



Climbing the Summit:

Collaborative and Comprehensive Global Learning in a Liberal Arts Setting

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Presentation Components

- Framework
- Administrator Perspective
- Faculty Perspective
- Researcher Perspective
- Activity: Engaging the Challenges
- Synthesis + Debrief



FRAMEWORK

Summit is a unique college experience available only at Agnes Scott. Every student, regardless of major, completes a core curriculum focused on global learning and leadership development and builds a personal board of advisors, including a career mentor. With Summit, every Agnes Scott graduate is prepared to be an effective change agent in a global society.

www.agnesscott.edu/summit



Why Summit?

- Enrollment growth true to Agnes Scott's identity and mission
- Positioning Study (Fall 2012- Fall 2013)
 - Self-Knowledge Experiential Learning
 - Career Preparation Pre-professional focus
 - Social Justice Sisterhood for life v boys next door
 - **Global Learning** **Leadership**

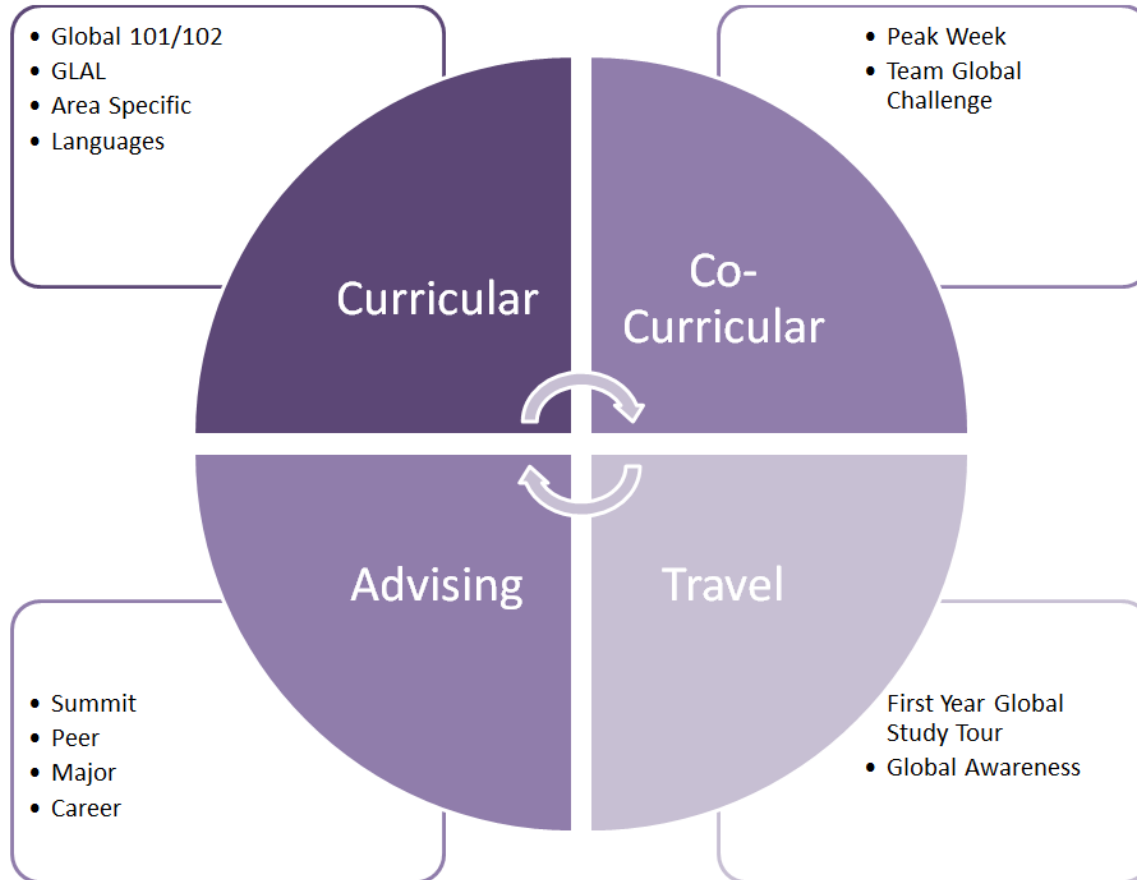
What is Summit?



<https://youtu.be/pGGC9pl2zbU>



Key Components (Global)





ADMINISTRATOR PERSPECTIVE



Is it bold enough?

- How does this differ from what we are already doing?
- How does this differ from what other schools are doing?
- How do we make it visible?

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What do we mean by 'global'?

- Area studies?
- Anywhere but here?
- Border crossings?
- Interconnectedness and interdependence?
- Cosmopolitanism?
- Global in the Local and Local in the Global?

Considerations:
international students, global representation in the faculty, inclusion of all departments



Summitized Gen Ed

- Applies to students entering Agnes Scott in Fall 2015
- New Global Learning courses
 - GBL 101: Gateways (1 cr)
 - GBL 102: Journeys (4 cr) -

GBL 102:
includes
embedded
short term
global travel
experience



GBL 101: Gateways

Designed in conjunction with GBL 102 each year, Gateways is an exciting introduction to key global issues and controversies. Students will engage in global-mapping exercises, interactive lectures, panel discussions, and films, as well as excursions designed to connect them to Atlanta's global identity. These activities will allow students to recognize how global issues affect their personal lives and communities, encouraging them to reflect on local and global interconnections.

Students will be exposed to a variety of perspectives on global issues, enabling them to evaluate the competing narratives that shape our understanding of global challenges. This course also will provide a range of opportunities for students to engage in meaningful self-reflection using their portfolios.



GBL 102: Journeys

Developing themes introduced in GBL 101, this course is the core course in the Global Learning curriculum of the new Summit initiative. It is to be taken by all Agnes Scott students during the spring of their first year. This course introduces first-year students to global structures, systems and patterns and connects these concepts to first-hand travel experiences that are undertaken as part of course and supported by Summit & Center for Global Learning staff and faculty. Drawing on faculty from a variety of disciplines, interests, and expertise, it explores complex and interdependent relationships across the globe. Students will examine a set of global issues, decided upon annually by the faculty who will teach the course, through common readings, interdisciplinary faculty panels, and small group discussions. These learning experiences will enable students to identify, describe, and evaluate critical assumptions that shape the discourse around global issues. This course also prepares students for their first-year travel experience, providing them with the knowledge to recognize how global processes operate in a specific location, as well as the skills to engage in meaningful intercultural communication.



Journeys 2016: Destinations





FACULTY PERSPECTIVE



Challenges

- Developing shared content for foundational courses
- Developing a model for team-teaching
- Designing integrated travel experiences for selected courses



Challenge #1

- Developing shared content for foundational courses





Challenge #2

- Developing a model for team teaching





Challenge #3

- Designing integrated travel experiences for selected courses





Lingering Questions

- How sustainable is the initiative?
- What incentives ensure that faculty will modify instructional practices that align with the initiative?
- How will students evaluate the integration of a short-term travel component for a foundational course?
- How will the work that faculty are doing be assessed, in terms of their promotion and tenure?
- What sacrifices may faculty be making in other areas of their work as they devote time and energy to the initiative?



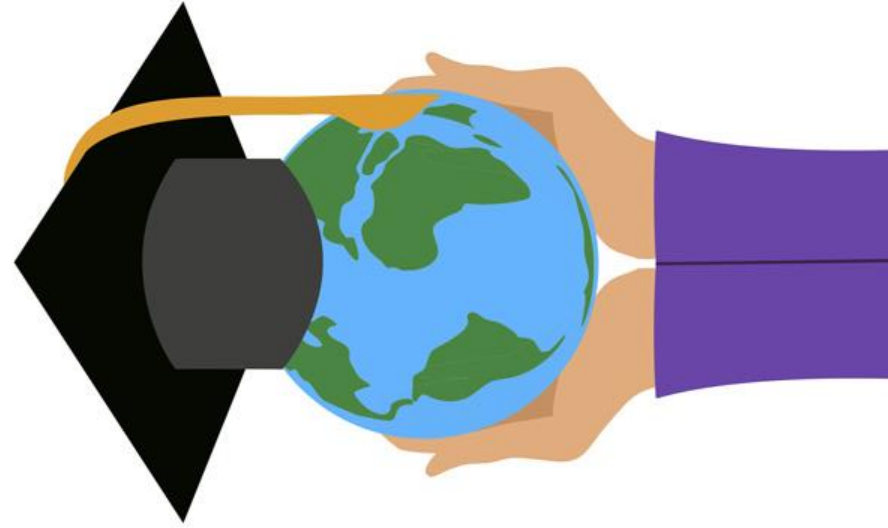
RESEARCHER PERSPECTIVE



**How does the Summit initiative
and the Agnes Scott environment
impact students
and the institution?**



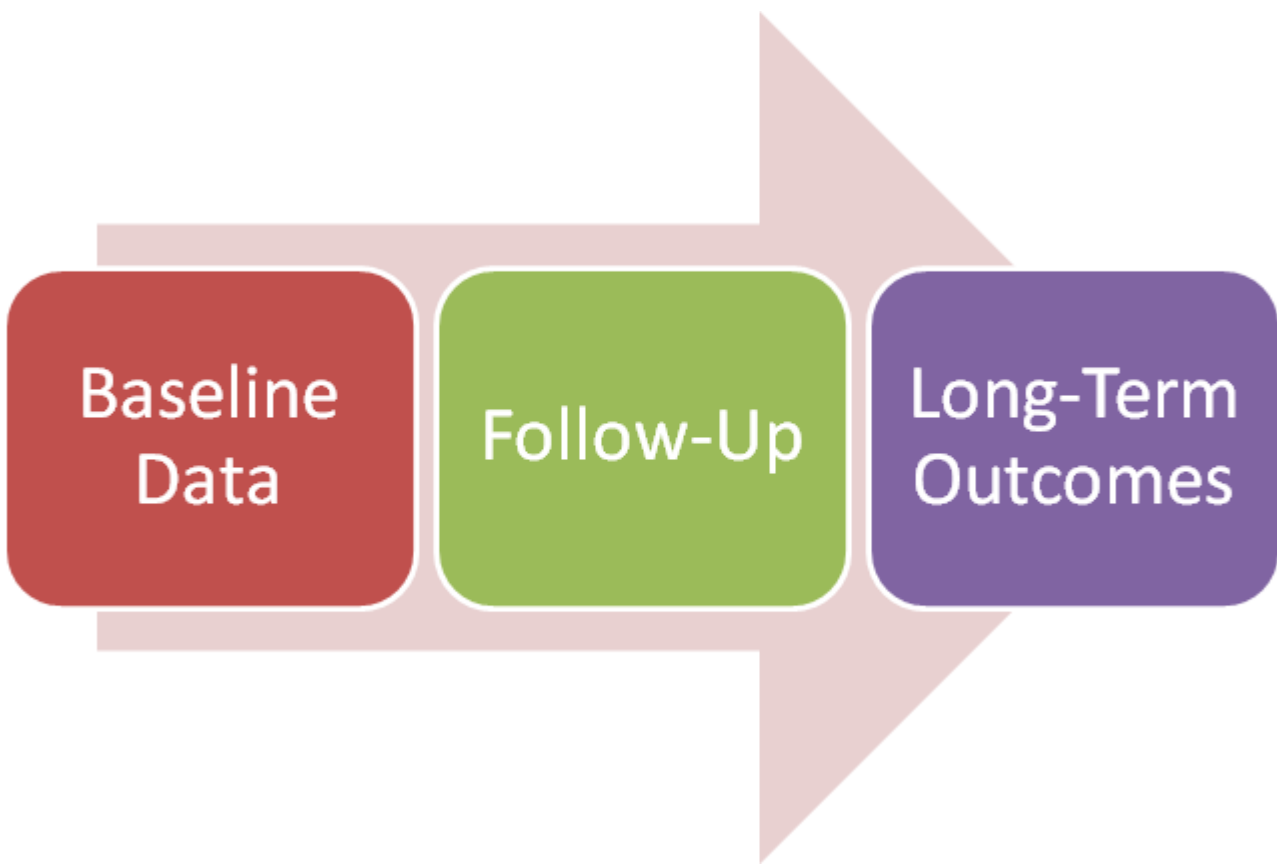
THE GLOBAL PATHWAYS STUDY (GPS)



The Assessment Trajectory



Data Collection



Measurement + Variables





Data Collection

- Family
- Home Community
- Individual Characteristics
- Demographics
- Global Exposure

Environment





Data Collection

- Travel-Based
- Academic
- Social
- Co-Curricular
- Institutional Traits



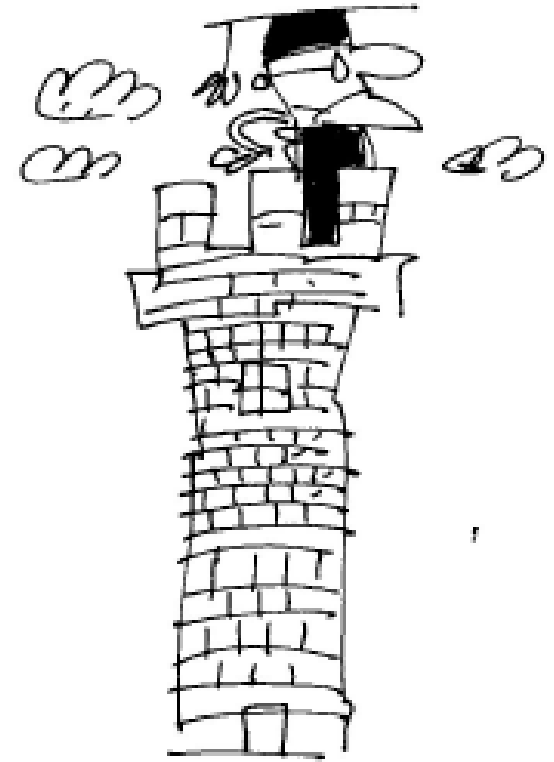
Outcomes





Measured Outcomes

- Institutional Outcomes
- Student Outcomes
 - Short-Term
 - Long-Term
 - 1 yr. follow-up
 - 5 yr follow-up





Institutional Outcomes

- student engagement
- alumni engagement
- campus climate
- enrollment
- ranking metrics
- job/internships/grad school placements
- graduation rate



Institutional Outcomes

- Global Competence
- Academic Performance
- Language Competence
- Social
- Occupational
- Emotional





Activity: Engaging the Challenges

Challenge #1

Developing shared content: In the case of Summit, 14 faculty members representing a variety of disciplines from the humanities, the arts, and the social sciences were tasked with developing a set of common course readings that addressed the concept of “global” and that would prepare students for a short travel experience (approximately one week). Each of the faculty members had agreed to teach an introductory course titled “Journeys.”

The faculty were also asked to consider generating a common assignment that might be used as one artifact of learning to indicate ways in which the students had successfully realized the course objectives.

The process was necessarily time-consuming and messy. Faculty met twice a month (or more) to discuss, plan, and generate content, with the goal of having a preliminary reading list and course outline in place several weeks before the course would begin.

Questions to consider:

- What other protocols, strategies, structures, or methods would help a large group of faculty generate shared content for a course that features a travel component?
- How can faculty best work to develop assignments that meet common course objectives and also address learning goals that are specific to disciplinary perspectives and travel destinations?

Challenge #2

Team-teaching: In the case of Summit, faculty were asked to co-construct the Journeys courses with a partner teacher, who would attend some class sessions and travel with the students during the one-week trip. In some instances, the teaching partner was a member of the teaching faculty, but in many cases, the partner was from another division of the college: student affairs, academic advising, communications, the library, etc. The potential challenges in this teaching scenario are substantial, as, in some cases, the partners are not trained to provide instruction, nor had they been trained to lead student travel. Only in a few cases had faculty members partnered to teach a course before the Summit initiative.

Questions for consideration:

- How might this style of team-teaching benefit the students, the faculty, and the college generally?
- What values should guide the development of this style of teaching model?
- Who would be best positioned to provide training, guidance, and support for this style of teaching model?

Challenge #3

Short-term Travel: In the case of Summit, we chose a destination within a specific geographic region (North, Central, or South America) for a one-week trip, embedded within the course: trips would take place during early March, the week before the students' regular spring break. The Journeys classes included 20-25 first-year students, some of whom would be traveling outside the U.S. for the first time. In a number of cases, the destinations the faculty selected were not familiar; in several cases, the faculty member had never visited the destination. No one was expected to be an expert on the destination, but working with a provider and the Center for Global Learning staff to create a week-long travel experience that highlighted course themes and objectives.

Questions for consideration:

- What's the value of a short-term trip embedded within a course?
- Is it bold and distinctive enough? What are other colleges doing?
- What are the ethics of this type of travel experience?
- How can administrators and faculty prepare successfully for this course?
- What kinds of logistics and support are needed to implement the short-term travel?

Challenge #4

Assessment Challenges: The Global Pathways Study (GPS) involves all students at Agnes Scott College and assesses both student and institutional outcomes. Given its longitudinal design, students are asked to complete one baseline, four in-school, and two post-graduation surveys. In the midst of other large-scale assessment priorities, participant burnout and melt are significant concerns. In addition, the generalizability of findings are inherently limited by the participants (i.e., women at a small liberal arts college in SE United States) and the survey design.

Questions for consideration:

- What are ways to avoid fatigue and low participation in institution-wide surveys?
- What are creative ways to engage student, alumni, and other institutions as long-term, longitudinal participants?
- What additional methods can be used to collect data on students intercultural competence?



Synthesis and Debrief



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Thank You!