



Spelman Going Global! Developing Intercultural Competence

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Table of Contents

- I. Executive Summary.....1
- II. Selection, Development, and Identification of the QEP Topic.....4
- III. Identification of the Topic.....10
- IV. Desired Student Learning Outcomes.....13
- V. Literature Review and Best Practices.....18
- VI. Actions to be Implemented.....24
- VII. Timeline.....35
- VIII. Organizational Structure.....37
- IX. Resources.....39
- X. Assessment.....42
- XI. Appendices.....48
- Bibliography.....76

Spelman Going Global! Developing Intercultural Competence

I. Executive Summary

Spelman College Mission Statement: *Spelman College, a historically Black college and a global leader in the education of women of African descent, is dedicated to academic excellence in the liberal arts and sciences and the intellectual, creative, ethical, and leadership development of its students. Spelman empowers the whole person to engage the many cultures of the world and inspires a commitment to positive social change.*

Spelman College has a long history of providing study abroad opportunities and hosting international students, beginning with the first Spelman student to travel abroad to the Congo, Nora Gordon, in 1889, and, in 1915, Flora Zeto, the first African graduate from what was then Spelman High School. In 2007-08, 159 of the 2343 Spelman students participated in Study Abroad for-credit programs. A total number of 224 students engaged in study-travel programs over all that same academic year.

Spelman global travel learning experiences have increased over the years under the direction of the Study Abroad Office and individual departments and programs. In 2008, 6.8% of our students participated in international curricular or co-curricular experiences prior to graduation. However, in developing student learning outcomes for the Spelman academic experience, termed the Spelman MILE (My Integrated Learning Experience to be fully implemented, 2012), it became apparent that Spelman does not have shared learning outcomes for global travel learning experiences (throughout this document, used interchangeably with “study-travel”) and that our infrastructure providing and overseeing these experiences is neither well-organized nor cohesive. Furthermore, the strategic plan, *Strengthening the Core: The Spelman College Strategic Plan for 2015*, challenges that “We must expand our campus reach to embrace the wider world, modeling for our students the importance of thinking globally—understanding the world through more international connections” (*Strengthening the Core*, 3)—a challenge reflected in the major strategic goals to improve the student learning experience.

Therefore, the Spelman College Quality Enhancement Plan (QEP), *Spelman Going Global*, is designed to enhance student learning in study-travel experiences. The Spelman QEP will implement specific strategies to improve the quality of student learning by helping students achieve the desired outcomes for study-travel experiences and by strengthening the infrastructure supporting Spelman students’ study-travel opportunities. Specific goals of the Spelman QEP are: a) to provide opportunities for students to connect more directly global travel learning experiences (study-travel) with the Spelman MILE (My Integrated Learning Experience); b) to develop further student intercultural competencies; and c) to put in place a well-organized and cohesive infrastructure for all global programs and initiatives in order to coordinate and/or support the Spelman students’ global learning experiences through study-travel.

To accomplish this goal, the Spelman College Quality Enhancement Plan has three major elements:

- 1) Introducing required curricular components to global travel programs;

- 2) Identifying and assessing shared student learning outcomes across global travel experiences to develop intercultural competencies; and
- 3) Enhancing and making cohesive the infrastructure for global programs and initiatives.

Required Curricular Components

To ensure that students have the opportunity to extract deeper meaning from study-travel, Spelman will institutionalize pre-departure seminars, reflective essays, and re-integrative discussion groups for students who travel abroad for all College study-travel. Shared learning outcomes will be achieved through the following curricular innovations:

- 1) Cultural orientation seminar pre-departure (P/F; required to travel);
- 2) Reflective essays upon return (required as part of credit for study-travel); and
- 3) Participation in re-integrative discussion groups on global experience (required as part of credit for study-travel experience).

Shared Student Learning Outcomes across Global Travel Experiences to Develop Intercultural Competencies

The student learning outcomes for *Spelman Going Global!* are knowledge-based, skill-based, value-based, and shared across study-travel experiences. As a result of her study-travel experience, the Spelman student will reach competency in the following two learning outcomes:

- 1) Identify differences and commonalities of two world societies based on political, economic, social and /or cultural values during each study-travel experience.
- 2) Develop a personal definition of cultural engagement that reflects openness to cultural difference.

Enhanced, Cohesive Infrastructure for Global Education

Spelman Going Global! builds on existing global travel programming by ensuring improved connections to the College's liberal arts curriculum, the Spelman MILE, through a strengthened, more cohesive infrastructure for existing and newly initiated global travel projects. This will be accomplished through the following:

- 1) Hire the Gordon-Zeto Dean for Global Education, and establish the Gordon-Zeto Center for Global Education to provide direction for all global travel experiences.
- 2) Implement Global STEM (G-STEM), a five year project (June, 2010-June,2015) funded by the National Science Foundation, to enhance undergraduate research abroad in the STEM disciplines, and integrate into the Gordon-Zeto Center, with the G-Stem Director serving as liaison to the Center.
- 3) Connect existing study-travel facilitators to the Gordon-Zeto Center:
 - Appoint the Chair of World Languages and Literature and African Diaspora and the World Program Director as liaisons to the Gordon-Zeto

Center to connect initiatives in the department and program respectively to the Center.

- Appoint the Director of Student Life and Engagement to serve as liaison to the Gordon-Zeto Center to connect travel initiatives in Student Affairs to the Center.
- 4) Restructure reporting so that the Study Abroad Office and the International Affairs Center report to the Gordon-Zeto Dean of Global Education.
 - 5) Hire an instructor of Portuguese (for all students, but targeting study abroad and G-STEM undergraduate research programming in Brazil).
 - 6) Appoint qualified faculty member to serve as Coordinator of Cultural Orientation to establish a Cultural Orientation Program for all students travelling abroad. This Coordinator will report to the Gordon-Zeto Dean for Global Education.

With outcome-based study-travel experiences connected to the curriculum and a strengthened, cohesive infrastructure providing global education, *Spelman Going Global!* will establish the academic process and institutional infrastructure to ensure success in the QEP. The Spelman student will have the opportunity to develop the reflective and evaluative processes necessary to act on the inspiration intended in the College mission “to engage the many cultures of the world” From their personal experience of global education, students gain cultural competencies that enable them to recognize, understand, and value similarities and differences among people globally, thereby increasing their capacity to function effectively in international exchanges.

II. Selection, Development, and Identification of the QEP Topic

A. Selecting the Focus

Context for the Emergence of Potential Topics

August 2007- December 2008, Topics Relevant to the QEP Emerge in Strategic Planning and Curriculum Work

The Spelman College Quality Enhancement Plan, *Spelman Going Global!*, began taking shape within general education deliberations and strategic planning discussions for *Strengthening the Core: the Spelman College Strategic Plan for 2015*. General education deliberations (in progress) challenge us to provide more interdisciplinary learning opportunities and more opportunities for students to connect learning among disciplines and with co-curricular programming. Although Spelman has an impressive number of study-travel programs, a major challenge of *Strengthening the Core* is to expand global learning opportunities. Faculty, staff, students, administrators, and community partners developed *Strengthening the Core* between Fall, 2007 and Spring, 2009, and the Board of Trustees approved the plan at its April, 2009 meeting (Strategic Plan available in Focused Report, 2.5). The Provost Council, chaired by the Provost, led the discussions leading up to the identification of the QEP topic, and the topic Global Learning evolved to *Spelman Going Global!* (Appendix A: List of Provost Council Members).

As part of the review of the existing general education curriculum (Mellon Foundation funded, "Rethink and Refocus" planning grant, 2006-08), the August 2007 Faculty Institute, focused on the Subcommittee Report of the General Education Working Group (Power Point available in On-Site Review files) and laid a foundation for discussing assessment. The Gen Ed Working Group, as it became known, was appointed by the Provost to launch deliberations to improve the general education curriculum. Their presentation

a) summarized faculty discussions about the institutional identity, core literacies and skills and their relationship to institutional identity; b) proposed interdisciplinary seminars and a general education statement; and c) facilitated faculty break-out discussions about core literacies and skills in their disciplines. Their proposed General Education Requirement Statement, composed after reviewing the College's mission statement and behavioral objectives, and approved at the Faculty Institute by a faculty "straw vote" as a basis for further deliberations, reads, in part, that the Spelman core curriculum has been intentionally designed:

to develop women who are (1) intellectually curious and engaged in the central debates of the day; (2) aware of local, national and international community issues; (3) committed to understanding and embracing difference, and (4) concerned about and responsive to global inequities.

The session on assessment at the August 2007 Faculty Institute, led by Dr. James A. Anderson, then Vice President for Student Success and Diversity at the University of Albany (SUNY), laid the groundwork for the improvement of student learning outcomes, for assessment uses of the then newly established SpEI.Folio, and for assessment becoming more integral to teaching and learning. Faculty approved the General

Education statement in Fall, 2008. Thus, early in the process, international and global issues were identified as very significant by the Spelman faculty.

The Provost secured funding from the Mellon Foundation to support numerous subsequent faculty collaborations in the curriculum transformation project, “Transforming Learning: Interdisciplinarity and Connected Learning at Spelman College, 2008-2010.” The ultimate goal of this project, the Spelman MILE (My Integrated Learning Experience), will be in place by 2012, supported by additional funding from Title III, 2010-2011. These collaborations, facilitated by the newly established Teaching Resource and Research Center (October, 2008), build on the 2007 general education deliberations (i.e., revising the African Diaspora and the World course and English 103, First-Year Composition; developing Free Thinking Women Seminars), and include improving the teaching of core literacies, with one group focusing on quantitative literacy. For example, the African Diaspora and the World revision improved its structure, enhanced writing and speaking expectations, and developed further the globalization of African Diaspora and the World begun in 2003, by, among other course changes, adding a study-travel opportunity; the quantitative literacy group traveled to and explored campuses with successful programs, with the goal of suggesting ways to more intentionally include quantitative literacies in the Spelman curriculum. Core literacies, interdisciplinarity, student learning outcomes, global learning, and the millennial student and professor thus surfaced as constant themes in Faculty Institutes and the curriculum transformation project.

During Fall, 2007, Matthews Consulting Group, LLC, hired to facilitate Spelman’s strategic planning, conducted an environmental scan to inform the direction of strategic planning. A total of 675 internal constituents (faculty, staff, students, and Trustees) participated in “a variety of quantitative and qualitative information gathering techniques, including one-on-one interviews, focus groups (up to 15 participants), workshops (15 or more participants), an electronic survey and a mail survey.” External participants numbered 318, including alumnae, Atlanta University Center Consortium Presidents, external constituent interviewees, and parents. They contributed to focus groups, workshops, one-on-one interviews and surveys. (Environmental Scan Report, December 2007, Updated March, 2008, I-2; available in Focused Report, Section 2.5 and in On-Site Review files).

While reviewing the Mission Statement, five themes pertinent to the QEP resonated in particular with all stakeholders in the Environmental Scan—the Board of Trustees, students, staff, and faculty (I-6,7):

- Developing the Intellectual, Ethical, and Leadership Potential of its Students
- Empowering the Total Person
- Effecting Social Change; Global Perspective/Diversity/International
- Appreciates the Many Cultures of the World
- Commits to Positive Social Change

Students, staff, and faculty recommended that the Mission Statement should have “stronger language around appreciation of different cultures/stronger global perspective.” It was noted that “Trustees indicated the need to measure effectiveness of teaching/learning and social change; understanding the gap between the mission and current performance was also important to Trustees.” “ Faculty seemed most vocal

about strengthening the Mission Statement by being more specific and better differentiating Spelman.” Notes (See On-Site Review files) indicate that trends to watch that were emphasized by two or more stakeholder groups were:

- Globalization (Trustees, Faculty)
- Competition with other schools (Students, Staff, Faculty)
- Technology—optimization, implications (Staff, Faculty)
- Spelman Environment and Surrounding Community/High Quality Facilities (Students, Staff)
- Diversity of “real world” (Students, Staff, Faculty)
- Demographic shifts (Staff, Faculty)
- State of HBCUs (Students, Trustees, Faculty)

Strengthening the academic experience of students surfaced as a major theme throughout the Environmental Scan (especially I-11-12). External and internal constituents “consistently noted Spelman’s reputation for academic excellence as a key strength. Additionally, many of the individuals interviewed cited Spelman’s national ranking, graduation and retention rate, as well as its selectivity in admissions, as strengths and important indicators of the academic standing of the College.” Both internal and external participants in the Environmental Scan stressed the importance of the liberal arts focus (liberal arts disciplines; core literacies of critical thinking and inquiry, writing and verbal skills, quantitative skills, etc.).

Subsequent strategic planning discussions with faculty, staff, and the Board of Trustees, added to and expanded upon the results of the Environmental Scan and indicated strong interest in undergraduate research, improving the general education experience, expanding faculty development, and global education and diversity.

The Mission Statement was changed to reflect that

At the core of our mission statement is the commitment to the intellectual development and personal empowerment that comes from the hallmarks of an excellent liberal arts education—the capacity to think critically, analyze and solve problems, and confidently communicate with others across lines of difference for the benefit of an increasingly interdependent global community (*Strengthening the Core: the Spelman College Strategic Plan, 2015, p.2*).

Narrowing the Topic

Fall 2008, SACS Leadership Team Identifies Potential QEP Topics

During Fall, 2008, the SACS Leadership Team identified potential QEP topics in *Strengthening the Core*. Since the strategic plan emphasizes bringing “sustained focus to the core of Spelman College, our academic program” (*Strengthening the Core, 3*), it was decided that the QEP would reside in Academic Affairs. Also because the QEP was to have a significant impact on student learning, Academic Affairs seemed the most appropriate division of the College to organize further planning for the QEP.

From full faculty discussions at the August 2007 Faculty Institute, the December 2007 (updated March 2008) Environmental Scan, Faculty Affairs and Educational Policy Board Committee discussions, a January 2008 retreat of that committee, and discussions of the Provost Report at Board Meetings, the following topics surfaced as possible enhanced or new initiatives to improve the quality of the student experience (See On-Site Review files):

- Undergraduate research and internships for all students
- Global learning
- Literacies across the curriculum (e.g., writing, speaking, quantitative)
- Expanding the SpEI.Folio throughout the four years/an Individualized Education Experience
- The Spelman MILE (My Integrated Learning Experience)

The topics identified easily aligned with the acronym and other initiatives in the strategic plan that focused on enhancing the liberal arts and sciences experience of the Spelman millennial student.

January 2009, Discussions Begin to Identify Rank Possible QEP Topics

Discussions to select the Spelman College QEP began at the January 2009 Faculty Institute. The August and January Faculty Institutes, begun by Provost Butler in August 2007, provide time and space for the Spelman College faculty to meet and work together on salient issues of curriculum and institutional issues pertinent to faculty. Planned by the Provost Council and faculty working groups appointed by the Provost (including representatives from Faculty Committees where appropriate), Faculty Institutes have progressively focused on the transformation of the general education curriculum to a core curriculum, scaffolded throughout the four years. The curriculum is student and learning centered, assessment based, and appropriate to the educational needs of the millennial student and the pedagogical, scholarly research, and creative production needs of the millennial faculty (See On-Site Review files for Faculty Institute Agenda).

The January 2009 Faculty Institute's purpose was threefold: 1) establish the next stage for the curriculum transformation process; 2) connect the findings of the Art & Science Group with the core curriculum transformation process; and 3) identify and rank possible QEP topics. Spelman had retained the Art & Science Group in late 2007 to conduct a year-long study of Spelman's optimal pricing strategy in its prospective and current student markets as well as the potential enrollment impact of key ideas underlying Spelman's strategic plan. The firm worked with a campus committee of faculty, administrators, and staff to ensure that ideas tested in the survey research with Spelman prospective students and current students reflected the most important issues to Spelman's future. The Art & Science presentation consisted of a summary of the quantitative data findings from the study as well as the recommendations related to price, aid, retention, academic program and strategic initiatives which arose from the results. The timing was serendipitously perfect, for emphases in the curriculum transformation process, and in the strategic planning that was drawing to a close, resonated with the primary message of the Art & Science Group—that we turn successes for which we are known into signature programs (Art & Science Report available in Focused Report, 2.5).

The January 2009 Faculty Institute was particularly productive, for during our discussion as a whole, the goals of the Transforming Learning project were further clarified, the concept of the Spelman MILE emerged, and the QEP topics were narrowed. As a result of the Art & Science Report, faculty began to view the QEP selection as the selection of a signature program within the Spelman MILE (See Appendix B for graphic of the Spelman MILE).

After a discussion of the purposes and requirements of the QEP and of each topic, the Provost asked the faculty for a straw vote. The topics and respective votes were:

- Undergraduate research/internships – 34
- Global learning –36
- Literacies across the curriculum –17
- SpEI.Folio/Individualized Education Experience—47

Further discussion narrowed the possible topics to three. The fourth alternative, SpEI.Folio/Individualized Education Experience, was dropped because it was already too fully developed to be a QEP topic. The discussion that followed confirmed that each of the potential QEP topics would eventually be pursued by the College because they all add value to the student experience, and each are part of *Strengthening the Core*. However, only one topic would be named as the QEP. Topics for consideration were identified as:

1. Undergraduate Research/Internship

To advance discovery in the learning process, faculty will identify existing undergraduate research practice and establish criteria for an undergraduate research or internship experience for all students. Each experience will incorporate appropriate aspects of the other when a student selects one or the other and will be connected to the major experience.

2. Global Learning

To meet the pressing need for greater engagement of international diversity, we will expand international initiatives and increase the significance of these experiences both abroad and on campus through the intentional curricular and co-curricular integration of diversity and global learning. A stated goal of the strategic plan, *Strengthening the Core*, is that by 2015, every Spelman student will have an international experience—study abroad, short-term study associated with a course, conference presentation abroad, for example.

3. Literacies Across the Curriculum

The faculty will renew and re-invigorate writing intensive courses and develop the teaching of quantitative, visual, and technological literacies across the curriculum with the goal of multi-modal teaching and learning. Faculty will identify intentional outcomes for each of the four years.

B. Development of the QEP Topic

Spring 2009, Campus-Wide Focus Groups and SACS Leadership Team Discussions on Possible Topics

Following the January 2009 Faculty Institute, the Provost and Provost Council continued to lead the development of the QEP topic. It was decided that the Provost and the Chair of the Task Force on Student Development lead campus-wide discussions to get a sense of preferences for the three topics that emerged as the possible QEP, and ultimately identify the QEP topic. The discussion took place in relation to the newly conceptualized general education framework, the Spelman MILE. They led

- two faculty focus groups (29 participants)
- two student focus groups (14 participants)
- a “think tank” discussion (22 participants: faculty and staff representatives from the General Education working Group; the Student Development Task Force; the Strategic Plan Academic Priority Groups)

Focus group and “think tank” discussions were open and broad, with undergraduate research/internships and global learning most enthusiastically explored as possible topics.

In an on-line survey, April 6 – 15, 2009, faculty ranked the three topics as “most desired,” “second desired,” and “next desired” (See Appendix C for QEP Topic Faculty Survey). Survey results were:

- 1) Undergraduate research and internship experiences (most desired)
- 2) Literacies across the curriculum (second desired)
- 3) Global learning (next desired)

Discussants emphasized the point made earlier at the January 2009 Faculty Institute that while the College had to select one QEP, all three would be developed. Students emphasized that undergraduate research and internships were institutionalized but needed consistency across the curriculum, as well as ways to provide those experiences for each Spelman student. They pointed out that of the three, global learning, while institutionalized in Study Abroad, needed a more explicit focus on student learning.

May 2009, Discussion of GOALS of Strategic Plan in Relation to the QEP

While the specific focus of the QEP was being deliberated, the goals of each priority for the strategic plan were organized under the acronym GOALS. For Academic Affairs/Students the acronym signifies:

Global learning
Opportunities for undergraduate research and/or internships
Alumnae connections
Leadership development
Service learning

As part of refining the implementation of the Strategic Plan, President Tatum requested sessions exploring each of the **GOALS** for each priority in May 2009. In Academic Affairs, **GOALS** were discussed in relation to the QEP as well. Most pertinent to the QEP, while there were discussions of Undergraduate Research/Internships, the discussants on the **G** for Academic Affairs Priorities, were very vibrant. They noted that:

- It is expected by the world that an educated woman would know something about the world, and that from the perspective of science, the study of disease demands a global perspective, as does biodiversity.
- There is great interest and activity in varied and global experiences, including study abroad:
 - African Diaspora and the World will pilot a study-travel program in 2010 (accomplished);
 - SAGE (Student Activities Global Experience) will continue to sponsor 10-day trips in December and/or during Spring Break;
 - Model UN participation will continue (Spelman students have excelled in Model UN in Amsterdam, Mexico, Egypt, Geneva, and Taiwan); and
 - possible new summer program development through the U.S. State Department grant proposal for China, Brazil and Turkey (grant completed, June 2010; programs being set up). Faculty are also exploring adding travel to courses for credit during Fall or Spring break.
- There are numerous reasons why global learning through study-travel matters. Among them:
 - It is confidence building. Transforms the sense of self through looking at another culture and seeing your place in both it and your home culture.
 - Global experiences help build the résumé and improve preparation for employment and graduate/professional school, as well as improves chances for employment and acceptance, respectively.
 - All prestigious scholarship winners in 2009 studied abroad. All 8 Fulbright finalists did a semester or more abroad. Marshall and Rhodes finalists also studied a semester abroad.
 - Global travel shapes global citizens who are problem solvers.
 - Our students who go abroad are ambassadors for Spelman and for the African American community. For many citizens overseas, our students are their first encounter with African Americans who are not rap stars or athletes that they see on TV or encounter through other media.
 - It expands our curriculum and helps them make contacts that often last a lifetime.

III. Identification of the Topic

July 2009, SACS Leadership Team Votes Unanimously for the QEP Topic to be Global Learning

The topics below are those identified in planning parameters of the strategic plan that have salience for the QEP. They emerged from discussions of faculty working groups, the broad-based Environmental Scan for the Strategic Plan, and Strategic Planning Priority Groups, and also helped shape QEP discussions (*Strengthening the Core*, 12-15). They represent goals to be reached by 2015. In the context of a rigorous liberal

education that engages high impact educational practices, Spelman engages in each of the impact practices consistent with those in Kuh's *High Impact Educational Practices: What They Are, Who Has Access to Them, and Why they Matter* (2008). One's identified in the strategic plan parameters are:

- **Learning Communities** provide the space for juniors and seniors where curricular and co-curricular experiences come together to augment student learning (internships, international experiences, service learning, subject-specific/themed experiences, etc.).
- **Collaborative Assignments and Projects** are an integral part of teaching and learning across the curriculum and are used in the curricular and co-curricular experience to develop team skills, and to put in the foreground connected and collaborative learning, guided by shared institutional outcomes. It is ensured through the partnership of the LEADS Center and Academic Affairs (faculty and deans) that intentional experiences will be developed to connect learning and service to ground the leadership development of the Spelman woman.
- **Literacies across the Curriculum (writing, quantitative, and visual, digital, etc.)**—Students demonstrate skills in the various literacies necessary to enhance their learning and compete successfully in a global environment. Faculty possess the skills to teach literacies across the curriculum, resulting in multi-modal teaching and learning that encourages in students the flexibility and innovation needed in the rapidly changing local, global, and technological world environment.
- **MILEstone/Capstone Courses and Projects** are institutionalized across all majors and departments with shared institutional learning outcomes and specific departmental/major/minor learning outcomes.
- **Internationalization Across the Curriculum**—Every student participates in a curricular and/or co-curricular experience abroad that provides a learning experience that expands their conceptualization of the global community and their interactions with the international/global.
 - A comprehensive and inclusive program supporting the matriculation of more international students.
 - An increase in living/learning experiences with a global focus.
 - An increase in global perspectives in the curriculum.

The SACS Leadership Team held ongoing discussions of the proposed QEP topics at monthly meetings, and considered the results of campus-wide discussions, the relationship of the QEP to strategic planning, and College resources. They reiterated that each of the options would be developed as part of *Strengthening the Core*. In July 2009, the SACS Leadership Team voted unanimously that “Global Learning” would be the QEP topic.

Fall 2009-May 2010, QEP Committee Established; Planning Process Delineated; and QEP Topic Further Refined, Developed

Early Fall, 2009, the Provost invited faculty to serve on the QEP Committee. Twenty-two faculty volunteered and two students with considerable travel experience accepted invitations to join (see Appendix D, QEP Committee List; Appendix E for Initial QEP Planning Meeting, November 19; subcommittees established).

During Fall Break, October 2009, members of the QEP Committee were asked to volunteer to visit several campuses with similar QEPs. A group of faculty and administrators self-identified. One faculty member from the QEP Committee, the Director of the International Affairs Center, joined the Undergraduate Dean, the First-Year Associate Dean, the Vice Provost, the Associate Provost, the Division Coordinator of Arts and Humanities, the Director of the Office of Institutional Research Assessment and Planning, and the Director of the Teaching Resource and Research Center for a three-day visit to five institutions. Institutions visited were: Duke University, North Carolina Agricultural and Technical University, North Carolina Central University, Meredith College, and Wake Forest University.

The results of their visit, shared at the first QEP Committee meeting, November 19, 2009, informed the subcommittee structure/action plan for refining the topic. (Appendix F, QEP Planning Process, North Carolina Visit).

The QEP Focus and Student Learning Outcomes Subcommittee began meeting to discuss the focus and develop the student learning outcomes (Appendix G for preliminary suggested Student Learning Outcomes).

The Provost met with the Curriculum Committee and hosted a Curriculum Committee retreat to anticipate the process for rolling out the new curriculum and the QEP.

The QEP Public Relations subcommittee established an extensive process for publicizing the QEP across campus. With the assistance of the Office of Communications, the Public Relations subcommittee implemented various marketing techniques to communicate the theme and purpose of the QEP initiative. The team identified and implemented a campus-wide and engagement campaign utilizing numerous tactics (See Appendix H, Spelman College Quality Enhancement Plan-QEP-Publicity and Marketing).

June-August 2010, Student Learning Outcomes Completed and Plan of Document Approved

The Dean of Undergraduate Studies worked with a consultant to refine the student learning outcomes. The Shared Student Learning Outcomes were finalized, June, 2010.

At the August 2010 Faculty Institute, the faculty as a whole reviewed the components of the QEP and next steps (along with an overview of the Focused Report), and accepted by straw vote (final vote, September faculty meeting), the Student Learning Outcomes and the Enhanced Infrastructure items (See Power Point presentation in On-Site Review files).

At the August 2010 meeting of the QEP Committee, the Student Learning Outcomes were discussed, further refined and accepted; the plan of the QEP document was discussed, and the committee contributed to the development of the Executive Summary.

IV. Desired Student Learning Outcomes

Student Learning Outcomes

The QEP student learning outcomes are designed to facilitate the development of globally competent students who manifest openness to cultural differences. In the 1998 report, *Educating for Global Competence*, the American Council on Education (ACE) suggests that America's future depends upon the United States' ability to develop a citizenry that is globally competent. The report states that

America's future depends upon our ability to develop a citizen base that is globally competent. Our nation's place in the world will be determined by our society—whether it is internationally competent, comfortable and confident. Will our citizens be competent in international affairs, comfortable with cultural diversity at home and abroad, and confident of their ability to cope with the uncertainties of a new age and a different world (v –vii)?

The future of the U.S. is also dependent upon students “pondering the unthinkable” and examining contemporary challenges and problems from a perspective that is “comfortable in dealing with cultural difference, competent in bringing disciplinary background to bear in a global setting, and confident in one's ability to make a difference in this context.” Hence, Spelman College endeavors to produce well-educated graduates who are globally knowledgeable, cross-culturally skilled and sensitive to fundamental human rights and values, particularly as they impact women. Spelman's student development and educational model, coupled with the QEP, will help to ensure that its graduates are able to operate competently, confidently, and comfortably within global settings with the tools to adapt to a rapidly changing international environment. (See On-Site Review files for Student Development Task Force Report)

The QEP Focus and Student Learning Outcomes Subcommittee embarked on developing student learning outcomes that reflect our College mission for developing intercultural competency in students. Through a reiterative process of debate and dialogue about the educational purpose of international travel, the Student Learning Outcomes and Assessment Committees (Return to Appendix D for Committee Members) sought to identify the requisite skills, knowledge, and values indicative of the ability to “engage the many cultures of the world,” and to define outcomes that transcend specific study-travel programs.

We recognized early on that to bring cohesion to what we began to see as random acts of internationalization occurring throughout the College, we must establish a common set of learning objectives that put into effect our understanding of intercultural competency.

As a consequence of those internal dialogues about the rationale for improving global travel learning, Spelman has established two desired student learning outcomes for our QEP:

- 1) *Identify differences and commonalities of two world societies based on political, economic, social, and/or cultural values after each global experience.*

The aim of this learning goal is to engage students in comparative analysis of social systems that deepens their understanding of and appreciation for intercultural variation (knowledge dimension). This goal is also intended to exercise students' ability to articulate balanced arguments about differences in political, economic, social, or cultural values (skill dimension). We anticipate that most students will make comparisons between the U.S. and another country; however, students with more extensive international experiences may produce comparative analyses of two countries outside the U.S.

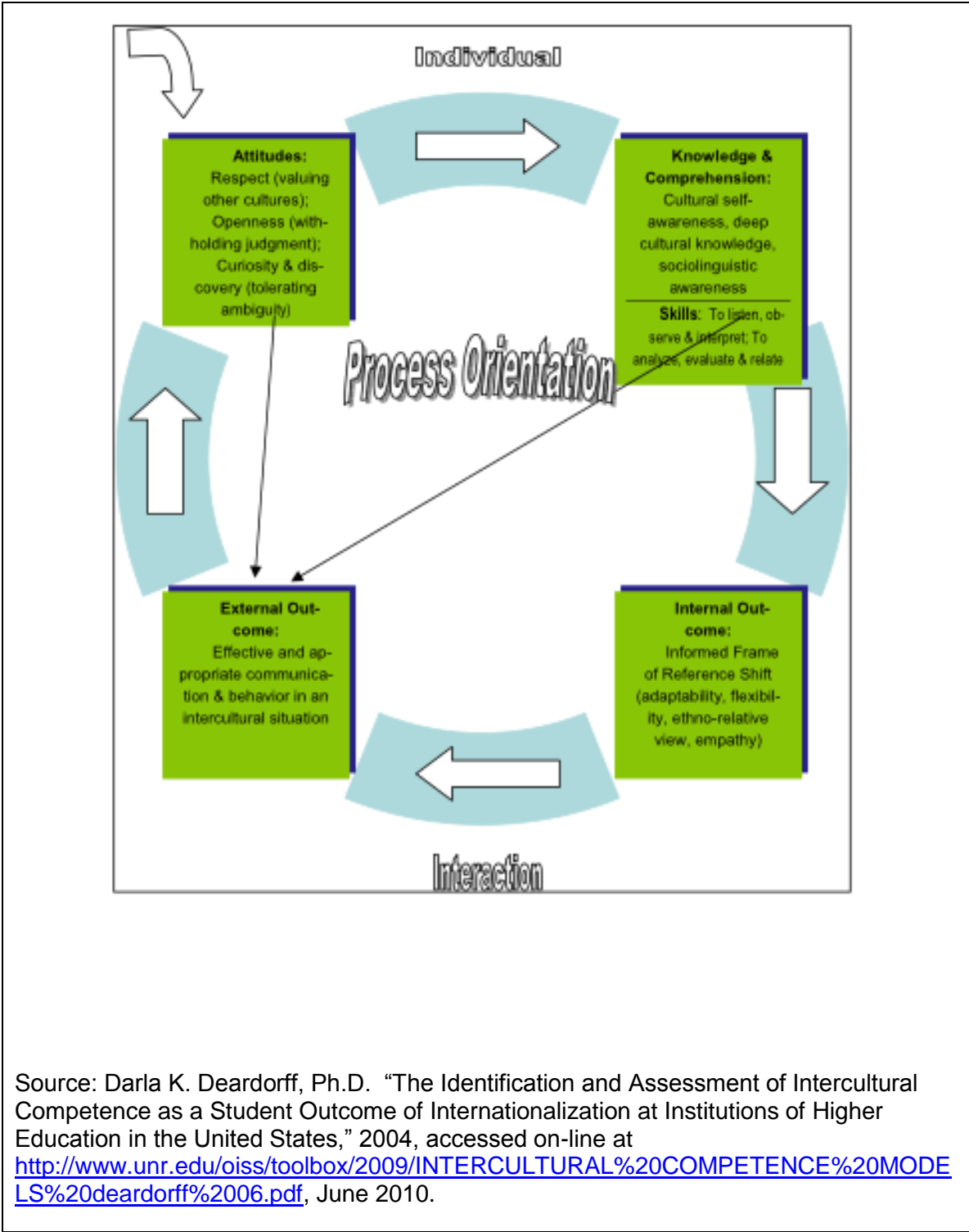
- 2) *Develop and articulate a personal perspective on cultural engagement that reflects openness to cultural difference.*

This learning goal requires the student to explain what interaction with a different culture has meant to her. In so doing, we expect that the student will express thoughts about the degree of comfort she experienced in negotiating unfamiliar interpersonal terrain (value dimension).

Through more thoughtful participation in study-travel experiences, students will reach competency in the learning outcomes, as demonstrated through reflective essays written after the international experience (See Appendix J for information on Spelman study-travel programs).

These student learning outcomes were developed with the Deardorff Process Model of Intercultural Competence in mind (Deardorff, 2004). This Model recognizes that intercultural competence is based on attitudes, knowledge, and skills that the individual possesses, and outcomes that are expressed in interactions among individuals. Simply put, the attitudes—respect, openness, and curiosity about other cultures—lead to the acquisition of knowledge about one's own culture and the development of skills – listening, observation, interpretation, and the ability to relate to difference. These attitudes, knowledge, and skills produce both internal and external outcomes. Internal outcomes include flexibility, adaptability, and empathy. External outcomes reveal effective and appropriate communication and behavior in intercultural contexts.

Process Model of Intercultural Competence



Source: Darla K. Deardorff, Ph.D. "The Identification and Assessment of Intercultural Competence as a Student Outcome of Internationalization at Institutions of Higher Education in the United States," 2004, accessed on-line at <http://www.unr.edu/oiss/toolbox/2009/INTERCULTURAL%20COMPETENCE%20MODELS%20deardorff%2006.pdf>, June 2010.

The Model indicates that global learning and the acquisition of intercultural competence is an on-going process and dynamic process. It suggests that competence takes place

at different intervals and different levels of intensity. A student, for example, may go from attitudes and/or skills (knowledge) directly to the external outcome; however, the effectiveness of the outcome may not be as strong as when the entire cycle is completed (Deardorff, 2006, 197).

The Bertelsmann Stiftung, a German think tank, offers a nuanced version of the Deardorff Process Model, using a spiral to denote the complexity and multi-dimensionality of intercultural competence acquisition. Following the Deardorff model, the spiral version illustrates that the more dimensions a student achieves and passes through, the greater the degree and depth of learning. The development of intercultural competence depends on the situation and is a "continual, dynamic process, one that moves through diverse dimensions while developing and enriching itself in an upward spiral." The dimensions influence each other – every instance of global learning and experience returns to impact the student's attitudes, knowledge, skills and reflection. The learning spiral makes clear that the acquisition of skills requires life-long learning and is part of one's ongoing personal development. (Boecker and Ulama, nd.)



Source: Malte Boecker and Leila Ulama, "Intercultural Competence –The key competence in the 21st century?" accessed on July 27, 2010, http://www.bertelsmann-stiftung.de/bst/de/media/xcms_bst_dms_30238_30239_2.pdf

While both models demonstrate the dynamic nature and complexity of intercultural competence acquisition, they illustrate that no one experience produces global learning

and intercultural competence. And in fact, some degree of global learning and intercultural competence can be gained without ever leaving the United States and the campus of Spelman College. However, study-travel experience adds a dimension to the intercultural learning process, which in turn, enriches the student's attitudes, knowledge, and skills and ideally facilitates a greater level of competency acquisition. Indeed, international travel is often transformative. Both models suggest that intercultural competence and learning are complex and involve more than one component. Global knowledge or language acquisition alone does not guarantee intercultural competence (Deardorff, 2009). Thus, Deardorff and others argue, "strategies need to address the development of the components of intercultural competence in a variety of ways."

Consequently, the outcomes for the Spelman QEP are expected to be derived from

- 1) introducing required curricular components to global travel programs;
- 2) enacting shared student learning outcomes across global travel experiences to develop intercultural competencies; and
- 3) enhancing and making cohesive the infrastructure for global programs and initiatives.

V. Literature Review and Best Practices

Spelman Going Global!

In the twenty-first century, colleges have emphasized the importance of students developing a global perspective. According to Deardorff and Hunter (2006), college graduates will now face national and international competition for jobs and will work with colleagues from different educational, cultural, and social backgrounds (2006, 72). “Students need to think and act in terms of living in a world in which they meet, work, and live with others with very different cultural backgrounds” (Brasskamp, Brasskamp, & Merrill, 2009, 101). As the world becomes reshaped by scientific and technological innovations, global interdependence, cross-cultural encounters, and changes in the balance of economic and political power, students need to develop the skills that will help them succeed in this ever-changing world (*College Learning for the New Global Century*, 2007, 2). The skills students need include cross-disciplinary knowledge, higher-level skills, an active sense of personal and social responsibility, and a demonstrated ability to apply knowledge to complex problems (*College Learning for the New Global Century*, 2007, 11).

One way for students to develop a global perspective is through an international experience, which is viewed as critical to preparing them to work in an increasingly interconnected and complex world (Cordano & Soneson, 2009, 269). Education abroad can also advance students in their “journey toward self-authorship within a context of living in a global community” (Brasskamp et al., 2009, 112). Through study-travel, summer study abroad, and semester study abroad programs, Spelman students will have opportunities to become more aware of the interactions between local and global communities, developing a sense of self in both the local and the global realities.

Global Learning

As Spelman students acquire international experiences, they will have the opportunity to become global learners. To be global learners means students have knowledge about global studies, have interest in becoming civically engaged and socially responsible for local and global communities, promote the practice of democracy, and have developed intercultural competence (Musil, 2006, 2-13). Global learning focuses on engagement with “big questions and [is] anchored through active involvement with diverse communities and real-world challenges” (Hovland, “Global Learning: Aligning Student Outcomes with Study Abroad”, 2010). Through study-travel, Spelman students will have the ability to understand the world around them and the history that has created the global problems that exist today; develop the intercultural skills needed to work with different cultures in different places; become engaged in communities; have knowledge of democratic practices, and believe their actions and ideas can influence the world they live in (Hovland, “Shared Futures: Global Learning and Social Responsibility”, 2006).

Study-travel is vital as Spelman students need opportunities and experiences to explore their identities. College students' identity formation is "variously shaped by currents of power and privilege, both within a multicultural United States and within the interconnected and unequal world" (Hovland, "Global Learning: What is it? Who is Responsible for it?" 2009, 7). As students develop their own sense of the world, they need the ability to analyze issues from multiple perspectives, recognize the value of reflection, and apply knowledge to real-world problems (Hovland, "Shared Futures: Global Learning and Liberal Education," 2006, 10). As the world changes socially, politically, economically, and culturally, study-travel is essential as global issues cross borders and students need to be able to solve these real-world issues successfully and through multiple perspectives (Musil, 2006, 11; Hovland, "Shared Futures: Global Learning and Social Responsibility" 2005). Through study-travel, Spelman students will develop the learning skills necessary to work successfully in this interconnected global society.

Student engagement in education abroad experiences will enhance global learning and development (Brasskamp et al., 2009, 111). The College must establish learning outcomes for study-travel and how they relate to general education, college majors, and study abroad (Hovland, "Global Learning: Aligning Student Outcomes with Study Abroad," 2010, 3). Also, faculty development in study-travel will move the College toward a more internationalized curriculum (Hovland, "Shared Futures: Global Learning and Liberal Education," 2006, 15). Through expansion in study-travel and increased faculty-led study abroad programs, Spelman students will become effective global learners, engaged in their communities locally and globally throughout their careers and lives.

Cultural Engagement

Being immersed with cultures while abroad can lead Spelman students to develop intercultural competence, which we define as ***the ability to interact effectively with persons and groups of differing national, social, ethnic, and religious backgrounds***. Intercultural competence may be further described as the "the ability to communicate effectively and appropriately in intercultural situations based on one's intercultural knowledge, skills, and attitudes" (Deardorff, "Internationalization: In Search of Intercultural Competence," 2004, 13). Yershova defines intercultural competence as an understanding of why and how cultures differ and an understanding of one's own self-awareness (2000, 47). To achieve global or intercultural competence, students should develop attitudes of openness and respect, explore cultural self-awareness through self-reflection, move beyond comfort zones, embrace cultural understanding through courses and going abroad, and understand globalization and world history (Deardorff and Hunter, 2006). International experiences increase the opportunities for students to become cognizant of multiple perspectives and be able to reflect on what they have learned about themselves and others (Brasscamp et al., 2009, 115).

Developing greater appreciation for and understanding of cultural difference is one of the most important learning outcomes for students studying abroad. Intercultural learning has become one of the basics in a contemporary liberal education, because it is essential for work, civil society, and social life (*College*

Learning for the New Global Century, 2007, 15). One of the basic functions of education is to promote world knowledge, ethics, and culture as cultures must learn from one another (Gacel-Avila, 2005, 126). Larsen states that today's undergraduates need intercultural people skills to a degree never before needed as Americans can be anywhere in the world in twenty-four hours (2004, 54). Knowledge and first-hand experience of those who are culturally different can lead students to dispel prejudices, stereotypes, and biases and become more tolerant of others (Green 16, 2003; Yershova, 2000, 65-66). If college graduates do not develop the skills and knowledge about other cultures, they can contribute to perceptions of anti-Americanism as others will perceive Americans as arrogant and uninterested in their culture (An International Education Policy for U.S. Leadership, Competitiveness, and Security", 2007). Through international experiences abroad and through reflection exercises with learning outcomes shared across experiences, Spelman students will develop intercultural competency skills and will be able to use these skills in their future careers and interactions with their peers.

Global Competence

To be globally competent, the Spelman student must have an open mind when encountering differences in cultures and will learn to communicate with others effectively (Hunter, White, & Godbey, 2006,). Considered the father of global competency, Lambert defines a globally competent person as someone who knows current events, maintains a positive attitude, understands others, and speaks a foreign language (Hunter, 2004). Spelman students who strive for intercultural competence through their study-travel experiences will be well on their way to becoming "globally literate and [will] possess a high degree of international understanding and intercultural competence" (Hunter, 2004, 11). The four elements to global competence include being international aware, being able to appreciate cultural diversity, having a proficiency in foreign language, and being able to compete globally ("Global Competence is a 21st Century Imperative", 2004).

Spelman students can achieve global competence through travel abroad and through taking courses related to globalization, world history, and foreign languages (Hunter et al; "Global Competence is a 21st Century Imperative", 2004). Spelman College will provide students more opportunities to recognize interconnectedness of society, politics, history, economics, and the environment (Hunter et al, 2004). By leaving their familiar surroundings in the U.S., students will be challenged to function in an unfamiliar environment. We anticipate that such challenges lead the students to understand their own culture and different cultures around them with an open mind (Deardorff and Hunter, 2006). It is imperative that Spelman students become global competent in this twenty-first century as world economies are more interdependent, American society is more diverse, and global challenges are more complex today ("Global Competence is a 21st Century Imperative", 2004).

Institutionalizing Study-travel

Connecting study-travel to Academic Affairs and other aspects of Spelman's campus creates an environment where students can develop as global citizens, as they will have more opportunities to go abroad. "Liberal education should impart the knowledge, attitudes, and skills that specifically equip students to function in the global context" (Green, 2003, 15). Through increased internationalization throughout the institution, college graduates will have a respect for different cultures and a sense of political responsibility enabling them function as "architects of social change" (Gacel-Avila, 2005, 125). Connecting curricula to study-travel prepares students better for the interdependent world in which they will live (Schuerholz-Lehr, 2007, 181).

In order to effectively integrate study-travel into the curriculum and the institution, there are best practices to follow. The institution should create a comprehensive strategy to establish study abroad as an integral component of undergraduate education ("An International Education Policy for U.S. Leadership, Competitiveness, and Security" 2007). Larsen states that institutions should involve faculty, integrate international education into the curriculum, and assess and evaluate programs following the integration and implementation. According to the American Council of Education, the first steps should be to determine why the institution should internationalize, determine who should be involved including faculty, create a vision, and then conduct an internationalization review to make any necessary changes (Green, 2003). Overall, it is important to have a clear mission, engage faculty in the process, build an effective organization for study abroad support, and know when expansion can occur ("Expanding Study Abroad Capacity at U.S. Colleges and Universities." 2009). By reviewing these steps and enhancing the infrastructure that supports the programs, Spelman can further integrate study abroad and study-travel programs into the institution as a whole and into the curriculum, This will provide a stronger structure for the incorporation of new programs and greatly assist in reaching the goal of every Spelman student having an international experience by 2015 and developing the knowledge and skills needed to succeed in this global century.

Diversity and Study Abroad

A small percentage of U.S. College Students study abroad each year and gain a world perspective. According to the Institute of International Education (IIE), 262,416 students studied abroad in 2007-2008 (*2009 Open Doors Report*, 2009). Of those students, 40% studied abroad through mid-length programs or semester programs, while 56% of students chose short-term programs of 2-8 weeks. Spelman will promote mid-length and short-term programs to increase the number of students acquiring an international experience.

In terms of diversity and study abroad, 4% of African-Americans studied abroad in 2007-2008 (*2009 Open Doors Report*). Though there was an increase in African-Americans studying abroad from 3.8% in 2006-2007, the figures represent slow growth over the past ten years (Smith, 2009). The major obstacles to reaching minority students include lack of information and

motivation, as well as not having faculty that studied abroad or having extensive study abroad offices (Smith, 2009). As Spelman expands study-travel, faculty will have more opportunities to go abroad, returning with experiences to enrich the classroom and, perhaps, encourage more student travel. Other barriers for students of color include program cost, restrictions on financial aid, and family resistance (Kasravi, 2009). To eliminate these barriers, Kasravi suggests one solution is to implement short-term and affordable study abroad programs. Through its short-term and summer study abroad programs, Spelman will continue to encourage more students to travel and help them gain a global mindset. We regard student motivation as a critical success factor because “participation in a study abroad programs can be the impetus for students to pursue a more globalized academic plan and allows them to step outside their comfort zone and view their world objectively and externally” (Church, 2008).

One of the greatest barriers to study abroad for underrepresented students is the pressure to graduate on time (“Current Trends in U.S. Study Abroad and the Impact of Strategic Diversity Initiatives.” 2007). Study abroad experiences that are directly related to students’ majors will help increase participation (“Current Trends in U.S. Study Abroad and the Impact of Strategic Diversity Initiatives.” 2007). The study-travel programs that Spelman plans to connect to academics will allow students to interpret what they observe and experience abroad and then apply it to their academics and their future goals.

Study-travel helps students increase their awareness of themselves and their own culture, which helps them to develop individually (Gray, Murdock, & Stebbins, 2002, 49). Students become aware of different cultures when they recognize both the similarities and differences among diverse groups (Gray, Murdock, & Stebbins, 2002, 51). Studies have shown that students who study abroad “develop a deeper understanding and respect for global issues, more favorable attitudes toward other cultures, stronger intercultural communication skills, improved personal and professional self image, and better foreign language skills” (Salisbury, 2008). Spelman students will gain these skills, attitudes, and knowledge through their experiences abroad, through the reflection exercises with shared learning outcomes, and through the Cultural Preparation Program agenda which will help them focus on this goal upon both leaving and returning.

Short-Term Study Abroad

Since 1990, there has been a rise in the number of short-term education abroad programs for students (Dwyer, 2004; Hulstrand, 2006). Well-designed short-term programs provide students an initial experience that may lead them to consider future longer-term study abroad programs (“Standards of Good Practice”, 2009). In order for students to acquire the skills that they would develop through a long-term study abroad program, there should be certain steps taken. According to Hulstrand, there should be integration of the study abroad program into the curriculum, affordable program design, well-developed pre-departure orientation, faculty participation, interaction with host community, inclusion of the local language, cultural enrichment opportunities, a safe environment, experienced staff, opportunities for reflection, balance in activities, and a strong group

dynamic. Also there should be careful educational planning and expert implementation (Dwyer, 2004). “Undoubtedly, short-term education abroad programs can open up a student’s eyes to the world in a new way” (Hulstrand, 2006, 54). Spelman is incorporating many of these recommendations in planning our expanded study-travel programs. For example, the African Diaspora and the World study-travel experience, just concluded in spring 2010 is linked to a course, relatively affordable (students can pay over several months), requires pre-departure orientation, has faculty participation, includes interaction with a host community, and other features.

Semester Study Abroad

Semester study abroad programs allow students a period of four months to live in another country and immerse in another culture. Semester study abroad programs help students grow in global-mindedness and help students develop skills required by many employers today (Kehl and Morries, 2008, 77). Through a survey done by the American Council on Education, it has shown that forty-seven percent of the students interviewed preferred a semester study abroad program over short-term or academic year study abroad programs (“College-Bound Students’ Interests in Study Abroad and Other International Learning Activities”, 2008). Through semester study abroad programs, Spelman students will become more globally aware of their surroundings and become more prepared to enter the global workforce following graduation.

Community Engagement

When students return from their experiences abroad, studies have shown that students become more engaged with the community on a local and global scale. A recent study, SAGE, provides empirical evidence that students who study abroad become more globally engaged socially, environmentally, and politically (Fry, 2009). Through the National Survey of Student Engagement, it was found that students who studied abroad were more involved with their community and were more willing to engage with faculty, peers, and community activities that lead to a more meaningful college experience (Lund & Blake, 2008). “Both service learning and experiences with diversity are powerful catalysts for deeper engagement and insight” as students learn to engage, respect, and learn from people with different worldviews (*College Learning for the New Global Century*, 2007, 38). Also, the international curriculum should focus on creating college graduates who have “respect for humanity’s differences and cultural wealth, as well as a sense of political responsibility, turning them into defenders of democratic principles of their society” (Gacel-Avila, 2005, 125). Today’s education should lead students to contribute to a social, economic, and political environment that is global, interdependent, and multicultural (Gacel-Avila, 2005, 126).

When returning from international experiences, according to research, Spelman students will want to become engaged in their communities locally and globally. They will have had the opportunity of a study-travel experience that has the potential to encourage them to pursue life-long learning as global citizens who will be involved politically, economically, and socially with diverse communities.

VI. Actions to Be Implemented

The QEP goal is to enhance student learning in global study-travel experiences by creating curricular and infrastructure changes that better integrate study-travel with curricular components. The aim of these changes is to ensure that students have the opportunity to extract deeper meaning from study-travel. To achieve this goal, Spelman will institutionalize pre-departure seminars, reflective essays, and re-integrative discussion groups for students who travel abroad for all College study-travel.

Curricular Changes

Pre-departure Seminars

In collaboration with the Global Education Committee (Gordon-Zeto Dean, appointed liaisons, the Director of Study Abroad, and the International Affairs Center Director—sponsors Model UN), the Coordinator of Cultural Orientation develops standards for pre-departure seminars that will introduce students to cultural information about international travel, as well as site-specific information. Pre-departure seminars will be organized as a required pass/fail course (e.g., STS—Study Travel Seminar—100) with separate sections for each region where there is a planned travel experience. Thus, a student planning to study abroad in Spain might register for STS 100, section 1; whereas a student planning to study abroad in South Africa might register for STS 100, section 5. The study-travel seminar will meet weekly for 4 weeks prior to the scheduled travel. Seminars for summer and fall travel will be conducted in the spring and seminars for spring travel will be conducted in the fall.

As information is received about planned international study-travel experiences, the Coordinator of Cultural Orientation recruits or confirms that appropriate faculty will plan and conduct the cultural orientation pre-departure seminars. The seminar faculty will include the Director of Study Abroad, the Director of the G-STEM program, and the Coordinator of Cultural Orientation, as well as faculty who lead study-travel groups during the summer. Other faculty may be recruited as seminar leaders, based on their expertise in the culture of regions to be visited. Faculty recruited for such responsibilities may be members of the World Languages and Literature Department, the International Affairs Committee, or have extensive academic travel or life experience in the region of interest.

Participating faculty will receive guidance annually from the Coordinator of Cultural Orientation on the purpose of the pre-departure seminars. The Coordinator will circulate faculty-produced writing prompts to be distributed to students; remind faculty to have students follow up on other required activities—essay writing and participation in discussion groups (coordinated by the Cultural Orientation faculty). The students' registration in the pre-departure seminar will enable coordination of all required activities through SpEI.Folio. Pre-departure information will be located in SpEI.Folio (as part of the STS, Study Travel Seminar), the students will submit essays to SpEI.Folio, and participation in the

re-integrative seminar will be recorded in SpEI.Folio. In this way, the students' fulfillment of required activities will be documented, tracked, and available to faculty and staff associated with the STS course.

Post-travel Discussion Groups

Re-integrative discussion groups organized by the Cultural Orientation faculty are intended to provide a forum wherein students can share experiences with other students, discuss the impact of the study-travel experience for their personal and intellectual development, and consider how they will respond to the reflective essays. The discussion groups are intended in part to address concerns of the QEP Committee that there currently is no formal mechanism for debriefing and sharing thoughts about the study-travel experience. At present, the only indication we have of student opinions post-travel is a student satisfaction survey conducted by the Study Abroad Office (Appendix K).

Reflective Essays

The quality of student reflective essays is a key indicator of successful implementation of the QEP. The essay prompts, which will change yearly, serve as guides for students in developing the reflective essays upon return from study-travel. Thus, one of the primary responsibilities of the Global Education Committee is to solicit the Spelman faculty for appropriate essay prompts related to the intended QEP student learning outcomes. The Global Education Committee will be responsible for collecting potential essay prompts each year, refining them as needed, and publishing the prompts to the faculty and Coordinator of Cultural Orientation. Students registered for study-travel will receive the essay prompts prior to departure, enabling them to be mindful of the essay topic during the study-travel experience.

The students fulfill their obligations for STS 100 by submitting the reflective essays. The quality of the essays will be evaluated at the end of the academic year by a jury of trained faculty, modeled after the First-Year Writing Portfolio Jury. If the quality of essays is not as expected, the evaluation of pass or fail in STS 100 could be tied to the essay evaluation. The Global Education Committee will review this procedure as a formative assessment at the end of the first year of implementation.

These curricular changes require approval of the Curriculum Committee. Following Commission approval of the QEP, a new course proposal for STS 100, a required, non-credit, pass/fail course for students engaged in study-travel for College credit, will be developed for Curriculum Committee review.

Infrastructure Changes

To accomplish the goals of the QEP, Spelman must enact certain infrastructure changes outlined in previous sections. As we have noted, the infrastructure changes are driven by the current challenge of coordinating various study-travel

experiences in Academic Affairs, Student Affairs, and through external partners, combined with an increase in the number of study-travel opportunities. Growing interest in study-travel, within the College and beyond, suggests a continuing increase in such experiences. Thus, new approaches to managing larger numbers of students and programs must be developed.

Each of the infrastructure changes proposed helps to support the College's goals for student learning by increasing coordination of related efforts, communication across offices serving similar purposes, and cultural learning resources.

Planned Infrastructure Changes, Purpose, and Support for Student Learning		
Infrastructure Change	Purpose	Support for Student Learning
Gordon-Zeto Dean for Global Education.	Provides direction for all study-travel experiences.	Coordinates efforts related to study-travel; monitors achievement of student learning outcomes.
Gordon-Zeto Center for Global Education.	Creates umbrella for study-travel to integrate all programs.	Improves communication by providing a single point of contact within Spelman. Enables coordinated promotion of various study-travel opportunities, increasing likelihood of student participation.
Global STEM (G-STEM), a five year project (June, 2010-June 2015) funded by the National Science Foundation; integrate into the Gordon-Zeto Center, with the G-Stem Director serving as liaison to the Center.	Enhances undergraduate research abroad in the STEM disciplines.	Increases opportunity for science students—a population underrepresented in Spelman's current practice—to achieve desired student learning outcomes.
Connect existing study-travel facilitators to the Gordon-Zeto Center: Chair, World Languages and Literature; Director, African Diaspora and the World; Director, Student Life and Engagement; Study Abroad Office; and International Affairs Center.	Integrates travel initiatives College-wide; establishes Global Education Committee to work with Dean for Global Education.	Reinforces shared expectations for student learning during study-travel, increasing likelihood that desired student learning outcomes will be achieved. Also, coordinates related efforts, improves communication across programs, and provides a consistent message to students

		engaged in study-travel.
Instructor of Portuguese.	Targets study abroad and G-STEM research programming in Brazil and other countries where Portuguese is prominently spoken.	Provides language support for students engaged in study-travel to Portuguese-speaking countries, especially those of the African Diaspora.
Coordinator of Cultural Orientation to establish a Cultural Orientation Program .	Defines standards for and organizes faculty to conduct pre-departure Cultural Orientation and re-integrative discussions .	Provides cultural learning resources to help make study-travel meaningful and safe.

By enacting these changes in infrastructure, Spelman anticipates a more cohesive management structure for study-travel programs, the ability to accommodate more students engaged in study-travel, and a comprehensive mechanism for evaluating existing and potential programs. With these improvements in place, the College should be able to achieve its goals for student learning in study-travel.

Flow of Activities from Student Perspective

Students who plan study-travel will now have additional responsibilities (*italicized*) intended to encourage the development of intercultural competencies. From the perspective of a student, the following list summarizes the sequence of events:

- Identify Study-travel Experience – Study Abroad fall, spring, or summer, ADW study-travel, SAGE, etc.
- Complete application as required by program
- Obtain passport and travel visa, if needed
- Fulfill financial obligations – pay fees, apply for study-travel grant if needed
- *Register for Study-Travel course (STS 100)*
- *Participate in Pre-departure Cultural Orientation. Receive writing prompts and guidance on responsibilities upon return from study-travel.*
- Participate in study-travel
- *Participate in discussion group organized by Cultural Orientation faculty member*

- *Submit reflective essays to SpEl.Folio STS 100 course after return*
- *Assessment Office confirms completion of course requirements*
- Registrar places study abroad grades and credits on transcript

Logic Model

Spelman has established two desired student learning outcomes for our QEP:

- 1) *Identify differences and commonalities of two world societies based on political, economic, social, and/or cultural values after each global experience.*
- 2) *Develop and articulate a personal perspective on cultural engagement that reflects openness to cultural difference.*

Curricular and infrastructure changes planned as part of the QEP implementation are intended to create the environment necessary for students to achieve the learning outcomes in connection with their study-travel experiences. To assess the connection between QEP implementation and student learning outcomes, the yearly Senior Survey will be modified to include new questions directly related to QEP impact on student learning. Supplementing the existing Senior Survey question about whether the student has travelled abroad, a new Global Education section will be added with questions that invite assessment of QEP-related activities:

- Indicate if you participated in these aspects of the study-travel course, STS 100 (yes/no):
 - Pre-departure Cultural Orientation
 - Post-travel Discussion Groups
 - Reflective Essays submitted as part of STS 100
- How much did each of the following help you to understand differences and commonalities of world societies based on political, economic, social, and/or cultural values (5-point scale, Endpoints “Not at All” and “Very Much”):
 - Pre-departure Cultural Orientation
 - Post-travel Discussion Groups
 - Reflective Essays submitted as part of STS 100

And in a section not related specifically to study-travel, all seniors will be asked a question about intercultural competency:

- How comfortable are you in interacting with people who are culturally different in their beliefs, practices, values, etc.? (5-point scale, Endpoints “Not at All” and “Very Much”)

Students’ responses to the questions above will be evaluated to assess the impact of the QEP on the population of students who participate in study-travel. Most importantly, responses to the question regarding intercultural competency are useful in comparative analyses of students who participated in study-travel

and those who did not. We anticipate that students who have had any experience abroad will express higher levels of intercultural competency than do students who have not had previous travel experience.

The aims and anticipated outcomes of the QEP project are captured in more detail in the following logic model. It outlines some of the major actions to be implemented; the means to accomplish the QEP; the activities; the outputs; the outcomes; and the anticipated impact on student learning.

Spelman Going Global! - Quality Enhancement Plan Logic Model

Resources	Activities	Outputs	Outcomes	Impact
To accomplish our activities, we have or need the following:	To address our goals, we will conduct the following activities:	Once underway, the activities will produce the following evidence of progress toward goal (formative assessment):	Once completed, the following changes will have occurred (summative assessment):	The project will enhance student learning in the following way:
<p>Student Learning: <u>Have</u> –QEP student learning outcomes endorsed by the faculty -Academic programs integrating topics related to global education -International Affairs minor -Electronic portfolio to document student learning</p> <p><u>Need</u> -Curriculum Committee approval of pass/fail study abroad course (e.g., STS 100) -Approval and/or development of rubrics for scoring student reflections</p>	<p>Student Learning: 1) Submit new course proposal to Curriculum Committee for new pass/fail study abroad activities. 2) Global Education Committee (Dean and appointed liaisons) solicit faculty for essay prompts annually that correspond to desired student learning outcomes 3) Assessment Office verifies that participation in re-integrative discussion groups and post-travel essays are completed in</p>	<p>Student Learning: 1) Number of students registered for pass/fail study abroad course, as a whole and per division 2) Number of global programs available 3) Number of faculty traveling with students 4) Number of student reflections on study-travel experiences in SpEI.Folio. 5) Number of faculty evaluations of student reflections in SpEI.Folio. 6) Quality of student reflections on study-travel experiences,</p>	<ul style="list-style-type: none"> • Students demonstrate cultural competency, as documented in reflective essays. • Increased student global travel overall by 100% in 4 years (from current level of about 200 students/year to 400 students/year) • Increase student global travel by at least 50% in all divisions of the College (Arts & Humanities, Natural Sciences & Mathematics, Social Sciences & Education) • Increase number of 	From their personal experience of study-travel, students gain cultural competencies that enable them to recognize, understand, and value similarities and differences amongst people globally, thereby increasing their capacity to function effectively in international exchanges.

<p>-Oversight of student reflection submission process -Faculty evaluators for student reflections -Faculty training in SpEI.Folio assessment</p>	<p>SpEI.Folio and communicates same to Registrar 4) Following confirmation from Assessment Office, Registrar places study abroad grades and credits on transcript 5) Institutional Research modifies Senior Survey to include QEP-related questions. 6) Spelman Student Government Association (SSGA) surveys students annually on QEP and Gordon-Zeto Center effectiveness</p>	<p>as represented by essay evaluations. 7) Senior Survey evaluated administered annually, with report to Gordon-Zeto Center on QEP-related questions 8) SSGA reports QEP survey results to Global Education Committee</p>	<p>global sites available by 5 in 4 years • Increase number of faculty traveling with students by 50%</p>	
<p>Infrastructure: <u>Have</u> - Existing Study Abroad programs in Academic Affairs and Student Affairs -International Affairs Center</p>	<p>Infrastructure: 1) Global education partnerships expanded to new locations within existing partner countries. 2) Hire the Gordon-</p>	<p>Infrastructure: 1) Gordon-Zeto Center formally opened 2) Global Education Committee convened and operational 3) Study Abroad and International Affairs</p>	<p>Infrastructure: 1) Gordon-Zeto Dean for Global Education oversees all College activities related to global/study-travel. 2) Global Education Committee evaluates</p>	

<p>-Support from Gordon-Zeto funds to hire Dean for Global Education -Support for student travel through G-STEM -Support for student and faculty travel through Title III -Dean's office space identified and furnished</p> <p><u>Need</u> -Staff hires -Faculty hire -Faculty and staff liaisons appointed to Gordon-Zeto Center</p>	<p>Zeto Dean for Global Education, and establish the Gordon-Zeto Center for Global Education.</p> <p>3) Implement Global STEM (G-STEM), a five year project (June, 2010-June 2015) funded by the National Science Foundation, to enhance undergraduate research abroad in the STEM disciplines, and integrate into the Gordon-Zeto Center, with the G-Stem Director serving as liaison to the Center.</p> <p>4) Appoint the Chair of World Languages and Literature and African Diaspora and the World Program Directors as liaisons to the Gordon-Zeto Center to connect initiatives in the department and program respectively to the Center.</p>	<p>Center reporting changed to Gordon-Zeto Dean.</p> <p>4) Portuguese language instructor hired. 5) Director of Cultural Orientation appointed. 6) Data collected on number of new locations for global education experiences 7) Faculty, staff, and students surveyed in regard to effectiveness of Gordon-Zeto Center operations.</p>	<p>existing and potential new global education sites on an ongoing basis.</p> <p>3) Students have cultural orientation before global travel. 4) Information about and statistics regarding student travel maintained in centralized location. 5) Mechanism established for continuing evaluation of global/study-travel offices</p>	
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	<p>5) Appoint the Director of Student Life and Engagement to serve as liaison to the Gordon-Zeto Center to connect travel initiatives in Student Affairs to the Center.</p> <p>6) Restructure reporting so that the Study Abroad Office and the International Affairs Center report to the Gordon-Zeto Dean of Global Education.</p> <p>7) Hire an instructor of Portuguese (targeting travel study, study abroad, and G-STEM undergraduate research programming in Brazil).</p> <p>8) Appoint qualified faculty member to serve as Coordinator of Cultural Orientation to establish a Cultural Orientation Program for all students</p>			
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	<p>travelling abroad. The Coordinator will report to the Gordon-Zeto Dean.</p> <p>9) SpEI.Folio sub-administrators conduct faculty training classes for SpEI.Folio assessment each semester.</p>			
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VII. Timeline

The timeline for Spelman Going Global! Begins during Fall, 2010 and continues for the next five years. The time frame for specific activities is outlined below.

2010-2011

- 1) Search for and hire Gordon-Zeto Dean for Global Education; Dean oversees all college activities related to international/global education
- 2) Faculty endorse global education learning outcomes
- 3) Charge Assessment Office with oversight of student reflection
- 4) Assessment Office gathers baseline data on student learning from global study-travel
- 5) Identify faculty evaluators for reflective essays
- 6) Semester training courses for SpEI.Folio assessment of reflections begin
- 7) OIRAP to add global education questions to Senior Survey; report findings go Global Education Committee annually
- 8) Expand global education partnerships—ongoing. For 2010-2011, institutionalize Brazil, China, and Turkey Programs initiated by State Department grant.
- 9) Global Education Committee evaluates existing and potential new international education sites on an ongoing basis
- 10) Implement 5-year, NSF-funded G-STEM Program; hire Director who will serve as liaison to the Gordon-Zeto Center
- 11) Search for and hire Portuguese instructor to support study-travel, G-STEM and Brazil initiatives and develop interest in Portuguese as a language of the African Diaspora
- 12) End of year formative evaluation of QEP: Spelman Student Government Association, Office of Institutional Research; and Global Education Committee.

2011-2012

- 1) Gordon–Zeto Dean of Global Education in place
- 2) Set up Gordon-Zeto Center for Global Education
- 3) Formal opening of Gordon-Zeto Center for Global Education
- 4) Identify (from faculty) Director of Cultural Orientation
- 5) Portuguese Instructor in place
- 6) Appoint Chair, World Languages and Literature and ADW Program Director as liaisons to the Gordon-Zeto Center
- 7) Appoint Director of Student Life and Engagement as liaison to the Gordon-Zeto Center
- 8) Restructure reporting of Study Abroad Office and International Affairs Center to report to Gordon Zeto Dean of Global Education
- 9) Begin annual tracking of student global travel
- 10) Maintain statistics about student travel in Gordon-Zeto Center
- 11) Determine strategies to increase student travel by at least 50% in all divisions of the College (Arts and Humanities, Natural Sciences, Social Sciences and Education by 2015
- 12) Semester faculty training classes for SpEI.Folio assessment continues
- 13) Senior survey modified to include questions related to impact of global

Education

- 13) End of year formative evaluation of QEP: Spelman Student Government Association, Office of Institutional Research; and Global Education Committee.
- 14) Interim project modifications, as needed

2012-2013

- 1) Students have cultural orientation before study travel
- 2) Faculty, staff, and students surveyed in regard to effectiveness of Gordon-Zeto Center annually through 2015, then biennially
- 3) Semester faculty training classes for SpEI.Folio assessment continue
- 4) Mechanism established for continuing evaluation of all global/international education offices on campus
- 5) Establish protocol for 5 year, College-wide assessment of the QEP (Gordon-Zeto Center and Assessment Office)
- 6) End of year formative evaluation of QEP: Spelman Student Government Association, Office of Institutional Research; and Global Education Committee.
- 7) Implement interim modifications, as needed

2013-2014

- 1) Pre-assessment of the QEP—begin summative evaluation process
- 2) Provide feedback to all programs, faculty and staff implementing, and faculty and students participating in study-travel regarding the infrastructure enhancements
- 3) Provide feedback to Assessment Office and faculty regarding success of the shared learning outcomes
- 4) Convene campus-wide focus groups to discuss QEP operations, goals, outcomes, needed improvements

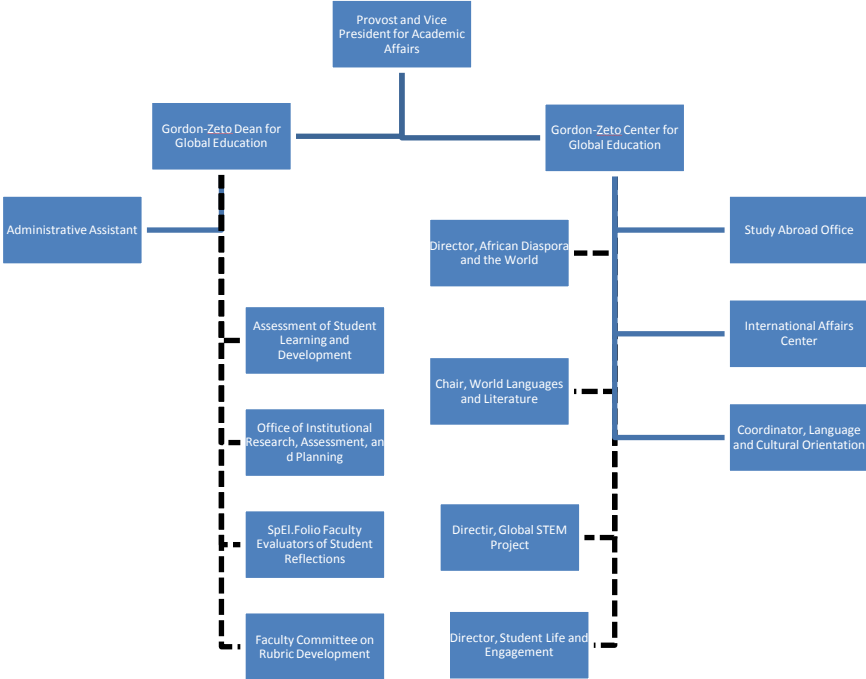
2014-2015

- 1) Continuation of now institutionalized components of the QEP
- 2) College-wide assessment of the QEP
- 3) Institutionalization of budgetary support of QEP

VIII. Organizational Structure

The organization of Spelman Going Global! includes the newly-created Gordon-Zeto Center for Global Education and associated staff, as well as affiliated staff from existing areas of the College. The chart below depicts the associations between the QEP faculty and staff. Dotted lines reflect collaborative relationships, rather than formal reporting.

Spelman Going Global! Organizational Structure



Implementation Personnel

Spelman Going Global! requires involvement of many College offices and other constituent groups for effective implementation. The organizational chart above depicts the offices and personnel primarily associated with implementation of the QEP. Additional support, coordination, and evaluation of QEP impact will be achieved through collaborative efforts with the following offices as indicated:

- **Spelman Student Government Association (SSGA)** – assists in publicity related to QEP. Also conducts annual assessment of QEP with student body, including student awareness of QEP goals and anticipated student learning outcomes. SSGA will also conduct annual surveys with

students on the use and effectiveness of the Gordon-Zeto Center for Global Education.

- **Curriculum Committee** – evaluates new study-travel course, STS 100, as a new course offering (non-credit), and reviews student evaluations conducted each semester.
- **SpEI.Folio Directors** – oversee inclusion of STS 100 in SpEI.Folio and assist in data extraction to evaluate student learning outcomes.
- **Associate Dean, Undergraduate Studies** – assists Coordinator of Cultural Orientation to identify Cultural Orientation faculty and coordinates SpEI.Folio training.
- **Teaching Resource and Research Center** – coordinates workshops on QEP learning goals for all faculty. Coordinates presentations at Faculty Institutes related to QEP (in collaboration with Gordon-Zeto Dean for Global Education).
- **Media and Information Technology Division** – provides information technology support for study-travel students and faculty directors of study-travel programs.
- **Financial Aid Office** – coordinates student travel grant support with Gordon-Zeto Dean for Global Education.
- **Office of Communications** – implements and evaluates QEP marketing efforts; determines if further implementation strategies required.
- **Alumnae and Board of Trustees** – participate in presentations to student body on importance of lifelong involvement in global travel for professional and personal development.
- **Office of Institutional Research, Assessment, and Planning** – modifies Senior Survey to include questions related to QEP.

The Spelman QEP project achieves broad-based participation in implementation of the project through the coordinated efforts of the above-listed faculty, staff, students, alumnae, administrators, and members of the Board of Trustees.

IX. Resources

The Spelman Going Global! budget supports student travel, personnel addition for the enhancement of the infrastructure (Gordon-Zeto Dean, Gordon-Zeto Center Administrative Assistant, Portuguese instructor, Coordinator of Cultural Orientation, G-STEM Project Director, G-STEM Administrative Assistant, office supplies and special projects associated with the QEP). Funding sources for the first five years are: Gordon-Zeto endowed fund, National Science Foundation, U.S. Department of Education (Title III-SAFRA Initiative), and Spelman College Operating funds. At the end of fiscal year 2015, the Gordon-Zeto endowed fund and College operating funds will continue to support the institutionalized QEP initiatives.

**Spelman Going Global!
Budget FY 2011 - FY 2015**

Use of Funds

	Budget FY 2011	Budget FY 2012	Budget FY 2013	Budget FY 2014	Budget FY 2015
Expense Category					
Faculty Salary					
Portuguese Faculty (FT)	-	55,000	56,650	58,350	60,100
Coordinator of Cultural Orientation¹	-	<u>8,200</u>	<u>8,446</u>	<u>8,699</u>	<u>8,960</u>
Total Faculty Salary	-	63,200	65,096	67,049	69,060
Staff Salary					
Gordon-Zeto Dean for Global Education	50,000	100,000	103,000	106,090	109,273
Sr Administrative Asst (Gordon- Zeto Center)	18,000	36,000	37,080	38,192	39,338
G-STEM Project Director	-	63,987	65,907	67,884	69,920

Spelman College

G-STEM Administrative Assistant	-	<u>36,060</u>	<u>37,142</u>	<u>38,256</u>	<u>39,404</u>
Total Staff Salary	68,000	236,047	243,128	250,422	257,935
Fringe	17,000	74,812	80,138	85,717	91
Faculty Travel	1,000	56,000		63,218	10,000
Student Travel²	-	140,000	175,000	224,000	131,250
Office Supplies	1,000	2,000	2,060	2,122	2,185
Printing	750	1,500	1,545	1,591	1,639
Communication-postage	250	500	515	530	546
Telephone	750	1,500	1,545	1,591	1,639
Express Mail	250	500	515	530	546
Repairs and Maintenance	1,000	2,000	2,060	2,122	2,185
Special Projects	<u>10,000</u>	<u>2,000</u>	<u>2,060</u>	<u>2,122</u>	<u>2,185</u>
Grand Total	<u>100,000</u>	<u>580,059</u>	<u>636,263</u>	<u>701,015</u>	<u>570,731</u>

¹Existing faculty member will have 25% release time during Academic Year and \$4,000 summer salary

²Student travel will be funded from Dept of Education and Gordon-Zeto Endowment.

Spelman College

Sources of Funds

	Budget FY 2011	Budget FY 2012	Budget FY 2013	Budget FY 2014	Budget FY 2015
Gordon-Zeto Endowed Fund ³	100,000	200,000	207,401	215,066	342,399
National Science Foundation (G-STEM Grant)	-	119,809	123,778	121,893	-
US Dept of Education (Title III-SAFRA Initiative)	-	250,000	294,442	353,009	-
Spelman College Operating Funds	-	<u>10,250</u>	<u>10,642</u>	<u>11,048</u>	<u>228,332</u>
Grand Total	<u>100,000</u>	<u>580,059</u>	<u>636,263</u>	<u>701,015</u>	<u>570,731</u>

³The endowment for the Gordon-Zeto Global Fund is \$17M. Of the \$17M, \$4M is dedicated to support the Gordon Zeto Center Director, Administrative Assistant and some operational costs. \$2.5M is dedicated to support student travel.

X. Assessment

Enhanced Infrastructure for Global Education

Spelman Going Global! builds on existing global education programming by providing greater intentionality for connection to the College curriculum, supported by a strengthened infrastructure for existing and for newly initiated study-travel projects. The enhanced infrastructure for global education provides a more cohesive educational experience for students, enabling them to integrate their travel experiences into other aspects of their college education when they return to Spelman. Of particular benefit to integrating the travel experience into life once returned to the U.S. is the pre-planned opportunities to share reflections on travel experiences in writing and in conversation with other students and faculty. By engaging students in reflective evaluation of their travel experience, we intend to promote study-travel as an event of lifelong significance; an event to be repeated as often as possible.

To achieve these aims Spelman will accomplish the following:

- 1) Introduce required curricular components to global travel programs;
- 2) Identify and assess shared student learning outcomes across global travel experiences to develop intercultural competencies; and
- 3) Enhance and make cohesive the infrastructure for global programs and initiatives.

Assessment of Student Learning

Spelman has established two desired student learning outcomes for our QEP:

- 1) *Identify differences and commonalities of two world societies based on political, economic, social, and/or cultural values after each global experience.*
- 2) *Develop and articulate a personal perspective on cultural engagement that reflects openness to cultural difference.*

Through effective assessment, Spelman has the ability to determine if students have achieved the student learning outcomes for becoming internationally culturally competent in the 21st century. As indicated, the QEP learning outcomes will be assessed through nationally-standardized and college-specific rubrics that link global activities and curriculum goals with realistic, measureable, and descriptive expected achievements.

According to Darla K. Deardorff, Ph.D, Executive Director of the Association of International Education Administrators, this process, like the development of the student learning outcomes, also has been developed through a reiterative process. To know if students have reached learning outcomes from international experiences, assessment is necessary, and effective assessment involves a long-term commitment to a continuous improvement of student learning (Deardorff, "Principles of International Education Assessment," 51). The steps to assessment according to Deardorff include reviewing the mission and goals, defining what is going to be measured, developing it into a multi-year plan, conducting direct and indirect methods with detailed rubrics, integrating it into the program, and then providing feedback to students and stakeholders ("Principles of International Education Assessment").

Examples of direct methods that should be used include portfolios and examples of indirect methods that should be used include surveys, both of which Spelman College has used and will modify to assess student learning outcomes for studying abroad and travel experiences (Deardorff, "A Matter of Logic"). "It is imperative that universities assess their study abroad programs to make sure the programs are accomplishing the learning and development goals intended" (Black and Duhon 140). Also, the collaborative use of both qualitative and quantitative assessment measures provides the most complete set of data for determining student growth and development (Doyle 153). Overall, assessment will be ongoing, multi-faceted and integrated into the program at home and abroad (Deardorff, "A Matter of Logic").

The following table illustrates the assessment method for each student learning outcome in Spelman Going Global!: The Spelman College Quality Enhancement Plan.

<p style="text-align: center;">Spelman Going Global! The Spelman College Quality Enhancement Plan 2010-2015 Student Learning Outcomes and Assessment</p>			
Student Learning Outcomes (and Level of Intellectual Analysis)	Unit Responsible for Evaluation in Collaboration with the Dean for Global Education and Initiatives	Assessment Method/Tool	Evidence of Attainment
1. Identify differences and commonalities of two world societies based on political, economic, social, and/or cultural values after each global experience.	Office of Assessment coordinates faculty evaluation group	SpEI.Folio essay following global experience (faculty-developed global awareness rubric). Goal is for at least 75% of students who travel internationally to complete a reflective essay in SpEI.Folio	At least 80% of students obtain evaluations of 3 out of 4 or higher on global awareness rubric.
2. Develop and articulate a personal perspective on cultural engagement that reflects openness to cultural difference	Office of Assessment coordinates faculty evaluation group	SpEI.Folio essay following global experience evaluated by AAC&U Intercultural Knowledge and Competence VALUE Rubric (Attitudes: Openness)	At least 80% of students obtain evaluations of 3 out of 4 or higher on AAC&U rubric.

To articulate and develop appropriate and effective assessments, the Assessment Committee has been guided by an outcomes framework that addresses the following questions:

- What knowledge, skills, and attitudes should our graduates possess?
- How will students demonstrate these knowledge, skills, and attitudes?
- What will distinguish our graduates from others?

Answers to these questions are intended to support the College's intended outcomes, through current and developing programs.

Rubric Development

Most of the literature suggests that institutional specific evaluation rubrics are the preferred manner to assess student learning outcomes. The Spelman QEP Assessment Committee will develop several rubrics that will include mapping of academic and co-curricular activities and programs against the identified outcomes. This intentionality ensures that assessment is shaped by the curriculum and reflects the stated student learning outcomes (Olson, Green, and Hill, 2008). The reference point for development of rubrics is the Intercultural Competency Rubric developed by the Association of American Colleges and Universities Valid Assessment of Learning in Undergraduate Education (VALUE) Project. The VALUE Project was a national collaboration of higher education institutions to develop rubrics appropriate for use at the collegiate level. Spelman's Provost served on the Advisory Board, and Spelman participated in the VALUE project as a contributing campus (We supplied rubrics for comparison with those from other campuses.) Using modified versions of the Intercultural Competency Rubric, Spelman will develop customized rubrics that reflect the specific learning goals of Spelman Going Global!

Reflection is an important component of our assessment model. Indeed, both the Deardorff model and the Bertelsmann Stiftung learning spiral note the importance of reflection. Using the College's SpEi.Folio electronic portfolio, students will be asked to reflect on their international experiences in order to gain a better understanding of their own values and how they have changed as a result of the experience. Students will be given carefully designed prompts that will be evaluated against specific rubrics that assess different aspects of intercultural competence and knowledge. This model follows the successful First-Year Portfolio model in existence in the Comprehensive Writing Center (CWS). Used for over fifteen years, this model uses an interdisciplinary jury who are trained to evaluate the portfolio prompts using the designated rubric.

Additionally, the QEP Assessment Committee will develop institutional specific pre- and post-tests to determine the level of intercultural competence and growth. Ideally, we will test first-year students to set a baseline. Growth, and indirectly the effectiveness of the program, will be measured against this baseline. Several commercially developed assessments – Intercultural Development Inventory (IDI) and Global Perspectives Inventory (GPI) - already exist to measure different aspects of global competence. The Assessment Committee will begin its evaluation of these instruments during Fall 2010 but, as indicated, is leaning toward developing its own instrument for several measures. It is important to note that the College already utilizes the National Survey of Student Engagement (NSSE), which includes several items regarding enriching educational experiences that relate to different cultures and diverse perspectives. It also includes several items about participation in study abroad programs. Consequently, the College

will use this instrument to benchmark several areas of global competence and awareness.

Connection between QEP and Student Learning Outcomes

As previously stated in the section VI. Actions to be Implemented:

Curricular and infrastructure changes planned as part of the QEP implementation are intended to create the environment that is necessary for students to achieve the learning outcomes in connection with their study-travel experiences. To assess the connection between QEP implementation and student learning outcomes, the yearly Senior Survey will be modified to include new questions directly related to QEP impact on student learning. Supplementing the existing Senior Survey question about whether the student has travelled abroad, a new Global Education section will be added with questions that invite assessment of QEP-related activities:

- Indicate if you participated in these aspects of the study-travel course, STS 100 (yes/no):
 - Pre-departure Cultural Orientation
 - Post-travel Discussion Groups
 - Reflective Essays submitted as part of STS 100
- How much did each of the following help you to understand differences and commonalities of world societies based on political, economic, social, and/or cultural values (5-point scale, Endpoints “Not at All” and “Very Much”):
 - Pre-departure Cultural Orientation
 - Post-travel Discussion Groups
 - Reflective Essays submitted as part of STS 100

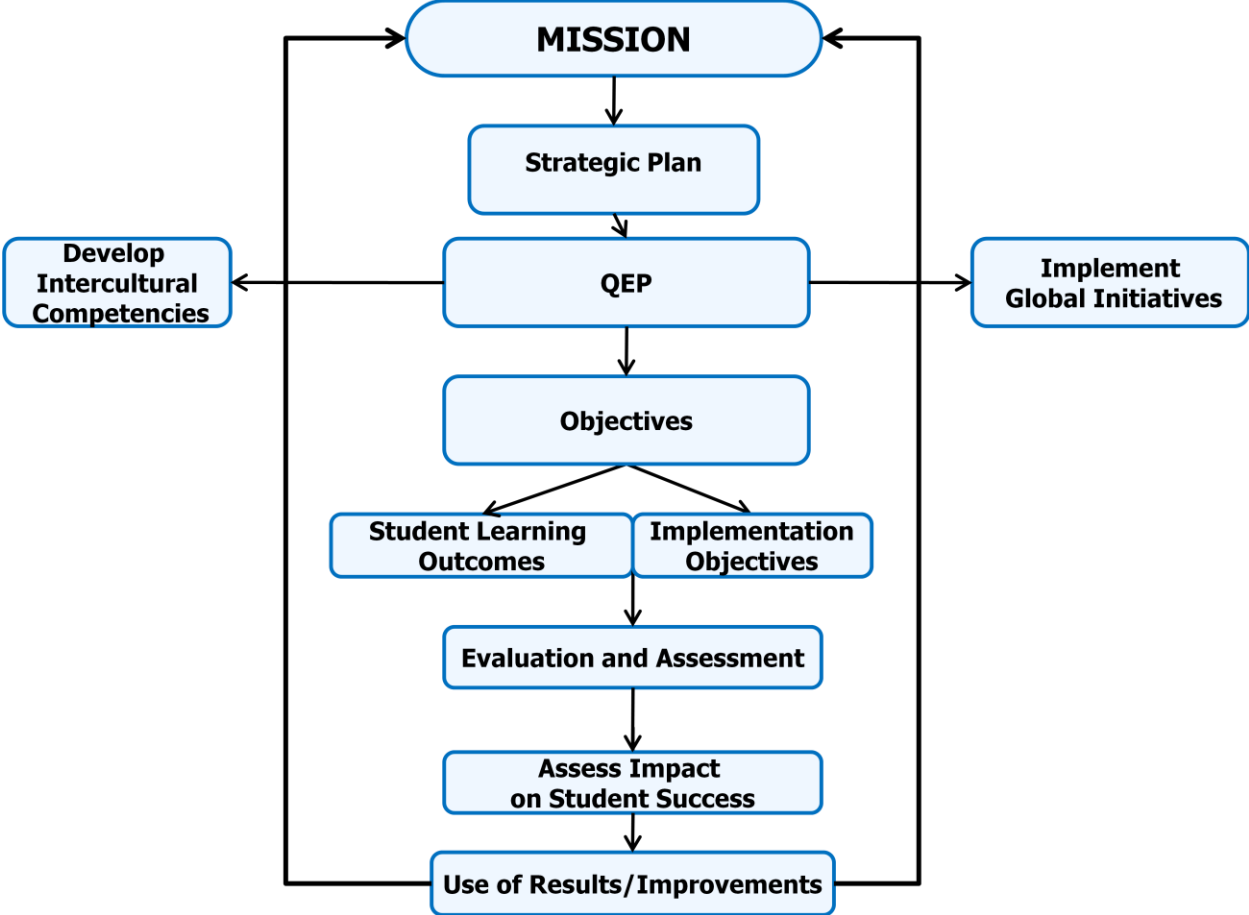
And in a section not related specifically to study-travel, all students will be asked a question about intercultural competency:

- How comfortable are you in interacting with people who are culturally different in their beliefs, practices, values, etc.? (5-point scale, Endpoints “Not at All” and “Very Much”).

Students’ responses to the questions above will be evaluated to assess the impact of the QEP on the population of students who participate in study-travel. Most importantly, responses to the question regarding intercultural competency are useful in comparative analyses of students who participated in study-travel and those who did not. We anticipate that study-travel veterans will express higher levels of intercultural competency than do students who have not had such experiences.

The following figure illustrates the implementation and assessment process for the QEP:

Spelman Going Global! Assessment



To insure continuous improvement in Spelman Going Global!, the QEP strategies will be assessed annually, based on their impact on student success. As each student learning outcome is implemented and evaluated, the results will be used to revise implementation strategies, as well as assessment methods and tools.

XI. Appendices

APPENDIX A

LIST OF PROVOST COUNCIL MEMBERS:

Johnnella Butler, Provost and Vice President for Academic Affairs

Myra Burnett, Vice Provost, Division Coordinator, Social Sciences and Education

Lily McNair, Associate Provost for Research, Division Coordinator, Natural Sciences and Mathematics

Veta Goler, Associate Professor of Drama and Dance, Division Coordinator, Arts and Humanities

Desiree Pedescleaux, Dean Undergraduate Studies

Karla Williams, Faculty Human Resources Manager

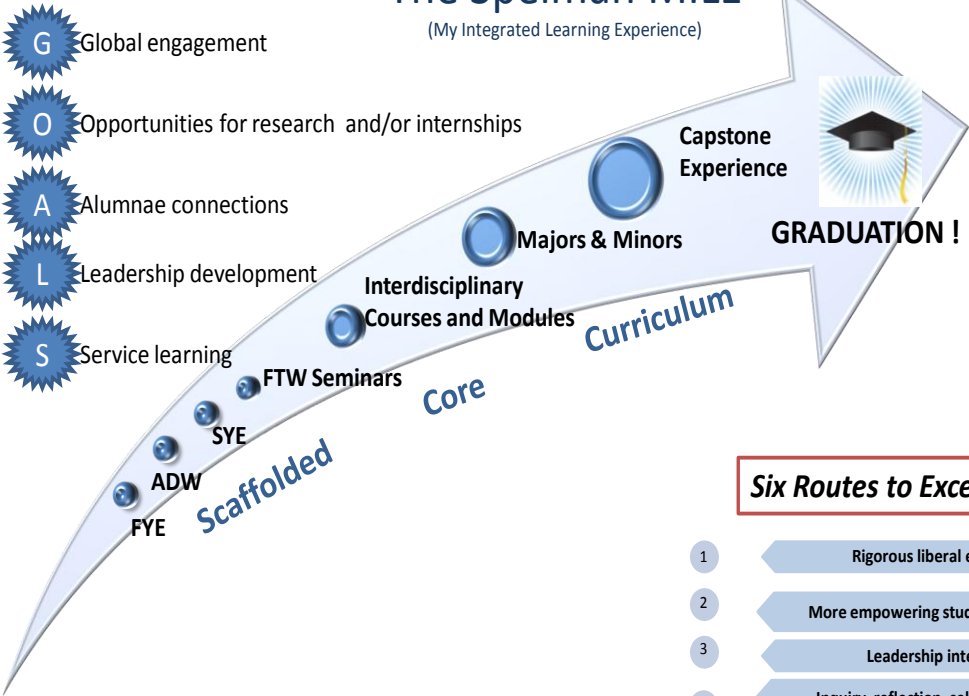
Arlene Cash, Vice President for Enrollment Management (ex officio)

Darnita Killian, Vice President for Student Affairs (ex officio)

APPENDIX B

Transforming the Student and Faculty Experience: The Spelman MILE

(My Integrated Learning Experience)



Six Routes to Excellence

- 1 Rigorous liberal education
- 2 More empowering student experience
- 3 Leadership integrated
- 4 Inquiry, reflection, self-assessment and experimentation
- 5 Assessment and measurable outcomes
- 6 Spelman Millennial Professor

APPENDIX C**Quality Enhancement Plan Survey**

1. UNDERGRADUATE RESEARCH/INTERNSHIP - To advance discovery in the learning process, faculty will identify existing undergraduate research practices and establish criteria for an undergraduate research or internship experience for all students. Each experience will incorporate appropriate aspects of the other when a student selects one or the other and will be connected to the major experience.

	Response Percent	Response Count
1. most desired	53.5%	38
2. second desired	25.4%	18
3. next desired	21.1%	15
	<i>answered question</i>	71
	<i>skipped question</i>	0

2. GLOBAL LEARNING - To meet the pressing need for greater engagement of international diversity, we will expand international initiatives and increase the significance of these experiences both abroad and on campus through the intentional curricular and co-curricular integration of diversity and global learning.

	Response Percent	Response Count
1. most desired	36.6%	26
2. second desired	25.4%	18
3. next desired	38.0%	27
	<i>answered question</i>	71
	<i>skipped question</i>	0

3. LITERACIES ACROSS THE CURRICULUM - The faculty will renew and reinvigorate writing intensive courses, and develop the teaching of quantitative, visual, and technological literacies across the curriculum with the goal of multi-modal teaching and learning. Faculty will identify intentional outcomes for each of the four years

	Response Percent	Response Count
1. most desired	40.8%	29
2. second desired	38.0%	27
3. next desired	21.1%	15
	<i>answered question</i>	71
	<i>skipped question</i>	0

APPENDIX D

QEP Committee, Appointed, Fall 2009

QEP Committee, Appointed, Fall 2009

Alma Billingslea-Brown, Associate Professor, English; Director, ADW Program

Arlene Cash, Vice President for Enrollment Management

Barbara Carter, Professor, Sociology and Anthropology

Derrick Hylton, Associate Professor, Physics

Desiree Pedescleaux, Dean, Undergraduate Studies; Associate Professor, Political Science

Fatemeh Shafiei, Associate Professor, Political Science; Environmental Studies Program

Jeanne Meadows, Director, International Affairs Center; Associate Professor, Political Science

Jill Triplett, Director, Office of Institutional Research, Assessment and Planning

Lauren A Sprott, C'10

Lily McNair, Associate Provost for Research and Division Coordinator, Natural Sciences and Math; Associate Professor, Psychology

Margery Ganz, Director, Study Abroad; Professor, History

Mark Lee, Chair, Biology; Associate Professor, Biology

Myra Burnett, SACS Liaison; Vice Provost; Associate Professor, Psychology

Nami Kim, Assistant Professor, Philosophy and Religious Studies

Patricia Ventura, Assistant Professor, English

Rachel Cheeseborough, C'10

Sherry Turner, Vice President for Student Affairs (until April, 2010))

Darnita Killian, Vice President for Student Affairs

Susan Anderson, Member, Admissions Committee; Assistant Professor, English

Tracy Lang, Assistant Professor, Drama and Dance

Veta Goler, Division Coordinator, Arts and Humanities; Associate Professor, Drama and Dance

Zhengbin Lu, Assistant Professor, World Languages and Literature

Soraya Mekerta, Member, Faculty Council; Co-Director, ADW; Associate Professor, World Languages and Literature

Terezinha Galvao, Associate Professor, Environmental Studies Program

APPENDIX E

The QEP Committee and Initial Planning Process (Nov. 19, 2009)

The concept of quality enhancement is central to the accreditation principles of the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). Core Requirement 2.12 specifies that an institution must develop “a carefully designed and focused course of action that addresses a well-defined issue or issues directly related to improving student learning.” The plan must be based on a comprehensive and thorough analysis of the effectiveness of the learning environment.

Thinking broadly and narrowly

QEP Committee Members:

Alma Billingslea-Brown, Associate Professor, English; Director, ADW Program
Arlene Cash, Vice President for Enrollment Management
Barbara Carter, Professor, Sociology and Anthropology
Derrick Hylton, Associate Professor, Physics
Desiree Pedescleaux, Dean, Undergraduate Studies; Associate Professor, Political Science
Fatemeh Shafiei, Associate Professor, Political Science; Environmental Studies Program
Jeanne Meadows, Director, International Affairs Center; Associate Professor, Political Science
Jill Triplett, Director, Office of Institutional Research, Assessment and Planning
Lauren A Sprott, C’10+++
Lily McNair, Associate Provost for Research and Division Coordinator, Natural Sciences and Math; Associate Professor, Psychology
Margery Ganz, Director, Study Abroad; Professor, History
Mark Lee, Chair, Biology; Associate Professor, Biology
Myra Burnett, SACS Liaison; Vice Provost; Associate Professor, Psychology
Nami Kim, Assistant Professor, Philosophy and Religious Studies
Patricia Ventura, Assistant Professor, English
Rachel Cheeseborough, C’10+++
Sherry Turner, Vice President for Student Affairs (until April, 2010))
Darnita Killian, Vice President for Student Affairs
Susan Anderson, Member, Admissions Committee; Assistant Professor, English
Tracy Lang, Assistant Professor, Drama and Dance
Veta Goler, Division Coordinator, Arts and Humanities; Associate Professor, Drama and Dance
Zhengbin Lu, Assistant Professor, World Languages and Literature
Soraya Mekerta, Member, Faculty Council; Co-Director, ADW; Associate Professor, World Languages and Literature
Terezinha Galvao, Associate Professor, Environmental Studies Program

Spelman QEP - Global Spelman

QEP – to develop international awareness and cross cultural competence

- International Affairs Center
 - Provide the infrastructure for all international initiatives at the College Build on existing international education experiences
 - Include hiring Dean of International Initiatives as part of QEP activity
- ▶ **Build on existing international education experiences**
- ▶ **Build an infrastructure for the random acts of internationalization**

Subcommittees to address specific elements:

- **Search Committee**
Zhengbin Lu, Veta Goler, Alma Billingslea-Brown, Fatemeh Shafiei, Jeanne Meadows, Margery Ganz, and (suggested student) Gabrielle Richards
- **Focus and Student Learning Outcome**
Terezinha Galvao, Zhengbin Lu, Margery Ganz, Jeanne Meadows, Susan Anderson, Nami Kim, Tracy Lang, Patricia Ventura, Fatemeh Shafiei, Sherry Turner, Rachel Cheeseborough, Lauren Sprott, Mona Phillips, Myra Burnett and Johnnella Butler
- **Assessment Plan**
Arlene Cash, Jill Triplett, Veta Goler, Derrick Hylton, Alma Billingslea-Brown, Rachel Cheeseborough and Myra Burnett
- **Budget**
Margery Ganz, Alma Billingslea-Brown and Johnnella Butler
- **PR for the QEP: Campus and Web-Based**
Tomeka DePriest, Arlene Cash, Tracy Lang, Geneva Baxter, Jean Meadows, Fatemeh Shafiei, Rachel Cheeseborough, and Lauren Sprott

Dean of International Initiatives (JOB DESCRIPTION BEING DRAFTED)

Coordinate and provide support for all international initiatives on campus

- Supervise Study Abroad, Japan Studies, and International Student services
- Collaborate with other divisions and Departments on all short-term travel programs
- Collaborate with Career Planning and Development on creating international internships
- Collaborate with Teaching and Learning Center to develop effective pedagogy to infuse international awareness and cross cultural competencies into the curriculum.

APPENDIX F

SLIDE 1 The QEP Planning Process

Recommendations and Lessons Learned from Other Institutions
North Carolina Trip October 2009

SLIDE 2 Organizing the Work

- Create subcommittees to address specific elements:
 - Background Research and Data Collection (consider using a graduate student for background research)
 - Project Description and Student Learning Outcomes
 - Assessment Plan
 - Budget
 - PR for the QEP: campus and web-based

SLIDE 3 Do's and Don'ts

- Do – Part 1
 - Inform the campus right now about topic selection
 - Have broad-based involvement in topic selection
 - Document how the topic was selected
 - Insure that the project is measureable-begin with the end in mind
 - Base the project on improving and increasing student learning
 - Start early and meet regularly
 - Make a timetable and keep to it
 - Get faculty, staff, and student buy-in
 - Include students on the QEP committee early and consistently
 - Integrate the project into ongoing activities
 - Have one editor for the final document.
 - One writer or 2 at most
 - A separate “assessment” writer

SLIDE 4 Do's and Don'ts

- Do – Part 2
 - Make marketing and visibility key components
 - Develop a web page for sharing documents and progress notes
 - Establish a realistic budget to implement and evaluate the project
 - Get evaluation or assessment involved from the outset
 - Write confidently!
 - Be open to hiring consultant to do literature search
 - Incentives for faculty heavily involved in the QEP
 - Pay attention to individual committee members' strengths and weaknesses

SLIDE 5 Do's and Don'ts

- Don't
 - Make the project larger or more complex than it needs to be
 - Get sidetracked by opposition to the project
 - Focus on number of students participating, instead emphasize percentage of students participating

SLIDE 6 Recommendations for the Spelman QEP

- Build on existing international education experiences

- ADW study-travel, Student Affairs SAGE travel, G-Stem NSF Proposal to increase numbers of science majors who study abroad
- Include hiring Dean of International Initiatives as part of QEP activity
- Build an infrastructure for the random acts of internationalization
 - Institutionalize the International Education Committee Structure; make the Study Abroad Committee and other Ad hoc Advisory Committees Standing Committees of the faculty with elected membership

SLIDE 7 Global Spelman

Global Citizens at Home Anywhere in the World

- QEP – to develop international awareness and cross cultural competence
 - International Affairs Center
 - Provide the infrastructure for all international initiatives at the College
 - Dean of International Initiatives
 - Coordinate and provide support for all international initiatives on campus
 - Job description being drafted; benchmarking in progress
 - Some duties would include
 - Supervise Study Abroad, Japan Studies, International Student services
 - Collaborate with other divisions and Departments on all short-term travel programs
 - Collaborate with Career Planning and Development on creating international internships
 - Collaborate with Teaching and Learning Center to develop effective pedagogy to infuse international awareness and cross cultural competence

SLIDE 8 Global Spelman

Global Citizens at Home Anywhere in the World

- Other Components of the QEP
 - Facilitate the development of short term study programs
 - Global Connections Program
 - International study-tour program led by Spelman faculty during the January intercession or in late May.
 - Examples of existing or new programs include the ADW Short Term Study Travel Program and Student Affairs Global Awareness Program (SAGE)
 - Global Awareness Program
 - Introductory-level, study abroad program led by Spelman faculty. Students will discover a non-Western European culture in both an academic and first-hand context—building an appreciation for the world’s diversity and a better understanding of our own cultural values. This multi-disciplinary international seminar consists of a four-credit hour on-campus course; followed by an opportunity to experience a different culture.

SLIDE 9 Global Spelman

Global Citizens at Home Anywhere in the World

- Other Components of the QEP
 - Winter/Spring Global Colloquia

- Week long intensive study of a global problem; patterned after the Salzburg Seminar for students
- Hire additional personnel for Study Abroad to provide adequate advising (part-time)
- Add reflective component to all study abroad programs
- Assessment (pre and post)

SLIDE 12 Next Steps

- Subcommittee formation
 - Baseline data and topic research
 - Project description and student learning outcomes
 - Assessment
 - Budget
 - Marketing/Publicity

- Refine work schedule and due dates

SLIDE 13 Acknowledgements

- Institutions visited
 - Duke University
 - North Carolina Agricultural and Technical University
 - North Carolina Central University
 - Meredith College
 - Wake Forest University

- Visiting Team
 - Desiree Pendescleaux
 - Geneva Baxter
 - Jeanne Meadows
 - Jill Triplett
 - Lily McNair
 - Mona Phillips
 - Myra Burnett
 - Veta Goler

APPENDIX G

Student Learning Outcomes Planning Documents

(These documents summarize work of the subcommittee that extended from Fall 2009 through Fall 2010)

Notes from the QEP Meeting, February, 2010

Members Present: Lauren Sprott, Rachel Cheeseborough, Gabrielle Richards, Alma Jean Billingslea, Tracy Lang, Patricia Ventura, Nami Kim, Lily McNair, Desiree Pedescleaux, Fatemeh Shafiei, Margery Ganz, Jeanne Meadows, Richard Lu, Susan Anderson, and Sherry Turner.

Goal of meeting: To decide on at least 3-5 student learning outcomes

Focus of QEP : International Travel

Guiding Principle: Each short term experience will foster discipline-specific and/or interdisciplinary learning outcomes appropriate to the curriculum, site, and program goals.

Draft Student Learning Outcomes

Knowledge-based:

- Demonstrate an understanding of the world within a context of globalization and internationalization
- Apply disciplinary concepts to situations encountered abroad
- Demonstrate knowledge of a location outside of the United States

Skills-based:

- Demonstrate intercultural competencies
- Demonstrate an ability to reflect on her international experience in a critical manner
- Communicate across cultures without ethnocentrism

Value-based:

- Demonstrate an awareness of her own cultural values and biases
- Demonstrate a sense of her own place within the global community

DRAFT SUGGESTED STUDENT LEARNING OUTCOMES

Knowledge-based:

- a) Demonstrate experience navigating within the culture of another nation
- b) Demonstrate an understanding of her own culture within an international context
- c) Demonstrate knowledge of interdependent global issues, systems and processes such as politics, economics, culture, and the environment
- d) Demonstrate knowledge about the international system and the international community
- e) Demonstrate an awareness of the prevailing world conditions that affect women locally and globally, such as poverty, violence, disease, war, and illiteracy;
- f) Demonstrate an understanding of the importance of cross-cultural perspectives and transnational collaborations in working for positive social change;

- g) Demonstrate an understanding of the interconnectedness of politics, economics, environment in a global community;
- h) Demonstrate an understanding of the importance of the role of culture in shaping her world view;
- i) Demonstrate an adequate understanding of geography, history, literature, the arts, religion, and politics of a culture other than her own.
- j) Experience a “global” locale through travel
- k) Demonstrate some understanding of the economic, social, cultural, and/or political interdependence among people of different nations
- l) Demonstrate knowledge of a different culture than her own;
- m) Recognizes better understanding of her own culture
- n) Demonstrate an understanding/ knowledge about the significance of global interdependence and its political, economic (Jobs & trade; foreign investment), national security (war; terrorism; weapons of mass destruction), environmental (depletion of resources; generation of pollution; degradation of environment), social (poverty; human rights), and health (transnational diseases i.e. H1N1 Flu, West Nile, AIDS, Avian Flu) implications for institutions of governance
- o) Demonstrate knowledge of global issues (political, economic, security, environment, health)

Skills-based:

- a) Demonstrate an improved ability to communicate in a multicultural context through increased language competency, improved technological proficiency, etc.
- b) Demonstrate an ability to reflect on her international experience in a critical manner
- c) Demonstrate the ability to navigate successfully an unfamiliar situation
- d) Demonstrate well developed cultural competency skills
- e) Acquire proficiency in the use of second language to communicate (speak, read, and write)
- f) Demonstrate an intermediate ability to speak, read, and write at least one foreign language;
- g) Demonstrate an ability to use (computer) technology and acquire information necessary to interact with people effectively across cultures.
- h) Connecting, communicating effectively across cultures without ethnocentrism
- i) Ability to utilize computer technology (email, internet, teleconferencing, etc.) to exchange ideas and information locally and globally

Values-based:

- a) Demonstrate her own theory of her own place within a global community
- b) Demonstrate the ability to use an international perspective to develop possible strategies to effect social change
- c) Demonstrate respect for other cultures
- d) Appreciate the role of values and belief systems in the global political, economic, and social context
- e) Demonstrate an ability to be open, tolerant, and empathetic for difference
- f) Demonstrate an ability to be aware of her own cultural values and biases.

- g) Demonstrate sensitivity/tolerance/respect for different culture; appreciation of different culture
- h) Appreciate the world's cultural diversity
- i) Demonstrate openness in interactions with other people

APPENDIX H

Spelman College Quality Enhancement Plan (QEP) Publicity and Marketing

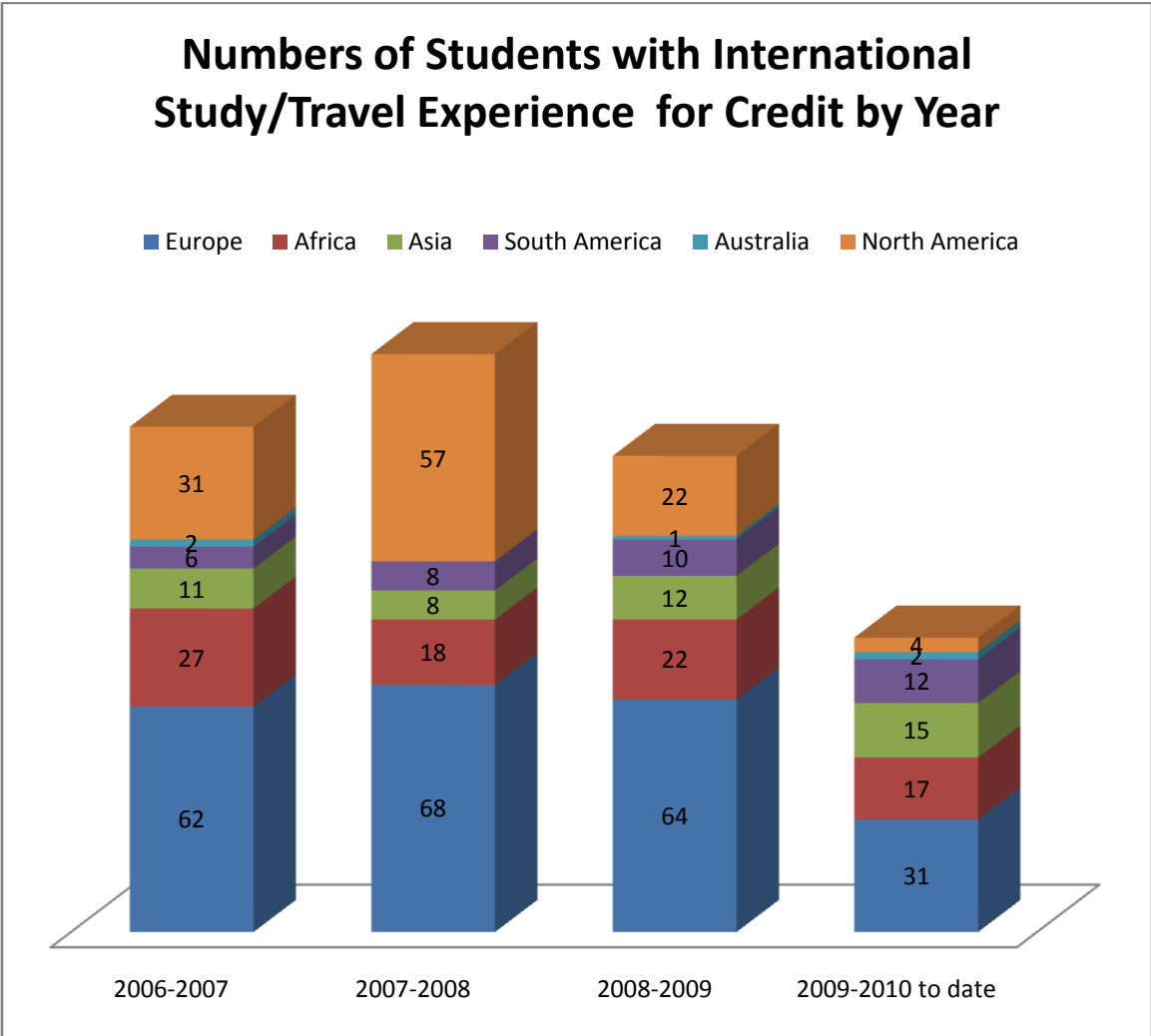
In support of the Spelman College Quality Enhancement Plan, a marketing committee, in partnership with the full QEP committee established and began implementing various marketing techniques to communicate the theme and purpose of the College's initiative. The team implemented a campus-wide awareness and engagement campaign utilizing the following tactics:

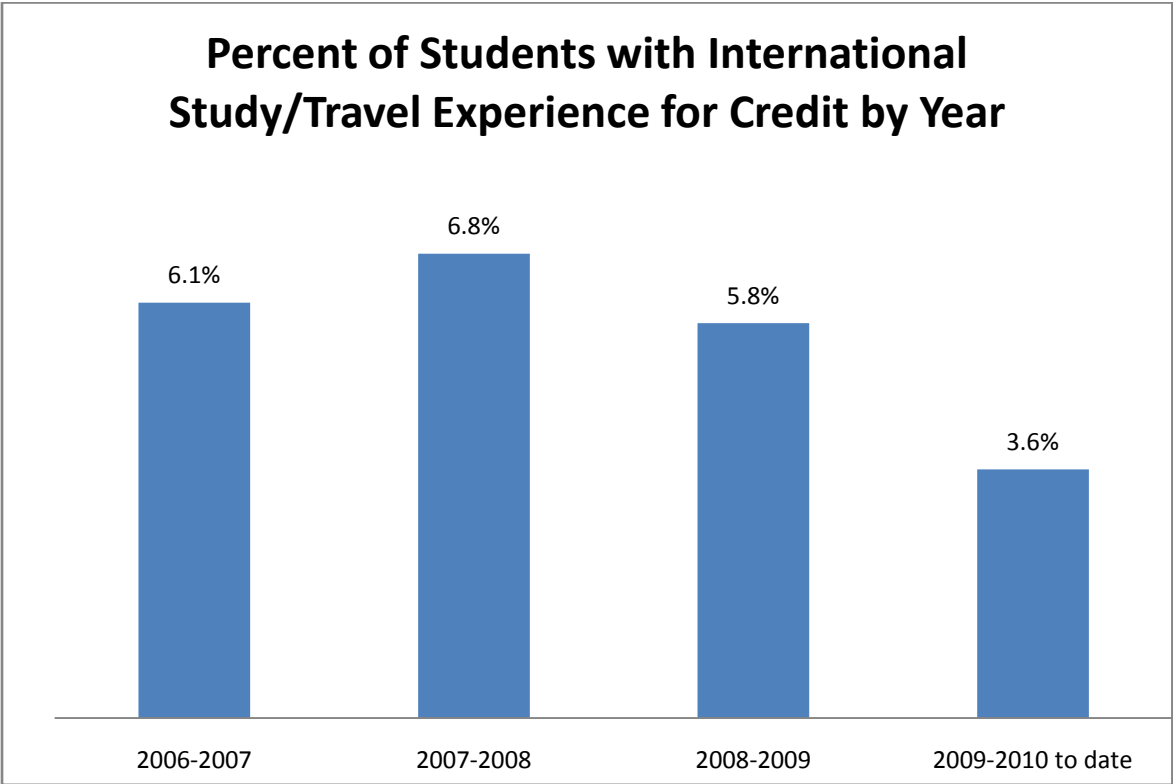
- Established the title “Going Global” to succinctly describe Spelman’s QEP
- Formally introduced the QEP to the campus community via an email letter from Dr. Tatum
- Developed the following talking points to articulate the theme and purpose of Spelman’s QEP:
 - As part of the SACS re-accreditation process, Spelman is developing a Quality Enhancement Plan (QEP)
 - SACS stands for Southern Association of Colleges and Schools. It is the regional body for the accreditation of degree-granting higher education institutions in the Southern states
 - **“Going Global,”** Spelman's QEP, will enhance and support global experiences for students
 - The purpose is to enhance the College's infrastructure to connect global experiences that cultivate international awareness and cross-cultural competencies in a more intentional way
- Identified employees and student leaders to serve as “QEP Ambassadors” responsible for distributing QEP information to the campus community as well as providing information to QEP committee members regarding ideas on strengthening Spelman’s QEP
 - On designated days and at designated events, ambassadors wore buttons that read “QEP Ask Me”
- Developed a QEP Web page to keep the campus community engaged and informed of related updates and news <http://www.spelman.edu/qep>

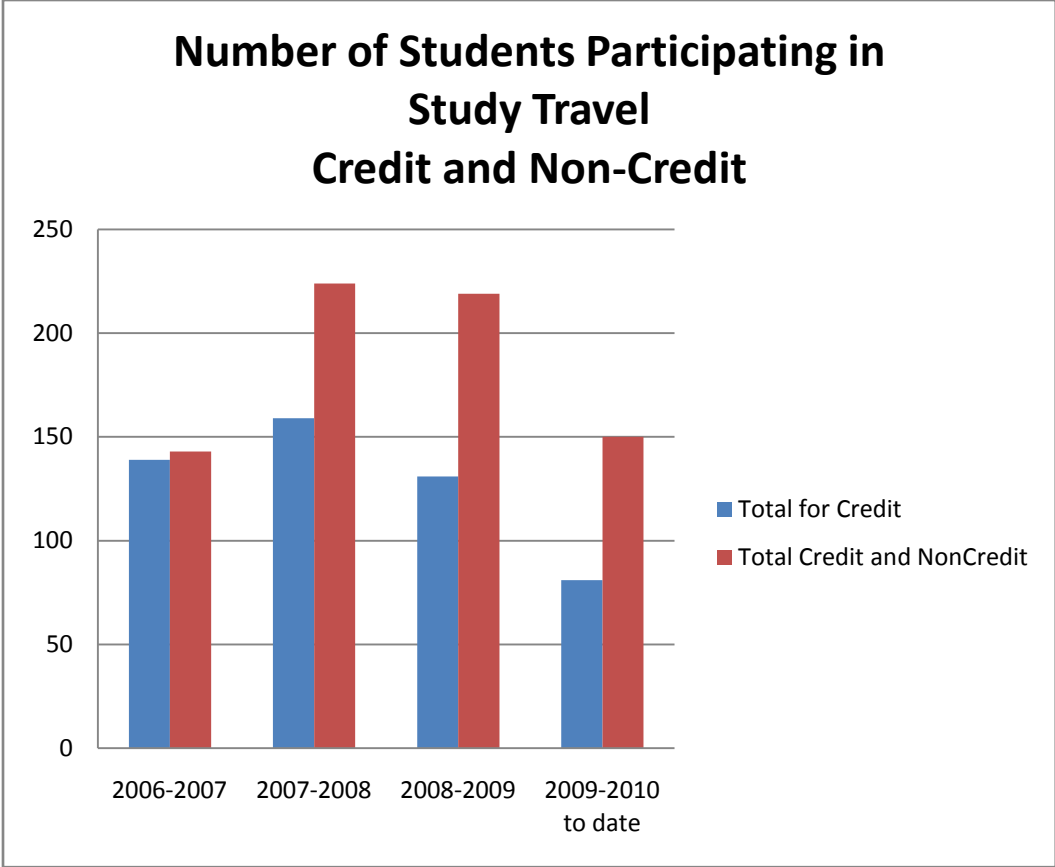
- Hosted a contest to allow the campus community to vote on a graphic to serve as the visual identity for Spelman's QEP. More than 400 votes were cast for three designs (see attached)
- Used campus communications vehicles to promote the QEP theme and winning designs as follows:
 - Included a feature story in the *Spelman Connection*, the College's weekly e-newsletter
 - Included a feature story Spelman.edu Homepage
 - Included a feature story in *Inside Spelman*, the College's monthly digital publication
 - Distributed information via the College's Facebook and Twitter accounts
 - Featured QEP information on information TV screens around campus
 - Placed posters and flyers around campus with winning QEP Design
- Leveraged campus events/meetings to distribute introduce Spelman's QEP which included providing information at the following:
 - Family Weekend
 - Leadership Council
- Established guidelines and judging criteria for a video contest to take place in the fall (see attached)
- Provided information to place in new student packets for new student orientation.

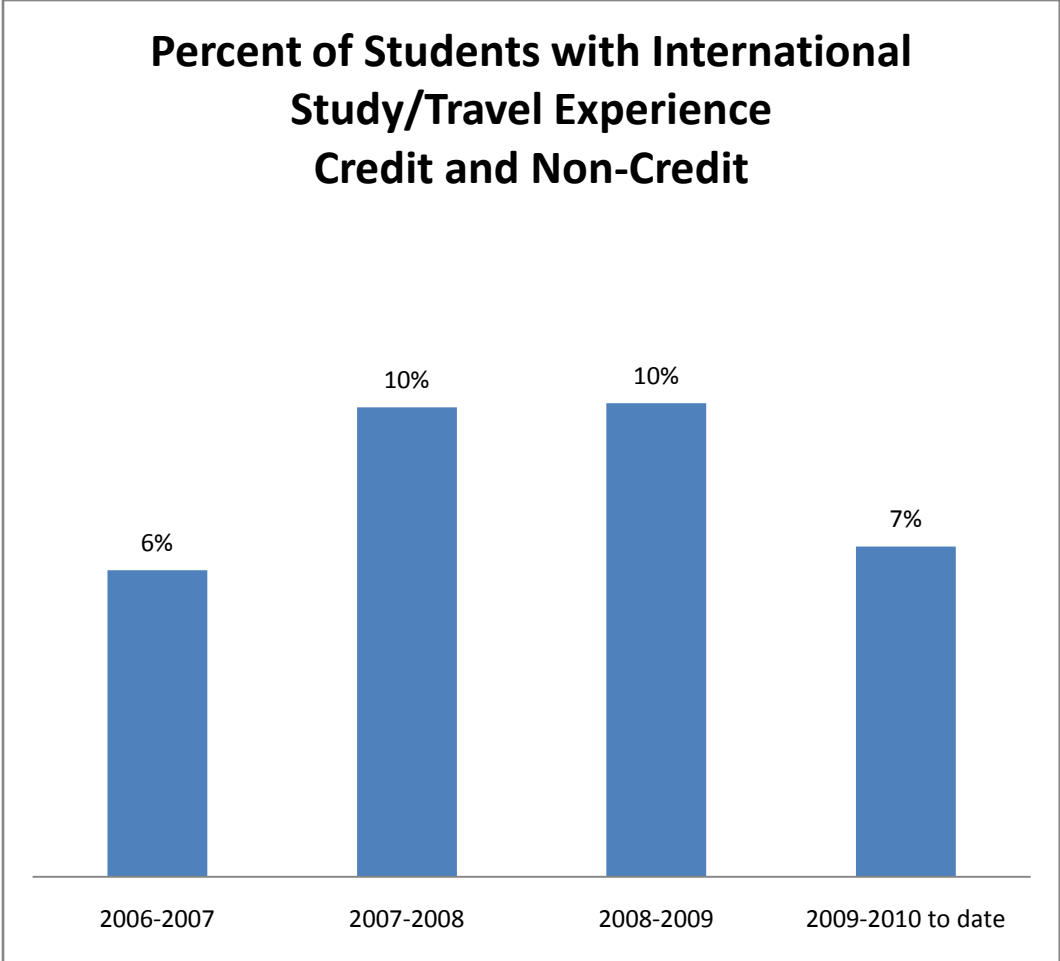
APPENDIX I Study-Travel Programs

STUDY ABROAD OPPORTUNITIES









STUDY ABROAD PARTICIPANTS – FALL				
LOCATION	2007	2008	2009	2010
ALLIANCE	1	-	2	1
ARCADIA	6	3	7	3
BARD/INTERNATIONAL HUMAN RIGHTS EXCHANGE(SOUTH AFRICA)	-	-	1	-
BRITISH AMERICAN DRAMA ACADEMY (BADA)	1	-	-	1
CIEE	5	10	11	13
DIS-- DENMARK INTERNATIONAL STUDIES	-	-	-	1
EXCHANGE	3	1	1	-
IES: INSTITUTE FOR INTERNATIONAL EDUCATION OF STUDENTS	5	9	11	9
INSTITUTE FOR STUDY ABROAD-BUTLER UNIVERSITY	3	1	4	8
INTERSTUDY	1	1	1	-
MIDDLEBURY	-	-	-	-
NEW YORK UNIVERSITY	4	-	3	4
OTS	1	-	-	-
SCHOOL FOR INTERNATIONAL TRAINING	3	4	4	1
SKIDMORE	-	-	1	-
SYRACUSE	3	4	2	1

STUDY ABROAD PARTICIPANTS – SPRING				
LOCATION	2007	2008	2009	2010
ARCADIA	4	3	4	4
ALLIANCE	-	-	-	2
BRITISH AMERICAN DRAMA ACADEMY/ BADA (LONDON)	-	1	-	-
BARD INTERNATIONAL HUMAN RIGHTS EXCHANGE	-	-	-	-
BOSTON UNIVERSITY	-	-	-	1
INSTITUTE FOR STUDY ABROAD BUTLER UNIVERSITY	1	1	1	-
CIEE	2	4	8	14
DIS -- DENMARK INTERNATIONAL STUDY	-	-	-	-
IES: INSTITUTE FOR THE INTERNATIONAL EDUCATION OF STUDENTS	3	5	5	6
EXCHANGE	-	2	-	2
INTERSTUDY	1	1	-	3
MIDDLEBURY	-	-	-	-
NEW YORK UNIVERSITY	-	1	2	-
ORGANIZATION OF TROPICAL STUDIES	-	-	-	-
SKIDMORE	-	-	-	-
SCHOOL FOR INTERNATIONAL TRAINING	2	2	1	3
SYRACUSE	5	3	-	1

Non-Spelman Study Abroad Participants - Summer				
LOCATION	2007	2008	2009	2010
ALLIANCE	-	-	-	2
ARCADIA	-	3	1	-
BADA	1	-	1	-
BARD-IHRE	-	-	-	-
BOSTON UNIVERSITY	-	-	-	-
BUTLER	-	1	-	-
CIEE	-	1	1	1
DIS	-	-	-	-
IES	2	1	1	2
INTERSTUDY	-	-	-	-
MIDDLEBURY	-	3	2	4
NYU	-	-	-	-
OTS	-	1	2	-
SIT	-	1	1	-
SKIDMORE	-	-	-	-
SYRACUSE	-	-	-	-

SPELMAN STUDY ABROAD PARTICIPANTS - SUMMER				
LOCATION	2007	2008	2009	2010
ALLIANCE	-	-	-	2
ARCADIA	4	3	4	4
BRITISH AMERICAN DRAMA ACADEMY/ BADA (LONDON)	-	1	-	-
COSTA RICA			18	
DOMINICAN REPUBLIC				
DOMINICAN REPUBLIC (SANTIAGO)		27		
EDUADOR (CUENCA)				11
JAPAN				7
MARTINIQUE		9	8	4
MEXICO (OAXACA)			9	
SPAIN (MALAGA)		26		

SPELMAN PARTICIPANTS IN HARVARD WORLD CLASSIC INTERNATIONAL MODEL UNITED NATIONS CONFERENCES			
	2008 Puebla, Mexico	2009 The Hague, Netherlands	2010 Taipei, Taiwan
	9	10	8
N.B.	2 students won diplomacy awards	2 students won diplomacy awards	1 student won outstanding delegate award

Faculty International Travel through Study Abroad Funds 2007-2010	
YEAR	LOCATION
2007-2008	China (2) France India Italy Jordan England Nicaragua Oman Peru Spain
2008-2009	Belgium Botswana Costa Rica France Ireland Peru Portugal Spain Tunisia Turkey (4)
2009-2010	China Denmark India Morocco Spain Thailand Tunisia Turkey
2009-2010 Department of State Grant Faculty International Travel	Brazil (3) China (3) Tunisia (2) Turkey (4)

SPELMAN FULBRIGHT WINNERS	
YEAR	LOCATION
2009-2010	India Indonesia Malaysia Spain (2) Taiwan (declined for health reasons) Turkey
2008-2009	Brazil Indonesia Korea Thailand
2007-2008	Korea Malaysia Spain Taiwan
2006-2007	Chile Egypt Morocco Thailand

**Phi Beta Delta
Honor Society for International Scholars
Beta Omega Chapter
Spelman College**

Phi Beta Delta, Honor Society for International Scholars, was founded in February 1986 at California State University, Long Beach. The Society's aim is to recognize and encourage high professional, intellectual, and personal achievement in the field of international education.

Phi Beta Delta, Beta Omega Chapter was founded at Spelman College in 1994, and held its first induction ceremony in 1995. Phi Beta Delta is now in its fifteenth year of operation.

The primary objectives of Phi Beta Delta are:

- Recognize scholarly achievement in international educational interchange
- Increase the recognition of the importance of the international experience in higher education
- Develop a network for scholars (faculty, staff, and students) who are involved in the study of international issues and perspectives
- Create a catalyst for international academic-based programming on campuses

Faculty/staff/student membership for the past 5 years:

2005

Faculty	Staff	Students	Honorary
36	8	25	1

2006

Faculty	Staff	Students	Honorary
37	9	9	1

2007

Faculty	Staff	Students	Honorary
39	15	17	0

2008

Faculty	Staff	Students	Honorary
41	12	18	1

2009

Faculty	Staff	Students	Honorary
42	17	18	0

2010

Faculty	Staff	Students	Honorary
22	11	14	0

Appendix J**EVALUATION FOR RETURNING STUDY ABROAD STUDENTS**

Student _____ Major _____

Program/Institution _____

Location _____ Dates _____

The questions below ask you to examine some of the components of your Study Abroad experience. Candid and thoughtful responses will be appreciated. Please note that your responses will not in any way affect the credit that you receive, but this form must be completed and returned this semester. You will not be permitted to register for Spring semester until this form is in my office. Remember that your evaluation will be available to other students who may decide to select this program based on your responses. So please be honest.

1. Why did you select this program or institution?
2. What were your expectations and objectives before attending this program/institution and did they change during your participation?
 - A. Academic
 - B. Cultural
 - C. Personal or social
3. What were the program's/institution's objectives? (Some of these objectives may have been the same as yours and some may have been different)
4. Did you find the pre-departure orientation at Spelman helpful? What else should be included in an on-campus orientation?
5. Did your program/institution have a formal orientation? Was it adequate? What did it include?
6. Were the academic facilities (e.g. classrooms, studio, labs, etc.) adequate and accessible? Were students encouraged to use the resources outside the program (such as museums, university and public libraries, etc?)
7. Were the courses accurately and sufficiently described? Did instructors adhere to course descriptions? Were courses you expected to take canceled?
8. Please comment on the general caliber of faculty and administrative staff.

9. Please list any courses (with instructor's name) that you would highly recommend and any that you would caution a future Spelman student to avoid (with reasons why).

Recommend:

Caution:

10. A. How important was preparation and study for your class work?
B. Are you satisfied with the effort you gave your classes and with the information and experience they gave you?
11. If an instruction was in a foreign language, please comment on your ability to follow lectures, write papers, and communicate with local inhabitants in the host country's language. How much language preparation did you have prior to departure?
12. Did the academic experience effectively supplement the study of your major discipline and/or your Spelman education generally? In what way or ways?
13. Did the program's/institution's printed information describe the general program and its cost accurately and completely? If not, what was omitted or inaccurate? What would you suggest to future students as a reasonable expectation for monthly expenses? For vacation travel?
14. What arrangements were made for your housing and meals? Under what circumstances can housing be changed? Please name any family/address you'd recommend or caution against.
15. What supportive services were provided (e.g. academic and personal advising, medical care, etc.)? If you visited a physician (name please), would you recommend him/her to other students?
16. If there was a program director, was he/she competent and available when necessary? What role did the director have in the program (teaching, administrative, advising)?

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