

How can we strengthen Goshen College's international education core, including SST, to make it more effective, engaging and possible for our students in the current global context?

A SEARCH CONFERENCE REPORT

September 14-16, 2018
Amigo Centre
Sturgis, Michigan

Search Facilitators:

Davydd J. Greenwood
Landon Weldy

October 2, 2018

Search Conference Report

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Steering Committee that organized the Search, set the Search question, and issued invitations to participants:

Richard Aguirre, Community Impact Coordinator

Jan Bender Shetler, Professor of History, co-chair

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Keith Graber Miller, Professor of Religion

David Lind, Professor of Sociology

Deanna Risser, VP for Finances

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Kathy Meyer-Reimer, Professor of Education

Tom Meyers, Director of International Education, co-chair

Duane Stoltzfus, Professor of Communication and Director of CORE

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Introduction

The genesis of the Search

The SST 50th Anniversary Committee started to meet in the spring of 2016 to plan events for the year 2018-19. By September of 2017 we had decided that we wanted to look to the future as much as to celebrate the past. The idea emerging of having some kind of an academic conference, perhaps with other small liberal arts colleges that did innovative study abroad. We hoped to evaluate the program and how we can adapt it to meet the new global as well as campus challenges. Rebecca Stoltzfus had just been appointed as President and was on campus before she actually formally began her tenure. A subcommittee met with President-elect Stoltzfus and after hearing our goals for the academic conference she suggested instead that we use the methodology of a Search Conference. After some exploration of the possibilities for this she suggested that we invite Davydd Greenwood, a colleague from Cornell. He is a retired Anthropology Professor and International Studies Director who had a lot of experience leading Search Conferences. Tom Meyers, Jan Bender Shetler and President Stoltzfus had the first Zoom meeting with Davydd Greenwood to discuss the possibilities on November 7, 2017 after which time planning commenced. We formed a planning Committee of 10 and had our first meeting in January. The group spent the rest of the Spring Semester coming up with the Search Question and forming/inviting the list of participants, leading to the event at Amigo Center in September 2018.

Message from President Rebecca Stoltzfus for the participants in the Search Conference, read at the opening:

Fifty years ago this week, on Sept 12, 1968, our first official Study-Service Term or SST units left for Costa Rica, Guadalupe, and Jamaica. This followed a unanimous vote of the faculty to make international education a required part of our core curriculum, with our own faculty leading groups of students in a full academic term of experiential learning in nations that are very different from this one.

This was a phenomenal innovation and commitment for any US college or university at that time, and continues to make Goshen College outstanding today.

Now, in 2018:

- ✓ *Our student body has changed,*
- ✓ *Our faculty has changed,*
- ✓ *The geopolitics of the world has changed,*
- ✓ *Global commerce and communications have changed,*
- ✓ *The affordability of college has changed.*

This year as we celebrate the past 50 years of SST, we need to imagine its future. I invite you to think boldly and creatively about the future of SST in the context of our unyielding commitments to global citizenship, excellent teaching, and adventuresome learning.

Thank you to each one of you for committing your time and imagination to launch this year of SST anniversary events in the form of this Future Search conference. I look forward to your report, and stand ready to support the work that arises from it.

--Becky

Searching and Search Conferences

Search Conference methodology was originally developed by Fred Emery and Eric Trist in the 1960s and further elaborated upon by Merrelyn Emery in the 1970's. It has since become recognized as an effective way to produce action plans quickly while, at the same time, producing commitment to follow through on the plans created. It is possible to achieve these results because the process is designed to tap the knowledge base of all participants, to make the most of group interaction, and to promote group learning.

A Search Conference uses a structured, systematic approach for a group to find their commonalities and differences in purpose and discover how to advance their respective interests toward a desired future. It is a collaborative rather than consensus model by recognizing that not all interests need to be reconciled for work to move forward. The interchanges of interests and perspectives on the future allow ideas to emerge that can accommodate different interests even though the actions will be taken in common.

What the participants experience in developing the ideas through listening and learning from each other becomes a powerful motivation for subsequent work to carry the effort forward.

Because the content of future planning develops at the Search Conference itself, the results are often:

- Creative because the diversity among participants offers allows for unique conversations and interchanges that do not typically occur and stimulate new learning.
- Non-linear, often looping back and repeating, which serves to validate and clarify.
- Process oriented in that the understanding and the learning about how to plan jointly are as important as specific outcomes. In fact, the specific outcomes may be modified in future discussions, as the planning becomes more detailed and more people are involved. The general direction, however, will have been set by the work at the search.

For more information about search conferences, see
<http://www.positivefuturesguide.com/free/searchbasic.html>,
<http://www.elementsuk.com/libraryofarticles/searchconference.pdf>

The Search Question

The search question provides the overall focus for the conference. In this sense, it describes the issue area within which discussions and planning will take place. The search question created by the planning group was:

“How can we strengthen Goshen College’s international education core, including SST, to make it more effective, engaging and possible for our students in the current global context?”

Participation

The planning group used a technique called the Community Reference System to identify potential participants in the Search Conference. This technique begins with an identification of particular stakeholder groups and uses individual contacts to tap their interest and working networks as information sources. It has some elements of “snowball sampling” but in a small and close-knit community like Goshen College, nearly all the participants already know each other in varying degrees. In this case, the point was for the steering group to make a strong effort to include as diverse a group as possible, including discipline, status, areas of responsibility, race/ethnic and gender representation, and important ideological and professional differences. The premise is that people are experts about their own lives and experiences but rarely have available a situation in which to express themselves and compare their experiences. Together, they all have enormous knowledge about the issues to be discussed and the search seeks to tap that.

The Search

The specific steps or stages of the search are documented in what follows. The content of each section comes directly from the work of the search participants. Wherever possible the exact wording as recorded by the groups on their flipcharts is used. This is in keeping with the philosophy of searching which relies on the knowledge base of community members, not outside experts, to do the analysis and develop the plans.

Groundrules

For purposes of maximizing participation and making the conference as productive as possible, the following Rules of Democratic Dialogue were provided at the outset and reinforced by the orientation of the Search facilitator and through written instructions delivered at the opening of the Search.

THE RULES OF DEMOCRATIC DIALOGUE

Action Research processes do not require or depend on consensus or on majority rule. Rather, action research seeks to bring the knowledge, experience, and commitments of the participants into public view, so each participant sees themselves in the context of the diverse experiences and aspirations of other members of the group. This process is based on the well-founded belief that the members of most organizations have greater knowledge and skills to contribute than most organizations ever tap.

To the extent possible, collaborative actions will be taken that “harmonize” the interests of all participants. Areas of fundamental disagreement will not be acted upon.

For this to be possible, there are basic rules of “democratic dialogue” that apply to all parts of the search process.

1. Speaking in plenaries and during group work involve taking a full turn around the group so that each person present makes some contribution to the discussion. After that, you make speak again and enter into dialogue.
2. When you think you don't agree with what another participant has said, you must begin an inquiry process by assuming that the problem is yours. Assume first that you don't understand what the other person is saying or perhaps that you don't have the experience to know why they feel as they do. Politely ask for clarification to check if you really understand and to give them a chance to restate the issue as they see it. Hiding your disagreement with someone else's statements either by ignoring them or by asking them sarcastic questions is unacceptable. (For example, "How could any sane person believe that..." is not acceptable in the context of a search conference).
3. If you notice that someone is dominating the airtime, make this observation publicly and attempt to bring the non-speakers into the discussion. Dominating the airtime deprives the group of learning opportunities.
4. Participants who remain mostly silent rob the group of the possibility of learning well from each other. **In a search, you do not have the right to remain silent because your experiences, knowledge, and goals are key elements in designing meaningful group actions.** If you notice someone being relatively silent, encourage them to enter into the discussion.
5. When points you make are written on flipcharts or interpreted verbally by others, make certain that they are correctly captured and, if not, correct them immediately.

The only guarantors of the integrity of these participatory process are you, the participants yourselves. The search facilitator can and will assist but if any participant stifles participation, it is your obligation of the other participants courteously to remind that person of the rules of democratic dialogue and to return the process to its proper course.

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Design Principles of the Search process

Some critical elements of the Search process were explained at the beginning of the conference:

- A Search is a beginning. The plans that emerge at the end of the process will require follow-through and commitment by the participants who have designed them. They cannot be simply handed off to someone or some department to implement because, like the ideas themselves, sustainable change comes through the active involvement of those who must change.
- All participants are there as equals. For the purposes of the discussion, every person is equally important and their active participation is critical to the learning that is required to move forward.
- Everyone is there representing herself or himself, even if she or he holds a position of particular status in the college or community.
- The goal of the search is not necessarily to agree, but to bring out all views and develop shared understandings. The goal is not consensus, but collaboration on planning the future. The areas of collaboration that do emerge result in action plans developed for immediate implementation.
- By creating a shared history (that has only been partly and sporadically shared before) and then examining what will happen if no new actions are taken, the search both situates the problems in their context and then makes it clear to the participants that if they take no creative actions together, the negative trends they have documented will continue. Thus the tension between the probable future and the ideal future that many wish for places the obligation for designing and taking action squarely on those participating and the additional collaborators they can recruit.

Search Management

The facilitators of the Search Conference were Davydd Greenwood and Landon Weldy. They were wonderfully assisted by Tom Meyers and Jan Bender Shetler.

AR assumes that the requisite knowledge base for future planning resides with those that will be impacted by the changes identified, rather than with outside “experts.” Consistent with this belief, the Search facilitators concentrate on the process of the Search Conference, rather than its content, leaving the content to the local stakeholders. What follows, then, is a record of what the group itself produced in the days it spent together.

Goshen College Search Conference Schedule

How can we strengthen Goshen College's international education core, including SST, to make it more effective, engaging and possible for our students in the current global context?

September 14-16, 2018

Friday, September 14

- 5:00 pm Welcome and self-introductions
- 5:30 pm Supper
- 6:15 - 9:15 pm
 - Facilitator's introduction: concept of a search and the value of all the stakeholders' experiences and knowledge to the process, rules of democratic dialogue, presentation of the plan for the days.
 - Shared history, ideal future, probable future
 - (Facilitators analyze these materials looking for common themes, outliers, unresolved issues after 9:15 pm)

Saturday, September 15

- 8:00 am Breakfast
- 9:00 - 10 am
 - Facilitators presentation of the prior evening's shared history (projected on screen)
 - Keep, Drop, and Create analysis in groups, part 1
- 10:00 -10:30 Coffee break
- 10:30-11:00
 - Keep, Drop, and Create analysis in groups, part 2
- 11:00-Noon
 - Plenary naming and parceling out the obstacles to the ideal future that require sustained attention
- 12:00 Lunch
- 1:00-1:30 pm
 - Sign up for working groups to deal with the obstacles to the ideal future
- 1:30-2:45 pm
 - Working groups hold first meeting and conduct a Force-field Analysis on their chosen issue
- 2:45-3:15 pm
 - Plenary report-outs from the working groups
- 3:15-3:45 pm Coffee break
- 3:45-5:00 pm
 - Second working group meetings, developing action plans using the Action Planning

Templates

- 5:30 pm Supper
- 7:00-9:00 pm
 - Report outs from the Working Groups with their Action Planning Templates completed and general discussion

Sunday, September 16

- 8:30 am Coffee
- 9:00-10:00 am
 - Plenary discussion of the issues addressed, those that were raised but remain unaddressed
 - Final report outs from the working groups about their plans and commitments
- 10:00 am Brunch
- 11-11:15
 - Setting dates for reconvening the working groups for a half-day stocktaking of the work done
- 11:15 -11:45
 - Evaluation of the process and facilitator
- 11:45-12 noon
 - Final comments from the group about the process
 - Facilitator reminder that a search report will be forthcoming a few days to document this process and will be open for participant revision and improvement
 - Leave taking

Shared History

Before a group of people can begin to envision their future, it is important to review significant events from the group's past. This provides a context within which subsequent planning can be framed and reinforces the fact that the past helps shape the future. It also helps clarify that change results from the interaction of a system (internal to the organization) with its environment (external to the organization). In the future, the organization is attempting to optimize this relationship.

The search process, therefore, begins with a review of the group's shared history. The history depicts major events and forces along a chronological timeline.

In this exercise participants were asked to talk in pairs to brainstorm and recollect the history of the international education core. Participants then placed written and pictorial representations of key events on a long sheet of butcher paper on the wall.

Following this process of filling in the shared history, each person who wrote something on the shared history was asked to explain to everyone what their contribution meant and why they had placed it on the shared history. This part of the process continued until all items had been explained.

The results of this exercise are reported on the following pages. Although this chronological list captures the items posted, it cannot begin to approximate the detail and richness of the product nor the sense of discovery that emerged as the group worked together.



SHARED HISTORY

1965 - **Drabapist movement**
 Global movement
 Goshen College and SSTs
 Motto: "To Here for Service" - Was widely viewed as meaning "Serve in the World"

1965 - **Peace Corp**
 Significant # of future faculty AT GC BOEN (OR LIVED AS KIDS) IN ANOTHER COUNTRY

1960's - 1970's
 Significant # of future faculty AT GC BOEN (OR LIVED AS KIDS) IN ANOTHER COUNTRY

1965 - **McKENNA** "THE" "WIP" MOVIE
 AN ALTERNATE THROUGH DOCUMENTARY
 PROBABLY THE MOST IMPORTANT DOCUMENTARY ON THE HISTORY OF SSTs

1965 - **1968**
 Make peace by making friends & viewing the world through other people's perspectives

1974-76
 Listening to sibling stories about SST
 Partner/Parents led SST

1974-76
 A distinctive reason to study and work
 Less expensive than keeping students on campus
 But GC G2 continues to offer SST? Can we make it?

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1980
 Systems communicate home with WRITTEN LETTERS
 1980 - **1985**
 SST students Costa Rica 1981

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 Systems communicate home with WRITTEN LETTERS
 1980 - **1985**
 SST students Costa Rica 1981

Significance of language learning in context
 Expansive & diverse of to various/faculty, their background, doing service, and a job - WFLI simple

1980's - 1990's
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URL of video of the completed shared history, probable future, and ideal future, to be added when there is an SST renewal website

SHARED HISTORY

There is no way to represent in writing the Shared History seen above since the shared history is not linear while the text documenting the items is. This listing does provide an inventory of what was written into the shared history.

-Start of MCC and its global outreach closely linked to GC—a response to a crisis in Ukraine, so an early recognition of the importance of global connection

-Anabaptist movement (started in Europe) birthed Mennonite church whose members created Goshen college and SST. A global movement

-GC's motto 'culture for service' viewed as meaning service to the world

-Peace corps 1960s—remember people hearing about the influence of peace corps from faculty who came up with SST

-United Nations 1940s—important moment for crystalizing global commitment to human rights

-GC welcomed international students very early in its history and valued other cultures—other side of the coin of sending students (1913) but especially more money for it post WWII

-Acacia tree drawing--1960s-1970s significant number of future faculty at GC born (or lived as kids) in another country
(sometimes because of Vietnam war alternative service)

-Make peace by making friends and viewing the world through other people's perspectives
We can't bomb a country if we know the people who live there
Have experience with marginalized people and see world through their eyes

-Post SST reverse culture shock is jarring, unsettling to unresolved
Most lacking is that it's hard when you come back and can't process things; common theme

-Post WWII international experience of faculty (spoke other languages, etc.)

-Experiences of Mennonites w/ no overseas/foreign experiences, their background doing service work in post WWII Europe (tied into Pax)

-MCC Pax--started in the '60s, alternative service (during and after) Vietnam war

-1965-Accreditation team= why aren't you doing something with this incredible faculty resource?

-1968- president's committee on the future of the college, idea for SST emerged from there;
September 12=first groups leave for SST

-Three key players:

Hank Weaver

Arlin Hunsberger '68-'86 (longest leader)

Bruce Glick

-SST 'alt' groups available from beginning (always going to be students who can't go)

-Less expensive than keeping students on campus—helped grow campus without building more buildings, money saving

-A distinctive: a reason to study and work here

Not amateur hour, but beginners welcomed

A way of drawing faculty and staff here

(someone else commented: SST ASL what convinced me to apply to GC job)

-Aunt who came to Goshen college has minimal connections to GC but still talks about being on one of the first units to Jamaica, the impact that has many years later

-Early on service was mutually beneficial: is that still the case or are students taking more than they're giving?

-SST alt doesn't feel worthwhile, not very much choice and meaning

-Sexual assaults of students (arrows both directions)—there have always been sexual assaults on SST

-Students communicate home with written letters—transition to fax—to email—has radically changed dynamics of separation from home

-It's for everyone: any student, faculty or staff member can go!

(is this still true? Especially for certain schedules)

Transforms college

-Desire to go on SST but seems impossible when both parents work full time at GC.

(husband/wife), not financially possible

-Faculty leaders often with couples and partners, yet in recent history it is harder and harder, less open to all faculty

-A rite of passage: siblings and family went, felt like a thing you did

Part of GC folklore

An accomplishment

> normalizing the tradition for non-legacy and non-Mennonite students/faculty/staff who don't have those stories (still in process)

-1974 & 76: listening to sibling stories about SST, and then being able to go myself

-Partner/parents led SST

-Significance of language learning in context

-Milestone: Non-Mennonite faculty members lead and 'buy into' SST

-No internet: used calling cards maybe once, lived for letters delivered by leader

-Haiti SST-Papa Doc Baby Doc protests, being there when world events happening around you, a different piece of SST: you're in someone else's history and never hear radio same way
1981 Haiti-bursting the myths of SST. This is not 'fun.' this hard--how do we do this well?

When we come back we can remember all the funny things

Bursting these myths will help other people

-Student body: white Mennonite/rural with limited experience away from home

-SST is a Major means of sharing knowledge among the different nations, bring knowledge back
Students are hired globally because of this (knows of 3 hired in Africa)

-Costa Rica '79: full immersion, loved Spanish, anxiety soared, (first chapter)

-Brings rich experience into the classroom, talk from own stories and not just a book report

-Significant learning group experience helped develop empathy, broader worldview

-Previous participation in SST or a significant cross-cultural experience, either outside or in the US.

-What evolved: expectations that nearly universal for all students; issues related to scheduling and cost burden

-Great for resume & set apart in the job market-great opportunity to speak about

-Do we fit SST around majors or majors around SST?

-1980 china begins—significant (Korea in 70s) but first US college to have program in china when they began to open up (partly due to Lawrence Burkholder)

-1980s- I didn't even know SST alternates were a thing

-3 students die—2 in Haiti, one in Costa Rica

-Shift from 'service' language to accompaniment—still have SST, but in groups change language to walking alongside, understand not doing something FOR people

-1981 SST student Costa Rica

- 1985 Last death of a student while on SST
- February 1986 Haiti ends, move students to Jamaica

- 1988 went to DR even though I was a 2-sport athlete (didn't know of alternate route) and no language in HS (did not receive grade, CR/NC)

- “Best & hardest thing I ever did” (SST leadership)
 - Lore regarding SST—mountaintop experience
 - Why did I want to do this?
 - But coming back realized how special it was

- Cultural rites of passage—always struck by the pattern where we separate group into space with lack of structure and hopefully have rites to bring them back into the community
 - What does that mean when not everyone can do it

- Challenge of yearlong for administrators/staff to lead SST
 - Persistent and figured it out, not intuitive as to how to apply for SST
 - Lack of clarity; is it for everybody or not?

- What did the SST experience do for me that I would want for others?
 - Connecting to shared humanity of others different from oneself
 - Thinking positively of US to shifting towards lack of comfort when seeing influence outside, broaden identity

- What is the essence of SST? What do we want to produce that we want everyone to share? Not clearly defined what IT is. Why do we want everyone to go? Why do we want to make it possible?

- Ivory Coast 1993—first African program, since then 6 African nations

- Want to go on SST: barriers: monetary, schedule, fear of unknown
- SST alt: identity of current structure to broaden students view; not close to the same IT goal of what SST is

- Students will come back a lot later (20 years) and tie things to experiences

- Ruth Gunden SST Director—directors are important to remember

- 1990s- SS ”Trimester” becomes SS”Term”

- Appreciate the idea of the service component: just being

- Options for different financial models for those who can't afford to go--- big problem

- Critique of westerners—post colonial context, privileged westerners “service” tourism
 - What are we doing, how do we address that?

-Led SST in Costa Rica

-Ending units in Costa Rica and later DR because too first world (too developed, too many westerners)-difficulty of ending long relationship with country

-Shared common experience: over the years younger people have conversations with her husband about experiences; an identity formed across generations

-How would SST requirements address international students?

My whole life is an SST

Important for college to acknowledge other students current cross-cultural experience

-Work w/ students who can't go because of status/undocumented

Seems like every year has conversations (increasing year by year) w students who can't go because of status...25% Latino students this year, challenge grows

This week talked to us born Latina and undocumented student from Mexico—new students trying to take it all in; they hear about SST and know they can't go on that It can't be for everyone

-Vision of going abroad is inherently good—underlying assumptions that it is always good
Personal profit

-Is study abroad only for the privileged? How to create equity?

-SST is incarnational—separation>liminality>reincorporation
how to tie with other beliefs GC has?

-Indonesia started in the 90's

-SST as something that unites generations: communication/marketing at the fair—make meaningful relationships w alumni—they would ask about SST and get excited about his experience

-Cuba-how do we bring this learning back to campus? How do we effectively process after SST?
Thinking how to individually make sense of it

-How to sell idea to families that don't have the history—parents on campus, trying to help them understand why this would be important
Not using the language of SST to have a conversation that makes sense to non-Mennonite families—study service term
Explain why live abroad, why these countries and not Europe?

-Post 9/11 Iraq/Afghanistan wars—America is out fighting, is perceived by countries a certain way

- Post 9/11 parent worries—parents concerned about terrorism and safety of kids
- Logistical problems—especially for athletes w/ 2 semester commitments—summer SST means more money
- How to do SST without interfering with class schedules
- Developing expectations—hearing stories from parents, relatives, friends, figuring out before he went
 - Image of what SST would be like, then going on SST and it all changed
- Latino studies-SST in Goshen for 3 years (grew from center for intercultural teaching and learning, CITL)
 - Alternative study as a unified semester in the US
 - Hired a director for that program, but couldn't continue after grant ended
- Perspective for the Record about experience (supposed to go in the summer to not miss sports) but once she got here she heard about expense for summer
 - Scheduling issues with certain majors
 - Alt courses didn't feel up to par or challenging
- Cuba boundaries: the way you experience the US abroad
- Liked the idea of the domestic SST
- Tom Meyers as SST director
- 2002-2004 Cuba SST, one of 2-3 units that started in one country and had to move to another In Cuba for 4 weeks and then forced to leave (to Costa Rica where leaders had never been)
 - Things happening in the world caused things to change
- Cambodia begins 2007-2016
- 2005: previously CR/NC—changed to having courses and a graded program
 - First group doing so was spring 2007
- Influences teaching world Lit and gender in global context: Leading SST changes how you fulfill your profession
- Teaching Communicating cross cultures: international students had experience but other students in class weren't going to go on SST (and had been on 3-week trip) -- how do we even talk about SST?
- Strong connections with GC Mennonite church—Tanzania partner is Tanzania Mennonite church

- 2015 daughter shows me host family home via skype—could talk to her while on SST
She got tired of me saying “when I was on SST...”
- Chapter two: Came to GC in part for SST —teach, learn, went to Peru
- Students requesting counseling after SST
 - recent grad said they went on counseling
 - students need support when they come back (it can be traumatic)
- Post SST processing—Mahara portfolio
Doesn't do what it was intended to do (didn't make me think a lot or help understand how to come back to the US)
- Post SST-alt: they are required to do Mahara as well, and that is challenging in its own way:
how do you tie together 4 disparate courses?
- ASL unit—2012 switched to Peru (hybrid w/ Spanish speakers)
- Led Nicaragua 2012
- (From the basketball coach):
Expense in summer not well communicated
 - Putting people outside comfort zone is very beneficial—likes watching student athletes experience this
 - As a coach that goes over 2 semesters she struggles with that: personal (wants them to go) vs professional expectations (I don't want them to leave, hard to incorporate into system)
 - Out of 24 grads, 5 have gone: All the ones that went were white middle class 2 parent homes, not diverse (60% were Mennonite and know the language)
 - When asking people why they don't want to go, kids come in with digital communication struggle (not financial, they just don't want to go, they're scared)—how to make more attractive?
 - SST is great for recruiting: but as recruiting, at a loss for how she wants to sell SST to a basketball player
 - Very excited to try 3-week Nicaragua program with basketball team
- Book text edited by Dwayne in 2017
- More countries more often-- Some only available in the summer, financial aid problems
- Conversation recently shifted from “Where are you going on SST?” to “ARE you going?”
- Trying to make this available to more people: how can we keep having it if not everyone can afford to go?
- SST endowment didn't get traction—alumni said it's so important it shouldn't need to be endowed

-Watching students gain in empathy—especially CORE 300 class; the students who talk about the 3-week experiences allows them to identify and make connections, emotional and intellectual shift that made alternate program valuable

-2017 china—one of the first things tom told the group was about longstanding connection w/ China and not to mess it up

Cool to feel part of this group that GC has had connection with for so long, impactful to see amount of work that has been put into this

Two countries w rocky relationship, but in small scale the two have worked together

-2016 Senegal—first real time out of country, out of bubble from home (different religion and culture)

Importance of global citizenship and countries you think you know about
Islamophobia isn't the whole story

-Growth in Latino community—feels guilt when other Latino community doesn't go on SST, feels weird to be a part of that

Reference to the study Jose and Landon did over the summer

-2018 Senegal

-CORE 305 (Mahara final portfolio) left unfinished—often the last thing students do before graduating

More meaningful post SST processing—feels like a missed opportunity

Students come back with meaningful experiences, but it would be cool to have students talk about these learnings after coming back

-SSTT (theology term) begins 2017—funded by LILY

Modeled on short term SST similarly to Mayterm trips

Fully funded

Minority majority

Attract diverse students to GC, and hopefully attract them to SST

-Tanzania SST 2011/2014 impacts class teaching but also his own kids that went

-Cell phones as downside—just looking on devices when traveling around

Social media

-How much easier global travel is nowadays—back in the '70s you never thought you'd go back again, but now students go back or go all kinds of places

How we deal with host families after we leave is significant

-2018 may term SST cancelled due to global violence—post 9/11 concern

-Egypt—lots of energy to start program, a month after leaving the Arab Spring started and no more program

- Not all faculty support SST and want their students to go because it would affect their program
Not worth taking whole semester to do it

- Did alternative program in the 90s
There is a “less-than” mentality toward those who don’t go
She feels apologetic about not going
Talked about as if “this is how you become a Goshen student”, this is the cornerstone
This isn’t the same, not a true Goshen experience

- More countries with “westernized” cities/capitals
Lima is similar to cities in the US
But also, a dichotomy with “hard” SST units—cities that are very different between those that have Starbucks

- Can Goshen College continue to afford going on SST?

- In last 2 years admissions has changed language to highlight other options besides just SST
All international experience (Mayterm trips, etc.)

- There used to be one exchange scholarship for every SST program
Lost 15 years ago for financial reasons

Introduction

Following the Shared History discussion, the group moved to a brief sharing of their views of the probable future of SST, SSTAlt, and Goshen College. The idea of the probable future is to examine what the likely state of these programs would be, if no major changes of direction or new initiatives were undertaken.

The probable future surfaced by the group included the following:

The future of SST and SSTAlt

Identity and role of SST/SSTAlt at GC

- Increasing conflict within GC community regarding future of SST
- SST will continue in some form
 - Possible but not probable someone else says...probable that we revise the international education core name/requirements
- International education requirement disappears—SST becomes optional and SST alt vanishes
 - Confusion among students and faculty about what program is
 - By not being able to identify the IT (why we should go, the purpose), students and faculty will be dissatisfied, weakening the program
 - Because model has basically been same for 50 years, we will lose standing in international circles...we will not be distinct and known any more (we will not keep up with other programs and their innovation in study abroad
- If SST alt doesn't change we miss out on global citizenship and giving that education to students if not everyone can go...leads to 2-tiered program with those who have global citizenship and those who don't have it
 - Rite of passage may not happen and there are consequences
 - If trends continue, it'll be just a boutique program for richest students
 - The SST alt will always be viewed as less than if it keeps the same name
- Availability of other options for global travel
 - Because global travel is easier, the impact of going on SST because it's your one chance is diminishing...less urgency due to other options

Impact on student recruitment and retention

- Students will increasingly need to have an experience that is like SST due to the way the world is (outside nationalistic worldview)
- If it's a big reason you came to Goshen and you can't do it, you might leave
- Lose students (25% of Latino students) after they find out they can't go on SST
- Group travel rather than host families
 - Athletics take smaller group trips to avoid missing seasons and have lower cost
 - The fears students have are comforted by group travel...Generation takes fewer risks

Financing and logistics

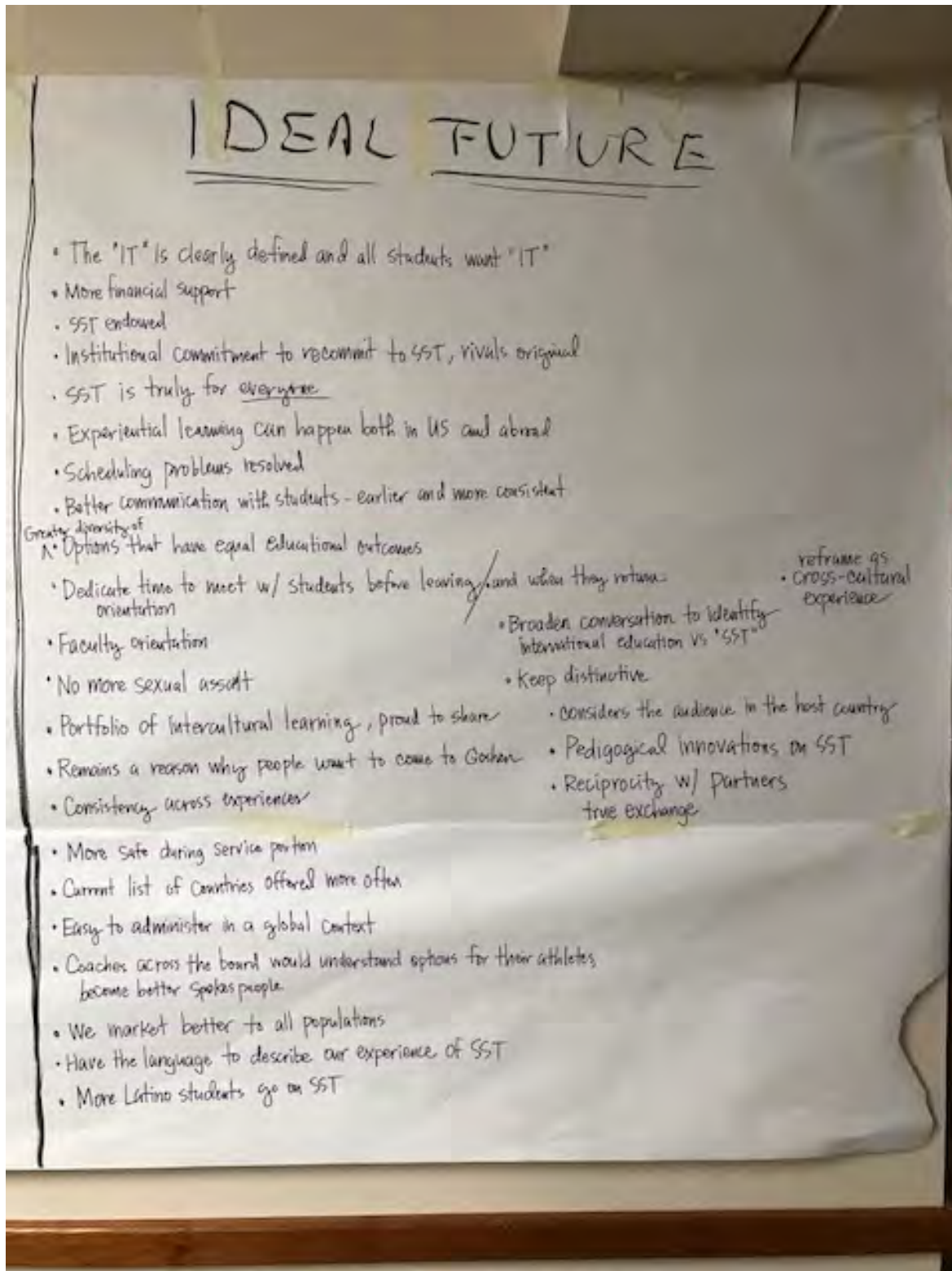
- Fewer countries available because of international turmoil, fear of safety for students
- Increasing difficulty of operating these programs: international banking, insurance
- Difficulty to sustain programs with major financial/institutional liability issues

- If trends continue and fewer students do it, we have fewer programs and smaller groups which means we can't cover fixed costs, so downward spiral of economics where cost rises

Staffing

- Matching difficulty with those who want to go and those who can go (working spouses, fewer faculty in programs, etc.)
- Smaller cadre of program leaders will emerge
- Even for teachers in the host country it is hard to sustain (us wanting them for 6 weeks then not for 6 weeks then 6 weeks later)
- Concerned about availability for language teachers...not a job she can rely on to teach because its every 3 years...precariousness/intermittent structure for language teachers and lack of support system

The Ideal Future:



This is the section of the Search Conference that sets the direction for future change. Here the group was asked to dream and to think creatively about what future they would prefer for the

program. At this stage of the search the objective is to envision what things should be like rather than planning how to get there.

The IT [what SST is] is clearly defined, and all students want IT

- SST remains the reason why people want to come to Goshen
- Remain distinct

SST is fully endowed

1. More financial support for lower income students

An institution-wide commitment to SST rivaling the initial commitment

- SST for everyone
- Making SST more diverse
- Reframe it as cross-cultural experience (which can include domestic)
- Faculty orientation
- Freedom to explore brand new pedagogical models
- Numerous options available for diverse needs of student body that have equal educational outcomes
- Every student gets a core intercultural competence through experiential learning (abroad or domestic)
- International students have different set of options
- More consistency across SST experiences

Reciprocity/equity with partners (for example, when leading Kenya class that's not SST, there are Kenyan students within the class and it feels more equitable). What we have isn't really an "exchange program"

Recruitment, orientation, debriefing

- Have the language to describe our intercultural program (uses example of core values as giving language to culture, we don't have that for SST)
- Talk about international education, not SST (broaden viewpoint: global citizen is not just SST)
- Better marketing our product/packaging for a wider/diverse market
- Better communication throughout whole process, even before you even get to Goshen
- Dedicate time to meet with students beforehand (orientation)
- Dedicate time to meet with students afterwards (re-entry)
- Every student that graduates from GC has a portfolio of intercultural learning that they're proud of and would like to share
- Broaden student participation
- Scheduling problems can be resolved
- Coaches across the board will be better salesmen for their athletes (if coaches understood the quality options for their athletes, they would be better spokespeople for their athletes)

Safety, apprehension

- More safety precautions (especially on service)
- No more sexual assault

Administrative issues

- Easy to administer in a global context (keeping students safe, conducting business)
- Offer a diverse selection of countries more often

Action Planning:

Keep, Drop, Create:

After the completion of the Shared History, the Probable Future, and Ideal Future analyses, the group broke up and Greenwood and Weldy examined the Shared History to take a first cut on some major themes to orient the discussion the following day. Their list included the following:

THEMES

1. SST for everybody (Green line on the photo and video images of the Shared History)
2. Financial aspects, can we sustain SST? (Red line on the photo and video images of the Shared History)
3. Logistical problems (Blue line on the photo and video images of the Shared History)
4. Cultural meaning of SST (Orange line on the photo and video images of the Shared History)
5. Selling/communicating what SST is (Purple line on the photo and video images of the Shared History)
6. The changing world and the internet (Black line on the photo and video images the Shared History)

The participants then moved into group work involving a Keep, Drop, and Create analysis (see the instruction template in the Appendix. This process involves analyzing what is being done that is productive and necessary for the ideal future, what is being done that is getting in the way, and what has not yet been done that needs to be done for the ideal future to become a possibility. This work produced the following results:

Keep, Drop, and Create:

Keep

- + Distinctiveness of cross-cultural programs
 - SST
- + Cross-cultural CORE requirement
 - Expectation that SST is for everyone
 - Keep a commitment to “IT”
- + We do know what the “IT” is, but need to attach language (Create)
 - “It” is ability to see shared humanity
- Included in tuition
- Semester long option
- Faculty led, interdisciplinary
- PIN SST training
- + Immersive aspect: host families, language, experiential
 - Language
- Keep second half as distinctive
- + Location—developing countries
 - Nonwestern culture
 - Different/changing
 - Experiential learning in urban setting
- Opportunity to share experience

Drop

- + SST Alt
 - Disjoint of alt program
 - Drop current Alt structure
 - SST (Alt) name
 - Get rid of “Alt” as a descriptor
 - Dropping classroom option alternate (SST alt)
 - Drop SST Alt for shorter experiential experiences
- Assumption of equal need in experience
- Drop the scope of what is required.
- SST code language
- Term is not equal to semester
- Assumption that situations/experience/model/student body are still the same
- Units with extra cost
- Transformation story expectation
- + Drop portfolio/replace with class, perhaps senior capstone
 - Portfolio form
 - Portfolio—writing as reintegration

Create

- + Figure out the “IT”
 - What about SST is so significant?

- Identify and name our distinctiveness
- Create a theoretical common language
- + Need a shared, staged, consistent narrative
 - Language: broadening, still GC, marketing
 - Change marketing landscape, especially to help parents understand
- Robust assessment and evaluation. How impacts students, the world, campus. How do we know that these relationships have impact, and what is the assessment?
- Alum testimonies in ICC and read SST book
- Create set of intercultural competencies
- + Clarify connection to CORE
 - Framework around “learning outcomes” instead of credit hours, - 4-3 credit hour classes
- + Academic center that informs and administers international education practice
 - Communicate changing cultural landscape on campus and program to support
 - Application process for all international/cross-cultural education
 - Convocations around May Term off campus classes
- + Want to expand options instead of contract
 - Intercultural experience for first years (peaks interest)
 - More feasible options
 - + Individualized plans for international experience; i.e. “SST International” vs. “SST Domestic”
 - Focus on one or two outcomes/experiences. Elements can happen in various settings
 - Link internship experience to major and help students have language for resumes
- + Come up with alignment between domestic and international
 - Hybrid model between SST and SST alt. Various options.
 - + Domestic program/developed
 - Inside Out program could be seen as cross cultural
 - + More local cross-cultural experiences/education
 - Amish immersion—take advantage, would be cross cultural
 - Housing options for local
- + Training/orientation
 - New pedagogies: exploring, experiential
 - GC houses (Kenwood, etc.) create learning environment (diverse variety)
 - + Leader training
 - + Faculty training related to sexual assault prevention
 - SST leaders lead with host families, organizations, with local organizations doing this work in a country
 - Parent training
 - Culture and methodology course prior to experience
- + Financing
 - New financial models: endowments, commuter students
 - Endowment campaign for funding SST—mission to students without SST cultural background

- Special scholarships for SST students: individuals, other donors, to enable participation
- SST Drive—fundraising like Globe Drive to support student cost/scholarship
- + Integration with other colleges
 - Synergy/collaboration with other schools (internationally/domestically); reciprocal exchange
 - Partnerships with universities, students, with peers. Establish long term relationships to GC to teach, etc.
- + Relations with in-country partners
 - More reciprocity: inviting more people from SST countries to come here
 - Open conversation with international partners regarding: sexual assault, racial discrimination
 - Out of “college” setting= too safe. Need to expand our world
- + Post-SST processing
 - Better re-integration process when returning from SST
 - Reunion of all students who went to <country> to share experiences
 - Group processing of reintegration after back in US
 - A post course that helps students re-enter
 - Post SST processing: class setting, creating

The participants in the search and the facilitators reviewed these items and the key items that emerged from the Keep, Drop, and Create effort were the following:

- Explaining SST culture/tradition
- Creating a new model
- Curriculum change
- Improving the status quo
- Learning from the past
- Data/assessment
- Competing goals
- Integrating all students
- Relationship building
- Scheduling conflicts
- Funding
- Staffing
- Dealing with student apprehension
- Dealing with risk
- Administration, logistics, succession

The formation of Action Teams:

At this point, each one of these items was placed as the heading of a separate flipchart and the participants in the search were asked to go to one of those items and to sign up to work on that topic at least for the remainder of the search and, potentially, beyond that into the academic year.

Action teams then voluntarily formed around the following items:

1. Creating a new model [of SST] by learning from the past (part of Integrating all students and Explaining SST culture/tradition addressed here): Keith Graber Miller, Adela Hufford, Anna Kurtz Kuk, Dan Koop Liechty, Tom Meyers, Beth Miller
2. CORE and curriculum change (part of Integrating all students and Explaining SST culture/tradition taken up here): Gwen Gustafson-Zook, Andrew Hartzler, David Lind, José Ortiz, Duane Stoltzfus
3. Creating a new model/Curriculum change: Richard Aguirre, Kathy Meyer-Reimer, Doug Schirch, Ryan Sensenig, Ann Vendrely
4. Integrating all students: Zack Begly, Jan Bender Shetler, Amanda Guzman, Yejin Kim, Carter McKay-Epp
5. Competing goals: Colleen Geier, Jan Kauffman, Stephanie Miller (part of Integrating all students was taken up here)
6. Funding: Jerrell Ross Richer, Deanna Risser, Joel Short
7. Dealing with risk (partly integrated elements of the topic of Apprehension): Siana Emery, Anya Kenagy, Ethan Lapp, Agnes Odhiambo, Gilberto Pérez

The following items, regarded as important by the whole group, did not generate volunteers but need to be kept in mind going forward.

1. Explaining SST culture/tradition (partly addressed by the team on Creating a new model and the team on CORE and curriculum change)
2. Dealing with student apprehension (partly addressed by the team on Dealing with risk)
3. Integrating all students
 - SST Abroad needs to continue to be the centerpiece of our program.
 - More attention needs to be paid to how we do SST around the world.
 - How we can address the impediments to SST for students?
 - Scheduling, Finances, Communicating with parents.
 - How can we make the abroad program better?
 - More reciprocity with our partners.
 - Innovations in pedagogies - more unique in each place and professor.
 - Intercultural competencies and student research projects.
 - How do we preserve the quality of the existing program abroad?"
4. Data/assessment
 - Studies done in the past – directors, students, etc. What has been collected?
 - Collect data that hasn't been collected but is needed for future planning. Ex: how many of 2018 graduating class went on SST, trend data from past grad classes.

- Inventory and/or understand what already has been collected and is available (FactBook, student surveys, etc.) -> Justin Heinzieger provide training on or provide a summary.
- Survey of students – if not going on SST, why? Better understand reasons – fear, finances, schedules
- ICC student conversation instead of emailed survey
- Bibliography that Landon is preparing.\See what data we have.
- Determine what needs to be collected
- Collect needed info.
- Summarize and analyze and assess all data.

5. Scheduling conflicts

Scheduling conflicts overlaps with other groups including competing Goals”, While each group may touch on schedules, there is a need for a broader look at the scheduling conflicts. Some of the conflicts include options for full semester SST type experiences as well as shorter options. There is also a need for options such as summer units to allow more participation by athletes and students within some mayors.

6. Relationship building

Developing and cultivating relationships with a wide variety of constituencies is a vital part of sustaining our international education program. This includes relationship building with in-country leaders, with potential domestic partners leaders, future donors, and on campus community. Being able to identify those constituencies and who is best aligned to manage those relationships is important work.

7. Staffing

We live in a context in which time and energy are in short supply. Any visioning and action for improvements or change will have ripple effects through the current FTE associated with SST programs and courses. Changes to allocation of SST FTE and considerations regarding total required SST FTE will need to be a significant element in the future proposed structure.

8. Administration, logistics, succession

- Look into issues of logistics that are complex, including but not only:
 - Banking
 - Visas
 - In-country staff relations
 - Relationships with NGS’s and other international organizations
 - Relationships with universities and language schools
 - Would we benefit from a different model of our international education office, possibly including:
 - Administering SST and optins (as it does well already)

- Research around international education
- Data: an accessible data bank on international education
- Office of Financial Aid and the Registrar need to be involved early in all discussions.
- Campus is not aware of a succession plan for Tom. This is a key time to reshape with lots of new admin. but it is also helpful to know what people are thinking toward a succession plan.

Of these, components of the problems of scheduling conflicts, data, and student apprehension ended up being addressed at least in part by the action teams that did form. The remainder are important but unaddressed issues for Goshen College to address.

The following teams formed: (elected conveners are underlined)

- Creating a new model [of SST] by learning from the past:

Members: Keith Graber Miller, Adela Hufford, Anna Kurtz Kuk, Dan Koop Liechty, Tom Meyers, Beth Miller

- CORE and Curriculum change:

Members: Gwen Gustafson-Zook, Andrew Hartzler, David Lind, José Ortiz, Duane Stoltzfus

- Creating a new model/Curriculum change:

Members: Richard Aguirre, Kathy Meyer-Reimer, Doug Schirch, Ryan Sensenig, Ann Vendrely

- Integrating all students:

Members: Zack Begly, Jan Bender Shetler, Amanga Guzman, Yejin Kim, Carter McKay-Epp

- Competing goals:

Members: Colleen Geier, Jan Kauffman, Stephanie Miller

- Funding:

Members: Jerrell Ross Richer, Deanna Risser, Joel Short

- Dealing with risk (ended up integrating elements of the topic of Apprehension):

Members: Siana Emery, Anya Kenagy, Ethan Lapp, Agnes Odhiambo, Gilberto Pérez

Force-field analysis:

As the first activity of action planning, the working groups conducted a force-field analysis to identify the principal promoters of a move toward the ideal future and the principal restraining forces. Together, they identify the key obstacles to the ideal future, examine the possibilities of removing or ameliorating the obstacles, and documented them on the force-field analysis templates provided.

Action Planning Group on Creating a new model of SST by Learning from the Past Force-field Analysis

DRIVING FORCES

Efficiency, Leaders that lead multiple sections in a row, or subsequent years

** Recognized inequality of GC experience

No cost experiences in the Caribbean. Positive responses to in-country requests

Students have had such a successful experience they are behind it financially. Less students going on SST

There had been a driving force with missions (MGU) in home churches that was a foundation, even if no prior experience traveling. Less of that now in current experiences.

Advantages for grad School and med school applicants. And jobs!!! Marketable skills.

Could share our wisdom or he experience with other students. Promote "Goshen Year".

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RESTRAINING FORCES

Risk-Impacts where we go. Assessing how we've handled risk in response to situations.

Cost-starting a new program takes time, building relationships

Every trip now costs additional \$500 on campus versus \$12K/off-campus. Focus on teaching English versus connection to major

Real sacrifice. Identify the value and it is worth the financial sacrifice

Domestic options-hard sell to pay same amount as intl. locations.

Possibility of letting May term courses go – less options

Continual conversations about finances

Less student s taking this opportunity. Cost prohibitive. Have to be full pay

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What have been key transitions in the 50 year history?

- In the beginning sent students w/out training
- Moving from our backyard -> international
- General program No credit -> courses with credit
- Risk management – safety and liability
- Intl students that can pay and get visas

Creating a timeline w/ major milestones and mark decisions, why, and outcomes from those decisions.

Reciprocity with host countries, one student/country/year.

Reminder to look at the broader context of international education.

Internships versus service.

Creating a new model/Curriculum change team Force-field analysis

DRIVING FORCES

Goal/desire to have an international education program that meets the needs of most students



Our belief in the broad benefit of SST



Data shows when you do it, it changes your worldview and produces other benefits



There are other modes we can explore or develop ourselves. We have the resources and knowledge to develop new models.



The need to innovate to remain a cutting-edge program



There are exciting and valuable new models, such as intensive programs in a specialized field like global health and collaborative studies with students in another country



There are SST alternates which would provide a culturally bound option (such as Latin/domestic SST and an Amish intensive experience that could be revisited). These would serve students going on traditional SST.



Technology exists for cutting edge international education that would benefit our students and those in other countries



Why not have a wider variety of student-directed options? Some to traditional SST. Some do two may terms. Some do an alternate SST. Some do another combination. All accepted as long as learning outcomes are met



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RESTRAINING FORCES

Cost of change and investments in our current program



Knowing the specific elements or aspects that are transferable to new models

Mismatch of assumptions about the desired outcomes of international study



Limited staff time



Desire to maintain the status quo: the time and money needed to motivate



G.C. commitment to the status quo and standardization and the challenge of tuition arrangements between universities



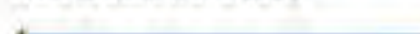
Money and staffing



Financial and other resources, issues



Fear that it won't work. We need a critical mass to make it affordable





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Action Team on Force-field Analysis for Integrating All Students


DRIVING FORCES

Desire for a common experience


Benefits of intercultural learning,
 • Admissions communications


Students wanting the intercultural exp.




Experiential, domestic trips within the US
 - Puerto Rico?
 - Indigenous communities
 - Previous programs


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RESTRAINING FORCES


Lack of knowledge about SST
 - Possible solutions: more informative sessions about SST in CORE100
 - More SST course
 - *should be be communicated more clearly



Focus on getting college degree



SST Alternative – divides students into 2 groups
 - 4 classes: can they all cover the essence of SST?


Mental health issues of students
 - What systems are needed?
 - Mental health training for leaders?


What support systems on SST?


Legal status of students


Commitments to sports, majors.
 Divisions within the student body.
 Athletes a large part of GC separate.


Financial constraints for commuter students and for summer SST, unable to get FAFSA, international students, scholarships?


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Action Planning Group on Competing goals Force-field Analysis

DRIVING FORCES

Desire (intercultural) for all students to have an immersive, intercultural, experiential learning encounter while at GC



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RESTRAINING FORCES

Lack of structured program (diversity of options)



Cultural differences



Current CORE structure (full and inflexible)



Importance of relationships (hurting colleagues/departments)



We have more than one CORE value.



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After Kurt Lewin

Action Planning Group on Funding Force-field analysis is missing and will be added when it can be reproduced.

Action Planning Group on Dealing with Risk and Apprehension Force-field Analysis

DRIVING FORCES

PIN training for students for sexual assault.



Campus counselors can be contacted during.



TZ cultural training with Agnes



In country Title IX resources from leaders (letter from Beth).



The need to innovate to remain a cutting- edge program



Review of host families



Required meds



Protocols to address natural disasters/political unrest/deaths/kidnapping



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RESTRAINING FORCES

Leader training
Not other trainings



No training for host families- logistical nuances



Don't have 1st person accurate info for most countries



Poorly communicated to students and leaders



Cost issues and possible side-effects



Don't have country-specific safety training and disease training



No in-country mental health services, possible for leaders to do?



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Action Planning:

Prepared with these analyses, the groups reconvene and engage in specific action planning, using an Action Planning Template provided by the facilitator. A first review of this action planning process was explained in a plenary. After this, the groups returned to action planning, taking into account comments and suggestions made and further concretizing their plans which are provided below.

ACTION PLANNING TEMPLATE

Action Planning Area
Creating a new model [of SST] by learning from the past

Obstacles to overcome

- How do we move towards a more equitable experience?
- Understanding and knowing social capital, knowledge base.
- The power behind the words: study, service, term. How to improve our language.

Sequence of actions

- Understanding the considerations that Tom knows.
- Create timeline of SST shifts, motivation for changes, and their outcomes. Help us understand the "why".
- Learning from the Latino Studies model and other initiatives. Learning from our SST language. "service".
- Identify a creative option(s) for domestic experiences.

Members:

Dan, Tom, Anna, Keith,
Adela, Beth, Landon

Others to involve

Kate Stoltzfus

Information Needed

- The history that exists in written and oral form.
- Key shifts

Resources Needed

- Access to existing reports on SST

Immediate Actions

- Create a bibliography (Landon)
- Recommendations for faculty orientation
- Create a timeline (Tom)
- Identify questions to ask Latin Studies leaders, baseball to Nicaragua that allow feedback (Amish) (and other ideas/initiatives that never launched)

Topics to address at some point: Explaining SST culture/tradition; identifying a new domestic experience

Meeting Coordinator(s)

Anna, Adela

Next Meeting Date: after Fall
Break

Location:

ACTION PLANNING TEMPLATE

Action Planning Area
CORE and curriculum change

Obstacles to overcome

In creating a new model we anticipate making changes to the CORE that will have implications on FTE and perceptions of GC as a Liberal Arts education

Sequence of actions

1. Move Learning Community to 4th year.
2. Create a second semester 1st year class focused on intercultural life and study.
3. Create a menu of immersive education options that will be used by students in their intercultural class in the second semester of the first year to map the immersive experiences they intend to participate in through college.

Others to involve

president, academic dean, registrar, director of institutional research, Core curriculum committee,

Information Needed

Feedback from students about SST Alt and different models for SST.

Resources Needed

FTE dedicated to research and coordination

Immediate Actions

Getting feedback (we talked about helping to draft a survey on international and intercultural education that would be distributed to faculty, staff and students); drafting broad curricular options.

Meeting Coordinator(s)

Duane Stoltzfus

Next Meeting Date: October (exact date pending).

We have confirmed that José Ortiz, Andrew Hartzler, David Lind and Duane Stoltzfus will continue meeting as members of the task force; Gwen Gustafson-Zook has decided to step away at this point. We anticipate broadening our committee, subject to counsel from Davydd and Jan.

YEAR 1

YEAR 2-3

YEAR 3-4

Fall
ICC

Spring
Intercultural
Study+Life*

May
SST
Menu
Options

Learning
Community
(Capstone)



SSTs:

Peru

Appalachia

Indonesia
Amish

Ecological Economics
in Ecuador

Tanzania
Nursing in Nepal

Senegal

Borderlands

Inside-Out

China

Navajo Nation

Families
in
Mexico

Immigration
in Chicago

Action Planning Template for Creating a new model/Curriculum change

Action Planning Area
Creating a new model/Curriculum change:

Obstacles to overcome

- Low participation by certain demographic groups
- Perceived 2-tiered program
- Obstacles to our action plan = planning time

Sequence of actions

1. Define common parameters/outcomes for pedagogical models which demonstrate students have achieved global citizenship.
2. Explore, brainstorm, research models, new and existing models.
3. Pilot one or more models.

Others to involve

- Justin Henzeker
- Interested faculty
- Coaches
- Latinos and student parents
- Finance; AAC

Information Needed

- Who is and isn't participating in our programs and why?
- Research on other models.

Resources Needed

- Data

Immediate Actions

- Convene our mini-task force to flesh out schedule and identify invitees
- Consult with "Alternate – mini-taskforce"
- Invite colleagues
- Generate timeline

Meeting Coordinator(s)

Kathy Meyer-Reimer

Next Meeting Date:

Location:

ACTION PLANNING TEMPLATE

Action Planning Area
Integrating all students

Obstacles to overcome

1. Lack of knowledge and communication about SST
2. Diverse constraints within the student body
3. Domestic SST vs International SST - unequal outcomes

Sequence of actions

1. What is SST? What is the message, what is its value to students?
2. students?
3. Create venues for communicating about SST and making a plan - admissions, ICC, advising
4. admissions, ICC, advising
5. Survey and collect student feedback from diverse groups
6. Campaign "SST for Everyone" new names that narrative the essentials

Others to involve

1. Justin Heinzekehr for data and surveys
2. Someone from marketing - ComMar
3. Students from athletics, ASL, Nursing, coach, etc

Information Needed

1. Survey needs- wants of students
2. Research on meaningful outcomes of study abroad/immersion in other college and GC
3. college and GC
4. Assessment of other intercultural opportunities
5. Stories from GC students and others

Resources Needed

Immediate Actions

1. Form the task force
2. Write articles for the Record
3. Get a website started through ComMar for posting information
4. Plan the initial opening campaign for SST for everyone!
5. Gather information on student reactions/wants

Meeting Coordinator(s) Carter McKay-Epp

Next Meeting Date: October, first week
Location:

Action Planning Area
Competing Goals

Obstacles to overcome

- Scheduling conflicts (sequence of courses, sports seasons)
- Lack of information about SST goals and how to work together b/w coaches & Core requirement
- Cost of summer SST
- Explaining to recruits & transfers benefits of SST

Sequence of actions

- Create questions & work with Jan S/Tom to clarify narrative regarding SST
- Meet with Status Quo group to coordinate questions to be able to compare responses between student groups and faculty/staff
- Meet with groups identified below to understand their frustrations and ideas
- Pass frustrations identified to Search Committee

Others to involve

- Athletic dept
- Large majors: SLI, Nursing, Ed, Pre-med
- Dan K Liechty (Intn'l)
- Rocio (Latinx)
- LaKendra (BSU)
- Linda (Admissions)
- Steph (transfer Adm)

Information Needed

- What are the frustrations these groups experience with the current SST setup?
-

Resources Needed

- Information from the transfer student report
-

Immediate Actions

Create document with questions to ask groups
Meet with groups identified or have a google form with questions to respond to

Meeting Coordinator(s)

Steph

Next Meeting Date:

By mid-Oct.

ACTION PLANNING TEMPLATE

Action Planning Area
Funding

Obstacles to overcome

- Lack of available, unallocated funds, including endowed funds
- Student affordability

Sequence of actions

- Fundraising drive – for student affordability and instit. Endowment
- SST experience for donors (faculty led, includes endowment development)
- Explore pricing model eliminate any extra fees (or cover with scholarships)
- Explore efficiencies in current structure (consolidate units in same country)
- Eliminate semester limit on academic scholarships
- Presentation that SST is for everyone -> prospectives and first years
- Easier to choose SST for students (online form)

Others to involve

- Kevin Mille (Mr. Prez)
- Development Office
- Students
- Tom Meyers and Susan Nivens
- Scott Barge/EMU
- Com-Mar

Information Needed

- Budget information
- Real costs
- Pricing scenarios

Resources Needed

- Money
- Institutional commitment
- Staff time

Immediate Actions

Eliminate 8 semester limit on scholarships

Electronic signup for SST

Communicate – new talking points for presentations to first years and prospectives, include recent leaders “SST is possible for all.”

Talk to Kevin Miller about his interest

Meeting Coordinator(s)

Joel

Next Meeting Date: 2 pm

Thursday in fall semester, 2018

Location: TBA

Action Planning Area
Dealing with risk

Obstacles to overcome

- Lack of people to lead trainings
- Need country-specific trainers
- Measurement tool to review host families
- Diff. cultural understandings of diff. types of violence/-isms/drugs/Alcohol/Tobacco/drugs
- Lack of clear communication
- Becoming more aware of locations in country, etc.

Sequence of actions

- Establish clear communication processes and channels between leaders and leaders, between leaders and students, GC professionals, GC students pre-SST
- Revision of training curriculums/ identify trainers (including in-country host)
- Disease, mental health resources, etc. Plan to update this information as necessary
- Re-evaluate current training to make more country specific

Because safe = better = more students go!

Others to involve

- Students/leaders/comm
community members with
experience in each
country
- PIN/FIRSST/DEI
taskforce director
- Advocates
- Beth MB
- Lang teachers
- Travel doctor

Information Needed

- Curriculums as they
stand
- Background on each
country
- Data/stats regarding
safety (history of
assaults)
- Hotline numbers
- Insurance

Resources Needed

- Willingness from people
(esp. students) to follow
through
- Funding – trainers,
curriculum, in-country
anything
- Willingness to dedicate
more time
- Online risk guide that is
readily updated/handbook
- Website
development

Immediate Actions

- Speak to the Title IX coordinator, different groups that we identified
- Collect info on countries/curriculums
- Introduce new program for older students to co-lead with faculty, connection between students and leaders. Reduce risks because older student can mitigate risks.
- Investigate extended lang. learning for (China, TZ, Indonesia) -> better lang = safer in country

Meeting Coordinator(s)

International Ed. Office
Interested students
Title IX office

Next Meeting Date: TBD

Location: Java

Synthesis and Evaluation of the Search:

Following this, there was a plenary discussion of the issues that had arisen and are to be acted on, those that arose but did not generate action planning groups. There was a general discussion of what had been learned from the search process about the issue and Goshen's future efforts.

This was followed by brief final reports from the Action Planning groups about their plans and commitments going forward.

A date was set for reconvening the Search participants for a half-day stocktaking of the work accomplished and what remains to be done. The meeting will take place in late October. In the interim, Jan Bender Shetler was appointed to keep in touch with the chairs of the action planning teams about their progress and to work with them to set a good date for the reunion of the Search group.

The search process and the facilitator were evaluated. Among the evaluative comments were the following:

Jan Bender Shetler's synthetic statement to open the discussion:

1. SST is still at the center of a distinctive GC education. Our goal is to remove some of the barriers so that 80% of our students can again experience the semester-long option in a developing country. However, we are committed to making an immersive intercultural experience for all students through a variety of pathways to SST, both at home and abroad. This would mean developing creative options for shorter blocks of time (May Term) or other ways of using the semester that would deliver the same meaningful outcomes to all students. There is a consensus that the current SST alt system is not effective.
2. There are a lot of impediments that students face in going on SST now - structural, financial, logistical - that we can change to make it more accessible for all students. Funding is critical to all of these plans, but some funding options can be done sooner rather than waiting for a large donation. We will need to find ways to provide more scholarships as well as work out the scheduling conflicts to improve accessibility.
3. We need to communicate better with parents, students, staff, and the community on the meaningful outcomes of SST for careers and building lives of service. That includes helping them to process and integrate their experiences once they return and prepare them better for the experience as an integral part of the CORE. We need to find language to talk about a unified, rather than a two-tiered, program, perhaps even changing the SST name.
4. This is also a valuable learning experience for faculty and staff who lead SST, significantly affecting the ethos of the college and how they teach, with community wide benefit. Faculty should be given more opportunity to prepare and equip themselves for these experiences through language and other study options.
5. We can make the program better, not just more accessible, by working on issues like pedagogy, unified learning goals, models for immersive-intercultural learning, ecological sustainability, reciprocity with our partners, etc. We can also work better at reducing risk and improving student safety. This retooling of SST will make GC more competitive on the market as a Goshen distinctive and will help the college become more financially sustainable in the future. All of the above changes will not happen overnight and will require data-collection and careful, collaborative planning.

Landon Weldy's sequential notes from the participants' reflections following from the above statements:

1. Want to reflect that this is a learning experience for faculty and staff, too. It adds to what the college is, how they teach, leading to community wide benefit.
2. Emphasis that we can do it better, too, not just make it more accessible. This means ecological sustainability, more reciprocity, etc.
3. A desire that whatever we do gives us a marketing advantage and becomes a financial asset that is sustainable for us as a college.
4. The "Go Long" option means 12-week immersive program in a 2/3 world country.
5. We should find an umbrella term that explains the entire process.
6. The idea of "global experience" vs "SST," which is using insider language
7. Do we want to ditch our brand?
8. Global vs. intercultural
9. Intensive vs. extensive
10. There is a consensus that the current SST alt system is not effective.
11. We should give opportunities for those who want to lead SST in the future to join the language classes with students, better equipping them.
12. Funding is critical, but some funding options can be done sooner rather than waiting for a large donation (ex. 9 semesters of financial aid).
13. See if fewer needy students go on SST or if it is simply because students don't want to go?
14. Identify expectations regarding the timeline of this process.
15. The "go short"/ "go long" idea already feels like language for a two-tiered approach.
16. -There needs to be strength in both models
17. -How do we communicate this to the broader public?
18. Look at SST funding not only from the students' perspective but from the side of the college.

Evaluation of the Search Conference:

Evaluation of the Search Conference as a process:

1. Found it more enjoyable than previous search methods.
2. Liked not having to read things beforehand, which could influence thinking (this could be good or bad).
3. Appreciates structure generally but appreciated not knowing exactly what was going to happen here, as this led to more organic conversations.
4. Appreciated the blend of personal stories and facts in the shared history. But am I making assumptions based on anecdotes rather than data?
5. Appreciated the idea that the wisdom we need for this process comes from within our group, and to be creative from our own experiences at Goshen.
6. This process appeals to right brainers and left brainers.
7. As a student, appreciated having our perspectives valued in this process, but felt unclear what my role was here, what we were supposed to contribute or bring.
8. Everyone was so willing to listen to the changes we want even if they're unreasonable.
9. Students and faculty felt on equal terms here.
10. Groups need to look at the current model to more fully understand if the things we are adding match/change current conditions (ex. The group about risk didn't have the current plans with them).

Evaluation of Davydd Greenwood's performance as the search facilitator:

1. Because so many of us are introverts, it would've been great to have had some campus event beforehand to get to know each other better and speed the process up.
2. Initially frustrated by the lack of a clear outcome for this weekend, but it was helpful that it was vague because that would've influenced the outcome.
3. Wanted more direction on the shared history section.
4. Concerned regarding the end
5. Integrating more of a conclusion defining group leaders, where to gather info, and what the next steps are.
6. Disconnect with the working groups on the back wall. It was the weak link of the weekend and would've appreciated more collaboration choosing them.
7. Never fully stated the search question or stepped back and reminded us what it was (but we got there on our own).
8. Liked the driving forces/restraining forces process, however, it would be helpful to narrow them down even further in the end, as they still seemed broad. What are the main driving forces/restraints?
9. Thought Davydd did a good job at creating a democratic process.
10. Davydd did a good job at having us explain things and vocalize our thoughts.
11. Davydd was masterful at balancing listening with adding his own input.

Note: The draft of this Search report was circulated to all participants and their feedback was incorporated in the final version.

APPENDIX

KEEP, DROP, CREATE INSTRUCTIONS

The prompt:

“To move closer to the Ideal Future, what should we keep doing, what should we stop doing and what new things do we need to do?”

DISCUSSION LEADER

- Lead group through process outlined below.
- Move the discussion in the order of the question (i.e. start with “Keeps,” then move on to “Drops,” then to “Creates”.
- Make sure everyone has an opportunity to speak (no one speaks twice until everyone has spoken once).

RECORDER

- Start writing down what is said immediately. Do not wait until the end.
- **PRINT IN LARGE CAPITAL LETTERS!**
- Don't worry about spelling.
- Verify that what you have written is accurate (i.e. “Is that what you meant?”).
- Make sure each item is coded with a “K,” “D” or “C”.
- Label the flipcharts by page, session name and group number.

INSTRUCTIONS

- ➔ Introduce yourselves to each other.
- ➔ Select a Discussion Leader, Recorder, and a timekeeper.
- ➔ The timekeeper should simply announce every time 10 minutes have elapsed.
- ➔ Brainstorm from the question posed above for each of the Ideal Futures statements identified in the shared history.
- ➔ Begin by going around the group (person-by-person) and then open it up.
- ➔ Select a group member to speak for the group in the plenary and bring back all your items to share.

Instructions for Force-field Analysis

1. Select a discussion leader.
2. Select a reporter to keep track of the discussion on a flipchart.
3. Select a presenter of the work for the subsequent plenary.
4. Take one full turn around the group with each person to name and briefly comment on this force field
5. Develop a force-field analysis including an identification of each restraining and driving force.
6. Begin discussing possible strategies for lowering the impact of the restraining forces and enhancing the impact of the driving forces.

DRIVING FORCES

RESTRAINING FORCES



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ACTION PLANNING TEMPLATE

Action Planning Area

_____:

Obstacles to overcome

Sequence of actions

Others to involve

Information Needed

Resources Needed

Immediate Actions

Meeting Coordinator(s)

Next Meeting Date:

Location: