



Globalizing the Liberal Arts

Soka University of America - June 3-5, 2018

Summary Conference Report

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Globalizing the Liberal Arts

Introduction

Soka University of America hosted a conference on Globalizing the Liberal Arts (GLA) on June 3-5, 2018 at their campus in Aliso Viejo, CA. The meeting was co-organized by leaders from Yale University, Pomona College, Carleton College, Middlebury College and Soka University of America. The meeting brought together a group of 80 academic leaders that included Presidents, Deans, Directors of Internationalization, and faculty from 44 liberal arts colleges and programs in 12 countries to engage in an intense working discussion about globalization of the liberal arts. The conference was attended by 14 Soka University faculty and staff, representing all of the SUA concentrations and international programs, as well as the SUA administration. International representatives from liberal arts programs in Japan, Singapore, China, Malaysia, Denmark, India, Mexico, Netherlands and Switzerland made the conference a truly global conversation about the state of liberal arts.



Sharing case study examples through panel presentations, and engaging in-depth working group discussions, the participants explored the ways in which liberal arts can provide undergraduates with the capability to collaborate on complex problems that span diverse cultural perspectives. Thought leaders from across the country articulated how

their campuses have implemented diverse models for globalized liberal arts, and the role of liberal arts in fostering global perspectives and critical thinking. From the meeting emerged a stronger awareness of the importance of liberal education to help students respond to urgent social, political and scientific challenges that are global in their scope. Details about the conference as well as presentation slides can be found at <http://sites.soka.edu/GLA/>.

Each day of the meeting was opened with a plenary talk, followed by three sets of panel presentations in the morning and in-depth “working group” discussions in the afternoon. Participants all attended the plenary talks and panel presentations and then branched out into one of the “working group” meetings each afternoon for deeper discussions. At the end of each day a

report from the working groups summarized some of the findings and key points discussed in each group. Some of the highlights of the meeting are described below – with separate sections for the plenary talks, panel presentations and working group discussions.

Plenary Keynote I : **Hiram Chodosh**, President of Claremont McKenna College

Hiram E. Chodosh opened the meeting after a banquet at Founders Hall. President Chodosh led a discussion that enabled the assembled group to discuss ways that our institutions can respond to the future of learning, and common challenges and opportunities for globalized liberal arts. Some of the key values that President Chodosh identified as distinctive among institutions like SUA include interdisciplinarity, development of citizenship, a strong residential experience that cultivates empathy, humanism, and classes that deeply engage students using effective pedagogy. The type of education promoted in globalized liberal arts institutions can develop deep learning, curiosity and courage in students. Emerging global trends outside of our institutions require us to respond creatively and rapidly. These trends include the effects of global climate change, resurgent nationalism, rapid technological advances, and fragmentation of populations into socioeconomic, and urban-rural divides. These challenges lead us to opportunities to develop new forms of collaborative leadership, new approaches to disciplines and majors, and new ways to assess student learning. In this process, we must align our programs with our core educational values. As institutions come together to solve these problems, it can inspire hope, and President Chodosh closed with a quote from Lu Hsun, “Hope cannot be said to exist or not exist. At first there are no roads but when many people travel in a single direction, a road is made.”



Plenary Keynote II : **Patti McGill Peterson**, Senior Fellow, Center for Internationalization and Global Engagement, American Council on Education

Patti McGill Peterson opened the morning with a talk that discussed “Globally Engaged Institutions” and presented data to document the progression of international programs in US higher education over the past decade. Dr. Peterson urged the group to develop forms global education for every student, regardless of major. After precisely defining terms such as Globalization, Internationalization, and Global Engagement, Dr. Peterson noted that 72% of institutions were accelerating international activity, with 50% reporting that it was a top-5 priority in strategic planning. She highlighted how important small liberal arts colleges are in moving internationalization forward as they have strong general education and interdisciplinary courses and are focused on the teaching and learning process in contexts where multiculturalism is a key goal. One of the areas of particular importance is to bring diversity and multicultural groups and global engagement groups together and make them more central on campus. The effort can bring multicultural outlooks to students within the campus and can strengthen internationalization efforts.



*Globally Engaged Institutions: Lists of Initiatives
or Institutional DNA (PDF) | PPT*

- ACE Mapping Internationalization Data See *American Council on Education : Mapping Internationalization on US Campuses*

Plenary Keynote III : **Adam Weinberg**, President of Denison University and former CEO of World Learning

The final plenary keynote was by Denison University President Adam Weinberg, who asked “What does it mean to be a globally engaged campus?” Dr. Weinberg laid out a series of principles to develop globally oriented liberal arts programs that help students to master complex problems that span diverse cultural perspectives. He first mentioned that liberal arts colleges, while often small by enrollment, can be “big” – by avoiding an insular and narrow focus and by advancing the fundamental mission of liberal learning. Such “big” liberal arts colleges are where “the culture of the college is infused at once with attention to the local exigencies as well as to cosmopolitan or internationalist imperatives, initiatives, and habits.” For globalization to be effective, it has to be woven throughout everything the college does, and to provide a central guiding principle. The global perspective has to extend to academic programs *beyond* typical “international” departments and courses – with global perspectives infused within core and GE components, sciences, and teaching across all disciplines. However, President Weinberg stressed, the globalization should not stop with courses and should also be considered an integral part of student activities, athletics, civic engagement, and other areas, where many additional opportunities for international perspectives can be found. Our campuses should break down isolation of international students, develop a strong focus on residence halls, and integrate local communities near campus in a unified strategy. Examples from Denison University included working with the diverse Columbus metropolitan area, which has large Somali and Middle Eastern communities. In the end, President Weinberg stressed that “leadership matters” – and urged moving past longstanding silos, and institutional politics that thwart creativity and innovation.



Panels & Working Groups

Each morning, the GLA conference included three panel discussions which addressed a key theme facing globalizing liberal arts. These presentations provided background information and examples of approaches which then catalyzed discussions in the afternoon working groups. Below is a description of each of the Panels, and the themes and key questions of the subsequent Working Group.

Panel 1: The Role of the Core & General Education Curriculum in Global Liberal Arts

This panel described how curriculum can shape a global liberal arts education. The panel discussed how the Core and GE curriculum can enable students to develop deep intercultural understanding and explore the works and perspectives of civilizations from Europe Asia and other countries. Each panelist also described how their curriculum works and their main benefits and challenges. Curriculum from very diverse institutions from a wide range of countries was represented, such as Soka University of America, Yale-NUS College (Singapore), Quest University (Canada) and Duke Kunshan University (China). The diversity of approaches provided a broad cross-section of innovative approaches to a globalized liberal arts curriculum through Core and GE courses.

Panel Chair & Presenters

Chair: **Bryan Penprase**, Dean of Faculty, Soka University of America

Presenters

Bryan Penprase, *The Soka Curriculum (PDF)* | [PPT](#)

David Helfand, Professor of Astronomy, and Chair of the Committee on Innovative Teaching and Learning, Columbia University | *Essential Ingredients of a Liberal Arts Curriculum*

Terry Nardin, Professor of Political Science and Director of the Common Curriculum at Yale-NUS College (Singapore) | *The Common Curriculum at Yale-NUS College (PDF)* | [PPT](#)

Noah Pickus, Dean, Undergraduate Curriculum Affairs and Faculty Development Duke Kunshan University (China) | *The Duke-Kunshan University Curriculum (PDF)* | [PPT](#)

Working Group Themes and Key Questions

The working group discussed the tension between “enduring questions” of the human condition, and unique questions facing humanity in the 21st century as we move forward into an increasingly uncertain future. The need for a national discourse on this topic seems critical, and yet many institutions lack core and GE programs that can fully address a wide spectrum of these urgent questions. The working group discussed some of the **ideological** motivations within common core and GE curriculum; The **assessment** challenges within core and GE curriculum; and process for the **implementation** of the core and GE curriculum and its effects on **faculty**. Among the ideologies that drive curriculum is an aspiration to develop a stronger society or global citizens citizenship, along with *Bildung* – which focuses on strengthening individuality and identity. The working group urged that assessment of Core and GE use shared valuation rubrics, and also recommended implementation of these courses in ways that maintain a student-centered approach with appropriate incentives for faculty to reward their efforts strengthening Core and GE curriculum.



Panel 2: Centers for Global Learning: Variations in Structure and Operations

This panel presented various models of Centers for Global Learning/Global Engagement, exploring both new and long-standing centers within liberal arts institutions. Centers with a focus on global learning have a surprising range of diversity in both institutional structure and activities. How do these various centers participate in the liberal arts mission of their institutions? What are the challenges of operating and sustaining such ventures? What can we learn about successful and less successful initiatives that would help our own institutions in future planning? The panel provided numerous examples from institutions such as Middlebury, Grinnell, Pomona and a consortium of liberal arts colleges known as the GLCA.

Panel Chair & Presenters

Chair: **Mary Coffey**, Associate Dean, Pomona College Oldenburg Center for Modern Languages and International Relations

Presenters

Tamar Mayer, Director of the Rohatyn Center for Global Affairs and the Program in International and Global Studies, Middlebury College | *Expanding the Charge: Globalizing the International Center*

Kate Patch, Senior Director of Global Initiatives, Grinnell College Institute for Global Engagement | *Internationalizing the Liberal Arts Campus, Now What? (PDF)* | PPT

Richard Detweiler, President, Great Lakes College Association (GLCA) Global Liberal Arts Alliance (GLAA) | *Developing Global Education Networks (PDF)* | PPT

Anne Dwyer, Associate Professor and Director, Oldenburg Center for Modern Languages and International Relations, Pomona College | *Rebuilding “The Borg”: Reimagining a Residential Center as a Global Hub (PDF)* | PPT

Working Group Themes and Key Questions

This working group discussed the ways that our campuses can provide greater international engagement and collaboration, and also ways a global center can strengthen globalization. It was noted that co-location of international programs will not always bring collaboration, and that institutions must be intentional to foster communication across departments, areas and programs.

Within our campuses we also have the opportunity to “internationalize diversity and diversify internationalization” – thereby creating a richer multicultural environment for students.



Panel 3: Study Abroad in a Connected World

This panel reviewed what we have learned about effective practices in the design of study abroad programs, and how to best guide students so that they can learn and grow through the study abroad experience. The group reviewed how we could best respond to the extraordinary technological and social changes that have so altered the daily reality of study abroad, and that challenge the validity of models developed decades ago. A discussion of recent research informed the development of a plan for reviewing and recalibrating our own program design and our work with our students.

Panel Chair & Presenters

Chair: **Jane Edwards**, Dean of International and Professional Experience, Yale University | *Setting the Stage for Moving the Furniture* (PDF) | PPT

Presenters

Antonio González, Professor of Spanish and Director of the Fries Center for Global Studies, Wesleyan University | *Replicating Intercultural Learning in the High-Tech Classroom: Unforeseen Challenges* (PDF) | PPT

Vanita Shastri, Dean of Global Education & Strategic Programs Ashoka University (India) | *Development and Challenges of Student Mobility for Indian Institutions*

Talya Zemach-Bersin, Postdoctoral Fellow, Pembroke Center for Teaching and Research on Women, Brown University and an instructor in Yale's Education Studies Program | *The Cultural Politics of Study Abroad*

Working Group Themes and Key Questions

This working group explored how to integrate study abroad throughout the curriculum, as a tool for globalizing the liberal arts, and a means for expanding perspectives in a wide variety of courses. The shifting context of technology, the influx of international students, and new opportunities to use videoconferencing technology to “bring the world into the classroom” was explored. The need to better prepare students and parents for the study abroad program and to communicate some of the new roles it can play in education was emphasized. New shorter-term faculty programs can also expand the available study abroad options, but new research shows that at least six weeks for a study abroad is needed for the best results. The need for all of our

programs to properly prepare students for their international experience is crucial, such as engaging in critical discussions about racial and other identities within international destinations and then reflecting on their own experiences upon return. These reflections can be facilitated through a daily blog or diary writing throughout the immersive experience and afterwards. Other opportunities, such as an increased emphasis on science students, social entrepreneurship, and better use of residential life, were discussed and recognized to increase the benefits of study abroad.

- Resources:

- ◆ Diversity Abroad
- ◆ Campus Compact – Global Service Learning
- ◆ NAFSA Code of Ethics
- ◆ Forum for Education Abroad



Panel 4: The Global Liberal Arts College

This panel provided a range of examples of how liberal arts have global impact using a variety of approaches, including online technologies, service learning, entrepreneurship and experiential learning. The session and working group explored the meaning of “global citizenship” and what precisely defines a college as “global.”

Panel Chair & Presenters

Chair: **Tamar Mayer**, Director of the Rohatyn Center for Global Affairs and the Program in International and Global Studies Middlebury College

Presenters

Jeremy Adelman (Virtual Presentation), Henry Charles Lea Professor of History and Director of the Global History Lab Princeton University | *Can We Bring the World into a Course?* (PDF) | PPT

Rosetta Marantz Cohen, Professor of Education and Child Study, Smith College | *The Making of a School: Global Education in the Making* (PDF) | PPT

Nadia Rabesahala Horning, Director of Social Entrepreneurship Programs, Middlebury College | *Increasing the Flow of Ideas and People between a College and a Continent: the Middlebury-ALU Experiment*

Trisha Craig, Dean of International and Professional Experience Yale-NUS College (Singapore) | *In Asia, For the World: Establishing the Liberal Arts Abroad* (PDF) | PPT

Kara Godwin, Education Consultant & Research Fellow, Boston College Center for International Higher Education | *Liberal Education's Global Trends and Critical Questions: Where to go from here?* (PDF)

Working Group Themes and Key Questions

The working group began discussing “global” and “globally engaged” by considering some of the qualities we might wish for students who are globally engaged. These qualities included a global mindset and the ability to understand themselves in relation to another – “as broad as the world or as narrow as another human being. The group then explored how we can better foster deeper awareness of others within students to encourage curiosity and

cultivate empathy. One element is to provide numerous examples within courses that illustrate the interdependence among strangers and among all the people of the world. This could be done in the context of climate change, as one example, and other topics where what students and people are doing locally has a global impact on others. Language acquisition can be used to build a stronger sense of empathy, as students can more deeply engage with other cultures. The group also noted the critical importance of the intersection of local and global that can be found in local neighborhoods and in service to the campus and surrounding communities. The meaning of global citizenship was also discussed and some noted that there are many stateless people and that global passports do not exist, causing some to comment that global citizenship could imply a position of privilege. Finally, as the world enters something of a crisis of globalism, the obligation for liberal arts institutions to promote concepts of globalization and cosmopolitanism becomes more urgent.



Panel 5: Capturing the Global Experience

This panel presented ways in which liberal arts institutions and universities can document and extend the impact of international experiences by creating opportunities for deep reflection and employing technologies for assembling e-portfolios of international experiences. The effort can also unify disparate programs such as off-campus study, internships, civic engagement, language study, and participation in campus clubs and events to help make these diverse experiences more coherent and meaningful for our students. The panel and working group discussed a broad spectrum of approaches that can integrate coursework, e-portfolios, transcript notations, and advising to enhance learning and make the progress of students in a globalized liberal arts curriculum more visible.

Panel Chair & Presenters

Chair: **Scott Carpenter**, Marjorie Crabb Garbisch Professor of French and the Liberal Arts, Director of the Center for Global and Regional Studies, Carleton College | *Global Pathways*

Presenters

Eva Posfay, Professor of French, former Associate Dean, Carleton College | *Who Am I? Promoting Intercultural Reflection in the Classroom* (PDF) | PPT

Arne Koch, Dean of Global Engagement, Associate Professor of German, Colby College | *Integrating Off-Campus Study: Colby College's Faculty Mentoring (Pilot) Program* (PDF) | PPT

Eric Feldman, Program Manager, Office of Global Learning Initiative Florida International University | *Prompting Reflection with ePortfolios in a Global Distinction Program* (PDF) | PPT

Elaine Meyer-Lee, Associate Vice President for Global Learning and Leadership, Agnes Scott College | *Building on Global Immersion Experiences in the Curriculum and Co-Curriculum* (PDF) | PPT

Working Group Themes and Key Questions

The working group discussion looked for ways to capture the global experience that can be implemented within the constraints of staffing and time. Key in the process is for students to work to develop metacognition by documenting their journey on and off campus – and perhaps developing portfolios such as is done at FIU (Note **Eric's Feldman's program at FIU**). The portfolios can be used to document work, connect to student employability and to deepen

otherwise disconnected experiences. The group discussed best ways to document both curricular and co-curricular work, either through transcript notations or through issuing other awards, such as the FIU medallion to students for their achievements.



Panel 6: Globalized STEM Education

This panel discussed ways that we can bring our STEM faculty and students into deeper engagement with global issues in science and technology. The presentations documented how international experiences can be merged with STEM topics, as well as some of the emerging new curricula in science within liberal arts institutions that employ pedagogies that are more inclusive of diverse populations within classes. The panel gave examples of programs in the US, Malaysia and Mexico that promote transformative learning through deep intercultural engagement.

Panel Chair & Presenters

Chair: **Bryan Penprase**, Dean of Faculty, Soka University of America

Presenters

David Drew, Professor of Education and Joseph B. Platt Chair in the Management of Technology, Claremont Graduate University | [Liberal Arts and Engineering \(PDF\)](#) | [PPT](#)

Kathy Takayama, Senior Science Education Fellow at the Howard Hughes Medical Institute (HHMI) | [Inclusive STEM Education \(PDF\)](#) | [PPT](#)

Katie Purvis-Roberts, Professor of Chemistry and Environmental Science, W.M. Keck Science Department of Claremont McKenna, Pitzer and Scripps Colleges | [International Environmental Chemistry \(PDF\)](#) | [PPT](#)

Juan Manuel Fernández-Cárdenas, Professor of Education and Director of the Master in Educational Technology, Tecnológico de Monterrey, Mexico | [Understanding the teaching of STEM education through dialogue and transformative learning in Mexico \(PDF\)](#)

Working Group Themes and Key Questions

The working group discussion noted early on that using pedagogies of inclusion in STEM is crucial for fully engaging international students, as well as for women and under-represented students. The inclusive pedagogy can break down a sense of “otherness” that can inhibit learning within the classroom. The marginalization of girls within STEM classes early in K-12 education and the notion that some are “not good at STEM” are some of the challenges facing STEM education. Building upon efforts to increase participation of women and minority students in the US can help a globalized STEM program reach all of its students. Successful interventions include improved mentoring, working with students to define the entire trajectory of their college

careers, and strong programs for faculty development. The notion of STEM as a “lonely” field was discussed as one factor that may prevent women from being involved in STEM. The group suggested that STEM education should emphasize building a better social context and learning environments that include group projects, and should include an explicit emphasis on the social aspects of science. To reach all of our students, the group urged that instructors fully consider their students as human beings, and emphasizing that STEM is a subject that is conducted within a community of scientists who benefit from a diverse set of viewpoints. A better approach in STEM de-emphasizes “professional replication” of faculty and makes use of more effective forms of assessment that can provide students with constructive messages that enable them to build on their experiences and learn from grades, instead of getting messages of “failure.” More use of experiential and informal education such as Juan Manuel Fernández-Cádenas leads in Mexico can also help engage diverse groups of students.



Where to go from here – next steps for Globalized Liberal Arts

At the end of the meeting, a plenary discussion discussed some next steps. The group discussed possibilities for a follow-up meeting – perhaps in Europe. Individual visits between colleges, using a listing of people and institutions interested in hosting a short-term visiting team to study topics of mutual interest could be a great vehicle to promote further collaboration. The group felt that our very productive working group discussions should be continued, and we discussed the need for a mechanism and venue for continued discussions. A listserv for online discussions among our institutions can help our groups follow up on common questions of interest. Regional groupings seemed like an excellent next step for focused collaboration on common problems. Among the topics suggested for a future meeting was a working group for internationalizing diversity and diversifying internationalization. The group also felt it would be helpful to include more students in future meetings.

A next chance to meet will be the Global Engagement Conference at Colby, September 14-16. This is the 4th iteration of a meeting on global engagement in the liberal arts. It is similar to the Soka GLA meeting in terms of focus on global issues relevant to liberal arts institutions, but a different in format. Working groups are more closely tied to panels and the panelists are developing the working group questions in advance. There will be 90 min sessions (half of it presentations and half discussion). There is a \$50 registration fee. All are welcome. Some non-US participants have committed. The meeting includes a discussion of

- decentralizing language centers
- supporting and sustaining global learning and engagement
- how to provide access and support structures to make the global/local possible
- student success in a centralized versus decentralized institute
- language study beyond the major, undergraduate research
- integrating global learning across the curriculum
- global networks and organizations - can we connect and make meaningful connections

Further discussions among the group were desired, and it was suggested that working groups could reconvene at either the [January 2019 AAC&U Meeting](#) or San Francisco meeting on [GE curriculum, February 14-16](#). From these meetings could come more discussions and additional proposals that can be implemented and presented at a future AAC&U conference. In the case of additional meetings, it was felt that smaller gatherings for focused projects would be a good next step.

Interviews with the organizing committee found a number of take-aways from the meeting, which are listed below:

- We need to resolve how to maximize the value of the global liberal arts experience in relationship to larger problems of equity and scale.
- We can leverage our power to convene and be very specific in our goals, which could come up with new guidelines, such as EAIE and APIE guidelines for globalized liberal arts.
- Building on the strong focus on campuses toward diversity, equity, and inclusion, it should be possible to bring diversity efforts together with globalization. This can then provide a way of internationalizing diversity and diversifying internationalization.
- As exemplified by Jeremy Adelman’s work, effective uses of new technologies can vastly strengthen globalization on our campuses. This needs to be developed carefully and integrated into our pedagogies with an awareness of how technology is changing the identities and social interactions of our students.
- A rich discussion about diversity and inequity outside the US could be a great supplement to US diversity programs and globalization efforts on our campuses.
- We should work together to enable small elite liberal arts colleges in the US to help the growth of small elite liberal arts schools internationally, and to be mindful of whether and how this growth affects students and institutions outside our campuses.
- Building international experiences for students that can really promote growth (and avoid “hand-holding” should be a goal.
- A stronger focus of attention on international students on campus can help prevent them from having a separate experience and also enhance internationalization on our campuses.
- For many campuses, a global center can bring visibility and resources into the globalization effort. In all cases, campus leadership plays a crucial role in making the moral and educational arguments for globalization. For globalization to be effective it must be comprehensive and systematic — not piecemeal or haphazard.

- More intentional integration of curriculum and co-curriculum, especially with residential life can greatly improve the impact of international programs.

