

Global Learning at Small Institutions

Global Learning at Small Institutions:

Diverse Models and Creative Solutions

Edited by

Erica Andree and Jann Purdy

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INTRODUCTION

IT'S LIKE DRIVING A SMART CAR: BIG EFFICIENCIES FOR SMALL PLACES

JANN PURDY, CO-EDITOR

It is now a truism that American college graduates will live and work in a world where national borders are permeable; information and ideas flow at lightning speed; and communities and workplaces reflect a growing diversity of cultures, languages, attitudes, and values. Nor is it a new idea that undergraduate education—and especially liberal education—must produce graduates who will be productive contributors to civic life both locally and globally and who understand that the fates of nations, individuals, and the planet are inextricably linked.¹

—Madeleine Green, 2002.

Around the turn of the twenty-first century, educators in the United States began to recognize the importance of giving all students in every discipline the tools and skills necessary to meet the demands of globalization. The growing emphasis on globalization is evidenced by the inclusion of global learning among the high-impact practices of a general education curriculum as described in a 2008 publication by the American Association of Colleges and Universities (AAC&U).² Along with first-year seminars, internships, learning communities, service-learning, research, common intellectual experiences, e-portfolios, and capstones and collaborative projects, the goal of providing every student opportunities for global and diversity learning rose as a top priority in general education curricula across the US.

The chapters in this volume demonstrate that the priorities of an institution—its mission or perhaps its brand—can influence the particular

¹ Madeleine F. Green, “Joining the World: The Challenge of Internationalizing Undergraduate Education,” *Change: The Magazine of Higher Learning* 34, no. 3, (May, 2002): 13.

² George D. Kuh, “High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter,” *Peer Review* 14, no. 3 (2012): 29.

focus of global learning at that institution. As Kevin Hovland points out, the definitions of global learning are as varied as the institutions that offer the curriculum:

At some institutions, global language may reflect a political or moral imperative related to the institution's social justice mission. At others, it signals acknowledgment that higher education is operating within a more complex, interdependent, and interconnected world, where an institution's students come from all around the globe and critical academic questions know no borders. At still others, global language highlights new expectations and realities for graduates' work and careers.³

While the authors of this volume present varying definitions of global learning in accordance with their mission-driven differences, a few common themes emerge: the importance of introspection (self-culture awareness) for effective cross-cultural interactions; the need for effective problem-solving to meet important challenges that transcend borders; and the goal of creating a more inclusive and sustainable world. In other words, these educators' diverse approaches to global learning have evolved to center the self and the local as much as the other and the international. The common elements of global learning presented in the following chapters demonstrate a shift away from the outward-facing approaches of earlier efforts to internationalize higher education toward a more complex understanding of the interdependence of cultural perspectives and the need to create collective well-being.

Along with a variety of definitions of global learning, the components that universities leverage to achieve these educational outcomes are equally diverse. Global learning programming may include study abroad, culturally immersive domestic programs, language learning, intercultural awareness training, and intercultural exchanges both in-person and virtual. However, the components that a university offers may depend less on the mission of the institution and more on the resources available. The authors in several chapters of this volume mention the way in which the COVID-19 pandemic limited global learning offerings and, at the same time, encouraged new approaches to achieve similar learning outcomes. Each chapter offers a model to provide effective global learning with limited staffing and financial resources.

³ Kevin Hovland, "Global Learning: What Is It? Who Is Responsible for It?," *Peer Review* 11, no. 4 (Fall 2009): 4. The AAC&U's Office of Global Citizenship for Campus Community and Careers provides a sample of additional institutional global learning descriptions in their "Definitions of Global Learning," <https://www.aacu.org/office-of-global-citizenship-for-campus-community-and-careers/definitions-of-global-learning>.

When Erica Andree and I began our journey building the Global Scholars Program at Pacific University in step with a growing focus on global learning in higher education, we looked for models at other institutions that could serve as guides to understand the necessary elements, especially given the broad menu of definitions and components. Our initial research revealed that publications describing global learning programs overwhelmingly featured those of large universities. In contrast to smaller institutions, large research universities often tout multiple administrative centers and academic programs dedicated to specific aspects of global learning. With ample institutional funding and resources, such institutions are able to provide programming for both students and faculty at a larger scale. While important publications such as *Making Global Learning Universal: Promoting Inclusion and Success for All Students* contribute a wealth of strategies to incorporate global learning throughout the curriculum, the authors hail from Florida International University, one of the largest US public research universities.⁴ While Andree and I often wished for the resources and support that large institutions enjoy, we also found that there were unique advantages to being part of a small and nimble institution. We joked that our small, two-person, global learning team functioned like a Smart car: a great fit for small places and incredibly efficient.

The goal of this collection of essays is to provide faculty, staff and administrators at other small institutions—that is, colleges and universities with fewer than 5,000 students⁵—with the road map that we lacked. Readers who are building or revising their global learning curriculum will find in this volume a wealth of resources and models, as well as plenty of inspiration. While we divided the collection into three sections to help readers navigate their exploratory journey, there are a few common elements. For instance, each approach to global learning emphasizes the crucial element of collaboration across all levels of the institution and clear communication among the stakeholders of the global learning initiative, including an articulation of learning goals and the establishment of institutional commitment. Additionally, many chapters describe the way in

⁴ Hilary Landorf, Stephanie Doscher, and Jaffus Hardrick, *Making Global Learning Universal: Promoting Inclusion and Success for All Students*, (Sterling, Virginia: Stylus, 2018).

⁵ Small colleges are considered to have fewer than five thousand students, medium institutions have between five and fifteen thousand, and large universities have more than fifteen thousand students. <https://www.collegedata.com/resources/the-facts-on-fit/college-size-small-medium-or-large>.

which program champions provide the necessary continuity and drive to sustain such initiatives; there must be individuals willing to take responsibility for the success and implementation of the global learning curriculum. Finally, each chapter details the advantages of small institutions for their adaptive agility and innovative approaches to global learning.

Although the reader could select any chapter to start exploring these models, the volume begins with two comprehensive approaches to global learning so that the reader may imagine broader applications at their institutions. Section I, “Global Learning Across the Curriculum,” thus features two chapters that address global learning as embedded throughout the students’ academic trajectory. In chapter 1, “The Global Scholars Program: Providing Equitable Access to the Benefits of Global Learning,” Erica Andree details the global learning program at Pacific University in Forest Grove, Oregon. Her *how-we-built-this* description provides important considerations and efficiencies for creating an impactful program on a shoestring budget. The Global Scholars Program at Pacific provides equitable access to the benefits of global learning with a keen attention to reducing barriers and building capacity for international and diverse educational experiences and allows students in any major to access global learning opportunities. By reconfiguring existing global learning elements in the general curriculum and leveraging the institution’s academic structure, the Global Scholars program scaffolds support for global learning for students in diverse majors.

In chapter 2, “Global Learning for Professional Success: Building Cultural Agility Through an Integrated Global Liberal Arts Curriculum,” the authors describe the way that Agnes Scott College in Decatur, Georgia infuses global learning into every stage of a student’s academic career to prepare them for future professional success. Gundolf Graml, Elaine Meyer-Lee, Regine O. Jackson, and Janelle S. Peifer highlight how global learning is at the core of Agnes Scott College’s strategic reconfiguration of its general education curriculum that also features inclusive leadership development, digital literacy, and professional career development. Each year every student at Agnes Scott enrolls in a course or learning experience, into which is integrated the aim of building professional success through intercultural experiences. For instance, the required Global Journeys class (designed to decolonize the curriculum and provide students with an immersive, faculty-led international or intercultural experience) engages first-year students to develop cultural agility and intercultural competencies. As the authors point out, cultural adaptability and intercultural skills—so important in global learning environments—are the same skills and competencies that employers seek. As a result of the centrality of global

learning at Agnes Scott, students build these skills in every discipline throughout their academic journey.

The two chapters that make up Section II, “Integrated Approaches to Global Learning,” provide models for synergistic approaches to global learning through decentralized administration and/or curricular coordination. In chapter 3, “Building Study Abroad through Deep Integration: A Case Study on a STEM Program in Berlin,” Blythe Knott and Bruce Suttmeier describe the long history of broad student participation in study-abroad programs at Lewis & Clark College in Portland, Oregon. They detail structural, administrative, and mission-driven pressures involved in creating successful study abroad programs. In response to these pressures, they illustrate their model for deep curricular and operational integration through the case study of a chemistry course in Berlin, Germany. The authors demonstrate the rigor of the college’s review and approval process that ensures that study abroad merges seamlessly with students’ on-campus academic plan. Moreover, every academic unit supports students’ global learning at Lewis & Clark; institution-wide participation broadly disperses the responsibility to implement and sustain those programs. Knott and Suttmeier advocate for deep institutional integration of study abroad into every major to help make the value of global education more legible to students and families.

Following in the theme of interdisciplinary and interconnected approaches, Marc Démont and Christian Wood propose a model for networking across disciplines and study abroad destinations to provide students with more cohesive and long-lasting impacts of the global learning experience. In chapter 4, “From Pape’ete to Pondicherry: Performing Postcolonial Identities in a Liberal Arts Framework,” the authors illustrate their efforts to offset the limits of short-term travel courses that can sometimes seem like a “one-off” experience for students. Using their own integrated courses as an example, they showcase the way that students at Centre College in Danville, Kentucky deeply engage with the concept of postcolonial identities in relation to distinct geopolitical contexts as they travel to both Pondicherry, India (Démont’s course) and Tahiti, French Polynesia (Wood’s course). The authors argue that linking their courses thematically enables a more comprehensive processing of experiential learning. By collaborating across disciplines, faculty provide students with rich, complex global learning encounters. In other words, linked travel courses extend global learning beyond the period of travel.

Finally, the two chapters of Section III, “Pedagogical Approaches to Global Learning,” provide various pedagogical approaches that build intercultural competencies—crucial outcomes of global learning. Beginning

with chapter 5, “Creating Reflective Communities both at Home and Abroad,” Genny Ballard, Laura Chinchilla, Satty Flaherty-Echeverria, and Ellen Prusinski, also from Centre College, describe four reflective practices inspired by Anu Taranath’s *Beyond Guilt Trips*: unlearning, noticing, connecting, and holding space. This reflective approach builds community among students and faculty and fosters more inclusive classroom environments both at home and abroad. Readers will find assignments that encourage students to reflect deeply on positionality, identity and politics both during and after their study away from their home campus.

In chapter 6, “Improving Intercultural Competencies: COIL Collaboration between a Rural Kentucky Liberal Arts College and a Private Coastal Colombian University,” Genny Ballard teamed up this time with Lourdes Rey and Heydy Robles to detail their five-year collaboration across cultural borders in a Collaborative Online International Learning (COIL) project. Students at both Centre College in Danville, Kentucky and Universidad del Norte (Uninorte) in Barranquilla, Colombia reap linguistic and intercultural benefits from the exchange. Moreover, the authors signal their own intercultural evolution throughout their extensive collaboration to develop the COIL projects. The authors outline the challenges and successes of such projects and offer practical guidelines and models for conducting and assessing intercultural learning. They provide assignments and resources to help anyone who might be interested in implementing COIL in their classroom.

One of the many thrills of editing this volume came from the discovery of new ways to implement courses and programs that improve learning outcomes for students engaged in global learning. The commitment, collaboration, and innovative spirit that the authors express in these chapters provide the guiding forces to remove barriers and suggest efficiencies for any reader hoping to establish or renew global learning efforts on their campus. Throughout the volume, the passionate dedication to make the benefits of global learning more impactful and more accessible to students drives each chapter. Our collective hope is that this book will inspire others to discover that global learning programs at small colleges are not only feasible, they are positively transformational for all involved. And like Smart cars, they might be just the right fit.

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Co-Editor

Jann Purdy is professor of French and chair of International Studies at Pacific University, Oregon. She edited *Language Beyond the Classroom* (Cambridge Scholars, 2018) on service-learning for language programs. Dr. Purdy created curricula in intercultural communication and co-developed the Global Scholars Program, a global-learning initiative at Pacific University.

SECTION I

GLOBAL LEARNING ACROSS THE CURRICULUM

CHAPTER 1

THE GLOBAL SCHOLARS PROGRAM: PROVIDING EQUITABLE ACCESS TO THE BENEFITS OF GLOBAL LEARNING

ERICA ANDREE, CO-EDITOR

The Global Scholars Program described in this chapter offers a model to integrate global learning across the undergraduate curriculum while building students' capacity for study abroad and intercultural encounters. The Global Scholars Program resulted from the natural evolution of the Center for Languages and International Collaboration (CLIC) at Pacific University, a small, 4-year liberal arts college in suburban Oregon with an enrollment of about fourteen hundred undergraduate and sixteen hundred graduate students. When the CLIC was established in 2008, it was a state-of-the-art, next-generation language center focused on improving students' communicative language proficiency. A decade later, with universal integration of instructional technologies like Moodle and Zoom and faculty adoption of proficiency-oriented language instruction and assessment, the center had accomplished its goals for language learning and teaching. If the CLIC's first decade was focused on languages, the second decade would focus on international collaboration. In 2018 Erica Andree, the CLIC director, partnered with Jann Purdy, a professor who specializes in intercultural communication and transformative study-abroad support practices, to establish a new interculturally-focused global learning program. The objective of the Global Scholars Program would be "to provide equitable access to the benefits of global learning to all students regardless of their cultural, social, or economic backgrounds."¹

¹ "Mission and Values," Pacific University, accessed June 15, 2024, <https://www.pacificu.edu/academics/undergraduate-curriculum/global-scholars-program/mission-values>.

The resulting Global Scholars Program consists of two separate but related parts. The first component is a first-year program that combines a globally-focused first-year seminar with a faculty-led short-term travel course. This component recruits diverse first-year students and provides them with early, well-supported exposure to global learning. The second component is a multidisciplinary, cohort-based global learning pathway which integrates international and diverse perspectives with the students' major course of study. The pathway's flexible, individualized requirements are designed to accommodate students in any major.

What We Mean by Global Learning

Global learning is often conflated with study abroad or conceived of as having a focus outside of US national borders akin to international studies. Hillary Landorf and Stephanie Doscher have been instrumental in defining a contemporary understanding of global learning as “the process of diverse people collaboratively analyzing and addressing complex problems that transcend borders and engaging in actions that promote collective well-being.”² We adopt a similarly broad understanding of global learning that is grounded in the foundational International and Diverse Perspectives (IDP) requirement of Pacific University's undergraduate core curriculum:

As our world becomes increasingly ecologically, socially, politically, and economically interdependent, it is critical that graduates understand multicultural, diverse, and global perspectives. The complexity of the modern world demands that students attain a heightened awareness both of the interdependence of the cultures of the world and of the diversity of voices that contribute to life in the United States.³

Within the context of high-impact practices, we further embrace the definition of diversity/global learning of the American Association of College and Universities (AAC&U). AAC&U describes global learning as encompassing the “courses and programs that help students explore cultures, life experiences, and worldviews different from their own,” and that address US diversity and world cultures through exploration of

² Hillary Landorf and Stephanie Doscher, “What We Mean by Global Learning: An Updated Definition,” *Liberal Education*, web exclusive, (October 5, 2023), <https://www.aacu.org/liberaleducation/articles/what-we-mean-by-global-learning>.

³ “International and Diverse Perspectives,” Pacific University, accessed June 15, 2024, <https://www.pacificu.edu/academics/academic-resources/core-requirements/international-and-diverse-perspectives>.

“‘difficult differences’ such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power.”⁴ Global learning outcomes at Pacific include understanding cultural diversity in the US and the world through exploration of sociocultural contexts and power dynamics while also developing intercultural knowledge and skills. Pacific students participate in global learning on campus, in their local communities, and in the world, within and beyond US national borders.

While every student at Pacific will complete one IDP-designated global learning course, students in the Global Scholars Program deeply integrate these courses into their studies, as demonstrated in the following descriptions of the Global Scholars first-year program and four-year pathway. Our focus on global learning is not just as an educational enhancement, but also a critical component of the university’s value proposition to students. Global learning equips students with the skills, confidence, and capacity to participate in future culturally immersive experiences that require greater independence and tolerance for risk.

Global Scholars First-Year Program

The Global Scholars First-Year Seminar and its companion travel class offer a unique opportunity to study abroad as a first-year student. To select a diverse cohort of students to the first-year program, we designed an application and scoring rubric that takes into consideration students’ identities, interests, and financial need. A three-question application asks students to describe their prior experience with people and cultures different from their own, articulate their interest in the Global Scholars Program, and indicate markers of underrepresentation in study abroad such as race and ethnicity, gender and sexual orientation, first-generation status, disability, and intended major. We rank applicants using a scoring rubric which assigns points based on identity characteristics, second language and culture experience, expressed knowledge of and enthusiasm for the Global Scholars Program, and financial need as determined by the financial aid office. Our recruiting strategy and selection rubric work. Our original goal was for 50% of each cohort to be students underrepresented in study abroad. In practice, over 85% of each twenty-person cohort has one or more markers for underrepresentation in study abroad.

⁴ “Trending Topics: High-Impact Practices,” American Association of Colleges and Universities, accessed June 15, 2024, <https://www.aacu.org/trending-topics/high-impact>.

The Global Scholars First-Year Seminar shares the learning objectives held in common by all sections of the first-year seminar at Pacific. It also readies students to study abroad in January by providing academic, intercultural, and logistical preparation. Each Global Scholars First-Year Seminar and travel course is team-taught by two faculty members with prior experience teaching first-year seminars and leading travel courses and includes a student mentor.

We choose first-year seminar faculty strategically. There are many factors to consider when selecting successful faculty pairs to teach the first-year seminar and its companion travel course. First, faculty should have complementary experience leading travel courses and teaching first-year seminars. Both courses require a specialized set of administrative and pedagogical skills, and prior experience is essential. Secondly, faculty should be from different disciplines and have an interest in exploring a global topic from an interdisciplinary perspective. Finally, it is essential that faculty have a strong orientation toward community building and are supportive of inclusive student success. Knowledge of intercultural frameworks and experience navigating cultural differences is also helpful.

Faculty select the course topic and travel location based on their personal interests, prior travel experience, and academic specialties. Topics have included examination of history, government, and science in Renaissance Florence; the history of information in England; art, religion, and philosophy in Bali; and sustainability, civic engagement and indigenous culture in French Polynesia. Whatever the topic, the first-year program is taught with a global-learning focus and integrates IDP learning outcomes. While faculty are generally specialists in the topic and location, they receive additional training to ensure they are attuned to the developmental needs of diverse first-year students and are aware of intercultural approaches to the region and people they will encounter.

One approach to address the needs of inexperienced first-year travelers—many of whom have not traveled outside the US—is to build students' capacity and confidence for future independent experiential global learning through a highly supportive, faculty-led first-year experience. On-campus coursework provides students context and purpose for their off-campus travel. Our programs emphasize that study abroad is not a vacation or a luxury experience for wealthier students, but rather an important means for all students to understand their curriculum and themselves. During the first-year seminar students receive scaffolded support as some learn to apply for their first passport, practice observation and adaptation skills, and learn about the destination's particular cultural and linguistic contexts.

Participation in faculty-led, cohort-based study abroad builds students' capacity to participate in subsequent study- and internship-abroad opportunities that require greater degrees of independence and self-efficacy. The international experience in the first year also provides students with a framework to understand themselves as individuals within a global context which prepares them to pursue the Global Scholars Pathway. Early evidence indicates that Global Scholars students may participate in further study abroad at a higher rate than the general population and students of similar demographic backgrounds. Anecdotally, we observe Global Scholars enrolling in additional faculty-led short-term travel courses and studying abroad in their second year.

Developing increased capacity and confidence is important, but the cost of international travel remains a barrier to equitable participation. To reduce the cost and make the program available to students of varied financial means, we sought grant support while we simultaneously established ongoing institutional support for first-year travel. We received several rounds of seed funding through the US Department of State's Increase and Diversify Education Abroad for US Students program and through the US Department of Education's Undergraduate International Studies and Foreign Language program. Grant funding paid for course development expenses, in-country programming, and faculty-related supplemental pay and travel costs which significantly lowered the cost to students. With one-time funding from the dean's office and annual appeal donations, we were able to reduce the cost to students from \$3,750 per student to a sliding scale of \$0 to \$2,000, depending on financial need. Subsidizing the cost to students of the first-year faculty-led travel experience supports both the recruiting and equity goals of the program. The low- or no-cost travel opportunity for a small, exclusive cohort of students serves as a premium incentive to enroll at the university and the program. It also lowers the financial barrier and makes it possible for a greater diversity of students to participate.

The 4-Year Global Scholars Pathway

While enrollment in the Global Scholars First-Year Seminar is limited to twenty students, the Global Scholars Pathway offers every undergraduate at Pacific the opportunity to engage meaningfully in global learning. The four-year Global Scholars Pathway ensures breadth and depth of global learning across a variety of academic disciplines and integration into students' major course of study. The Pathway is designed with the flexibility to augment any major with international and diverse perspectives beyond the 2-credit

IDP requirement in the undergraduate core curriculum. The pathway encourages students to explore cultures, life experiences, and worldviews different from their own and prepares them for careers working with diverse people at home or around the world.

Any student may opt in to the Global Scholars Pathway in the same way they declare a major or minor. In contrast to the Global Scholars First-Year Seminar and travel course, there is no application for the pathway. Once students declare the Global Scholars Pathway as a part of their academic degree, they are assigned a Global Scholars advisor to ensure the seamless integration of the pathway with their major and four-year academic plan.

The entry point to the Global Scholars Pathway is a course called the Global Scholars Seminar. Students in this introductory seminar develop intercultural skills with a concrete plan for future growth, explore how global learning integrates with their major academic interests, and map out an academic plan to integrate global learning into their degree and future career plans, and research how their academic interests might contribute toward the solution of a critical global issue.

For breadth, students complete three International and Diverse Perspectives-designated (IDP) courses in three different disciplines. IDP-designated courses develop students' understanding of 1) cultural diversity through examination of various languages, values, and practices from around the world, 2) how social categories such as race, ethnicity, gender, class, religion, or sexual orientation and social and cultural context influence one's understanding of the world or point of view, and 3) how cultural self-awareness promotes effective cross-cultural interaction. Next, Global Scholars are required to participate in global experiential learning by completing either two faculty-led travel courses, study- or internship-abroad, or a domestic cultural immersion experience. Their global learning experience is enhanced by wrap-around support courses which prepare students for immersion in a different cultural community, support them in navigating cultural differences while away from campus, and help them to reflect on and leverage their experience when they return. Finally, students integrate their global learning experiences and perspectives into their major capstone project or thesis. The breadth and flexibility of the pathway is designed to work with almost every major. Each person's Global Scholars Pathway is unique, yet holds a common focus on intercultural communication and international and diverse perspectives.

The pathway requirements are intentionally aligned with the undergraduate core curriculum and major requirements to offer flexible means for completion. Students can satisfy the requirements of the Global Scholars Pathway with as few as seventeen additional credits, ten of which are global

experiential learning.⁵ Students in rigidly sequenced majors such as engineering, education, or other STEM fields may face challenges fitting a semester abroad into their program and still maintaining progress toward timely graduation. For these students, we offer study-abroad alternatives which include short-term travel courses (which carry the burden of an additional expense) or local IDP-focused internships. Alternatives to semester-long study abroad are also essential for students who can't leave the country or local area.

Meeting Institutional Needs

Within an enrollment-dependent institution, the Global Scholars program needed to show promise in recruiting and retaining students. Like many small institutions, we face significant enrollment pressures as we compete for a shrinking population of college-bound students.⁶ As James Shewey with Unison Risk Advisors identifies, “At a time when institutions are increasingly tuition-dependent, even modest enrollment fluctuations and retention rates can have a significant impact on an institution’s bottom-line.”⁷ The Global Scholars Program is a strategic response to the institutional need to recruit and retain students. The first-year component of the Global Scholars Program uses a distinctive academic program and a desirable, low-cost opportunity to study abroad in the first year to attract students. High-impact practices such as first-year seminar, learning communities, and diversity/global learning aid student retention. According to the AAC&U, these high-impact practices provide “significant educational benefits for students who participate in them—including and especially those from demographic groups historically underserved by higher education.”⁸ The Global Scholars Program fosters a strengths-based learning community which recognizes and celebrates the cultural, linguistic, and

⁵ “Global Scholars Pathway Requirements,” Pacific University, accessed June 15, 2024,

<https://www.pacificu.edu/academics/undergraduate-experience/global-scholars-program/pathway-requirements>.

⁶ Jill Barshay, “College Students Predicted to Fall by More than 15% after the Year 2025,” *The Hechinger Report*, April 8, 2021, <https://hechingerreport.org/college-students-predicted-to-fall-by-more-than-15-after-the-year-2025/>.

⁷ James Shewey, “Tuition Dependency and the Impacts of Declining Enrollments,” RCM&D: A Unison Risk Advisors Company, July 10, 2019, <https://www.rcmd.com/blog/tuition-dependency-and-the-impacts-of-declining-enrollments>.

⁸ AAC&U, “High-Impact Practices.”

experiential assets of our diverse participants.⁹ The outcomes of this strengths-based approach are evident: we retain students at a rate ten to twenty percentage points higher than Pacific's general undergraduate population. The first cohort of Global Scholars (for whom travel was canceled due to a COVID-19 surge) retained from year 1 to year 2 at a rate of 87%; the second cohort—and the first to travel—retained at a remarkable 95%. This compares to a 76% retention rate for the general population—and even lower retention rates for the low-income, first-generation, and students of color that make up a significant portion of our first-year Global Scholars.

Recruiting Underrepresented Students

The Global Scholars Program seeks to make the benefits of global learning equitably accessible to all students. To understand who does and does not currently have access to global learning, we reviewed *Open Doors* survey data on US students studying abroad for academic credit. Although we define global learning more broadly than study abroad, in the absence of more specific data on participation in non-study abroad global learning curricula, we use the *Open Doors* study abroad survey data to represent student participation in global learning more generally. The data reveals that nationally, the majority of students participating in study abroad programs are white (68.6%) and women (68.7%).¹⁰ Additionally, few students who study abroad pursue STEM majors (25.6%); even fewer are disabled (10.5%); and fewer still study abroad in their first year (5%).¹¹ Participation in study abroad at Pacific University is similar to the national trends, despite being a culturally and economically diverse, minority serving institution.¹²

⁹ Lisa Pattoni, "Strengths-based Approaches to Working with Individuals," Iriss, May 1, 2012, <https://www.iriss.org.uk/resources/insights/strengths-based-approaches-working-individuals>.

¹⁰ Institute of International Education, "Profile of U.S. Study Abroad Students," *Open Doors Report on International Education Exchange*, 2023, <https://opendoorsdata.org/data/us-study-abroad/student-profile/>.

¹¹ "Fields of Study," *Open Doors Report*, <https://opendoorsdata.org/data/us-study-abroad/fields-of-study/>; "Students with Disabilities," *Open Doors Report*, <https://opendoorsdata.org/data/us-study-abroad/students-with-disability/>; "Profile of U.S. Study Abroad Students," *Open Doors Report*, <https://opendoorsdata.org/data/us-study-abroad/student-profile/>.

¹² According to Fall 2023 data from the Pacific University Office of Institutional Research, 51% identify as students of color, 25% are the first in their family to attend

With these statistics in mind, our recruiting target was for half of each incoming Global Scholars cohort to be students underrepresented in study abroad, which we defined as students who identify as low-income, first-generation, disabled, LGBTQIA+, STEM majors, students of color, and men. In practice, over 85% of students in each cohort have had one or more markers for underrepresentation in study abroad.

To recruit underrepresented students to a global learning program, we needed to understand the reasons why a greater diversity of students was not participating in study abroad. The barriers most commonly cited that preclude student participation in study abroad are financial constraints and lack of fit within the academic program or major. Students from diverse ethnic and socioeconomic backgrounds also describe fear of experiencing racism and bias while abroad, personal constraints and family obligations, and length of time away from school, work and family.¹³ Without prior international experience in their family and peer groups, underrepresented students may also be unaware of opportunities and the potential benefits international education offers.¹⁴ Cultural barriers and the perception that study abroad is not meant for them usually indicate that one or more of the student's identities causes study abroad to feel risky to their health and well-being, financially out-of-reach, or simply unusual in their identity-based peer group.¹⁵ To mitigate these barriers to participation in global learning, we keep the cost of participation low, provide the safety and security of faculty-led, cohort-based travel, ensure that the program will fulfill undergraduate core requirements, and build students' capacity for future global learning.

In recruiting underrepresented students to the program, we intentionally emphasize the strengths and assets of socially, economically, and ethnically

college, 28% receive federal Pell grants, and 86% receive needs-based federal student loans.

<https://www.pacificu.edu/about/pacific-directory/offices-departments/provost-academic-affairs/institutional-research-assessment/data-center>.

¹³ Jacqueline Murray Brux and Blake Fry, "Multicultural Students in Study Abroad: Their Interests, Their Issues, and Their Constraints," *Journal of Studies in International Education* 14, no. 5 (2010): 508–527, <https://doi.org/10.1177/1028315309342486>.

¹⁴ Chris Houser and Mikayla Bornais, "Student Perceptions on the Benefits and Barriers to Study Abroad," *The Canadian Journal for the Scholarship of Teaching and Learning* 14, no.1 (2023), <https://doi.org/10.5206/cjsotlracea.2023.1.11091>.

¹⁵ Jennifer Simon and James W. Ainsworth, "Race and Socioeconomic Status Differences in Study Abroad Participation: The Role of Habitus, Social Networks, and Cultural Capital," *International Scholarly Research Notices* 2012, no. 1 (2012): 1–21.

diverse students for whom the opportunity to engage in global learning and study abroad may have seemed unreachable. Students from non-dominant cultural backgrounds may have enhanced intercultural communication skills, superior second-language proficiency, and are likely to exhibit high levels of adaptability and resilience—skills which are beneficial in the global classroom and workplace.¹⁶

How We Built the Program

Larger institutions have the advantage of diverse and specialized international programs, international exchange partnerships and self-run programs abroad, robust administrative and academic support infrastructures, and a large student body to support niche programs. What our small institution lacks in size, wealth, and numbers, we make up for by being agile, enterprising, and resourceful. In order to build a new cost-conscious and budget-friendly program, we leveraged and repackaged various existing university resources.

The first step to develop the first-year global learning program was to identify existing institutional strengths and resources. We built the first-year program on the foundation of a robust and flexible first-year seminar program that could accommodate a variety of academic content. We took advantage of a 4-1-4 academic calendar with a January term already used for short-term faculty-led travel courses and an Office of International Programs accustomed to supporting short-term travel courses. We identified a wealth of faculty with experience both teaching first-year seminars and leading travel courses. Their course content and travel savvy could be adapted to the Global Scholars First-Year Seminar and companion travel course format. To recruit students underrepresented in study abroad, we partnered with an admissions team already skilled at recruiting first-generation students, students from low-income families, students of color, students with disabilities, and students intent on pursuing STEM disciplines.

When developing the interdisciplinary Global Scholars Pathway, we needed to create something new from existing curricula in a manner that would not add significantly to students' credit load. Many students pursue double majors, minors, and concentrations; they do not have the capacity to add many more credits beyond their core and major course requirements. Likewise, we did not have the budgetary capacity to add courses or hire new

¹⁶ Colleen Flaherty, "What Employers Want," *Inside HigherEd*, April 4, 2021, <https://www.insidehighered.com/news/2021/04/06/aacu-survey-finds-employers-want-candidates-liberal-arts-skills-cite-preparedness>.

faculty. We started by identifying the institutional structures and curricular resources upon which we could build the pathway.

Curricular resources that could provide foundational language and cultural learning included a world languages program offering majors and minors across six languages (Spanish, Japanese, French, German, Mandarin, and American Sign Language). We leveraged the undergraduate core world language requirement to incorporate base-level language and culture into the pathway without adding any additional credits. We also took advantage of the International and Diverse Perspectives requirement, which is backed by a deep, multidisciplinary roster of courses providing global learning from a breadth of disciplinary perspectives. While students are required to complete one IDP-designated course for their degree, the Global Scholars Pathway requires completion of three IDP courses in different disciplines. Planned carefully, students could “double-dip” IDP courses with other undergraduate core requirements, further minimizing the credit burden of the pathway. The only new courses we created were an introductory two-credit Global Scholars Seminar which serves as the entry point to the pathway and a one-credit culminating capstone portfolio—both of which are taught by the program directors as part of their regular workload.

Existing opportunities for experiential global learning included both semester and short-term study abroad options. The Office of International Programs offers students a portfolio of semester-based study abroad programs in a dozen countries in the Americas, Europe, and Asia-Pacific, whether through direct exchange agreement or through external study abroad providers. Additionally, Pacific University offers a variety of faculty-led short-term travel courses across a variety of disciplines—a notable institutional strength and resource which accounts for nearly 50% of student participation in study abroad. Students also have the opportunity to participate in globally focused local internship opportunities as a means of engaging in experiential global learning without the need to travel. Existing Global Skills study abroad wrap-around support courses provided a ready means of strengthening the transformational potential of the global experiential learning.

Finally, we identified the Center for Languages and International Collaboration (CLIC) as the natural administrative home of the interdisciplinary program. Three people comprise the administrative core of the Global Scholars Program: the director of the CLIC provides administrative oversight, a faculty person serves as the academic director, and a staff person in the academic and career advising center supports recruitment and advising. The university’s curriculum committee, which oversees a well-

established process to propose curricular changes and new programs, guided development and approval of the new Global Scholars Program.

With resources and strengths identified, the next step was to build a broad base of internal institutional support. We engaged various university units including the provost, dean, and school directors, diversity, equity and inclusion, admissions, athletics, student life, and academic and career advising, to participate in a two-day workshop led by Diversity Abroad Network. The workshop was designed to help us to better understand the barriers that prevent students from participating in international education. The outcome of the workshop was to develop a strengths-based marketing and recruitment strategy that values the unique skills and strengths of bilingual and multicultural students. Just as important as anything we learned about recruiting and supporting diverse students, however, was the value of university stakeholders becoming familiar with and invested in the success of the newly conceived Global Scholars Program. Through the workshop and subsequent broad-based advisory council, we created university-wide support for our program and its objective to make the benefits of global learning more equitably accessible to all students.

Lessons Learned

The Global Scholars Program is a work in progress. We adopt the Japanese philosophy of *kaizen*—continuous improvement—as we refine and adapt the program to meet the changing needs of our students and our institution. We have learned some lessons along the way which may be instructive to others seeking to develop global learning programs at their small institutions:

Lesson 1: Nothing Succeeds Like Success. Seeking external grant funding, and federal funds in particular, was important in demonstrating proof-of-concept and strengthening our program. Securing competitive grant awards served as peer-reviewed, external validation that our project was worthwhile, which helped to reinforce internal institutional moral and financial support. University administrators welcomed the financial and reputational benefits of securing external funding. In the spirit of the saying “nothing succeeds like success,” our university advancement team also leveraged successful grant awards to solicit private and foundation philanthropic giving.

Lesson 2: It Takes a Village. We have also learned that the adage “It takes a village to raise a child” is equally relevant when developing a new

global learning program. Although it only took two people to conceive of the program, its development and ongoing support requires that we maintain friendly, reciprocal relationships with a broad range of people across campus and the world. Admissions is critical to recruiting students to the program. Advising is essential in identifying interculturally inclined students and guiding them through the Global Scholars Pathway declaration and academic planning process. The registrar helps us to maintain and track student records and refine program requirements. Department chairs help us to define global learning opportunities that fit well into their major requirement sequencing. The Office of International Programs provides general administrative oversight of study abroad and offers a wide selection of additional experiential global learning opportunities. University leadership is critical to secure the funding that sustains the program. Student mentors bring their unique first-hand experience navigating the program and lead co-curricular community building activities. Enthusiastic, interculturally minded faculty teach the first-year program and the International and Diverse Perspectives-designated courses that are central to the Global Scholars Pathway.

Lesson 3: Practice Good Project Management. Building a global learning program was different from planning and teaching a course or running an academic department. Building a new program required the application of robust project management principles and practices. While organizations like the Project Management Institute provide professional certification, we learned what we know about project management on-the-job through the federal grant application process. In addition to a detailed project description and needs case, our grant applications required that we develop logic models to explain how our project activities would result in the desired outcomes; implementation timelines to specify what must be accomplished, when, and by whom; project outcomes that included key performance indicators; the instruments used to assess program and student learning outcomes; and sustainability plans to anticipate how we would fund and sustain the program beyond the duration of the grant. These requirements of the grant applications proved to be valuable tools which supported the successful development, implementation, and administration of our Global Scholar Program.

Lesson 4: Cultivate Champions to Plan for Succession. Equally important to the sustainability of the program is succession planning for program staff. The Global Scholars Program is maintained through three part-time roles: an administrative director, an academic director, and a

professional academic and career advisor. The people currently holding these roles were each involved from the beginning in developing the Global Scholars Program and are invested in the program's success. To maintain historical memory and cultivate broad support for the program, we created an advisory council. Although none of the founding members intends to step away from their Global Scholars roles, we have already begun to identify people who have a similar passion for global learning. To cultivate their interest and investment in the Global Scholars Program, we invite them to serve on the advisory board, teach Global Scholars courses, develop International and Diverse Perspectives-designated courses, participate in or lead faculty development workshops, and partner with us to seek additional grant opportunities for their own global learning endeavors.

Lesson 5: Make It Affordable, Not Free. While our objective was to eliminate participation costs for students in the first-year travel program, we have learned that asking students to contribute to the cost increases their commitment to travel. We now ask students to pay the price of their airfare—generally around \$500 to \$1,000—with the university covering the remaining \$2,000 to \$2,500 cost of the travel course. Because the university incurs nonrefundable costs on behalf of the students prior to travel, student cancellations can be costly, even with cancel-for-any-reason travel insurance. Students are less likely to drop out of the January travel course frivolously if they stand to lose their own financial investment. Student cancellation also negatively affects group cohesion and the non-traveling student's motivation during the remainder of the on-campus semester. We offer waivers and/or scholarships to students with highest financial need who would be prevented from traveling as a result of the fee.

Lesson 6: Build and Maintain Community. One of the hallmarks of the Global Scholars Program is that we focus on creating a sense of community and belonging among our students from the moment we recruit them until the day they graduate. We recognize students for their unique, diverse identities and strengths. We select faculty to teach the First-Year Seminar and travel courses who are skilled at building community. We offer formal and informal opportunities to come together as a community, communicated through a Google group. We give Global Scholars the opportunity to mentor first-year students and share their expertise in combining global learning with their diverse majors. We hire student ambassadors to organize co-curricular activities like trivia nights, geography quizzes, and outdoor adventures. We gather as a community of students, faculty, staff, and donors to celebrate our graduating Global

Scholars with an annual banquet. Finally, we articulate and reinforce the foundational values that we hold in common:

Global Scholars believe that there is strength in diversity. We learn to interact effectively and appropriately with people who are different from us.

Global Scholars are curious and open, empathetic, and compassionate. We allow ourselves and others to make mistakes and learn from them.

Global Scholars often come from diverse cultural and linguistic backgrounds. We join the journey of intercultural development through learned and lived experience.

Global Scholars are works in progress. We understand that intercultural competence develops over time and with deliberate practice.

In conclusion, the Global Scholars Program represents a multifaceted approach to addressing the challenges of recruitment and retention in higher education while simultaneously committing to the provision of equitable access to global learning opportunities. Through its innovative structure and comprehensive curriculum, the program not only enhances the university's appeal to prospective students but also ensures that its current students are equipped with the global perspectives and intercultural skills necessary to thrive in an interconnected world. This approach reflects a deep understanding of the evolving demands of higher education and demonstrates the university's commitment to preparing its students for success in a global context. As a small institution, Pacific University's greatest advantages are its agility, adaptability, and resourcefulness. While the Global Scholars Program makes use of the university's unique constellation of resources, the model is adaptable to fit other small institutions.