

**AAC&U 2009**  
**Faculty Development in**  
**Global/International Issues**

St. Lawrence University



# Two Projects as Examples with different processes and goals but major curricular impact

- Cultural Encounters, funded by FIPSE and Mellon for 3 years
- Christian Johnson Endeavor Foundation Project in International and Intercultural Studies for 4 years

# Cultural Encounters

- Goal: To develop a sophisticated, multidisciplinary curricular context for study abroad
- incorporating both non-
- western perspectives and postmodern, postcolonial theory

# Process

- Major cross-disciplinary commitment of 17 faculty from 11 disciplines to engage in sustained collective study for two years, including a month in Kenya the first year and a month in India the second year
- Faculty were to experience as much as possible the same conditions as students in these off-campus sites in order to design a curriculum that would help students process and theorize their experiences

# Accountability

- Each faculty member committed to developing or transforming a course and teaching it in the third year of the grant
- Each faculty member kept a journal during the field study, and we experimented with various models of journals for the sake of students' assignments
- Each faculty member wrote an essay on his/her experience during the field study and shared it with the group
- The group produced a design for a set of courses designed to prepare students for study abroad and to reflect on the experiences afterward

# Longterm Results

- A new experimental curriculum called Cultural Encounters was created and implemented for about five years until it merged into the Global Studies department
- In the third year of the project, 12 new courses had been created and taught, x number are still in the curriculum

# Longterm Results

- A new paradigm of interculturalism had come into being on campus because all these courses were transnational or comparative; all included both western and non-western perspectives; all were writing intensive; all used primary sources representing a diversity of views from the cultures being studied
- After the expiration of the grant, the faculty development seminar continued with 25 people for two more years

# Christian Johnson Endeavor Foundation Project

Goal:

To continue and disperse the work begun in  
Cultural Encounters to further diversify the  
curriculum

# Process

- Four Years, each with a theme and a steering committee, meant to appeal more broadly across the disciplines
- Each had to deal with cultural diversity or cultural interaction
- Each had to have curricular or pedagogical outcomes

# Themes

- Transmission of Culture across Boundaries
- 17 faculty to Caribbean: 1 week together in Trinidad; separate groups to Martinique, Puerto Rico, Jamaica for 1 week; whole group convenes in Miami to reflect and observe Caribbean diasporas and African American communities in Miami

# American Pluralism

- On-campus seminar for week in January,
- Visiting scholar,
- Creation of Native Studies program,
- Funding of arts festival on campus,
- One professor and six students to Viet Nam

# Questioning Development: Equity and the Environment

- Twenty faculty in on-campus seminar
- three smaller groups travel to Ecuador, Nepal, and Ghana

# Health across Cultures



Seminar and trip to India

# Longterm Results and Conclusions

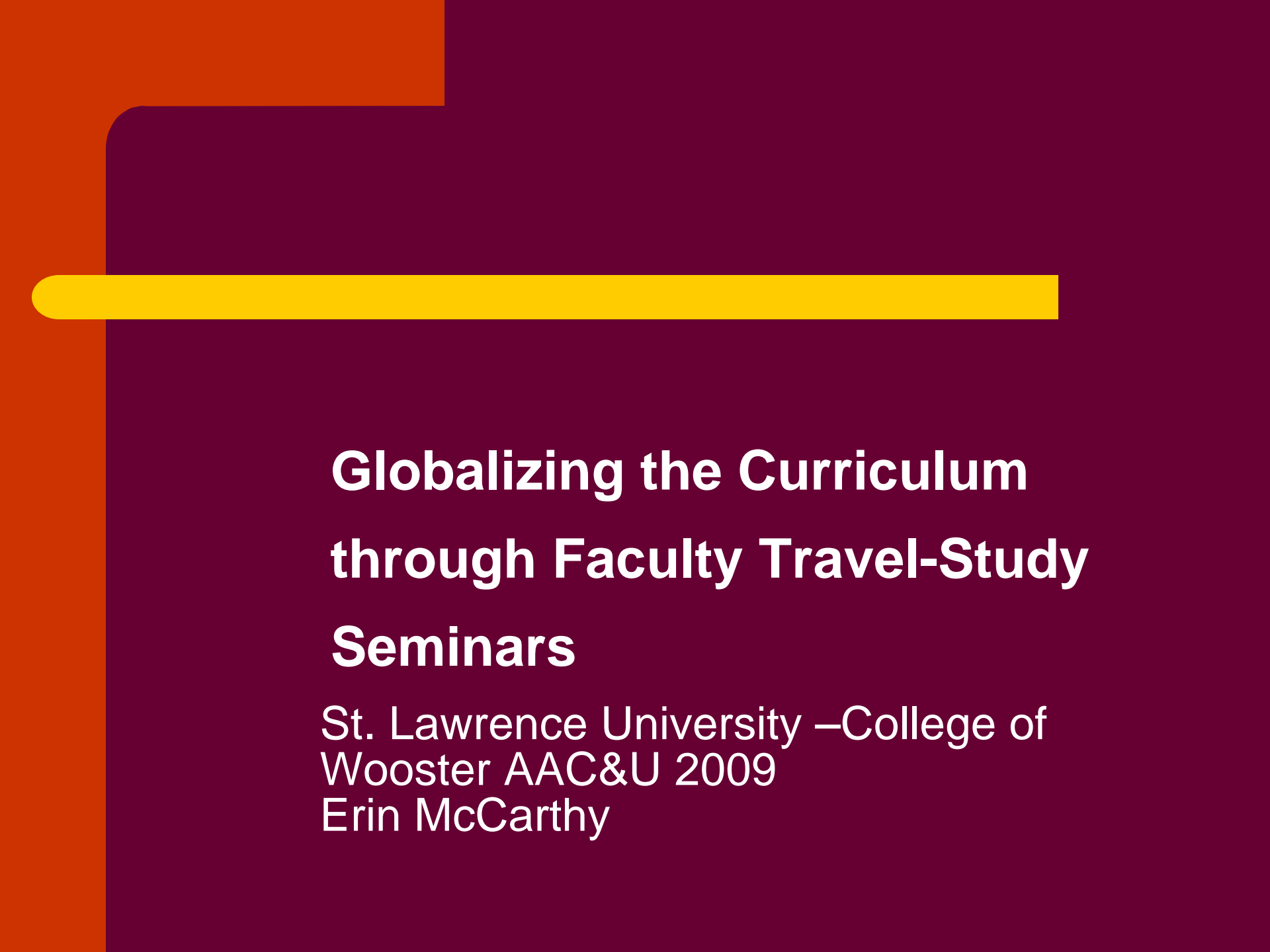
- About 30 faculty participated in Cultural Encounters, many of them after the grant and its stipends were gone.
- Most of the courses created in the mid-90s are still regularly taught so curriculum was transformed on the course level.
- About 60 faculty out of 155 participated in CJEF.

# Longterm Results and Conclusions

- SLU has continued to have a culture of faculty development involving reading seminars and where possible group travel—grant-funded
- The global studies department was created in 2000
- We have continued to receive grants building on the legacy of these 1990s initiatives

# Remaining Challenges Today

- Failure to institutionalize CE work on preparing and debriefing study abroad
- Failure to institutionalize linkage between international and intercultural experiences



# **Globalizing the Curriculum through Faculty Travel-Study Seminars**

St. Lawrence University –College of  
Wooster AAC&U 2009  
Erin McCarthy

# Original Grant Goals

- 1. Develop new Asian Studies academic programs (combined majors with Philosophy, Fine Arts, Global Studies) research scholarships.
- 2. INCREASE THE NUMBER OF FACULTY WITH EXPERTISE ON ASIA THROUGH IMPLEMENTATION OF ANNUAL FACULTY DEVELOPMENT SEMINARS ON ASIA.
- 3. Increase the number of students conducting scholarly research in Asia by providing
- 4. Provide more students with opportunities to study Asian languages in Asia.
- 5. Increase enrollments in Asian Studies courses.
- 6. Increase the number of students majoring or minoring in Asian Studies.

# Original Grant Goals

7. Increase the level of knowledge, understanding and appreciation of Asia within our campus community
8. Increase the number of Asia-based cultural events on campus and in the community.
9. Increase resources and support available to educators and students of Asia, at all education levels, within our region.
10. Conduct regional outreach activities for K-12 students and educators to increase knowledge and awareness of Asia.

## Two Models (Freeman Foundation 4 year Asian Studies Initiative Grant)

- **Model I:**  
Theme: Negotiating Culture, Democracy, and Human Rights.
- Year long faculty reading group met every 3 weeks to discuss common readings; led by a team of two faculty; included guest speakers.
- Faculty planned their own travel – either individually or in small groups
- Travel linked to seminar theme and required curriculum development – course or course component – in the academic year following the travel.

# Curricular Outcomes of Model 1

- **Overall successful:**
- Faculty traveled to Philippines, Vietnam, Thailand, China
- 9 faculty added added components or created new courses in depts such as Government, Sociology, Gender Studies, History, Philosophy, First Year program, Global Studies
- Led to development of stand-alone summer course on in Thailand the following summer as direct result of travel through seminar.

# Challenges

- Summer of SARS – travel had to be postponed – meant 3 faculty originally in seminar did not travel.
- When faculty traveled individually, lacked sharing of information, interdisciplinary aspect was somewhat lost.

## Model II

- Year long faculty reading group met every 3-4 weeks to discuss common readings; led by team of two faculty included guest speakers.
- Group travel planned by seminar leaders (no individual travel). Themes: “Healing and Wholeness in China: The Human Body and the Earth Body” (travel to China); “Japanese Arts, Culture and Literature” (travel to China); “The Asian Subject: Negotiating

# Outcomes of Model II

- Interdisciplinary outcomes: development of team taught courses, research
- New Asian Studies course developed and offered (Years II-IV of the Grant): 25
- Asian Studies components added to existing courses: 40 (includes 25 faculty new to Asian Studies in general)
- Faculty from 19 of the 20 departments at SLU that offer majors participated.

# Challenges Model II

- Lots of work for faculty seminar leaders to organize travel
- Traveling with a large group of faculty is not unlike traveling with a group of students – can often be more difficult.
- Even when seminar leaders are very consultative, often difficult to have real understanding of group's expectations

## Challenges – regardless of model

- Ensuring follow through from faculty.
- Creating follow up support for the faculty who develop an interest in the area but who are not experts.
- Building on momentum developed through such experiences

# Benefits

- Creates a buzz and energy on campus
- Serves to globalize/internationalize the curriculum
- Can be renewing for more senior faculty
- Adds further support to study abroad

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