoba and to be a driving force in the development of collaborations and partnerships to come with our colleagues in Morocco.
- e. Nothing

48. One thing I wish the FDS had included, but did not, is...(five responses)
- a. Contact with a school counterpart prior to the trip to initiate a conversation and a meeting with that counterpart during the trip. Although I acknowledge this may be above the scope of the FDS and these types of meetings did actually occur albeit more organically.
 - b. Although I didn't miss this necessarily, but just an idea for future programs. I would have liked a discussion among the faculty who went, maybe before leaving Richmond, regarding collaborating across the disciplines. It was done organically on the trip but maybe some of it could have been done before hand.
 - c. More pre-planning attention to cultural traditions and expectations abroad, e.g. alcohol consumption, greeting and interacting with people in the countries we visited.
 - d. Additional time with our FDS participants to focus on how we can collaborate among our collective units and departments within VCU. This was the unexpected bonus on this experience. It was quite remarkable how much each of us sincerely appreciated getting to know one another and learn more of our positions/professions and research here at VCU. It would be wonderful to have an opportunity to explore in a structured format how we can collaborate with one another when we returned from the trip.
 - e. Since we were all giving presentations on papers, why not offer participants the opportunity - instead - to give presentations on their own research or scholarship and how that is affected or could be affected by the opportunities, experiences of the FDS.
49. The following two paragraphs are from the article published on-line by GEO about the FDS:"...In support of the internationalization goals set forth in VCU's strategic plan, Quest for Distinction, the seminar provides opportunities for VCU faculty to cultivate their teaching and research connections with counterparts abroad, as well as better equips them to effectively advocate for and advise their students with regard to study abroad opportunities. While many will bring back opportunities for future collaboration, greater knowledge of the discourse surrounding immigration, and enhanced self awareness, perhaps the most tangible takeaway from this experience is the potential that the seminar has to impact faculty and students at VCU, both culturally and academically..." Over the course of the next academic year, how will this FDS experience impact your teaching, research, and service (please give specific examples if you have them)? (six responses)

- a. Teaching - I teach Undergraduate Pathophysiology/Pharmacology I, guest lecture across programs and advise doctoral students. While initially I did not see how the FDS might impact my teaching, I can say that overall it has significantly changed my perspective about study abroad. Before, I thought of study abroad as a "good if you can" type of opportunity and now I see it more as an absolute "you must if you can" opportunity. Experiencing different perspectives first hand is critical in the learning process of empathy and compassion which is a central concept in caring for humans. I will strongly encourage and advocate for our students (at all levels) to spend even a small amount of time abroad.
- Research - I hope to write a Fulbright next year to a) partner with investigators at UCO on exhaled breath biomarkers; b) increase awareness of the contribution nurses and nurse scientists can make in translational biomedical research and c) to gain a broader understanding of the status of nursing science within the European system.
- Service - I am a faculty advisor for our Student Nurses Association (SNA) and I will certainly encourage this group of individuals to explore seminars/information sessions with organizations like VCU GEO, Fulbright, etc to encourage study abroad opportunities.
- b. Service wise, I have reached out to the community (i.e., Fulton) to help areas of Richmond that are in need of resources to build resources for those disenfranchised in their area. This is in the very early stages but believe the work will be fruitful. Research wise, I believe that this experience has opened up doors for collaboration both here at VCU but also with those I met during this experience. In particular, conducting research with a faculty member from Cordoba. We have communicated several times via email and have identified a colleague that we have in common. We are discussing collaboration on research but also potential for an exchange with faculty but potentially also students. The research is currently the focus but the exchange ideas although a bit more distal in terms of outcomes has been a part of our discussion. In addition to research with faculty in Cordoba I identified the potential to collaborate with faculty in Marrakesh and since I have been back I have contacted a faculty member here at VCU who does a lot of work internationally with other countries in regards to the use of simulation in research. He and I have discussed how we can work together to begin collaborations with the university in Marrakesh.
- Teaching wise, I have realized through discussions with the other faculty members of opportunities to get involved in teaching opportunities without being an instructor of record. I am currently reading the Salt, Sugar, Fat in preparation

of leading a discussion with a group of incoming freshmen. I will indeed integrate some of what I saw while on the trip in my discussions how these changes in the food industry do not only effect us in the USA but many around the world.

- c. At this point I don't have specific examples. When the Fall semester begins and faculty are back, I plan to have some conversations with people who might be interested in learning more about the universities we visited and some of the programs that we might collaborate with, both in terms of research collaboration and student exchange.
- d. I am starting to develop a summer program in Cordoba - meeting with faculty in my dept and related areas. I also think the immigration focus and meeting with the immigrants increased my awareness of and sensitivity to diversity issues in my teaching and service-related activities.
- e. 1 - Explore and integrate the idea of global competency in the curriculum of our Introduction to the University courses (UNIV 101) for our first-year students. As an instructor and academic advisor, being intentional and deliberate in fostering discussions that explore inclusion and respect of diverse cultures is our responsibility. As a leader within the university, I plan to put forth this charge to myself and the UC academic advising team. I intend to nurture and facilitate discussions and experiences centered around internationalization for our first-year students. 2 - Build on research and collaboration with our University of Cordoba and Abdelmalek Essaâdi University colleagues regarding women and leadership as it relates to the experience post migration. How does the process and journey of becoming an immigrant change the ideals and vision a woman sees for herself as a leader? Explore maintaining one's cultural identity, while attempting to accept a new culture that is imbedded in one's experience? And, what does this transition and journey do to the female's perspective as a leader. *This topic was of significant interest to colleagues at both University of Cordoba and Abdelmalek Essaâdi University. 3 - Perhaps explore possibilities of virtual exchange communication between first-year VCU and University of Cordoba students. Identifying areas of similarity of the first-year experience and focusing on how we are more alike than different (despite being culturally diverse). Connecting with the human experience...and more specifically for our students...the first-year experience.
- f. This experience will affect every interaction I have with a Spanish or African student. It already has affected my conversations with students from these countries or areas. My research will not be directly impacted, but I have a

much better sense of the projects that are conducted at each of these institutions and how appreciative those faculty are for such interactions. My service as an administrator will be affected for the broader appreciation I have for the manner in which Universities around the world conduct business.

SUMMARY and NEXT STEPS

The Virginia Commonwealth University Global Education Office inaugural faculty development seminar appears to have been successful in its overall objective of furthering the university's internationalization initiatives. This was accomplished by a program that included pre-travel meetings and preparation and a two-week travel itinerary that took eight faculty members with little or no international experience to two countries and two continents. The destinations were identified based on the existing close university relationships between Virginia Commonwealth University and the University of Córdoba and the unique setting Southern Spain and Morocco each provide. Participants examined the phenomenon of migration of people and the encounter of cultures within the context of two countries that are geographically close, but culturally distant, despite the centuries-old relationship each has had with the other.

The seminar also included events to bring participants in contact with academics and community and political leaders who are concerned with immigration issues and who form part of the infrastructure in Spain that addresses immigration. Particularly enriching was the opportunity participants had to meet individuals who migrated to Spain from Morocco to know their story first-hand as well as to see how community programs are assisting in their successful integration in Spanish society and in their empowerment to be successful socially and economically.

In addition to these program events discussed above, participants had the opportunity to appreciate each culture individually as well as the contributions each has made to the other in many respects—including, but not only in language, food, music, religion, art and architecture, and how these shape modern-day realities, opportunities, and challenges. Participants met with counterparts at each of the three universities visited during the course of the seminar and all have begun identifying ways to collaborate with them and with each other. Finally, participants have sought ways and are taking steps towards integrating their global experience and perspective with their research, teaching, and service. One objective of the seminar was to bring this perspective home so that it can enrich the student experience back home for those students who are not able to travel abroad. In this respect, it appears the seminar has also been successful. Please refer to Appendix F for an article published in university media by the Global Education Office that summarizes the seminar experience how each participant has been personally and professionally impacted by it. Appendix G contains detailed post-travel reports of all participants regarding progress to date on their efforts to integrate a global

perspective into aspects of their academic work and seek collaborative relationships with each other and colleagues abroad.

To sustain these continued relationships, participants will be supported in their strategic planning for those specific activities that hold the most promise of ongoing collaborations and which move the university and their academic unit's internationalization priorities forward.

APPENDICES

Appendix A

Pre-Travel Meetings

- Meeting One:
April 18th 3:00pm – 4:15pm (Alumni Boardroom, MPC Student Commons)
 - Welcome by Dr. McKenna Brown, Executive Director of the VCU Global Education Office
 - Introductions
 - Your name, unit, one thing about you most people at VCU don't know
 - Your personal objective for seminar/travel
 - Your professional objective for seminar/travel
 - One hope – one concern
 - Response to question:

If you only had 5 minutes to tell someone totally alien and lacking in common knowledge about our world, about your profession, what would that be?
 - Itinerary
 - Travel Information
 - Basics
 - Packing and luggage handling
 - Safety, insurance, and health
 - Financial matters (per diems, using credit/debit cards, ATMs)
 - Questions, next steps

- Meeting Two:
April 23rd 3:00pm – 4:15pm (Alumni Boardroom, MPC Student Commons)
 - Charge for seminar from Dr. Beverly Warren, Provost and Senior Vice President for Academic Affairs
 - Morocco – Overview and discussion
 - Mahfoud Bahbouhi, Minister Plenipotentiary, Embassy of Morocco, Washington, DC
 - Cultural aspects of travel in Morocco
 - Response to Question:

One of the strengths of our group is that it is made up of individuals from diverse disciplines. How does your professional background impact and contribute to the way you see (will see) and consider (will consider) the issue of migration and the experience of those affected by migration (those migrating, those left behind, those along the way, and those in the receiving countries and communities)?
 - Questions/Issues

Morocco/ US relationship: Historical overview
Commonwealth Virginia University
Richmond, 23 April 2013

**Submitted by Mahfoud Bahbouhi, Minister Plenipotentiary, Embassy of Morocco,
Washington, DC**

- During the American Revolution, so many American ships used to call at the port of Tangiers that the Continental Congress sought recognition from the “Emperor” of Morocco to establish good relations between the two countries. This recognition was granted in 1777, making Morocco the first country to recognize the USA.
- Negotiations on a formal treaty to establish ties and regulate trade between the two countries began in 1783. The Moroccan-American Treaty of Friendship was signed in 1786. John Adams and Thomas Jefferson, both future U.S. Presidents, were then the signatories for the United States. Renegotiated in 1836, the treaty is still in force, constituting the longest unbroken bilateral treaty in U.S. history.
- As testament to the special nature of the U.S.-Moroccan relationship, Tangiers is home to the oldest U.S. diplomatic property in the world, a building offered as a gift by the Sultan of Morocco to serve as an American Consulate. It is the only building on foreign soil that is listed in the U.S. National Register of Historic Places. This monument is still called the American Legation in Tangiers and actually hosts a museum and the Institute for Moroccan Studies (TALIM - Tangier American Legation Institute for Moroccan Studies).
- Ever since these early days, the U.S. and Morocco have shared a close and abiding relationship across the Atlantic. Our shared interests include the economic prosperity of both countries (FTA), the pursuit of a just and lasting peace in the Middle East and Africa, and the promotion of regional security, stability, cooperation and sustainable development.

Strategic Dialogue:

- On September the 13th 2012, the Kingdom of Morocco and the United States of America marked the beginning of a new chapter in their distinguished relationship by launching a Strategic Dialogue, the only one for the United States with any country in North Africa and the Arab world and the fourth in Africa.
- This tremendous milestone achievement has been crowned by the signing of a Memorandum of Understanding establishing a framework for a renovated and mutually advantageous strategic partnership.

- The first session of this Strategic Dialogue focused on opportunities for closer cooperation in political, security, economic and educational/cultural fields, in order to provide mechanisms to enhance policies and cooperation programs throughout the region and elsewhere where both nations share common values, goals, and interests.

Reforms process in Morocco and the Arab spring:

- Morocco has engaged, more than a decade ago, in a series of political, economic, social and human rights reforms. From the appointment of an opposition leader as Prime Minister in 1998, to the adoption by Parliament of the historic Family Law reform in 2004 that greatly enhanced women's rights, to the implementation of transitional justice process (Equity and Reconciliation Commission) and many other achievements. Morocco has a tradition of gradual change, great openness and large public debates and consultations.
- The Arab Spring provided the impetus for accelerating and broadening this process of reforms and confirmed Morocco's move along the path of genuine power sharing. In a quick response to youth demonstrations (between February 20th and March 9th, 2011), His Majesty the King called for a new Constitution to enhance responsibilities for local and regional governments, supported clearly the multicultural and multi confessional character of Moroccan society and strengthened democratic practices, good governance and the rule of law.
- Following several months of public debate and contribution from political parties, unions and all kinds of civil society organizations, the adoption of this new Constitution was the first occurrence of an Arab regime responding to the calls of its people and voluntarily as well as peacefully accelerating the democratization process.
- Morocco hence travels the path of reforms by adopting a participative approach in a shared commitment between political parties, civil society, the private sector, and other actors, taking full advantage of the opportunities under the new constitution.
- The changes that the Arab World witnessed in recent years reflect the aspirations of the peoples to democracy and human rights and confirmed the strong conviction of Morocco to go further in deepening its own reform process.

Morocco's priorities for the future of the region:

- Morocco remains deeply engaged in building the Maghreb Arab Union as a strategic choice, that is clearly rooted in our Constitution as a priority for Moroccan foreign policy. We would like to achieve this goal in coordination with our partners in the region by improving relations with our neighbors and building a democratic and prosperous Maghreb.
- With regard to the security issue in the Sahel and Sahara region and the serious challenges facing this region, Morocco remains deeply engaged in working with various partners including neighboring countries, international partners and civil society organizations to establish peace and security in the region by combining security and development approaches.
- Maintaining security in this region means maintaining the security in the whole Mediterranean and Africa, impacting hence international peace and security.
- With regard to the Moroccan Sahara, and as token of good will, Morocco has submitted to the UN in 2007 a courageous autonomy plan as a platform for negotiations to reach a final political agreement to this long regional conflict. In this respect, the USA has repeatedly reiterated, under different Administrations, that the Moroccan Autonomy Plan is serious, credible and realistic. Morocco agrees to implement the UN Security Council resolutions by participating, in good will, in the negotiations process that would lead, we hope, to the resolution of the conflict.

Conclusion:

- Morocco makes important and recognized efforts to enhance the dialogue between cultures, civilizations and religions,
- It plays a valuable role and effectively contributes to :
 - the cooperation within regional organizations in MENA region,
 - the development and stability in Africa,
 - the Euro-Mediterranean relations,
 - the Mediterranean dialogue within NATO
- It shows an active engagement as a Non-Permanent member of the Security Council 2012-2013, to maintain international peace and security,
- Morocco spares no efforts to enhance bilateral cooperation and multi-faceted relations with the US in the framework of the FTA since 2004, within the bilateral defense committee and large Strategic Dialogue, all make Morocco a key player in the region and a credible partner of the United States.

- Meeting Three:
April 29th 3:00pm – 4:15pm (Compass Room, Shafer Court Dining Center)
 - Spain – Overview and discussion
 - Dr. Víctor Sagristá López, Representative from the Embassy of Spain, Washington, DC
 - Cultural aspects of travel in Spain
 - Response to questions: Discuss homework from last meeting

If you were to intervene in any aspect of the migration of people from very diverse cultures (such as the group of interest), what would you focus on as a professional? What we'd like to learn is how your profession might be involved or relate to migration (documented, undocumented, forced, etc)?
 - Review itinerary again and answer any last minute questions

ANDALUSIA AND MOROCCO

Presentation by Dr. Víctor Sagristá López, Representative from the Embassy of Spain,
Washington, DC

- The Iberian Peninsula
 - A crossing point between two continents
 - Different civilizations have inhabited it
 - Religion was the backbone of their societies
 - Al-Andalus was the name given to the Muslim Spain which became the root of today's name Andalusia
 - Muslim rule: 711-1492, (UMMAYYAH CALIFATE: 711-1031)
 - First and most notable Islamic empire
 - Organized in Caliphates: Islamic states from a descendant of Mohammed
 - Al-Andalus, Islamic name of the peninsula
 - Al-Andalus became the Caliphate of Cordoba

- Notable Inhabitants
 - 2500 B.C. – 1000 B.C.: Iberians
 - 1100 B.C.: Phoenicians. Cadiz is founded
 - 600 B.C.: Greek cities founded along the coast
 - 236. B.C.: Carthage
 - 206 B.C.: Roman period
 - 411 A.C.: Vandals (East Germanic tribes)
 - 458 A.C.: Visigoths (West Germanic tribes)
 - 711 A.C.: Muslim Period
 - 1232 – 1250 A.C. : Reconquista, Fernando III conquers the Valley of the Guadalquivir
 - 1492 A. C.: Conquest of the Kingdom of Granada
 - 1492 A.C. - Today, Modern Period until the constitution of the Modern Spain

- Al-Andalus, Caliphate of Cordoba
 - Remained as the last Ummayyah Caliphate
 - Cordoba was its Capital
 - Flourishing city, biggest in Europe at that time 500,000
 - Thriving agriculture

- 1031, Fall of the Ummeyyads
 - Al-Andalus
 - Al-Andalus splitted in Taifa Kingdoms
 - Emirate-like states
 - Struggling to contain Christians, Almoravids
 - Internal disputes, lack of unity, weakness
 - Magreb
 - Almoravids in Morocco
 - Descendant of Berber tribes from the Atlas mountains
 - Capital in Marrakech
 - Taifa kingdoms were annexed in 1090
- Fall of the Almoravids, Almohads rule (1120-1212)
 - Another Caliphate
 - Pressure from Catholic Kingdoms in the North, Castille, Aragon, Navarre and Portugal
 - Historical battle: “Las navas de Tolosa, 1212” (pictured)
 - Beginning of the end of Al-Andalus
- Last Remaining Territory: The Kingdom of Granada
 - After Almohads, domain came from the Marinid dynasty.
 - Finally conquered on 1492 by the Catholic Kings
- Legacy: 711-1492
 - Architecture
 - Language
 - There are approximately 4000 words that come from Arabic: Alcohol, almohada, limón, ojalá...
 - Food
 - Pita bread, cinnamon, fig, almonds...
 - Urban Planning
- What’s Happening Today? Current Issues
 - Younger generations of Andalusia and Morocco: far and disconnected
 - Trips to Morocco are not on the agenda at schools
 - Lack of exchange programs
 - Some progress: project Ibn Jaldun, 2002, Andalusia. Changes in the curriculum. Muslim period taught starting in 8th grade
 - Geopolitical Landscape
 - Tense relations
 - Trading conflicts in the agriculture sector

- Moroccan claims over Ceuta and Melilla
- Illegal immigration control
- The Western Sahara

- New Reality: Spain's Crisis
 - For the first time, immigration is changing its pattern
 - Sub-Saharan Africans continue to come...
- A Moroccan's perspective: Interview with a young Moroccan engineer
- A Sub-Saharan's Story: Interview with a Nigerian legal immigrant
- To Reflect On...
 - Spain and Morocco remain far from each other
 - Similarities with the U.S. and Mexico?

Appendix B

Itinerary

Saturday, May 11th

- Group One (Aldredge, Brubaker, DiazGranados, Fabelo, Montpetit, Payne, Waters-Freyer)
 - Depart RIC: 12:30pm Delta # 6091
 - Arrive JFK: 1:54pm

- Group Two (Brown, Tombes, and Walther-Thomas)
 - Depart RIC: 4:14pm Delta #6075
 - Arrive JFK: 5:42pm

- Entire Delegation
 - Depart JFK: 7:30pm Delta #126
 - Arrive MAD: Sunday, March 12th 9:15am

Sunday, May 12th

- 9:15am – Arrive Barajas International Airport, Madrid
- Transfer to Atocha Train Station (12:00N AVE 02110 to Cordoba – Arrive 1:42pm)
- Transfer to University of Córdoba (UCO)'s Colegios Mayores (<http://www.uco.es/servicios/alojamiento/>) and check in. Leave immediately for welcome reception.
- 2:30pm – Welcome reception at home of Dr. Carmen Galan Soldevilla, Vice Rector for Internationalization and Cooperation (Dress: casual)
- The rest of the evening and night will be free

Monday, May 13th

- 8:00am – Breakfast at the Colegios Mayores (Dress: business casual)
- 9:00am – Official Welcome to UCO by the Magnificent Rector, Dr. José Manuel Roldán Nogueras and members of the rector's cabinet at the Rectorate
- 9:30am – UCO presentation: Dr. Manuel Torres Aguilar, Dr. Fernando Lopez Mora, and Cristina Coca Villar (Culture of Peace, Conflict, Education, and Law)
- 11:00am – Coffee Break
- 11:30am – Meeting with director of the Office of International Relations (information session about UCO international programs)
- 12:00N – VCU Workgroup #1

- Patti Aldredge: Alonso-Borrego, C. & Garoupa, N., & Vázquez, P. (2012). Does immigration cause crime? Evidence from Spain. *American Law and Economics review*, 14(1), 165-191.
- Sarah Jane Brubaker: Stock, I. (2012). Gender and the dynamics of mobility: reflections on African migrant mothers and 'transit migration' in Morocco. *Ethnic and Racial Studies*, 35(9), 1577-1595.
- Open discussion: Ornament of the World
- 2:00pm – Lunch at the Rectorate Cafeteria with members of the Rector's cabinet
- 4:30pm – VCU Islamic Art group arrival and welcome at the rectorate (VCU professor Michael Schreffler and UCO professor Angeles Sordano)
- 5:00pm – Visit to the Mezquita and Juderia) (Mosque and Jewish Quarter)
- 7:00pm – Return to Colegios Mayores; rest
- 9:00pm – Welcome dinner for VCU faculty development seminar participants and UCO friends at "Los Berengueles" restaurant (Dress: casual or business casual; typically does not include jeans)

Tuesday, May 14th

- 8:00am – Breakfast at Colegios Mayores (dress today can be casual; formal in the evening)
- 9:30am – VCU Workgroup #2
 - Debbie DiazGranados: Agudelo-Suárez, A, Gil-González, D., Ronda-Peréz, E., Porthé, V., Paramio-Pérez, G., García, A., & Gárra, A. (2009). Discrimination, work and health in immigrant populations in Spain. *Social Science and Medicine*, 68, 1866-1874.
 - Sasha Waters Freyer: Smolin, J. (2011). Burning the past: Moroccan cinema of illegal immigration. *South Central Review*, 28(1), 74-89.
 - Open discussion: Ornament of the World (if time allows)
- 10:30am – UCO presentation: Dr. Luis Rodríguez (Interculturality and Inclusive Education)
- 12:30pm (tentative) – *Biomedical research meeting*
- 2:00pm – Tapas lunch and visits to Romero Museum, Palacio de Vianas, and Alcazar (guided tour with Marina Mellado, VCU PhD art history student from Córdoba)
- 8:00pm – UCO's 40th Anniversary celebration and dinner reception at the rectorate (formal dress)

Wednesday, May 15th

- 8:00am – Breakfast at Colegios mayores (Dress: business casual)
- 9:30am – VCU Presentation: Dr. Michael Schreffler (Islamic Art and Architecture) at the rectorate
- 11:00am – Visit to Medina Azahara museum and archeological site with Professors Michael Schreffler, Angeles Jordano, and Antonio Vallejo
- 2:30pm – Lunch at the UCO School of Hospitality (menu and served by hospitality students). The director of the School of Hospitality is Celia Jimenes (Michelin 1 star rated)
- 5:00pm – VCU work group #3
 - Alison Montpetit: De Haas, H. & Fokkema, T. (2010). Intra-household conflicts in migration decisionmaking: Return and pendulum migration in Morocco. *Population and Development Review*, 36(3), 541-561.
 - TBA: _____
 - Open discussion: Ornament of the World
- 8:00pm – UCO presentation: Dr. Octavio Salazar (optional activity)
- Evening free – dinner at Colegios Mayores or in town on your own

Thursday, May 16th

- 8:00am – Breakfast at Colegios mayores (Dress: business casual)
- 9:00am – VCU Workgroup #4:
 - Shajuana Payne: Muñoz de Bustillo, R. & Antón, J-I. (2011). From rags to riches? Immigration and poverty in Spain. *Population research and Policy Review*, 30, 661-676.
 - TBA: _____
 - Open discussion: Ornament of the World (if time allows)
- 10:00am – UCO presentation: Immigration (presentations by UCO faculty and representatives of local NGOs)
 - Luis Vargas, General Director Cooperation and Migratory Policy
 - Rafel Corpas, NGO “Encuentro en la Calle” (Street Encounter)
 - Lucia Perez, NGO “Cordoba Acoge” (Cordoba Welcomes)
 - Irene Blazquez, profesor of international law and migration expert
 - Miguel Santiago, NGO “Encuentro en la Calle” (Street Encounter)
- Afternoon: Visit to local immigration agencies
- Lunch at the Colegios Mayores (time TBD)—it is not clear if we will have lunch before or after our agency visits
- 9:00pm – Farewell tapas around town

Friday, May 17th

- Breakfast at Colegios Mayores (time TBD; Dress: casual)
- Depart Córdoba by bus
- Visit Lucena (Jewish Culture Center), Málaga (lunch), Alcazaba (depart approximately at 5:00pm)
- 8:00pm (approximately) – Arrive in Tarifa, check in at hotel La Sacristía (<http://www.lasacristia.net/>)
- Tapas, greet and meet representatives from the Red Cross of Tarifa

Saturday, May 18th

- Dress: casual
- Visit to Red Cross of Tarifa
- Afternoon and evening free

Sunday, May 19th

- Breakfast at hotel – time TBD (Dress: casual)
- Depart Tarifa, ferry to Tangier, Morocco (approximately 45 minutes)
- Visit Tangier
- Bus to Tetouan, check in at Hotel Blanco Riad (<http://blancoriad.com/en/>)
- Afternoon free
- Dinner with President Houdaifa Ameziane and representatives from the Abdemalek Esaadi University (time TBD; Dress: Business casual)

Monday, May 20th

- Breakfast at hotel (time TBD; Dress: Business casual)
- Visit to Abdemalek Esaadi University (tour, faculty presentations)
- Return by bus to Tangier for over-night train to Marrakesh

Tuesday, May 21st

- AM arrival in Marrakesh (Dress: casual)
- Transfer to Hotel Riad Palais des Princesses (<http://www.riadetpalaisdesprincesses.com/>)
- Tour city
- Dinner with President of Cady Ayyad University (time TBD; Dress: Business casual)

Wednesday, May 22nd

- Breakfast at hotel (time TBD; Dress: Business casual)
- Visit to Cady Ayyad University of Marrakesh
- Tour city
- Evening TBD

Thursday, May 23rd

- Breakfast at hotel (time TBD; Dress: casual all day)
- Transfer to airport for return to Spain
- Morocco to Spain
 - Depart RAK: 1:40pm Iberia #8377
 - Arrive MAD: 4:30pm
- Transfer to and check in at hotel Petit Palace Plaza Mayor (<http://www.petitpalacemayorplaza.com/>)
- Explore area (shop, tourism)
- 9:00pm – Tapas etc! Cava Baja, Mercado San Miguel, Chocolatería San Ginés

Friday, May 24th

- 8:30am – Breakfast (place TBD; Dress: casual)
- 10:00am -- Guided tour of the Prado Museum
- 12:30pm – Guided tour of the Museo de America
- Afternoon free
- Evening and dinner TBD

Saturday, May 25th

- Group (Alami, Aldredge, Brown, Brubaker, Fabelo, Montpetit, Tombes, Waters-Freyer, Walther-Thomas)
 - Depart MAD: 10:25am Delta # 109
 - Arrive ATL: 2:10pm
 - Depart ATL: 6:00pm Delta #1124
 - Arrive RIC: 7:39pm

Alami and Russell will join delegation in Spain; UCO faculty will accompany delegation to Morocco, Payne and DiazGranados will return on different schedules

Appendix C

Reading Materials

Popular Media

- Spain and Morocco evict illegal migrants from islet (Agence France Presse, 2012)
- African migrants in Morocco tell of abuse (New York Times, 2012)
- Morocco faces tension on growing sub-Saharan immigration (The Maghreb Daily, 2012)
- The mounting cost of Spain's new illegal underclass (Reuters, 2011)
- Morocco now a destination for migrants: report (Al Arabiya News, 2010)
- Spain, like US, grapples with immigration (New York Times, 2008)
- Paradise lost: the toll of illegal immigration in Spain (Renew America, 2007)
- African migration: from tensions to solutions (Africa Renewal, 2006)
- Spain stands by immigrant amnesty (BBC News, 2005)
- Spain has granted amnesty, but not without controversy (Arizona Republic, ND)
- Why are young Moroccans fleeing their country? (www.wafin.com, ND)
- Spain's tougher security reroutes immigrants (Arizona Republic, ND)
- Migration and migrant population statistics (Eurostat, ND) – Overview of migration across EU from 2012

Scholarly Articles

- Agudelo-Suárez, A, Gil-González, D., Ronda-Peréz, E., Porthé, V., Paramio-Pérez, G., García, A., & Gárra, A. (2009). Discrimination, work and health in immigrant populations in Spain. *Social Science and Medicine*, 68, 1866-1874.
- Alonso-Borrego, C. & Garoupa, N., & Vázquez, P. (2012). Does immigration cause crime? Evidence from Spain. *American Law and Economics review*, 14(1), 165-191.
- Alonso-Villar, O. & del Rio, C. (2013). Occupational segregation in a country of recent mass immigration: Evidence from Spain. *Annals of Regional Science*, 50, 419-134.
- Ben-Meir, Y. (2011). Morocco's regionalization roadmap and the Western Sahara. *International Journal of Sociology and Social Policy*, 31 (12), 75-90.
- De Haas, H. & Fokkema, T. (2010). Intra-household conflicts in migration decisionmaking: Return and pendulum migration in Morocco. *Population and Development Review*, 36(3), 541-561.
- Ferrer-Gallardo, X. (2008). The Spanish - Moroccan border complex: Processes of geopolitical, functional and symbolic rebordering. *Political Geography*, 27, 301-321.
- Muñoz de Bustillo, R. & Antón, J-I. (2011). From rags to riches? Immigration and poverty in Spain. *Population research and Policy Review*, 30, 661-676.
- Smolin, J. (2011). Burning the past: Moroccan cinema of illegal immigration. *South Central Review*, 28(1), 74-89.
- Stock, I. (2012). Gender and the dynamics of mobility: reflections on African migrant mothers and 'transit migration' in Morocco. *Ethnic and Racial Studies*, 35(9), 1577-1595.

Book

Menocal, M. R. (2002). *The Ornament of the World: How Muslims, Jews and Christians Created a Culture of Tolerance in Medieval Spain*

Review of Ornament of the World:

Once upon a time long ago in a place on the edge of the known world, Muslims, Jews, and Christians lived together in peace and created a vibrant, extraordinary civilization. A fairy tale for our troubled times? Much more intriguing, this is a true story brimming with striking characters as well as prodigious achievements and blunders, with thought-provoking lessons for today.

Bringing to life a time and place largely overlooked in Western histories, "The Ornament of the World" describes an era in medieval Spain from 750 to 1492 when the three monotheistic faiths clashed, intermingled, and produced a rich, tolerant culture.

Arabic was the *lingua franca*, and Jews and Christians held prominent positions in Muslim government and society. So great was the flourishing of the arts, philosophy, and science that Andalusia was seen by Christians in northern Europe as the intellectual center of the continent. Through its magnificent libraries and culture of translation, Andalusia dramatically reshaped European history, helping bring an end to the Dark Ages.

"Ornament of the World" captures the sweep of a unique civilization, from poetry to scientific and social achievements. One yearns at times to stop for a more intimate look at daily life and the exceptional individuals who shaped the society. But this elegant and ambitious book comes at a propitious time, restoring a lost history just when its lessons most resonate with the choices that must be made today.

Maria Rosa Menocal, a professor of Spanish and Portuguese at Yale University, tells this dramatic story through a series of vignettes that evoke the differing cultural epochs of the 700-year period and introduce influential figures from the three faiths.

Edited Review

By Jane Lampman / July 25, 2002

The Christian Science Monitor



Appendix D**University and Community Agency Contacts in Spain**

Manuel Torres Aguilar, Vice Rector of Coordination, Students, and Culture and UNESCO Chair of Conflict Resolution

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Miguel Santiago, Director, Kala Association, Director NGO, “Encuentros en la Calle

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Appendix E**University Contacts in Morocco**

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Appendix F

Global Education Office Article



Expanding Horizons: VCU's Inaugural Faculty Development Seminar

Richmond, VA (June 4, 2013) — Two weeks in a foreign land are certain to change one's perspective on the world. And for the eight [VCU faculty and staff](#) who participated in the [Global Education Office's Inaugural Faculty Development Seminar](#), this was no exception. The seminar from May 11-25, 2013, took participants to Spain and Morocco, with stops in Córdoba, Tarifa, and Madrid, Spain, as well as Tangier, Tétouan, and Marrakesh, Morocco.

In support of the internationalization goals set forth in VCU's strategic plan, [Quest for Distinction](#), the seminar provides opportunities for VCU faculty to cultivate their teaching and research connections with counterparts abroad, as well as better equips them to effectively advocate for and advise their students with regard to study abroad opportunities.

While the seminar topic will rotate annually, this year, participants focused on migration. In collaboration with VCU's strategic international partner, the University of Córdoba, participants explored the links between Morocco and Spain on a variety of levels, including the region's rich cultural and historic heritage and the intersection of the "developing" and "developed" worlds. Special attention was given to human rights within the context of clandestine migrations, to the unsolved political and humanitarian issues affecting people in the region, and to the role that education plays in determining the future of society.

During the 2013 spring semester, the group participated in a pre-departure program which

included readings, lectures, discussions and writings designed to make the travel experience as fruitful as possible. During the travel portion of the seminar, the group toured and met with students, professors and administrators at University of Córdoba in Spain, University Abdelmalek Essaadi in Tétouan, Morocco, and Cadi Ayyad University in Marrakesh, Morocco. They also participated in presentations and discussions with several NGOs and visited some of the most significant points of interest in the area including sites of historic relevance, local villages, and metropolitan areas. Together, these components of the trip provided exposure to the breadth and depth of academic, cultural, and everyday life in both Spain and Morocco.

Give and take: uncovering collaboration opportunities at VCU and beyond

For Alison Montpetit, RN, Ph.D., assistant professor in the [VCU School of Nursing](#) Department of Adult Health and Nursing Systems, who studies exhaled breath biomarkers in infection, interaction with faculty at the University of Córdoba brought about opportunities for future collaboration in two specific areas. “The university has an exhaled breath biomarker study for lung cancer in Córdoba, so in terms of research, there is a natural opportunity for collaboration in that area,” she said.

After hearing about the IMIBIC, Instituto Maimónides de Investigación Biomédica de Córdoba, a translational health research institute similar to the [VCU Center for Translational Research](#), Montpetit identified yet another area in which she could contribute. “I plan to write a Fulbright proposal to work with them in my area of research and hope to assist in incorporating nursing research into IMIBIC,” she said. “Because there isn’t always a clear understanding of what nursing science is about, it is often unclear exactly how nurse scientists can contribute to a translational research mission. I would certainly welcome the opportunity to help elevate the nursing science IMIBIC program – and the VCU-University of Córdoba collaboration – by sharing my experiences as a translational nurse scientist.”

Sarah Jane Brubaker, Ph.D., associate professor of sociology and associate director of the [L. Douglas Wilder School of Government and Public Affairs](#), echoed that sentiment in her desire to delve further into the group’s discussion about building partnerships between the university, the community, and the local government. “Most sociologists are concerned about social issues and what makes us better, but we need to do a better job of connecting our research and understanding of social problems to public policy,” she said. “I was really interested in hearing about how they’ve done that at the University of Córdoba and would like to learn more about the structure of those relationships. I’d also like to explore ways that we can build similar relationships in the U.S.”

Brubaker identified another area of potential development that could benefit the Wilder School. “We held several sessions that were of interest to me because they were related to conflict resolution,” she said. “We have lots of students in public administration and criminal justice as well as applied social science fields like homeland security and emergency

preparedness, and urban and regional studies and planning. I think conflict resolution would

complement those areas very well and would be meaningful to us. It would be great to partner with the University of Córdoba because they have such expertise in that area.”

The seminar not only uncovered opportunities for external collaboration but internal collaboration, as well. “Learning about our partner universities has been great, but I’ve also learned a great deal about our own university,” said Chriss Walther-Thomas, Ph.D., dean of the [VCU School of Education](#). “Being relatively new, I’ve been able to learn so much about the various departments at VCU and the work that’s been taking place. We’ve had these great conversations that will facilitate future collaboration and I can already think of people with whom I will share this information. The opportunities are greater than I imagined they would be.”

The face of immigration: moved by the men of KALA

While participants identified a wide range collaboration opportunities within their respective areas of expertise, the seminar theme of immigration remained the lens through which many of their discussions took place. On Day 4, participants were invited into the home of several young men who migrated to Spain from various parts of Africa, and were taken in by the social service organization, KALA. Many were visibly moved by this interaction and the accompanying stories of survival and determination.

“Sana, a young man from Ghana, shared with us a very riveting story of his journey from Africa to Spain, traveling the rocky waves of the Strait of Gibraltar on a small boat,” shared Shajuana Payne, executive director of academic advising for [VCU University College](#). “He went on to explain that there were many who began the journey, but sadly, five did not survive.”

“I told him with a heavy heart and tears in my eyes that he was indeed one of the most courageous people I had ever met,” Payne continued. “He so graciously and humbly said, ‘I just knew I wanted to make it to Spain...to have a new chance at a future’.”

Through interaction like this, the participants were exposed to the differences between the immigration systems in Spain and the U.S. “One thing that seems to be true is that it’s easier to legally migrate to Spain, but there isn’t necessarily integration into a community,” said Patti Aldredge, Ph.D., director of field education at the [VCU School of Social Work](#). “Conversely, in the US, it’s easier to become part of the community, but much harder to immigrate legally. It’s a very interesting dichotomy,” she said.

“One word in Spain that struck me, which I never hear in the U.S. discourse about immigration, was ‘dignity’,” Aldredge continued. “Representatives of KALA talked about approaching people with dignity and making sure that they feel affection. Although they make a very clear distinction that they are not the biological family, there is a real sense of belonging and nurturing,” she said.

Organizations like KALA help support recent immigrants to Spain, by taking them in and helping them build life skills. This particular organization sparked the interest of and opened up an opportunity for potential international collaboration for organizational psychologist Deborah DiazGranados, Ph.D., assistant professor in the [VCU School of Medicine](#) and affiliate assistant professor of psychology in the [VCU College of Humanities and Sciences](#). “I’m particularly interested in learning how the individuals are integrating themselves into the organization, and at the same time, how the organization is able to engage these individuals to make sure its programs are being productive,” she said. “I’ve spoken with them about helping to ensure that their targets and objectives are being met, and I look forward to future collaboration with them.”

Being the other: a humbling experience

One of the most poignant insights for the participants was the experience of going from being part of the dominant culture to being “the other,”-- in terms of language, culture, and in some cases, even appearance. Most discussions during the trip were held in languages other than English, using translators and diligent work to find a common language. This was an eye-opening experience for many in the group, for some of whom, this was the first time traveling outside the U.S.

“You may think you identify or understand how those of a different culture feel in your environment, but until you actually feel the differences for yourself, I don’t know if you can fully identify. It’s very humbling,” Montpetit explained. “Going into this, I thought I identified, but experiencing it, made it real for me.”

Aldredge echoed that sentiment. “The academic exchanges we’ve had were really rich and stimulating, but the moments when we were able to enter the world of ‘the other’ were life-changing,” she said. “In the field of social work, we teach our students “reflective practice,” and we’re often working with those who are vulnerable; who are the other. Being immersed in being ‘the other’, and getting a real sense of what that’s like, has been a real gift for me. I definitely will take that back and think about how I can recreate that experience for my students.”

Bringing the world back to VCU: an awakening

While many will bring back opportunities for future collaboration, greater knowledge of the discourse surrounding immigration, and enhanced self awareness, perhaps the most tangible takeaway from this experience is the potential that the seminar has to impact faculty and students at VCU, both culturally and academically.

“I can see a host of opportunities for faculty,” Walther-Thomas shared. “Someone who may be preparing for a sabbatical or for a Fulbright might be thinking about what they want to do with that time. Just knowing how to go about building these relationships is important and the fact

that the university's senior administration has already put the pieces in place that will allow early career faculty to be able to take advantage of these opportunities is commendable."

For Rob Tombes, professor of biology and associate dean for research in the VCU College of Humanities and Sciences, one particular incident in Tétouan, Morocco has the potential to shape his future interaction with VCU students. "Although I've lived in many places around the world, I've never been to an Islamic country before," he said. "To be awakened at 5 a.m. by a 'call to worship,' was a reality check. It was truly enlightening to see what an integral part of the cultural the Islamic religion is."

"We have plenty of students from all around the world at VCU - but you don't 'get it' until you live it," he continued. "I will seek out opportunities to interact with students from this part of the world, because I now feel more connected to them because of this my time here."

Of course, it's no surprise that this seminar has academic implications. "I see great opportunities to bring this experience back to our students at VCU," said Payne. "Specifically, I plan to find a way to integrate the idea of strengthening global competency and awareness within our *Introduction to the University* courses. We also need to begin having concrete and intentional discussions built into advising and our courses, and this seminar has given me some definite ideas about how to implement that."

"I would also like to find more ways to have our students experience the spirit of this exchange; the awareness that it brings," she continued. "Even if they can't be here physically, we need to think about virtual ways to do that."

[Virginia Commonwealth University](#)
[Global Education Office](#)

Last Updated: 7/16/2013

Appendix G

Participants' Reports

VCU Faculty Development Seminar University Visit Follow Up					
<i>Please fill in the spaces below with the information requested. Brevity is encouraged. This information, once compiled, will assist in planning and strategy development.</i>					
University		Seminar Participant: Shajuana Isom Payne			
UCO	UAE Tetuan	UCA Marrakesh	Type of potential collaboration (e.g. student/faculty exchange, research collaboration, etc.) and brief description	How will this help VCU? Increase international students? Global engagement of VCU students/faculty? International research partner?	Contact person name & email at University in Spain/Morocco
		X	Engineering student/faculty exchange – Mohamed expressed sincere interest in learning more the VCU Engineering program and would like more information regarding an exchange opportunity perhaps starting with 1 student; he was also very interested in learning more of the advising structure and academic support...specifically for first-year students	International experience to exchange ideas and engage with students from other cultures and countries...and potentially present an opportunity for international research partnership; clear opportunity for global engagement for VCU students and faculty; partnership and collaboration regarding assisting the University with development of academic success unit	Mohamed Aboussalah, Dean, Science & Technology m.aboussalah@uca.ma
	X		Student/faculty exchange – I was not directly involved in the details regarding the specific conversations, but FDS participants shared that Noura was interested and exploring ideas regarding	International student enrollment at VCU; global engagement for VCU students	Noura Akin, Professor, akin@uae.ma

			a student exchange		
	X		Assisting the University to develop a structure and strategy for increased academic success using current professors/PhD students as advisors	Global engagement for VCU faculty; international research partner regarding retention and persistence rates	Kamal Eddine El Kadiri, elkadiri@uae.ma
		X	Assisting the University to develop a structure and strategy for increased academic success using current professors/PhD students as advisors; Research partnership with a focus area of women in leadership – possible topics (gender role & identity through the experience of migration/similarities & differences among various cultures of a woman’s awareness of self-identification as a leader)	Global engagement for VCU faculty; international research partner regarding women in leadership	Quidad Tebbaa, Dean, wtebba@yahoo.fr
X			Research partnership with a focus are of women in leadership (similar topic as listed above)	Global engagement for VCU faculty; international research partner regarding women in leadership	Irene Blazquez Rodriguez, Professor, iblazquez@uco.es
			Partnership developed to further explore opportunities to integrate primary learning outcomes and goals of Master of Peace study in global awareness focus in UNIV 101 courses for VCU first-year students; explore opportunities for development of assessment of global competency and awareness for both students at UCO and VCU; Partner with University to further develop their structure for providing academic support for students (this would be a great	Global engagement for VCU students and faculty	Manuel Torres Aguilar, mtorres@uco.es

			opportunity to engage VCU academic advisors and students from University of Cordoba)		
X			Partnership developed to further explore opportunity to integrate primary learning outcomes and goals of Master of Peace study in global awareness focus in UNIV 101 courses for VCU first-year students; explore opportunities for development of assessment of global competency and awareness for both students at UCO and VCU	Global engagement for VCU students and faculty	Cristina Coca Villar, cristinacoca@uco.es

**VCU Faculty Development Seminar
University Visit Follow Up**

Please fill in the spaces below with the information requested. Brevity is encouraged. This information, once compiled, will assist in planning and strategy development.

University			Seminar Participant:		
UCO	UAE Tetuan	UCA Marrakesh	Type of potential collaboration (e.g. student/faculty exchange, research collaboration, etc.) and brief description	How will this help VCU? Increase international students? Global engagement of VCU students/faculty? International research partner?	Contact person name & email at University in Spain/Morocco
x			Student/faculty exchange: Collaboration to establish Peace/Conflict Resolution Certificate inclusive of UCO & VCU SSW courses	Increase international students; Global engagement of VCU students/faculty	Manuel Torres Aguilar mtorres@uco.es
X			Student exchange: Development of undergrad. Intensive SL field exp. & grad. Intensive field exp. @ issues of migration/immigration in collaboration with UCO faculty and Associations such as KALA	Global engagement of VCU students/faculty	Manuel Torres Aguilar mtorres@uco.es
	x		Student/Faculty exchange/Research collaboration: Joint collaboration between UAE and VCU faculty in SW, Soc., Arts, Psy @ issues of migration/immigration (disc. Sparked by award winning film)	Global engagement of VCU students/faculty/ International research partner	Uncertain who in our discussion group would be the primary contact but there did seem to be energy around this possibility

		x	Student/Faculty exchange/Research collaboration: Research @social service delivery system, need for SW administrators in NGO's; possible field experience for grad. Macro concentration students in examining delivery system	Global engagement of VCU students/faculty/ International research partner	Dean of Human Sciences
		x	Student/faculty exchange: Joint online social work degree program that would respond to the identified need for macro prepared social workers in the NGOs	Increase international students; Global engagement of VCU students/faculty/International research partner	Dean of Human Sciences
		x	Student exchange: Development of undergrad. Intensive SL field exp. & grad. Intensive field exp. @ issues of migration/immigration in collaboration with UCA faculty and NGOs	Global engagement of VCU students/faculty	Dean of Human Sciences

**VCU Faculty Development Seminar
University Visit Follow Up**

Please fill in the spaces below with the information requested. Brevity is encouraged. This information, once compiled, will assist in planning and strategy development.

University			Seminar Participant: Sarah Jane Brubaker		
UCO	UAE Tetuan	UCA Marrakesh	Type of potential collaboration (e.g. student/faculty exchange, research collaboration, etc.) and brief description	How will this help VCU? Increase international students? Global engagement of VCU students/faculty? International research partner?	Contact person name & email at University in Spain/Morocco
x	x	x	Wilder School will host an “International Day” for our faculty and students that will showcase the opportunities available with specific partner universities. Presentations will be given by faculty (e.g. Brubaker on Spain/Morocco, Accordino on Messina, Chen on China).	This will allow additional faculty and students to learn about and consider opportunities for study abroad and research collaborations and discuss those opportunities with faculty members in the School who have personal experiences in those cities/countries.	
	x	x	Development of a program (professional seminar or certificate?) focused on “responsible tourism.” Tourism is a subfield within urban planning and development, a program in the Wilder School, and we also have a focus on sustainability. There are also components of public administration related to government agencies focused	Faculty at both of the universities in Morocco identified “tourism” as a major local industry and employment sector for their students. We don’t typically think of this industry in those terms, but I think it makes sense for the GEO to facilitate and support initiatives to provide training and other types of support and resources	

			on tourism. Sociology has expertise in cultural sensitivity and power dynamics. Public policy can be focused on various aspects as well.	to faculty and students and local tourism agencies on these issues.	
x			Potential research collaborations between the Wilder School and UCO related to Agri-Food. One of our faculty members heads VCU's Center for Sustainability. I would imagine that faculty in environmental science and biology would be interested as well. There is a growing concern about food deserts in urban areas of the US, and VA and NC are major agricultural regions that produce non-food products like tobacco and cotton. A growing trend in creating urban gardens in the US may be of interest to other countries.	Students are very interested in the topic of food. Various disciplines are addressing the issue in various ways, and I think it could be very helpful to see how people in different geographic locations with different types of government and community organizations are addressing the issue. It relates to the Quest's focus on human health and can engage students in research and the university with the community. (As an aside, several of us, including Mark Wood and myself, had a conversation about applying for a GEO grant focused on this topic awhile back).	
x			UCO's programs in Conflict Resolution and Culture and Peace are of potential interest to Wilder School faculty and students in Homeland Security and Emergency Preparedness, Criminal Justice, and Public Administration/Public Policy. Some of our faculty members work in related areas (e.g. anti-terrorism), and an exchange of ideas and approaches could be mutually beneficial.	A group of interested faculty and students could enroll in UCO courses to learn more about the topics with the goal of developing a similar program at VCU. This could lead to research collaborations down the road focused on contextual factors that contribute to conflict and identification of effective strategies in various contexts.	Manuel Torres Aguilar mtorres@uco.es
		x	One of the challenges identified was		

			university governance/administration. Wilder School faculty with expertise in organizations and public administration may be able to provide some assessment and/or training to the university.		

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University			Seminar Participant: Deborah DiazGranados		
UCO	UAE Tetuan	UCA Marrakesh	Type of potential collaboration (e.g. student/faculty exchange, research collaboration, etc.) and brief description	How will this help VCU? Increase international students? Global engagement of VCU students/faculty? International research partner?	Contact person name & email at University in Spain/Morocco
X			Research collaboration with KALA to investigate the effectiveness of their preparation of their students.	International research partner	I did not get a contact for KALA but would like to contact them.
X			Research collaboration regarding a student's thesis.	International research partner	Erik Simon
X			Focus is research collaboration but could also be a student/faculty exchange option.	International research partner and global engagement of students/faculty	Carmen Tabernero
X			Research collaborations. Connecting VCU researchers with IMIBIC researchers.	International research partner	Justo
	X	X	Research collaboration regarding tobacco cessation.	International research partner	Aknin Noura (Tetuan) and Asri Foting (Marrakesh)
		X	Research collaboration regarding simulation training in healthcare.	International research partner and global engagement of students/faculty	Alaoui Yazidi Abdelhaq (Dean of Medicine) and Mohamed Amine (Professor and Assistant Dean)

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University			Seminar Participant: Alison Montpetit, School of Nursing		
UCO	UAE Tetuan	UCA Marrakesh	Type of potential collaboration (e.g. student/faculty exchange, research collaboration, etc.) and brief description	How will this help VCU? Increase international students? Global engagement of VCU students/faculty? International research partner?	Contact person name & email at University in Spain/Morocco
X			VCU SoN already has an established student exchange with UCO. UCO Nursing is interested in expanding their curricula to include a Masters track and would like to increase research within the school and research skills within the faculty. We discussed a possible faculty exchange for research education and are proceeding with identifying potential research needs and mutual interests which is dependent on the VCU SoN administration.	Increase global engagement of VCU faculty and provide a foundation for future research partnerships.	Dean Carmen Vacas: en1vadic@uco.es Manolo Rich: en1rirum@uco.es Guillermo Molina Recio: en1moreg@uco.es
X			Collaboration with IMIBIC (Maimonides Biomedical Research Institute of Cordoba) in specific research projects aligned in the area of exhaled biomarkers: volatile markers of lung cancer (UCO) and nonvolatile markers of lung infection (VCU-A. Montpetit). In	International research partner; potential Fullbright scholarship application	Justo Castano vpc@uco.es Dean Carmen Vacas: en1vadic@uco.es

			addition, IMIBIC has one line of research focus dedicated to nursing research. My research program is specifically focused in interdisciplinary collaborations; therefore another possible collaboration is to help facilitate research in nursing within IMIBIC.		Manuel Torres Aguilar: mtorres@uco.es
	X		None		
		X	UCA Marrakech was specifically interested in developing clinical simulation. Interprofessional Education (IPE) and clinical simulation is a specific area of expertise at VCU (Allan Dow and many others across multiple disciplines). UCA Marrakech faculty showed great interest in visiting VCU to learn more about simulation.	Global engagement of VCU Students & Faculty	Dean of the School of Medicine - Medicine Faculty – Epidemiology (see business cards)
		X	UCA Marrakech was specifically interested in developing nursing training into the university system to include (BS, MS and PhD). We met with a School of Medicine faculty in epidemiology that teaches in the Nursing School. He said there were current initiatives to recruit outside nursing faculty to help with this initiative.	Global engagement of VCU Students & Faculty	Dean of the School of Medicine - Medicine Faculty – Epidemiology (see business cards)
		X	As society in Marrakech evolves so are the health care needs and initiatives, specifically in the area of chronic diseases (lung cancer (smoking), diabetes, obesity and cardiac disease). There are many opportunities for collaboration here; however, one that stands out is in the area of lung cancer/smoking	International Research Partner	Dean of the School of Medicine - Medicine Faculty – Epidemiology (see business cards)

		<p>cessation. Particularly because this aligns with the aforementioned initiative with UCO in exhaled biomarkers. In addition, VCU has specific expertise in smoking cessation programs: Linda Haddad (Nursing – who is from Jordan and speaks Arabic) and by Tom Eissenberg (Psychology – well funded in this area including hookah).</p>		
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University Visit Follow Up**

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University			Seminar Participant: Rob Tombes		
UCO	UAE Tetuan	UCA Marrakesh	Type of potential collaboration (e.g. student/faculty exchange, research collaboration, etc.) and brief description	How will this help VCU? Increase international students? Global engagement of VCU students/faculty? International research partner?	Contact person name & email at University in Spain/Morocco
YES			Research Exchange – with the IMIBIC – Biomedical Research Institute.	This could easily lead to a international research partnership in areas such as organ transplants, oncology, etc..	Justo Castano Fuentes. Also met Jose Miguel Guzman when he visited VCU in Jan 2013 with Carmen Soldevilla
YES			Research Collaboration	CEIA3 – this consortium of research Universities offered a lot of promise for collaborative research	Ricardo Dominguez Garcia Baquero, General Manager
	YES		Student Exchange	Students at Tetouan seemed very anxious to visit US – however, Moroccan students seem limited to Universities where French language is spoken.	Ahmed El Moussaoui, VP for Research
		NO	I did not see much potential here – they seem satisfied with their situation and weren't that anxious to start new collaborations	Like Tetouan, exchanges might be limited to countries that speak French, Arabic or Frarabic	

