Thematic Interdisciplinary, Global Learning-Domestic Study-away Program Model Development Institute
Amount Requested: $7,680.00

Categories
● Global Opportunities Clusters/Learning Communities
● Infusion of Global Content
● Targeted Areas

Student Learning Outcome Intended
❖ Goal 1: Develop globally competent knowledge
   ○ Explain historical, political, scientific, cultural, or socioeconomic interconnections
   between the US and the rest of the world.
❖ Goal 2: Cultivate intercultural competencies
   ○ Analyze a single issue from multiple perspectives.
❖ Goal 3: Foster globally competent citizenship
   ○ Demonstrate a sense of global interconnections and interdependencies.

Other Support
Have you received any other grant support for this project?: No
Please specify:
● We have books to support the learning community reference in this proposal. These books were
  funded through an earlier QEP grant.
  We will be seeking additional monies for professional development travel from participant
departments.
● Have you received funding from the QEP before?: No
What was the title of your project and what year was it funded?:
I have not personally participated as a primary proposer. I have been a participant in Phase I mentioned in
the grant and also as a facilitator in Phase II. These involved years 2015-2016.

Summary of the Project
This proposed week-long institute for ASU faculty and staff is intended to replicate and build upon the
successes of earlier learning communities and, in particular, last year’s successful QEP Study-Away
Institute held in June 2016. This Year-Two institute will offer, using a previously developed program
planning template, an example of an in-depth thematic interdisciplinary domestic study-away experience,
this time in NYC, with local/global implications focused on the complex interface of systems contributing
to building and promoting healthy, sustainable communities and living environments. The expectation is
that institute participants will work as a learning community to codify their efforts to further develop the
existing planning template and, through the immersive study-away experience offered, plan for similar,
future study-away programs for graduate students. The immersive learning experience will focus on
various community subsystems and institutions supporting a complex and diverse urban living environment
with implications for smaller local communities and the larger global community. We will use New York
City for this study and incorporate institutions representative of various disciplines, all contributing to the
overall sustainability of the larger city system, which is equally tied to global systems.

Previous Successes
In the spring of 2013, three faculty representing three unique graduate programs in the Department of
Leadership and Educational Studies (School Administration, Library Science, and Higher Education)
developed and led an interdisciplinary group of 12 graduate students to New York City to explore the
impact of immigration on education. Using the ASU Loft as a base, the group spent an immersive week in
the city exploring and discussing this theme and its implications for the students’ own work as school
principals, district superintendents, media coordinators, and community college instructors and
administrations. These students and their faculty mentors examined this theme in the rich context of NYC,
utilizing specific locations such as the United Nations, the New York Public Library, the Lower East Side
Tenement Museum, the Holocaust Museum, and the New York Institute of Technology as catalysts for
reflection and discussion. Subsequently, these locations provided a context for an ongoing dialogue between and among the students, which was facilitated through nightly debriefings and a shared blog. The end result of this immersive experience was transformative for both the faculty and students involved, uncovering issues not only related to the theme of immigration and education, but also providing an opportunity for these students to better understand themselves and each other as global citizens.

During the summer of 2016, three ASU faculty offered a week-long faculty institute to develop and pilot a sustainable model for a graduate level, interdisciplinary learning experience (lesson, unit, course) that could be used in developing and leading thematic interdisciplinary study-away experiences for students. The institute focused on local/global learning connections and three QEP Learning Community goals: (1) increase awareness of global learning opportunities that are already available, (2) provide opportunities for faculty and staff to network with each other and international partners, and (3) promote the infusion of global content and perspectives into curricular and co-curricular offerings. This institute was designed to both engage faculty in the use of a proposed planning guide for domestic local/global experiences and, at the same time, engage faculty in an intense, immersive local/global study-away experience of the rural nature of Boone. Several local institutions were visited with this focus in mind. Attended by faculty from five colleges, the institute was well received and we are anticipating the submission of several QEP proposals for 2016-17, one of which focuses on refugees settled in the NC Piedmont area.

Goal of Project
The primary goal of this project is to engage faculty in an immersive learning community focused on building upon the pilot study-away learning community model developed and offered during last summer. This new experience, to take place in New York City using the Appalachian Loft, will offer a sustainable model for a graduate level, interdisciplinary learning experience (lesson, unit, course) that can be used by other faculty and staff interested in developing and leading thematic interdisciplinary study-away experiences focused on global learning and specifically, the following QEP Learning Community goals:

- Increase awareness of global learning opportunities that are already available on and off-campus, and to develop additional opportunities through collaboration across multiple units and disciplines on campus.
- Provide opportunities for faculty and staff to network with each other and with international partners.
- Promote the infusion of global content and perspectives into curricular and co-curricular offerings, and encourage more extensive linkages to partner institutions through stronger faculty/staff connections.

The above goals would be achieved through the offering of a follow-up (Year-Two) professional development institute for faculty and staff, modeling a student study-away experience based on best practices from a shared text, Neal Sobania’s 2015 Putting the Local in Global Education. The institute will be structured in such a way that ASU faculty and staff participants will engage in an intensive local/global study-away learning opportunity in New York City. Faculty can, in turn, use this model for the development of their own, longer term study-away experiences for students. Furthermore, it is expected that institute participants will use and further develop a planning template, previously incorporated into a similar faculty institute, to guide their own planning for such experiences. It is further expected that this document, along with the planned faculty immersive experience, can be used to guide additional faculty through planning for future student opportunities.

Relationship to Global Learning - Student Learning Outcomes
Ultimately, student learning outcomes will be unique to each experience developed through the subsequent use of this model over the long term by their respective institute participants. However, it is expected that all experiences developed will share certain common outcomes specific to the use of this model, including but not limited to:

1. Develop globally competent knowledge through the immersive exploration of an interdisciplinary theme relevant to the locale chosen for the project experience (i.e. using NYC as a location to explore the impact of immigration on education or Boone as a location to study the local and global economic, environmental, cultural, political, and social impacts of rurality).
2. Cultivate intercultural competencies through the sharing of perspectives, attitudes, biases, questions, interpretations, and feelings of the participating interdisciplinary group of students, staff, and faculty in the context of the project theme and locale (i.e. using daily debriefing seminars and blogs to share and examine individual and shared perspectives about immigration or rurality and their influence on what we do as educators).

3. Foster globally competent citizenship through an ongoing dialogue around ways in which this new knowledge and competencies can be applied to students’ own lives and work experiences (i.e. confronting those perspectives that challenge us as professionals to identify ways in which we can demonstrate positive responses as educators to immigration or issues of rurality in our communities).

Description of Project Actions and Goals
The intended actions and goals for this project are three-fold. Phases I and II have already been completed thanks to support from the QEP office. This proposal is, therefore, focused on Phase III below.

1) Phase I is complete. This phase involved the formation of an interdisciplinary learning community of four faculty interested in the development of a model in the form of a template or planning guide to assist others in the planning and implementation of this type of experience.

2) Phase II is also complete. During this phase we developed and offer a professional development institute for faculty and staff that modeled the type of interdisciplinary, graduate study-away, experience described above.

3) Phase III will support a Year Two professional institute to further the impact of the aforementioned work. While the Phase II institute was hosted in Boone and focused on “Rurality” as a theme, this year’s institute will be hosted in New York City (using the ASU Loft as a base) and will focus on building sustainable communities a new theme.

Specifically, this Year Two institute to be held in NYC will provide immersive, structured activities to guide participants in the development of a graduate level, interdisciplinary lesson, unit, or entire course by helping participants work through logistical and curricular questions such as:

- Should the interdisciplinary program have one overarching theme or can groups of students develop their own theme or sub-theme? How would those sub-themes be developed and related?
- What is the relationship between the theme and the destination? Which should be determined first?
- What type of shared experiences should students have while immersed in the local environment or culture? How do instructors identify shared experiences that are aligned with the theme and relevant to the interdisciplinary group of students?
- What common learning and/or project goals should be inherent in the model that makes this model qualitatively different from other discipline based study-away programs? How would student learning be assessed? How could this assessment be built into the learning experience as an inherent part of the project?
- What differences exist between study-away experiences that take place abroad and those that are domestic? Can both be address with the model provided? What value can domestic destinations such as Charlotte, Miami, New York, Puerto Rico, Phoenix, Cherokee, NC bring to this model that are difficult or impossible to address by focusing on international locations? (i.e. language, travel documents, costs)
- Should the program using this model be for credit or offered as co-curricular? What are the benefits and challenges related to either approach? If for credit, what mechanisms can be developed to assist students in negotiating the transfer of these hours into their respective program of study?
- What other common elements should be included in the model and shared (or at least addressed) in subsequent adaptations? (i.e. duration of program, time of year, degree level, credit vs. non-credit, shared experiences, breadth of interdisciplinarity, opportunities for response and reflection, materials and resources, funding)

By the end of the week, institute participants will again develop their own graduate, interdisciplinary domestic study-away experience with local/global implications that could be offered for students during the 2017-2018 academic year.

Proposed Agenda for Summer Institute
Monday
Overview
Developing learning outcomes
Examining models, themes, and locales

Tuesday
Program Design
Length
Cultural gap
Depth of immersion
Pedagogy
Student preparation
Enrollment

Wednesday
Examining city and community resources supporting various facets of sustainability

Thursday
Project Work Day
Learning community mentoring
Examining community resources supporting sustainability

Friday
Assessment
Sharing next steps

Feasibility of Project
The inspiration for this project was successfully completed in spring 2013, which involved three faculty and 12 students traveling to New York City to explore the impact of immigration on education. While the codification and expansion of this experience has its inherent challenges, the very purpose of this proposed project is to make it feasible by identifying and overcoming those challenges through the formation of this QEP learning community and the design and implementation of this professional development institute intended to support others with an interest in providing similar experiences. Two of the original learning community members will serve as institute facilitators and are experienced teachers who have planned and executed similar professional development opportunities in the past.

Assessment Plan
The assessment of the following elements will indicate the level of success of the project as proposed:

Short Term – Phase I - COMPLETED
1) Formation of an interdisciplinary learning community of 5 faculty members – Completed (four members participated)
2) Identification of common elements necessary for model (either as predetermined elements or as elements to be addressed (i.e. open ended)) – Completed (documented in text and minutes of meetings)
3) Development of the aforementioned model – Completed (documented in text, minutes of meetings, and QEP proposal)

Mid-Term – Phase II – COMPLETED
4) Implementation of professional development institute to involve 20 ASU faculty and staff (15 ASU faculty and staff enrolled; 12 complete the institute)
5) Further codification of model informed through the implementation of the institute (Participant comments support this goal; see “End of Project Report.”)

Long Term – Phase III and Ongoing
6) Subsequent dissemination and successful utilization of model by other faculty at ASU
7) Further in-depth study-away immersive experiences for faculty to use as models
8) Development of faculty-led, immersive domestic study away experiences for students by participants

**Ability to Serve as Model**

The primary purpose of this proposed project is to develop a cadre of graduate faculty and staff on campus offering graduate level, interdisciplinary domestic study-away experiences. The initial professional development institute has already served as a model for ongoing professional development and is expected to codify the ideas and suggestions generated in the form of a template/planning guide for others to use when developing and leading a thematic interdisciplinary study-away experience focused on global learning. Dr. Rob Sanders, Dr. Roma Angel, and Dr. Damiana Pyles have been invited to present their work from the first faculty summer study-away institute on November 16, 2016 at the Appalachian Global Symposium. In addition, Dr. Gibbons Pyles, one of last year’s institute facilitators, and Dr. Sanders presented the work of the original learning community at the 2015 Appalachian Global Symposium held November 19, 2015. These presentations and the expected discussion to follow further support this project as a model for future planning of graduate, interdisciplinary study-away experiences.

**Institutional and Scholarly Contributions of the Project**

Graduate level, interdisciplinary study-away local/global learning experiences could provide a means of further our partnerships with units on campus (Center for Appalachian Studies, Anne Belk Library and Information Commons, ACT Office, OIED, etc.), international institutions, or other domestic partner organizations (local business, local government, NGOs, etc.). For example, in the NYC project described above, the New York Institute of Technology was selected as a location to visit in NY because a former ASU faculty now teaches there (consequently, building on existing partnership) and for the fact that the institute serves students from more than 60 different countries and has subsequently overcome and capitalized on many of the challenges resulting from immigration. We were able to meet faculty, students, and support staff on this campus to talk about the successes, challenges, and implications of immigration for an institution of higher education. Our existing partner institutions around the country and world could provide such interdisciplinary groups with a broad range of perspectives on a wide variety of themes related to the project.

Furthermore, participating faculty could use the project as a way to address a particular course goal or objective in one of the classes s/he currently teaches, or as a context for her or his own research on global issues. The faculty members involved in the NYC project were each able to integrate the experience into each of their respective courses as a way to fulfill one of the required assignments for that particular course. The experience also provided an excellent case study that could be studied by faculty interested in the scholarship of global teaching and learning.

**Aspects of Collaboration**

Collaboration is at the very heart of this proposal. In fact, the collaboration between and among different units on campus is required for this project to be successful. The project is intended to serve as a model for others to design and lead a thematic, interdisciplinary study-away experience, whether the interdisciplinarity is limited to a single department (with multiple programs as in the NYC project) or across the entire campus. The challenge that the project is intended to help overcome is identifying a common experience in which students and faculty from disparate disciplines can be immersed. This collaboration is also extended to staff at Belk Library as well as to local community stakeholders.

**Opportunities for External Support**

While no opportunities for external support have been identified at the time of writing this proposal, program leaders who adapt the model to meet their own global learning goals may be able to use it to better present their fundable proposals to potential supporters. Those providing external support generally want to know exactly what they are supporting. This model will be helpful to those interested in pursuing external support by providing a structure through which a program can be articulated.

**Expected Results**

If the NYC project serves as any indication, this project proposal has a potential high degree of success. Indisputably, the faculty and staff on this campus are interested in global learning, collaboration, and interdisciplinarity. What they often lack, however, is a relatively simple and straightforward way of
organizing these interests around a shared objective and in collaboration with others. With the right combination of faculty and staff involved in the pilot, an intuitive and easy to use model for thematic, interdisciplinary collaborative experiences can be developed that can be used by others to guide the design and implementation of other immersive global learning experiences for our students.

The tangible deliverable from this project will be an immersive, week-long professional development institute where a program planning template will be utilized as a guide by faculty to develop a thematic interdisciplinary study-away experience for students.

Any challenges you can foresee:
Having led a multi-program student group in a similar program and also having provided a similar workshop for faculty last year, I do not foresee any challenges.

Aspects of collaboration and/or interdisciplinarity:
1. This project promotes faculty and staff collaboration as a working model for studying about and developing domestic study away programs for students.
2. Participation in the proposed faculty and staff development institute will by nature be interdisciplinary as participants from all colleges and programs on campus will be invited to participate.
3. The theme for this immersive domestic study away institute--building and promoting healthy, sustainable communities and living environments--is by nature interdisciplinary as various systems representative of many disciplines will be studied during the institute.

Opportunities for external support (optional):
We will seek support from departments and deans' offices.

**Expected Results of the Project**

- Course development/improvement
- Expanded study, internship, or service learning opportunities for students (domestic or abroad)

**Assessment Plan**

**Short Term – Phase I – COMPLETED**
1) Formation of an interdisciplinary learning community of 5 faculty members – Completed (four members participated)
2) Identification of common elements necessary for model (either as predetermined elements or as elements to be addressed (i.e. open ended) – Completed (documented in text and minutes of meetings)
3) Development of the aforementioned model – Completed (documented in text, minutes of meetings, and QEP proposal)

**Mid-Term – Phase II – COMPLETED**
4) Implementation of professional development institute to involve 20 ASU faculty and staff (15 ASU faculty and staff enrolled; 12 complete the institute)
5) Further codification of model informed through the implementation of the institute (Participant comments support this goal; see “End of Project Report.”)

**Long Term – Phase III and Ongoing**
6) Subsequent dissemination and successful utilization of model by other faculty at ASU-Survey to determine the degree to which the model was shared with other faculty and staff.
7) Further in-depth, study-away immersive experiences for faculty to use as models-survey of participants to determine usefulness of additional models;
8) Development by participants of faculty-led, immersive domestic study away experiences for students-Survey to determine the degree to which study away experiences were developed and carried out.
9) Evaluation of immersive study away institute by faculty and staff participants (venue, content, model, collaborative elements, inspiration to create a proposal/program/course content).

**Time Line**
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<th>Date</th>
<th>Activity</th>
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<tr>
<td><strong>JULY 5, 2016</strong></td>
<td>- Present the complete timeline of the project, beginning with award notification and ending with end-of-project report</td>
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<td><strong>SEPTEMBER 2016</strong></td>
<td>- Submission of Grant by Roma Angel</td>
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<td><strong>NOVEMBER 2016</strong></td>
<td>- Call for participation of faculty by Roma Angel</td>
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| **NOVEMBER 2016 - MAY 2017** | - Recruitment of faculty by Roma Angel  
- Planning for implementation of model; Reflection - by Roma Angel with planning team of Damiana Pyles and Rob Sanders  |
| **JANUARY 2017 - MAY 2017** | - Learning community meetings to present planning model and prepare for journey; Reflection - by Roma Angel with planning team of Damiana Pyles and Rob Sanders, participating faculty |
| **EARLY JUNE 2017** | - Institute; Roma Angel with planning team of Damiana Pyles and Rob Sanders, participating faculty                                          |
| **JULY 2017**      | - Follow-up with participating faculty by Roma Angel with planning team of Damiana Pyles and Rob Sanders                                                                                 |
| **AUGUST 2017**    | - Submission of End-of-Project Report by Roma Angel with planning team of Damiana Pyles and Rob Sanders  
- Further revision of planning model by Roma Angel with planning team of Damiana Pyles and Rob Sanders, participating faculty |
| **FALL 2018**      | - Dissemination of model by Roma Angel with Damiana Pyles and Rob Sanders, participating faculty                                                                                         |

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<th><strong>BUDGET</strong></th>
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<tr>
<td><strong>NYC LOFT FEES</strong></td>
<td>- 12 faculty x $40.00 per night x 6 nights = $2,880.00</td>
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<tr>
<td><strong>TRANSPORTATION</strong></td>
<td>- 12 faculty x $300 = $3,600.00</td>
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<tr>
<td><strong>FACILITATOR STIPEND</strong></td>
<td>- 2 faculty facilitator stipends x $600 = $1,200.00</td>
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**Budget Narrative**

Additional budget information:
The budget covers ASU Loft fees for six nights; the Loft will serve as the "classroom" for collaborative faculty/staff work and also as the location for overnight.

The transportation will be by train or by plane depending on which is cheapest at the time for the institute.

There are two faculty members working to recruit, plan the curriculum and present the workshop. These persons will receive a stipend.