Professional Leave Report Cover Sheet

Name: Lisa Anderson

Department: Anthropology

College: Social Sciences

Leave taken: ◉ Sabbatical   ◯ Difference in Pay   ◯ Professional Leave without Pay

Time Period: ◉   Fall   2022

◯   Spring

◯   Academic Year

◯   Other

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Sabbatical Results Report
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28 March 2023

Introduction

This sabbatical was drastically interrupted early in Fall semester with the tragic loss of one of our participants and good friend, Adela Santana. Adela had been instrumental in creating and teaching INTD 177 on our campus and was a core member of the Fresno State Global Challenges program. Shock, grief, and remembrance of Adela dominated the discussion of one scheduled workshop.

In addition, in emergency mode, I was required to take over Adela's INTD 177 courses at the beginning of October, this was extremely difficult and time consuming, and inhibited my ability to focus solely on the sabbatical project at hand.

However, ironically, given that Adela had actively used the Global Challenges eBook/course in INTD 177 (which I do not use in INTD 50, one of the ways we differentiated the curriculum from lower to upper division) I was able to gain firsthand experience with, and assess this material in a way that I wouldn't have been able to if I were simply previewing it.

It had been our intention upon completion of the sabbatical, that Adela and I would work together closely, and she would revise her INTD 177 curriculum based on the results of the sabbatical project while I would revise INTD 50 thereby bringing both courses up to standard. Given that I had to suddenly begin teaching INTD 177, I have already been implementing the changes to this course, and plan to change INTD 50 this coming summer. In all, most of the goals for the sabbatical were accomplished although some in a slightly modified way as outlined below.

Goal 1: Create/Chair Workshop with Global Challenges Scholars and members of AASCU and CSIS
This goal was accomplished through the scheduling and chairing multiple Zoom workshops beginning in the summer of 2022 through Fall semester. The workshops were conducted approximately monthly and were determined by Doodle Polls that allowed for ascertaining the dates and times that could accommodate the most participants. Due to time zone differences, and the demands of the professional schedules of participants, some workshops were conducted on Saturday or Sunday afternoons Pacific Standard Time as it was difficult to find mutually convenient times during the workweek. Workshop dates were 7/20/22, 8/21/22, 9/25/22, 11/9/22.

In some instances, smaller "breakout sessions" were scheduled among smaller groups of participants who were working on similar topics and projects. I did not attend all breakout sessions but reporting on their results was recorded in the subsequent group workshops.

I did personally participate in several smaller workshopping meetings and communications. (These included multiple meetings with Zappile and Mills regarding the current e-book, Elliot-Gower regarding overall course multi-cultural perspectives, and meetings with Santana in the summer on INTD 177, and Fresno State's future for the INTD courses.)

Finally, given the difficulties of schedule coordination for Zoom meetings, group emails often served to identify issues or provide information among members between workshops which served to be most instrumental in progressing various tasks at hand. For example, prior to scheduling and attending the first Zoom workshop, a survey (See Appendix A) was sent out to all participants via email to fill out and return to me independently so I could tabulate the results and form the foundation of our first discussion.

As participation was strictly voluntary, and unfunded, participation among group members varied based on their schedules, as well as interest and motivation (it should be noted that some members have retired, and others no longer teach in the areas of global challenges, yet still participated in group sessions based on their dedication to the project.) Participants in the workshops and discussions included the following individuals:

1. Bill Payne, University of Minnesota Duluth - Theater Arts (retired)
2. Dennis Falk, University of Minnesota Duluth – Sociology (retired)
3. Shala Mills, State University New York, New Paltz - Political Science
4. Darrell Hamlin, Fort Hays State University - Criminal Justice
5. Felice Nudelman, American Association of State Colleges and Universities - Education
6. Steve Elliott-Gower, Georgia College and State University -International Relations, Climate Politics, National Security
7. Tina Zappile, Stockton University - Political Sciences
8. Willie Redmond, Southeast Missouri State University - Economics
9. Nathan Phelps, University of Wisconsin – History
10. Adela Santana, CSU Fresno – Anthropology (Chicano Studies)
11. Martin Shapiro, CSU Fresno – Psychology

Individuals who either declined to participate or we were unable to locate included:

1. Cecilia Orphan, University of Denver – Political Science
2. George Mehaffy, AASCU (retired)
3. Erik Peterson, CSIS

Given that Erik Peterson at CSIS did not participate, collaboration with that organization, unfortunately did not occur as originally planned.

Goal 2: Redesign INTD course curricula

This goal was accomplished in early workshops focused on assessing the main curriculum outline, old Student Tool Kit, and current e-Book/course material available on the Argos platform. These assessments identified areas of the curriculum that have become severely outdated, and discussions focused on modifications to the outline and curriculum to bring the rework the course and bring the material up to date.

For example, one major consensus among the entire group was the need to strongly emphasize climate change as an issue that dramatically affects nearly all the other challenges. Another consensus was that there was a need for a section on global health in light of the Covid-19 pandemic. Finally, an area that had not received much attention in the past and is currently advancing at a rapid pace is Artificial Intelligence.   For an overview of all the agreed upon curriculum changes, refer to Table 1.

Table 1.

Changes Made to Global Challenges Curriculum

Previous Issues Outline (2016 Tool Kit)	Updated Issues Outline
Population • Growth • Aging • Migration • Urbanization	Population • Growth • Aging • Migration • Urbanization • Global Health
Resources • Water • Food • Energy • Biodiversity • Climate Change	Resources • **Climate Crisis** (focus on influence of the following resources) • Water • Food • Energy • Biodiversity • Sustainability
Technology • Computation • Biotechnology • Nanotechnology • Transhumanism	Technology Computation • Internet of Things • Virtual Reality • Automation • Artificial Intelligence (Chat GPT) Biotechnology • Genetic Engineering (CRISPR) • Bioprinting organisms

	- Computer-Human Interface (Transhumanism) - Transformed Agriculture and Food Production

Information - Data Growth/storage - Global Internet Access/Penetration Rates - Information Integrity	**Information** - Data Growth/storage (reduced emphasis)
	   -DNA Based Data Storage - Global Internet Access/Penetration Rates - Education - Social Networking - Information Integrity
	   -Misinformation campaigns
	   -Cyber propaganda
	   -Deep Fake tech/Fake news

Economies - Interconnections - Emerging Players - Poverty/Inequality	**Economies** - Evolving Global Competitiveness - Trade Fragmentations - National Debts - Employment Disruptions - Poverty - Inequality
Governance - State Actors - International Organizations (IOs) - Multi-National Corporations (MNCs) - Non-Governmental Organizations (NGOs)	**Governance** - Forms of Government - International Organizations (IOs) - Multi-National Corporations (MNCs) - Non-Governmental Organizations (NGOs)

Conflict - Causes of Conflict - Nature of Conflict	**Conflict** - Causes of Conflict - Nature of Conflict
	   - Cyber attacks
	   - Domestic/Civil Unrest
	   -Terrorism
	   -Nuclear Proliferation - Peacekeeping

	Global Citizenship - Sustainability - Enacting Change

Goal 3: Create accompanying no cost E-textbook

This goal was accomplished to a lesser extent (depending on how one defines an e-Book), due to the logistics of publishing and making an E-textbook accessible at no cost to students. Over the years, the global scholars have worked collectively to create a student tool kit, a small introductory hardcopy book of the subject matter that was given to students for free (Back when the program had funding).

That tool kit was later revised by the global scholars to create a low-cost e-Book and blended learning model course published by AASCU, that students could purchase for $14.99 through Vital Source (This was ultimately provided at cost). This e-Book was published in 2013 and eventually campus funding and support for the global scholars and global challenges initiative began to wane, and the program group eventually disbanded. While the created courses continued to be taught individually at colleges and universities across the nation. Eventually, the 2013 publication became outdated to a point it was no longer useful.

Group members Zappile and Mills worked together with the 2013 publication to update it and modify it into a full e-Course that Zappile continues to use in her courses. This e-Course was also adopted by Adela Santana on our campus for the INTD 177 course and a few of the other global scholars who had been looking for updated resources since the group was no longer meeting and workshopping. Though the current eBook had been periodically updated by Zappile and Mills to reflect current events, managing the publication has become difficult as Mills has moved on to an administrative position.

The eBook/course has required multiple third-party platform changes (i.e., Vital Source to Smart Sparrow to Argos) that have been disruptive and problematic. In addition, the cost to the student has increased from $14.99, to $35 and most recently to $50. As such, many of the participants have stopped using the eBook/course and sought outside resources to continue with their courses.

Though I know Adela Santana had been pleased with the eBook and course model in the past, it was evident that at the beginning of Fall 2022 semester, when it switched platforms once again and without her knowledge this caused <u>extreme</u> disruption to her courses. I do not know if she would have continued to use the source once it was up and running fairly smoothly, but once I had to take over her course, I personally was not fond of the material or the platform.

In addition, a survey of the students suggested that they did not care for it either. Reported problems involved technical issues and a disengaging format, while some felt it constituted "busy work" that they were not learning from. It was clear that the students were interested in the topics, just not how the information was presented to them.

These issues were echoed by some of the other group members who had previously used the source. For example, Redmond agreed that his students also found the presentation to be dry

and disengaging. Elliott-Gower felt the material was too "West-centric" and was looking for sources that felt more multi-international, and Falk (who is retired now but is still involved in community-based teaching) had issues with the cost, considering his current use only requires a focus on perhaps one or two of the global challenges rather than all of them.

Through workshop discussions, most participants agreed that there are now excellent sources currently available online, that adequately cover the materials needed for the global challenges courses. These online sources are also professionally published, consistently updated, provide engaging materials such as embedded videos and links to outside reading, but best of all, would be entirely free to our students.

Thus, as a modification of the original goal, it was determined that rather than try to create a new e-Book, we could update and enhance the global challenges curriculum by utilizing three major online sources that would result in a ZCCM designation for students. These are as follows:

World 101 - World101 is an active library of free multimedia resources (videos, interactive maps and graphs, articles, assignments, assessments, sample syllabi, reading lists, etc.) created by the Council on Foreign Relations (CFR). CFR works in partnership with AASCU, and thus the material presented is extremely compatible with our curriculum. Several participants (Falk, Redmond, and Elliott-Gower) have already used this resource and highly recommended it as it integrates into our Global Challenges format almost seamlessly. The platform offers LMS integration so that the material may be easily integrated into Canvas Assignments and Modules.   While I am still working through this material, I have thus far, found it to be excellent and I'm confident this will serve as an excellent foundation for the global challenges courses as a ZCCM resource. https://world101.cfr.org/

Global Trends 2040 – The National Intelligence Council's Global Trends report is published every four years and focuses on global, long-term trends and dynamics that are likely to shape world systems for decades. Our global challenges format has always utilized as a structural foundation a futuristic perspective and the concept of possible, probable, and preferable futures. The Global Trends report offers a variety of possible and probable futures when it comes to key global events and covers the aspect of future projections nicely. https://www.dni.gov/index.php/gt2040-home/introduction

United Nations Sustainable Development Goals (SDGs) – Because the global challenges topics can feel rather daunting and pessimistic, we have always liked to include a focus on "preferrable" futures and show avenues to attempt to achieve them. Initially, we utilized the United Nations Millennium Development Goals in the curriculum up to 2015, and following on their successes. A current focus on the United Nations SDGs, will provide the framework moving forward to cover this area. https://sdgs.un.org/goals

Workshop participants explored these three sources individually and in smaller breakout sessions between meetings and most agreed that creating an outline of the course that

integrates these sources would be the most useful path forward on updating the curriculum and providing the students with scholarly zero cost materials. Table 2 illustrates the results of this collaboration and how these sources will be integrated into the framework of the new Global Challenges curriculum (with workable hyperlinks).

Updated Issues Outline courses
Population ([GT2040](#)) • Growth ([World 101 lesson](#)) • Aging ([World 101 lesson](#))([SDG3](#)) • Migration ([World 101 Unit](#)) ([GT2040](#)) • Urbanization ([Our World in Data](#)) ([SDG11](#)) • Global Health ([World 101 Unit](#)) ([GT2040](#))([SDG3](#))
Resources ([GT2040](#)) • **Climate Crisis** (focus on influence of the following resources) ([World 101 Unit](#))([SDG13](#)) • Water ([World 101 lesson](#)) ([GT2040](#)) ([SDG6](#)) • Food ([SDG2](#)) ([SDG topic](#)) • Energy ([World 101 lesson](#)) ([SDG7](#)) • Biodiversity ([SDG14](#)) ([SDG15](#))   -Sustainability
Technology ([GT2040](#)) ([STD](#)) Computation ([OWD](#)) • Internet of Things • Virtual Reality • Automation • Artificial Intelligence (Chat GPT) Biotechnology ([GT2040](#))([bio.org](#)) • Genetic Engineering (CRISPR) • Bioprinting organisms • Computer-Human Interface (Transhumanism) • Transformed Agriculture and Food Production

Information ([SDG4](#))([OWD](#))
• Data Growth/storage (reduced emphasis)
    -DNA Based Data Storage
• Global Internet Access/Penetration Rates
• Education ([SDG4](#))
• Social Networking ([OWD](#))
• Information Integrity
    -Misinformation campaigns
    -Cyber propaganda
    -Deep Fake tech/Fake news

Economies ([GT2040](GT2040)) ([SDG8](SDG8)) ([SDG9](SDG9))
- Evolving Global Competitiveness ([SDG8](SDG8))
- Trade Fragmentations (World 101 Unit)
- National Debts
- Employment Disruptions
- Poverty (World 101 lesson) ([SDG1](SDG1))
- Inequality (World 101 lesson) ([GT2040](GT2040)) ([SDG10](SDG10))
  - -Racial
  - -Gender ([SDG5](SDG5))
  - -Economic
    - -Human Trafficking (World 101 lesson)

Governance
- Forms of Government (World 101 Unit)
- International Organizations (IOs) (World 101 Lesson)
- Multi-National Corporations (MNCs) (MNC lesson)
- Non-Governmental Organizations (NGOs) (NGO lesson)

Conflict ([GT2040](GT2040))
- Causes of Conflict (World 101 Unit)
- Nature of Conflict (World 101 Unit)
  - - Cyber attacks (World 101 Unit)
  - - Domestic/Civil Unrest (World 101 lesson)(World 101 lesson)
  - -Terrorism (World 101 Unit) ([GT2040](GT2040))
  - -Nuclear Proliferation (World 101 Unit)
- Peacekeeping (World 101 lesson)

Global Citizenship
- Sustainability ([SDG11](SDG11)) ([SDG12](SDG12))
- Enacting Change ([GT2040](GT2040))

Participants believe that with this new modified outline, complete with links to the zero cost sources, the curriculum could be taken up and taught by individuals who have not been previously trained in the material. This is important since the global challenges initiative no longer exists to provide the training workshops we once held for faculty.

In addition, to setting up the linked sources for the curriculum to represent zero cost materials for the students, a Google Drive was also established among so that participants could submit additional online sources and resources useful to the various global challenges and sub issues. This includes links to other useful websites, readings, current events, and video resources. Though this is a continued work in progress, some of those resources have been migrated into a working Word document (See Appendix B).

Anticipated outcomes for the near future as a consequence of the leave's activities

The most immediate outcome in the near future that will be a consequence of the leave's activities will be the complete updating of both the INTD 177 and INTD 50 course curricula. This includes integrating the World 101 zero-cost materials into the Canvas, as well as creation of new lecture materials and assignments. In addition, the sample syllabus for INTD 188 will also be updated with the new format and materials.

The sudden and tragic loss of Adela Santana initiated group discussion on the future of this important curricula. I am now the only remaining member at Fresno State trained to teach these courses. Given that some of our original members have recently retired or moved into administrative positions, this is not just a problem on our campus. I recognize the need to identify and train other faculty members to take on these important courses before I retire. I anticipate that this is something that I will pursue, first in the anthropology department, then expanding out into the other departments within social sciences. Given the newly created course outline linked with identified quality zero cost materials, it is my hope to get started on that soon.

<div align="center">**Appendix A**</div>

<div align="center">**Global Challenges Survey**</div>

I realize that many of us have independently updated the basic curriculum if we have been actively teaching these courses. So, I'd like to put together some information about where we are all at, and our current thoughts about moving forward.

Note that this is meant to be sort of an independent brainstorming process and <u>very brief</u> survey, to simply create a starting point for discussions. I will compile all the results and return them, which I think should give us a better idea of where to go from here.

For the following questions, I'm going back to the original framework of the 2016 Toolkit as a starting point for us to add in our suggestions.

Population: Keeping in mind that the following were the subtopics from 2016 (Growth • Aging • Migration/Urbanization)

1. **Briefly list any suggested new subtopics or areas of new emphasis you think should be addressed in this challenge.**

2. **Briefly list sections you feel are now dated and need major revision or could be removed.**

Resources: Keeping in mind that the following were the subtopics from 2016 (Food • Water • Energy • Climate •Biodiversity)

3. **Briefly list any suggested new subtopics or areas of new emphasis you think should be addressed in this challenge.**

4. **Briefly list sections you feel are now dated and need major revision or could be removed.**

Technology: Keeping in mind that the following were the subtopics from 2016 (Computation • Biotechnology • Nanotechnology • Transhumanism)

5. **Briefly list any suggested new subtopics or areas of new emphasis you think should be addressed in this challenge.**

6. **Briefly list sections you feel are now dated and need major revision or could be removed.**

Information: Keeping in mind that the following were the subtopics from 2016 (Data Growth • Access/Internet Penetration Rates • Information Integrity)

7. **Briefly list any suggested new subtopics or areas of new emphasis you think should be addressed in this challenge.**

8. **Briefly list sections you feel are now dated and need major revision or could be removed.**

Economic Integration: Keeping in mind that the following were the subtopics from 2016 (Interconnections • Emerging Players • Debt (National and International) • Poverty)

9. **Briefly list any suggested new subtopics or areas of new emphasis you think should be addressed in this challenge.**

10. **Briefly list sections you feel are now dated and need major revision or could be removed.**

Conflict: Keeping in mind that the following were the subtopics from 2016 (Causes of Conflict • Nature of Conflict • Conflict Resolution)

11. **Briefly list any suggested new subtopics or areas of new emphasis you think should be addressed in this challenge.**

12. **Briefly list sections you feel are now dated and need major revision or could be removed.**

Governance: Keeping in mind that the following were the subtopics from 2016 (State Actors • International Organizations (IOs) • Multi-National Corporations (MNCs) • Non-Governmental Organizations (NGOs)

13. **Briefly list any suggested new subtopics or areas of new emphasis you think should be addressed in this challenge.**

14. **Briefly list sections you feel are now dated and need major revision or could be removed.**

15. **The questions above focused on the subtopics within the framework of the Seven Revolutions/Global Challenges. Do you think that framework still works, or do you think it needs modification (i.e., might it be necessary to add a challenge to cover additional issues/topics?)**

16. **Please briefly identify any topics you have personally already added or updated.**

17. **Please identify any topics you have a specific interest in and would be willing to research and share.**

Appendix B.

<u>**Working Resources Collection**</u>

<u>Population:</u>

https://www.theworldcounts.com/populations

https://www.dni.gov/index.php/gt2040-home/gt2040-structural-forces/demographics-and-human-development

https://world101.cfr.org/global-era-issues/development/global-population-growth-slowing-down

https://www.cnn.com/2023/01/12/health/reversing-aging-scn-wellness/index.html

https://ourworldindata.org/urbanization

https://ourworldindata.org/world-population-growth

https://ourworldindata.org/future-population-growth

https://ourworldindata.org/age-structure

https://ourworldindata.org/fertility-rate

<u>Global Health:</u>

https://www.dni.gov/index.php/gt2040-home/summary/the-covid-factor

https://www.dni.gov/index.php/gt2040-home/gt2040-structural-forces/demographics-and-human-development/global-health

https://world101.cfr.org/global-era-issues/global-health

https://ourworldindata.org/life-expectancy

<u>Migration:</u>

https://www.odni.gov/index.php/gt2040-home/gt2040-deeper-looks/future-of-migration

https://world101.cfr.org/global-era-issues/migration

https://ourworldindata.org/migration

<u>Urbanization:</u>

https://ourworldindata.org/urbanization

Climate Change:

https://world101.cfr.org/global-era-issues/climate-change

https://www.cnn.com/2023/02/12/world/solar-dimming-geoengineering-climate-solution-intl/index.html

https://www.reuters.com/breakingviews/war-cow-farts-is-stinky-necessary-job-2023-03-24/

https://www.theworldcounts.com/challenges/climate-change/global-warming

https://www.youtube.com/watch?v=cYq2eIstFWQ

https://www.dni.gov/index.php/gt2040-home/gt2040-structural-forces/environment

https://ourworldindata.org/explorers/climate-change

https://ourworldindata.org/co2-and-greenhouse-gas-emissions

Water:

https://www.kvpr.org/environment/2023-02-07/ground-zero-rain-brings-little-relief-to-californias-depleted-groundwater

https://www.youtube.com/watch?v=no0s2xyPgbo

https://www.youtube.com/watch?v=ChHbZOTaXfc

https://www.cnn.com/videos/tv/2023/02/10/great-salt-lake-threatens-health-weir-pkg.cnn

https://www.odni.gov/index.php/gt2040-home/gt2040-deeper-looks/future-of-water

https://www.theworldcounts.com/challenges/planet-earth/freshwater

https://ourworldindata.org/clean-water-sanitation

https://ourworldindata.org/water-use-stress

Food:

https://www.youtube.com/watch?v=raSHAqV8K9c

https://www.youtube.com/watch?v=nuAsMTPywOM

https://ourworldindata.org/food-supply

https://ourworldindata.org/food-supply#the-link-between-food-supply-and-prosperity

https://ourworldindata.org/environmental-impacts-of-food

https://ourworldindata.org/agricultural-production

Energy:

https://ourworldindata.org/energy

https://ourworldindata.org/renewable-energy

https://ourworldindata.org/energy-access

Biodiversity:

https://membership.zsl.org/sites/default/files/LPR%202020%20Full%20report.pdf

https://www.cnn.com/2023/02/11/americas/brazil-yanomami-mining-crackdown-intl-latam/index.html

https://youtu.be/6TqhcZsxrPA

https://earth.org/data_visualization/biodiversity-loss-in-numbers-the-2020-wwf-report/

https://ourworldindata.org/biodiversity#introduction

https://ourworldindata.org/biodiversity

Tech/info References:

https://www.dni.gov/index.php/gt2040-home/gt2040-structural-forces/technology

https://www.cnn.com/videos/business/2023/02/11/deepfake-newscast-ai-chinese-messaging-wang-pkg-ac360-vpx.cnn

https://www.youtube.com/watch?v=LLSqc-p4UhI

https://www.cnn.com/videos/health/2023/03/07/artificial-intelligence-breast-cancer-detection-mammogram-cnntm-vpx.cnn

https://www.odni.gov/index.php/gt2040-home/gt2040-deeper-looks/future-of-work

https://www.reuters.com/technology/ai-chatbot-company-replika-restores-erotic-roleplay-some-users-202-03-25/

Global Innovation Index:

World Economic Forum (WEF) Global Competitiveness Index

World Bank Indicators)

https://www.youtube.com/watch?v=540vzMlf-54

https://world101.cfr.org/global-era-issues/cyberspace-and-cybersecurity

https://www.odni.gov/index.php/gt2040-home/gt2040-deeper-looks/future-of-work

https://ourworldindata.org/artificial-intelligence

Biotech

https://www.cnn.com/travel/article/camel-cloning-dubai-spc-intl-scn/index.html

https://www.odni.gov/index.php/gt2040-home/gt2040-deeper-looks/future-of-biotech

https://www.reuters.com/investigates/special-report/neuralink-musk-fda/

https://www.cnn.com/2023/03/02/world/brain-computer-organoids-scn/index.html

Information:

https://ourworldindata.org/global-education

https://ourworldindata.org/literacy

https://ourworldindata.org/internet

https://ourworldindata.org/quality-of-education

Conflict

https://www.odni.gov/index.php/gt2040-home/gt2040-deeper-looks/future-of-the-battlefield

Transparency International's Corruption Index

https://www.dni.gov/index.php/gt2040-home/emerging-dynamics/societal-dynamics

https://www.dni.gov/index.php/gt2040-home/emerging-dynamics/state-dynamics

https://www.dni.gov/index.php/gt2040-home/emerging-dynamics/international-dynamics

https://www.dni.gov/index.php/gt2040-home/emerging-dynamics/international-dynamics/the-future-of-terrorism

https://world101.cfr.org/global-era-issues/terrorism

https://world101.cfr.org/global-era-issues/nuclear-proliferation

Economy

https://world101.cfr.org/global-era-issues/trade

https://world101.cfr.org/global-era-issues/monetary-policy-and-currencies

https://www.npr.org/2021/11/15/1055954861/the-china-shock-and-the-downsides-of-globalization

https://www.theworldcounts.com/economies

https://www.theworldcounts.com/economies/global/value

https://world101.cfr.org/global-era-issues/globalization/six-essential-international-organizations-you-need-know

https://world101.cfr.org/global-era-issues/globalization/human-trafficking-global-era

https://world101.cfr.org/global-era-issues/globalization/trains-planes-and-shipping-containers

https://world101.cfr.org/global-era-issues/globalization/what-globalization

https://ourworldindata.org/trade-and-globalization

https://world101.cfr.org/global-era-issues/development/what-economic-inequality

https://ourworldindata.org/poverty

https://ourworldindata.org/income-inequality

https://ourworldindata.org/economic-inequality-by-gender

https://ourworldindata.org/global-economic-inequality

https://www.g20.org/en/about-g20/

Governance:

https://gizmodo.com/12-futuristic-forms-of-government-that-could-one-day-ru-1589833046?utm_campaign=socialflow_io9_facebook&utm_source=io9_facebook&utm_medium=socialflow

https://www.dni.gov/index.php/gt2040-home/scenarios-for-2040/renaissance-of-democracies

https://world101.cfr.org/global-era-issues/globalization/six-essential-international-organizations-you-need-know

https://www.investopedia.com/ask/answers/13/what-is-non-government-organization.asp

https://www.investopedia.com/terms/m/multinationalcorporation.asp

Lisa Anderson   September 17, 2021
Department of Anthropology
Planned Sabbatical Activities
- Create/Chair Workshop with Global Challenges Scholars and members of AASCU and CSIS
- Redesign INTD course curricula (INTD 50, 177, and 188)
- Create accompanying no cost E-textbook

Background

Since 2006 faculty representatives of Fresno State (myself included) have been heavily involved in collaboration with the American Association of State Colleges and Universities' (AASCU) The American Democracy Project (ADP), and the Center for Strategic and International Studies (CSIS), and the New York Times, in creating and implementing Global Challenges a national blended learning model to help our students become globally competent citizens. Originally called the "Seven Revolutions Initiative," the project identified the seven most significant forces currently changing the world out to the year 2025. In this model, the seven forces were population; resource management and environmental degradation; technological innovation and diffusion; the flows of information and knowledge; global economic integration; conflict; and governance were deemed likely to have a significant impact on how the world unfolded (Peterson, 2004). In 2010, the name was changed to the Global Challenges Initiative by faculty members representing AASCU intuitions.

Fresno State sent representatives several times a year to Washington DC, to ADP conferences to help develop curriculum and courses built around the Global Challenges. Fresno State faculty and members of the administration were highly invested in the Global Challenges Initiative from the beginning. The cumulative result of this collaboration has been the foundation of a ten year First-Year Experience (FYE) program where the curricula were piloted, the publication of an E-Textbook (Shapiro & Anderson, 2013), and ultimately the creation of three interdisciplinary Global Challenges courses that were added to Fresno State's General Education program.

I taught in the FYE program for 10 years, and in 2013 collaborated with two other Fresno State faculty members to create the curriculum for two new INTD courses (INTD 50 Critical Thinking about Global Issues and INTD 177 Global Challenges) designed for faculty in multiple disciplines to teach. These were approved by the GE Committee and are currently offered as courses on campus every semester. This collaborative effort also resulted in a publication in the E-Journal of Public Affairs (Anderson et al., 2015).

The Global Challenges scholars met annually and continued to shape the curriculum to be used in various programs such as FYE, service learning, and study abroad. In 2016 I was involved in the presentation of a round table discussion at the Civic Learning and Democratic Engagement Meeting, AASCU, Indianapolis, Indiana (Mills et al., 2016) on the use of Global Challenges as a lens for study abroad programs.

In 2017 I worked with another faculty member to create the curriculum for a new INTD and Service Learning course (INTD 188S) designed for Fresno State faculty in multiple disciplines to use for their Service Learning and Study Abroad courses. This was approved by the GE

Committee and is currently offered as a course on campus for any faculty members to make use of for these special programs. I currently have a study abroad program to Iceland prepared around this curriculum and approved through The Division of Continuing and Global Education (CGE) though pending due to the state of Covid-19.

This background is relevant to the sabbatical proposal as it will help illustrate the current need for a major redesign of the Global Challenges curriculum. The last meeting of the Global Challenges scholars took place in November 2019 at the University of Minnesota, Duluth. At this day-long Global Challenges workshop, it was acknowledged that we were nearing the 2025 date that the Global Challenges 'future' was based on. Despite annual updates to the curriculum, more significant updates were necessary. Finally, since 2016 US and global events have transpired in some major ways that had not been previously anticipated. This was all prior to the very significant global event of Covid-19, which illustrates the necessity for the creation of new topics and subtopics in the curriculum.

Proposal

As one might imagine, the content with the Global Challenges framework is constantly changing and covers a wide range of interdisciplinary topics. What made this approach so successful was the collaboration of well-meaning and dedicated educators in different fields at several AASCU institutions. Workshopping with past Global Challenges scholars is essential and will help facilitate a greater command of the subject matter. The interdisciplinary nature of the framework of Global Challenges requires that the curriculum be developed with the insights of several educators who are experts within their field.

With the Global Challenges scholars, I plan to organize a workshop that includes individuals with backgrounds in political science, history, education, economics, climate politics, international relations, criminal justice, civic leadership, theater arts, public policy, social work, psychology, and anthropology. Collaboration with experts in the varied fields is invaluable towards learning the subject matter that extends beyond one's own discipline. George Mehaffy served as AASCU's Vice President for Academic Leadership and was a leader in the Global Challenges Initiative. He saw the importance of interdisciplinary collaboration when he proposed a new way of creating courses he called, Massive, Collaboratively Designed Course (MCDC). He thought MCDC would, as he put it, "transform traditional pedagogy by enabling faculty to expand their disciplinary reach while also introducing students to global perspectives and resources that match the expansiveness of the subject itself" (Summit, 2013). Thus, a redesign of this course must be collaborative.

The workshop would naturally result in creating new curricula producing a shift in areas of academic emphasis. This would be accomplished by the addition of new topics and subtopics to the curriculum. For example, prior to the onslaught of Covid-19, the Global Challenges curriculum did not contain a topic for global or public health. Obviously, this is a topic that requires exploration in a curriculum such as this. Likewise, an in-depth examination of the most salient national and global events should be included in the massive redesign, which would dramatically improve the curricula. The new topics will include but will not be limited to the following challenges:

1. Global health
2. The rise of nationalism
3. Domestic terrorism
4. Social justice movements
5. The increase of anti-science views
6. Cyber propaganda
7. The role of social media in misinformation

8. Artificial intelligence
9. Deep fake technology
10. Surveillance technology

The Global Challenges program has always taken the lead on advanced teaching methods, focusing on such high impact practices as FYE and learning communities and cohort programs, service learning, project-based learning, team teaching, global and diversity learning, community learning, and study abroad programs. For example, in 2019, I gave two talks at a High Impact Practices Workshop at the University of Minnesota, Duluth, on project-based learning and short-term service-learning and study abroad programs at Fresno State, that all involved the Global Challenges curriculum. The curriculum redesign would retain these high-impact practices and, through collaboration, strive to improve and expand upon them. For example, Collaborative Online International Learning (COIL) programs will be explored. COIL programs are designed to connect professors and students in different countries for discussions and collaborative projects. The Global Challenges curriculum is perfect for this type of global student collaboration.

The creative activities that would be completed during the proposed sabbatical would be to create and run a workshop(s) with other participants toward redesigning and updating curricula for the three interdisciplinary GE Global Challenges courses offered at Fresno State (INTD 50, 177, and 188s). In addition to completely redesigning the three INTD courses, I would also create an open-source electronic student guide to accompany the courses. In 2013 I co-authored a student guide to accompany the Global Challenges courses (Shapiro & Anderson, 2013). This student guide, *Global Challenges: Promise and Peril in the 21st Century*, was designed to be a low-cost text that introduced each of the Global Challenges, along with the sub-topics associated with them. This electronic text also provided links to scholarly online sources to current events and research associated with topics. Since this was originally published in 2013, it has fallen out of date and is no longer useful. A new student guide representing the redesigned curriculum would be extremely useful to any instructor of these courses. Unlike the previous low-cost published version, it is my goal to make this student guide a no-cost option to students.

Benefits to the University

These proposed activities serve to benefit the University in a number of ways. The high impact teaching practices designed by the program fits with the University's Strategic Plan Priority One, to "Enhance teaching and learning through best practices, innovative programs, and high-impact experiences, and the proposed course redesign and enhanced curriculum also a Priority One Theme of the Strategic Plan (Fresno State, 2016). Diversity/global learning were high-impact practices discussed in George Kuh's pivotal paper he wrote on HIPs for AAC&U (Kuh, 2008).

The program serves to educate our students to be competitive in an ever globalized world and become globally competent citizens by providing them relevant and applicable information about their future. This is in keeping with the University's Vision of preparing students "to become our next generation of leaders" (Fresno State, 2016).

In addition, the actions outlined in this proposal would serve to re-establish and strengthen the University's longstanding working relationship with AASCU, ADP, and CSIS. The collaboration between these representatives from other AASCU institutions in creating and disseminating pedagogy around Global Challenges was highly successful. Colleges and Universities around the nation have benefited from this work. Since 2009, thousands of students at Fresno State have taken courses taught around Global Challenges. These courses have helped them think critically about how complex topics such as climate change, food insecurity, economic inequality, and population demographics change the

world around them and affect their lives. They have become more globally competent citizens through these courses. Reconnecting with other members of AASCU and CSIS will help reimage Global Challenges for the next generation of our students.

Program of Activities and Timeline

As previously established, one of the program activities will be to organize and chair workshops on updating Global Challenges curricula. The goals of the workshop will be to:

- Collaborate and share interdisciplinary expertise
- Review AASCU and campus activities related to Global Engagement since 2016
- Examine possible new challenges and related issues in our current environment
- Identify new resources for teaching Global Challenges and for a new e-textbook

I have preliminarily contacted some of the Global Challenges scholars and received positive responses and willingness to participate in collaborative workshops. Anticipated participants are as follows:

- William Payne and Dennis Falk from the University of Minnesota Duluth
- Shayla Mills, The State University of New York at New Paltz
- Darrel Hamlin, Fort Hays State University
- Cecilia Orphan, University of Denver
- Steve Elliott-Gower, Georgia College and State University
- Tina Zappile, Stockton University
- Willie Redmond, South East Missouri State University
- Nathan Phelps, University of Wisconsin Madison
- Martin Shapiro and Adela Santana, Fresno State
- Felice Nudelman and George Mehaffy, AASCU
- Erik Peterson, CSIS.

However, it is likely, that if some of the individuals listed above are unable to participate, they may introduce a new representative to the group to take their place.

Some preliminary contacts and assignments will be provided to individual participants in the areas of their expertise over the summer of 2022 so that when the workshop convenes in the fall, participants will be ready to collaborate and produce resources. It is anticipated that the workshops will be virtual rather than in person due to the uncertain nature of Covid-19 and the geographical distances between participants. The goal would be to complete the workshops by October 1st of the Fall Semester.

It is anticipated that the materials produced by the collaborative workshop will be utilized to accomplish the remaining two sabbatical-related program activities, which are to redesign the curriculum for the INTD courses at Fresno State (including updating their GE syllabi templates) as well as produce the e-textbook. It is anticipated that these last two tasks will be accomplished concurrently once the completed materials from the workshop have been produced. It is estimated that this can be completed from October 1st through the end of the fall semester (see timeline of activities below).

- Preliminary activities, contacts, and assignments to occur in summer of 2022
- Workshop sessions to occur from August 17th to October 1st, 2022.

- Redesign curricula and production of e-textbook from October 1st to December 22nd, 2022.

These proposed program activities are labor and time-intensive and cannot be accomplished while concurrently teaching five courses as I do each semester. However, should the sabbatical be awarded, I know from previous experience collaborating with the above participants, it should be feasible to complete the proposed tasks within the semester time period that I am requesting. This proposal does not require any additional resources from the University.

Previous Leaves

I have not previously been awarded a sabbatical leave during my nineteen years of service at the University.

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