The High-Impact Practice of Short-Term Study Abroad

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Panelists

Joe Stanley  
Center for Global Education  
Simmons College

Denise M. Horn  
Associate Professor and Chair, Dept. of Political Science and International Relations  
Simmons College

Elaine Meyer-Lee  
Center for Global Learning  
Agnes Scott College

Gundolf Graml  
Faculty Coordinator for Global Learning  
Agnes Scott College
Session Takeaways

1) Acquire successful strategies and lessons learned to develop sustainable short-term education abroad models that achieve desired learning outcomes.

2) Learn how to collaborate with campus stakeholders in developing global programs that fit the curricular and financial needs of your home campuses.

3) Identify techniques to integrate inclusive short-term study abroad with the broader general educational curricular and cocurricular goals of your home institutions.
Simmons College Short-term Study

● Institutional profile
  ○ Women’s-centered college
  ○ 1,700 UG, 5,000 G

● Paradigm Shift
  ○ Junior year abroad → Short-term study
  ○ 1975: 9k → 2015: 315k

● Inherent challenges

● Benefits
  ○ Curricular
  ○ Financial
  ○ Marketability
Simmons College Short-term Study

- **Strategies for sustainable growth**
  - Selection process
  - Financial model
  - Recruitment tools: cross-listing and online community

- **Highly-structured program models**

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<tr>
<th>Integrated program</th>
<th>Language immersion</th>
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<tr>
<td>Field study</td>
<td>Experiential (internship)</td>
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- **Simmons success**
  - 56% increase in participation
  - 4 → 11 Short-term programs

- **Lessons learned**
  - Admin hours
  - Health & safety
  - Assessment
Indonesia

Global Citizens: Southeast Asia
Spring Semester Travel Course

Travel Dates: late May/early June 2017
Course: POLS 245
Credits: 4

(Dates and prices subject to change)

This course is open to COF students.

This course gives COF and Balinese students the opportunity to participate in an intensive practicum on global civil society in an international setting. We will cover the essentials of global citizenship, social entrepreneurship, and NGO development to respond to local and global problems. The travel course trains students in the burgeoning field of social entrepreneurship, which uses community development and business models to tackle social problems, whether through creating and disseminating new technologies or encouraging the growth of micro-enterprises and micro-finance. The focus is on community development and business principles but emphasize social impact over profit. Our program teaches students the principles in the hopes of creating sustainable projects grounded in social justice.

Program Includes:
- Three pre-departure seminars that will cover the history, politics, and culture of Indonesia and Bali, the fundamentals of Social Entrepreneurship, as well as pre-travel preparation.
- One week of cultural immersion in Ubud, Bali, with an intro to the rich arts and music of Bali's ancient Hindu culture. There will also be visits to important religious sites, non-profit organizations and discussions with community activists.
- Extended period in Singaraja, in Northern Bali. Based at Ganesha University, where students will work with their Balinese peers at Ganesha University in an intensive workshop on social entrepreneurship and community development. Students will conduct community needs assessments, develop possible solutions to social issues, and work towards developing projects that could address these needs.
- Students will work closely with local community leaders and their Balinese peers, developing lifelong relationships.

For more information on this and other study abroad programs contact:
studyabroad@simmons.edu
or call 617-521-2205

Faculty Information:

Dr. Denise Horn
Professor Horn is a Feminist International Relations scholar; her work explores the relationship of civil society development to democratic growth, focusing on women's transnational activism and trends in global development strategies, such as social entrepreneurship. She is a passionate advocate of women's rights globally, and works with organizations such as the Women's International League for Peace and Freedom to bring attention to these issues.

Dr. Horn is the author of Democratic Governance and Social Entrepreneurship: Civic Participation and the Future of Democracy (Routledge 2013) and Women, Civil Society and the Geopolitics of Democratic Transition (Routledge 2010). She has facilitated workshops in social entrepreneurship in Thailand, Indonesia and India. Professor Horn was a 2014 Fulbright Senior Scholar, where she conducted seminars in Democratic Institutions and Human Rights at Universidad Andalas, in Padang, West Sumatra, Indonesia.

denise.horn@simmons.edu
Agnes Scott College
Small and unusually diverse women’s liberal arts college
Founded 1889 in Metropolitan Atlanta
200 million+ endowment

MISSION:
Educating women to think deeply, live honorably, and engage the intellectual and social challenges of their time
Driving enrollment growth by providing a distinctive and market-relevant 21st century liberal arts education

Preparing every student to be an effective leader in a global society
EVERY student

➢ Completes a core curriculum and co-curriculum focused on global learning and leadership development, including a faculty-led global immersion experience in their first year spring course.

➢ Builds a four-part personal Board of Advisors, including career mentoring, and

➢ Creates a Digital Portfolio to document her learning journey inside & outside the classroom.
Summit Workplan

What I planned.

what happened.

Julia
ASC: Global Learning Across the Liberal Arts

- Foreign Language Courses
  - Global 101
  - Global 102
- Interdisciplinary Global Electives: Upper-level language courses; interdisciplinary courses
- Team Global Challenge
- Global Specializations (Internships, Study Abroad)

Year 1

Years 2-4
ASC: Global 102 Journeys

4-credit interdisciplinary course:
- 12 - 14 different sections and destinations
- All sections travel during the same week in March
- Faculty from across Liberal Arts disciplines
- One-third of course content is shared across all sections; clustered around four common topics:
  - Identity/Self/Other
  - Globalization
  - Imperialism/Colonialism/Diaspora
  - Why Travel?
- Emphasis on reflection before, during, and post-travel
- Community engagement
ASC: Lessons Learned

- Short-term faculty-led programs can be a rich learning experience
  - Assessment evaluates sections and courses, tracks students across 4 years
  - Significant increases in students’ “ability to take into account and critically engage with complex, multicultural perspectives” and “level of respect and acceptance of cultural perspectives different than their own”.
  - Increased retention (to 87%, a college record)
  - Anecdotal evidence that students are more deliberate about choice of major/minor
  - Keep student experience central and involve all students

- High participation rate by faculty plus professional development results in re-energizing and strengthening entire curriculum

- Implementation strategies matter
  - Pace is key
  - Keep goals in mind
  - Anticipate and prepare for pitfalls
Group Discussion Questions

What challenges are you facing in integrating study abroad and general education?

How could short-term programs help you solve/address those?

What strategies have been successful for you in implementing structured, engaging, and culturally immersive programs that achieve learning outcomes?

How have you linked them with liberal arts/disciplines?

How can you partner with different campus stakeholders, such as alumni?