

SIG Final Report Format

Date: August 4, 2015

A. Name & Title of Principal Investigators (include Department & College Affiliation)

<u>Name & Title of Principal Investigator(s)</u>	<u>Department & College Affiliation</u>
Alan LeBaron	CHSS Dept of History and Phil/ ISD

B. Project/Program Name: TRANSNATIONAL STUDY ABROAD AND INTERNSHIP

C. Project ID: GLI1502

D. Dates Covered by this Report: July 1, 2014 through June 30, 2015

E. Type of Grant: Global Learning Innovation Grant

F. Total Amount of Funding Awarded: \$3,000

G. Total Amount of Funding Covered by this Report: \$3,000

H. Report Certification:

I confirm that the information contained within this associated report for SIG Initiative funding is accurate and complete to the best of my knowledge. I further confirm my intention to continue implementation of this award according to the policies and procedures of the Board of Regents of the University System of Georgia and Kennesaw State University.

<u>Name & Title of Principal Investigator(s)</u>	<u>Signature of Agreement</u>	<u>Date</u>
Alan LeBaron		August 4, 2015

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**Final written reports are due by August 15 for all awards*

Narrative:

1. Please describe the activities completed in support of the stated goals and objectives/outcomes for this grant. If your award required quarterly reports, please describe both the activities completed in the past quarter and the overall progress made toward the stated goals and objectives.

Our goals were to create an internship or study abroad program that would eventually merge business students with humanities students, to create an interdisciplinary social entrepreneurship program, and teach the students to think in “regions” instead of “nations” by engaging with groups of Guatemalan people in the United States before and after their internship in Guatemala. The \$3000 budget was to pay for a pilot project. We had secured permission from business school faculty and administration to interact with a business honors class cohort, which planned to take business classes during Fall 2014 and Spring 2015, followed by a two week internship in Guatemala during May. We planned to meet with the students as often as we could during the year, introduce them to Maya leaders and families in the local community, and to arrange some post-trip meetings with the families after the trip. This pattern, I expected, would enhance significantly the learning experience of the students.

In the mid-year report, we described how we had established a foundation for the grant project, and that we had been working with the undergraduate honors class in the business school in which the students were to participate in the Social Entrepreneurship program in Guatemala. Step one of the grant project was to engage in research through academic journals and other university programs to find material and theory to create our new model and structure for transnational study abroad and internships; and we had completed this stage to our satisfaction. Step two was to apply our model of transnational internship to the honors cohort students who would take the SEC internship program in Guatemala in May 2015 (class CSCH 4020). We held planning and discussion sessions with the faculty leading the honors class during Fall 2014, and we met with the students and discussed the project during their first day in class Spring 2015. In addition, we identified our Maya partners in the United States and we arranged with them the honorariums and duties expected. In January 2015 we were continuing to engage the Maya consultants and their community partners in discussions about the program. We arranged to have an in-country special event for the students before the trip in May, and we were working on the materials for discussion and review

after the students returned in late May. We had begun training for our Maya partners in the United States who would engage with the students in the month before their trip, and again when the students returned.

Two major difficulties emerged in the last months of the grant period, which limited the success we had with the honors class, but encouraged us to take some new directions that continue to show promise. One of these difficulties was with the Maya community in Canton. We had wanted to organize small groups of people, preferably one or two families in a group, who would meet the university students to “teach” the students about the economic needs and way of life of the Maya people in Guatemala. We discovered that the local Maya families were ashamed and fearful to talk about their lives and conditions in the Guatemalan villages, especially with the expectation that they, with only a few years of education, would be able to teach university students. I knew that Maya are often ashamed of their oppressed conditions in Guatemala, and that they have been shaped and damaged by the prejudice and racism that they have experienced, but I had hoped that with enough time to practice, and with the help of our Maya consultants, we would prepare several Maya families to engage in significant conversations with students. We might have overcome this problem with more time, and I will consider more closely these difficulties going forward.

The second difficulty occurred when the Maya Project staff and our Maya consultants had less time with the university students than we wished. During the Fall semester we had several enthusiastic meetings with three faculty involved in the business honors program, and they remained enthusiastic supporters of the transnational project, but during the Spring semester other class considerations began to reduce the time allowed us to interact and prepare the students. In addition, the students themselves, although initially enthusiastic about interacting with Maya before their trip to Guatemala, became submerged in their university and work realities. In the end, we had two class interactions with the students, and the outside volunteer interactions between students and Maya could not be organized. In regards to the class, our project was accepted as a guest project, and the students were given no extra credit nor were they penalized for their involvement or non-involvement.

2. What impact did your grant make toward advancing KSU's Strategic Plan for Internationalization? If your award required quarterly reports, please describe both the impact this past quarter as well as the overall impact.

At the midterm report I wrote that we had advanced the discussion about the benefit of combining humanities and business transnational training and skills in transnational internships and study abroad to better educate our students and to more effectively achieve sustainable problem solving in the targeted nations. Maya Project staff and business faculty partners have begun to consider applying aspects of the model to other parts of Latin America. In addition, one of my student graduate assistants for the pilot program is currently in Guatemala for a one-month experience with the Social Entrepreneurship program. When he returns we will again go over the results of this grant, and apply these lessons to his current experience in Guatemala. As I explain in the "assessment" section of this report, our project team also created a sophisticated Empathy Survey for students to take before and after internships and studies abroad, which we plan to use in summer 2016. Also, in the sum total, the honors students did learn from the pilot project, and they did take the trip to Guatemala. The pilot project allowed us to discover some valuable lessons, and to establish an innovative structure for internships and study abroad.

3. Were there any unanticipated results, either positive or negative, that you have not already described above or in previous quarterly reports? If yes, please describe the implications as well as possibilities for follow-on programs/projects.

One positive result was the development of a related project based on the transnational model, by merging our model with the business school's plans for internships with business cooperatives in Latin America. By combining aspects of the Transnational model with the business coop model, a professor of finance and I proposed an Internationalization Prize grant for 2015-2016. Although we were not awarded the grant, we have received a lot of interest on campus, and we are proceeding to develop plans and strategies.

Budget Report

**This is not a request for payment. This report should only reflect costs already submitted for payment through IGI and how the actual cost of items may have differed from the expected costs listed in your proposal.*

<u>Item</u>	<u>Expected Cost</u>	<u>Actual Cost</u>	<u>Funds from Other Sources</u>	<u>Total</u>
Consultant Fees	\$3000	\$3000	zero	\$3000

Budget Narrative

Use this space to explain clearly your use of funds for the duration of this program/project, as well as how and why your actual use of funds differed from your expected use of funds.

There was no deviation from the proposed use of funds in the original grant proposal, and the actual use of funds during the project. All funds were paid to Maya consultants, who helped in various ways with the grant. Most of them continue to help with plans moving forward, and they remain enthusiastic about helping us.

Assessment

1. Describe progress made toward the Assessment Plan outlined in your proposal. Refer to the specific metrics listed in your proposal as a means to assessing and evaluating project outcomes at the end of the funding period. Explain if and how the results of the project/program differed from your expectations, as well as the implications of these differences.

With help from the A.L. Burruss Institute and others, we created an Empathy survey to give the students before and after the trip to Guatemala, in order to assess the effect of the program. Maya consultants were valuable advisors for the development of the Empathy Survey and for the topics that students should be aware of when working in Guatemala.

We successfully administered the exam before departure, but given the difficulties of reaching the students post-trip, and the fact that the students had not met with our selected families pre or post trip, we knew that the post-survey results would not reflect our goals. Students were asked to go online to re-do the survey after their return from Guatemala, but few of them complied. Our current plan is to test the empathy survey with several groups next summer, including the cooperative project.

2. If applicable, attach a copy of any assessment tool/instrument used for this project/program.

I have attached some documents and records from the transnational project, in a document of 105 pages, compiled by my primary assistant in the Transnational grant project; Peace Corps Fellow Chris Hawkes. The Empathy survey that we developed and gave to the students before their trip departure to Guatemala begins on page 68 and ends on page 74. The remaining material from page 75 lists the sources for the survey and the IRB application.

3. If applicable, describe any data results collected and analyzed.

See above

4. Describe the long-term impact of the project/program.

See above