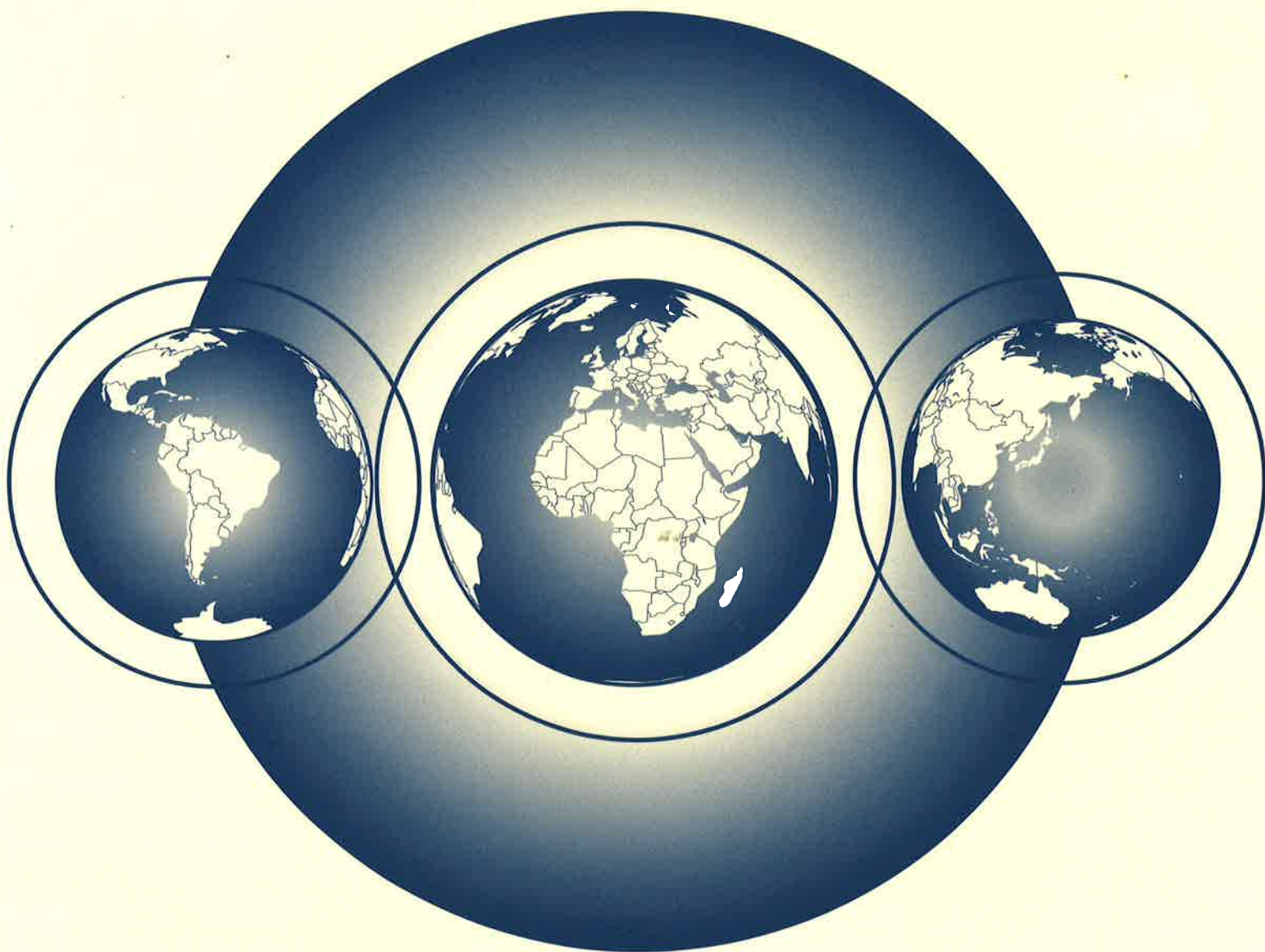


Internationalizing Undergraduate Education: Integrating Study Abroad into the Curriculum

August 2005



UNIVERSITY OF MINNESOTA

From the Editor

On behalf of each of my University of Minnesota curriculum integration colleagues, it is our pleasure to introduce to you this monograph: "Internationalizing Undergraduate Education: Integrating Study Abroad into the Curriculum." The curriculum integration team members come from the Crookston, Duluth, Morris, and Twin Cities campuses of the University of Minnesota. Our work together has been an incredible team effort. While some of our names appear on articles in this monograph, all of us have contributed over the last four years toward most aspects of our collaboration. My most heart-felt thanks to each of you for your many contributions.

Let me first note that when the University of Minnesota refers to curriculum integration (CI), we mean both integrating study abroad into a major so that degree progress is not delayed and integrating an international perspective into on-campus courses. We know that across the country the terminology and definitions vary, but that is the home court definition used by University of Minnesota colleagues in this monograph.

As educators, we know that the curriculum is the core of undergraduate education. The University of Minnesota's goal is to integrate study abroad into the curriculum of every undergraduate major and to make this life changing experience possible for all students—a big goal that requires us to address several barriers. But, as Henry Ford said, "Whether you think that you can or that you can't, you are usually right." We think we can and we have some data to prove it.

This monograph is based on papers originally presented at the April 2004 CI conference in the Twin Cities and updated with the latest information and insights. It is intended to give you an overview of what we have done to internationalize the curriculum on the four campuses of the University of Minnesota and to highlight what is happening around the country. In the first section, based on the plenary presentations from the conference, we'll share with you the rationale, components, and methodology of curriculum integration at Minnesota in an abbreviated manner. We are telescoping an overview of five years worth of work into the plenary section of the monograph. Additional information is included in some of the articles in the other sections of the monograph and on our website (www.umabroad.umn.edu/ci/index.html). The pedagogy referenced in the plenary part of the monograph parallels the workshops we have offered to academic advisers, faculty, upper-level administrators, and study abroad professionals over the last four years.

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There were 400 participants from 120 institutions of higher education in eight countries at the April 2004 conference. The University of Minnesota believes it is essential to the success of curriculum integration to have teams of academic advisers, faculty members, upper-level administrators, and study abroad professionals working together. Each member of the team brings perspectives necessary to inform the discussion and the product. Study abroad professionals cannot do this alone. The institution needs to make a commitment to integrating study abroad into the curriculum. Thirty institutions agreed and sent four to twelve person teams to the conference. We had in attendance: 50 academic advisers, 70 upper-level administrators, 80 faculty members, 160 study abroad professionals (including 30 study abroad program providers), and a variety of other colleagues. While most participants came from the US, colleagues from Australia, Canada, Denmark, France, Mexico, Spain, and the UK also attended.

When we wrote the Bush grant proposal in 2000, we included a dissemination conference to share our methodology, successes, and challenges so that the participants could take away ideas and approaches that would help their institutions define or redefine their goals and move forward. What we think is unique about our effort, other than the extreme good fortune of \$3.5 million of real and in-kind funding to work with, is that we have a vision and a comprehensive plan, we put the plan into action, and we are evaluating the outcomes.

However, we know that curriculum integration is happening in many institutions and we are pleased in this monograph to share papers from colleagues from around the world. That, in fact, is one of our guiding principles: we are all teachers and learners.

Special thanks to Santiago Fernández-Giménez and Mary Sandkamp who assisted with editing this monograph and did the production layout, to Gene Allen and Al Balkcum as Co-PIs for the Bush and FIPSE grants, to Elaine Randolph for managing the grant budget, and to all of our education abroad colleagues on our four campuses without whom curriculum integration would not have been possible.

❖ ❖

Lynn C. Anderson
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Associate Director of the Learning Abroad Center
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August 2005

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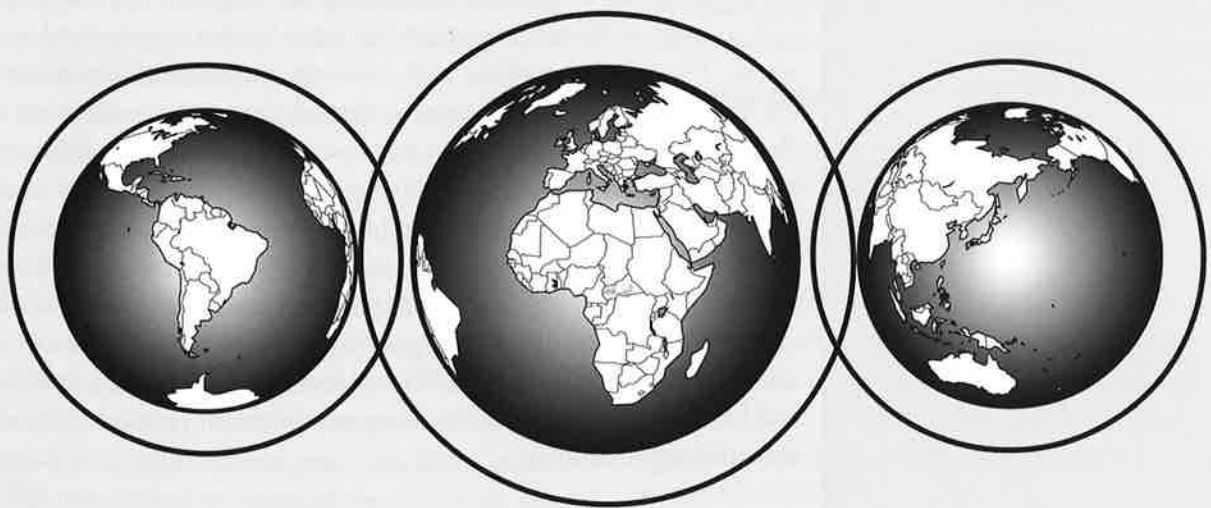
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Section 1: Opening Plenary



UNIVERSITY OF MINNESOTA

**Internationalizing Undergraduate Education:
Integrating Study Abroad into the Curriculum**

Author

C. Eugene ("Gene") Allen

Gene Allen is Associate Vice President for the Office of International Programs and Distinguished Teaching Professor at the University of Minnesota, Twin Cities. He came to the University of Minnesota in 1967 and was promoted to Full Professor in 1972. As a professor in both Animal Science and Food Science & Nutrition, he received numerous local and national awards for contributions in teaching, research and outreach related to animal growth and meat products. Prior to starting his current position in 1998, he served as a Collegiate Dean, and University Vice President and Provost from 1984 to 1987. He has given leadership to many local, national, and international initiatives.

Introduction to the University of Minnesota's Curriculum Integration Initiative

Introduction

In these first two papers, Al Balkcum and I will provide you with a brief overview and some specifics for the rationale related to curriculum integration, how it came about and some of the goals, people and, processes that contributed to whatever success we have had related to expanding the understanding and enrollment in learning abroad programs. We will do this by addressing a number of specific questions or issues.

Why Internationalize the Curriculum with a Focus on Study Abroad?

Recognition of the importance of expanding the international and cultural perspectives of our graduates to enhance their ability to live and work in the decades ahead has never been greater. Examples include a national task force (NASULGC) that has drafted a report on issues related to "internationalizing the campus," and world events and surveys of the last few years that have further emphasized such needs. There are numerous ways to bring international dimensions to a curriculum, but study or learning abroad programs are the only option that takes students out of their home country and places them in situations where they meet and learn from people in another country. Informal learning experiences and the opportunity to interact with people in other countries are probably as important in expanding the international perspectives of our students as what they learn in classes or the formal parts of such programs. For many students, learning abroad experiences are very different from any others they have ever had. As a result these new "educational moments" provide special learning opportunities.

How We Proceeded

When we asked what needed to be done to encourage more enrollment in study abroad programs at the University of Minnesota, we concluded that we needed to:

1. expand the understanding and options for study abroad among students and faculty,
2. work with faculty and departments in integrating approved study abroad programs into the curriculum and major degree requirements,
3. expand scholarships in support of study abroad,
4. create some short-term programs to establish a better balance between short-and long-term study abroad options, and
5. position any study abroad initiative to go beyond the liberal arts and involve all undergraduate programs.

We also felt that such an initiative would bring study abroad professionals into a closer working relationship with faculty, students, and key administrators, and in the process, the importance and nature of study abroad programs would be more widely appreciated on our campuses. Two final points are worthy of mention. First, we wanted to focus on the importance of maximizing the integration of study abroad credits into degree requirements so that students do not have to pay a "tax" in the form of delayed graduation. Second, we wanted to group similar disciplines across campuses to maximize the use of currently available programs regardless of provider rather than creating more of our own programs which would increase our program costs and limit programs available to our students.

Grants

Since each of the above goals required additional time and resources, we explored various new funding sources from outside the University. In this regard, we had done some preliminary work with a few professional schools that was very encouraging and assisted us in obtaining a 3-year FIPSE (Department of Education) grant (\$286,750) that started in October 2000. This grant focused on expanding study abroad in engineering, human ecology, business/management, and nursing programs. It was in cooperation with similar programs at Purdue University, Northwestern University, and the University of Wisconsin, Madison and preceded the more comprehensive Bush Foundation grant by one year. The latter grant (\$900,000) was critical to many of the outcomes you will read about, involved all four of our campuses, and was involved in supporting our conference. We are deeply grateful to the Bush Foundation of St. Paul for this funding and the difference it has made in what we could do on curriculum integration of study abroad on our campuses and hopefully others.

Administrative Support

No amount of funding could have replaced the importance and impact that we received from two presidents, chancellors, provosts, vice chancellors, vice provost, and many deans. This was not just willing support, but enthusiastic support for this major initiative. We cannot explain how this happened, but it did and we are most grateful for such critical administrative support. It is important to indicate that this support went beyond money and involved

inclusion of study abroad aspects in a major (but unsuccessful) legislative scholarship proposal, speeches, attendance at CI programs, articles in key university publications, and development efforts. This support also led to our University goal of having 50% as many of our undergraduates enrolled in learning abroad programs as graduate in a year. This goal was a real stretch that has been hindered by the financial times, a war, SARS, and terrorist actions, but we are not reducing this goal. Our average across all campuses is up from about 13.5% in 1999-00 to about 22% in 2003-04. This increase would be larger, but increased graduation rates on the Twin Cities campus have occurred at the same time as increased study abroad enrollment. It should be noted that the University of Minnesota-Morris campus has almost reached a goal of 50% participation rate. In addition, we have some professional colleges that are close to the 50% goal. A variety of enrollment statistics including the increases for each campus during the last few years are on our website at www.umabroad.umn.edu/ci.

Scholarships

One of our initial goals was to increase financial support for students interested in a learning abroad experience. This was the major commitment that the administration on all four campuses made in the Bush Foundation grant proposal. Over the last four years, scholarships designated in support of study abroad have increased from about \$100,000 to \$697,000 across all four campuses, and much of this is in recurring funds. In addition, I estimate that development efforts since 1998 have raised at least \$200,000 in study abroad endowments with no gift larger than about \$30,000. In 2002, a half-time development officer was assigned to the Office of International Programs. Such commitments are a strong signal to our campus communities that study abroad is important and is valued by key administrators and donors.

In the last two years, we have had another development on the Twin Cities campus involving scholarships that is very exciting. This started with an experiment a few years ago between Al Balkcum, Director of the Learning Abroad Center, and Wayne Sigler, Director of the Admissions and Records (A & R) office. It involved two semester-long scholarships for study abroad. University A & R recruiters found that these two scholarships created more interest than the majority of their other scholarships

and some of the best freshmen were very interested in these! As a result of this experiment, two things happened. First, during the last three years we assigned \$40,000 or \$50,000 in scholarships to the A & R office to award as \$1,000 study abroad scholarships to incoming freshmen for use during their undergraduate programs. These scholarships have been very useful in topping off other scholarship awards in the recruitment of outstanding freshmen. In addition, it increases the visibility of learning abroad to new students, reduces the cost of awarding scholarships and creates a real win/win situation. Secondly, the A & R office now permits students to use any of their general scholarships in support of study abroad programs, even though these scholarships are not specifically for learning abroad. In addition, some colleges have made the same decision about their general scholarship awards. The opportunity to use general scholarships in support of study abroad programs is a useful integration, eliminates former barriers, and greatly increases the total scholarship funding that can be used for learning abroad programs. Finally, I should mention that the majority of our learning abroad scholarships are awarded on the merits of an essay and not on financial need. This eliminates the necessity of calculating financial need for students interested in learning abroad scholarships and enlarges the number who can apply for such scholarships.

Related Outcomes of Our Study Abroad Efforts

These efforts have been a major undertaking in time and resources. They have also contributed to a greater understanding of the importance and administration of learning abroad programs. Some examples include the following:

1. offices to facilitate learning abroad became more formalized and were expanded on some of our campuses,
2. student and program services related to learning abroad changed in significant ways and necessitated new systems, databases, and job responsibilities,
3. the Global Campus-Study Abroad office and the International Service & Travel Center were merged in July 2003 into the "Learning Abroad Center" to create a one-stop shop to service not only undergraduate study abroad programs,

but work, intern, and volunteer programs for students in any degree program, and

4. some colleges, schools, or programs are discussing study abroad as a degree requirement, and if not a degree requirement, then as someone said "students will think it is."

Conclusion

Our experiences during the last few years related to learning abroad programs and the integration of these into degree requirements have confirmed that the "times are right" for advancing the importance of these programs among students, faculty, staff, and administrators. We believe this is related to the growing recognition that today's graduates must be better prepared to live and work in a more culturally and globally challenging environment than was true for the majority in recent generations. The reality is that today's graduates cannot begin to imagine or predict the countries and cultures that will impact where and how they will live and work during their lifetimes!

Background and Context: An Emerging Interest in Study Abroad

Impressive increases in enrollments are not sufficient

In IIE's Open Doors for 1997-98 we were informed that the number of college undergraduates studying abroad had more than doubled over the previous 10 years; from 48,400 in 1987-88 to 99,500 in 1997-98. However, as significant as this increase was, it still represented:

- Less than 1% of the total number of undergraduate students studying at the collegiate level in the U.S. (14,500,000),
- About 20% the number of international students studying in the U.S. (481,280), and
- A growing, but still relatively small number of students (22,300 or 22%) from outside the humanities and social sciences (i.e., keep in mind this represents students from the sciences, technology, engineering, business, and other 'professional school' students).

Enrollments at the University of Minnesota, Twin Cities campus more or less mirrored these national trends. Our overall enrollments, while not doubling over the previous ten years, had increased significantly (by 45%, from 550 to 800.) Those 800 students were about 2% the total number of students enrolled (37,615) and about 30% the number of international students on campus (2,594). And of the 800 students studying abroad, 178, or 22%, were from disciplines outside of the humanities and social sciences. Various University planning documents and statements from Central Administration over the previous few years had indicated a growing interest in more undergraduate students studying abroad, with desired institutional goals of somewhere between doubling and tripling the then current total number of students studying abroad annually. Since then, the institution has settled on a figure of 50% of the number of undergraduate degrees granted for any given year, across majors and all 4 campuses.

A problem: how to increase study abroad enrollments?

The question for the Twin Cities campus study abroad office was relatively straight forward: How do we go about increasing these percentages; that is, more total students, including more students from under-represented disciplines? Up until that time, our study abroad offices had concentrated most of their efforts on developing programs and co-sponsorships to offer our students a wide range of opportunities, and then going more or less directly to the students to try and recruit them. And while the study abroad office did spend some time working with departments and colleges, primarily making sure that study abroad was at least on their radar, included in their catalogues and class schedules, etc., we spent the majority of our marketing and

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Al Balkcum

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recruitment efforts performing the same traditional measures as most study abroad offices around the country, i.e., posting flyers; handing out brochures; and visiting dorms, classes, fraternity and sorority houses. However, it was evident to us that more of the same was unlikely to put us on a track to reach the new more lofty goals that the institution had now set for sending students abroad.

A solution: close collaboration with faculty, advisers, and academic departments

The curriculum integration experiment that we began that year was actually a new effort to recruit more students. However, it focused far more on developing strong relationships and linkages between the study abroad office and the colleges and academic departments than had been tried in the past. The goal was to work collaboratively with individual departments to identify study abroad opportunities that the faculty in those departments determined to be appropriate and worthy of awarding credit towards their degree programs. We hypothesized that by going through the process of developing a list of such programs, the faculty and academic advisers would be more inclined to encourage their students to study abroad. And, in turn, students encouraged by their faculty and advisers to go abroad, would be more inclined to do so, than if they had simply received brochures and flyers from the study abroad office. Bottom line: we felt that this initiative should lead to more students studying abroad, regardless of their majors. To give you a flavor of the success and effectiveness of the project, over the next 3 years, and leading up to submission of the grants, the initial three colleges involved in the pilot project, the Institute of Technology (IT), the College of Natural Resources (CNR), and the College of Human Ecology (CHE), all saw significant increases in the number of their majors studying abroad:

- IT from 8 students in 1997-98 to 84 in 2000-01, a healthy increase of 950%
- CNR from 9 to 24, or 167%, and
- CHE from 32 to 64, a 100% increase.

Combined, this was an increase from 49 to 172 students in 3 years, or a 251% increase.

Expansion of the Curriculum Integration pilot initiatives

Success with the pilot projects gained the study abroad office considerable recognition from, and

stimulated significant interest among, the other colleges, attracted the attention of central administration to the fact that perhaps their goal for sending more students abroad was indeed an achievable one, provided momentum and a new direction for the study abroad office, and finally, paved the way for submission and receipt of grants from the Department of Education's Fund for the Improvement of Post Secondary Education (FIPSE) and the Archibald Bush Foundation, a private foundation in St. Paul, Minnesota that provides grants and fellowships to support the work of nonprofit organizations and the professional development of individuals.

Key factors that led to successes

In looking back, I think we can conclude that there were a number of key factors that contributed to the success of the pilot projects, and that laid the necessary foundation for expanding the project to the rest of the university system. (Note: during the planning and development of the Bush grant the decision was made to expand the scope of the project to all 4 campuses of the University of Minnesota and to all 204 majors.) Among these key factors are the following:

- Positioning of the study abroad office within academic affairs, (a number of years earlier the decision had been made by the institution to place study abroad within academic affairs, rather than student affairs, and reporting in a line directly up to the VP for academic affairs, rather than through any specific college),
- A fortuitous funding mechanism allowed for growth and staffing. (When Incentive Management Growth [IMG] was instituted as the new funding method for the University, the study abroad office was allowed to charge, collect, and retain study abroad fees to support its operations and to accumulate reserves, allowing for growth and stability.),
- A wide diversity of existing study abroad opportunities (at the time we had over 200 programs and co-sponsorships with most of the major third party providers) and a long standing philosophy of assisting students with academic advising for study abroad on even non-affiliated programs were already in place,
- Supportive central and collegiate administrations, including the President, provost, and

many deans and department heads,

- Excellent relationships with administrative units on campus (Chip Peterson, Trish Blomquist, Cyndy Brinkman, and other senior study abroad staff members had worked hard to cultivate and maintain strong linkages and processes with financial aid, the registrars office, bursars office, general council, the academic advising network, etc.),
- A willing, and in many disciplines, internationally-minded faculty with colleagues at institutions abroad,
- An enthusiastic and knowledgeable academic advising network, and
- A knowledgeable, experienced, and committed study abroad staff.

Where we are today

Receipt of the grants and expansion of the original curriculum integration projects to all majors across all four campuses have provided us with many exciting successes. Our enrollments are steadily climbing across many majors, but more importantly, it is being accomplished in a planful and methodical manner that should be able to be sustained long after the grants are completed. However, our efforts have also revealed a need to integrate study abroad more deeply into the institution than any of us had anticipated at the outset. Prior to this point, study abroad and its processes and procedures, while a growing priority on campus, had not been included in the initial stages of the new university enterprise system, Peoplesoft. This meant that vital connections with admissions, financial aid, the bursar's office, registration, academic advising, and other linkages within the institution, connections that could mainstream study abroad, were missing. The study abroad office was still saddled with antiquated and time consuming "shadow" systems that were simply not conducive to providing students, staff, and departments with an adequate level of service, especially on behalf of steadily increasing numbers of students studying abroad. This has led to significant and very costly changes in technology and staffing in order to make us compatible with the Peoplesoft system. Now, however, we are receiving much more assistance from Peoplesoft, registrations, financial, billing, etc. staff, and we are moving ahead with converting our systems and technology, and anticipate that, while it will still take us some time

to complete the process, we are making progress. In addition, the study abroad office has had to make some fundamental changes in the way in which it conducts its business, to adapt to the fact that faculty and academic advisers now have a more central and hands-on role in determining study abroad curriculum and programs, and, in the way that students are recruited! We are still learning, our office is still a work in progress, and it will likely take some time before curriculum integration is fully integrated into the study abroad office itself.

Overview of the Curriculum Integration Initiative

Author

Lynn C. Anderson

Lynn C. Anderson, Associate Director of the Learning Abroad Center at the University of Minnesota, Twin Cities and the Director of Curriculum Integration, holds a B.A. in German from Hamline University, and M.A.s from the University of Minnesota in German and ESL. Anderson was the faculty adviser for the SPAN program to Germany in 1981, 1988, and 2003. She worked in student services in the College of Liberal Arts at the University of Minnesota, Twin Cities for 19 years. She is principle author of the chapter "Advising Principles and Strategies" for *NAFSA's Guide to Education Abroad for Advisers and Administrators*.

(Editor's note: The information in this article is similar to what we share with faculty and advisers the first time they attend one of our workshops.)

...as we set about the task of trying to revitalize undergraduate education, we felt that study abroad needed to be very much at the center of that picture; it is a very important priority for us.

We feel our student experience ought to mirror the University's overall commitment to be an international university, and it starts by transforming and internationalizing the curriculum.

President Robert Bruininks
University of Minnesota
Addressing Advisers and Faculty
April 4, 2003

The University of Minnesota Curriculum Integration (CI) pilot project in the Institute of Technology, as described by Allen and Balkcum, gave us insights that allowed us to formulate the FIPSE and Bush grants.

The goals for the Bush grant are to:

- Increase integration of study abroad into undergraduate majors and minors on all 4 campuses of the University of Minnesota
- Provide additional scholarships to offset increased educational costs often associated with study abroad
- Enhance faculty awareness of the role of study abroad in creating global citizens and well-educated students
- Develop innovative practices, materials, partnerships, and professional alliances
- Meet the University's goal that by 2005, 50% of each graduating class will have studied abroad
- Create long-term institutional change

While these goals include one ambitious numeric goal, the other goals are all geared toward changing the study abroad culture at the University of Minnesota. We are accomplishing this by developing processes that would address the decided disconnect that we perceived in 2001 between the percentages of students from the University of Minnesota studying abroad (approximately 25% in 2000–01 across all 4 campuses) and what the American Council on Education (ACE) found:

- *Over 70% of the public believes students should have an international experience during college or university education.*
- *Over 70% of incoming students say it's important that colleges offer study abroad programs.*

Internationalization of US Higher Education
ACE 2000

Our initial needs analysis, confirmed by two additional surveys, shows that the 2,173 sophomores, 1,720 seniors, 350 professors and advisers surveyed perceive that study abroad costs too much, the coursework doesn't fit in the degree program, that students are concerned about leaving family and friends, and that students don't feel ready to study abroad.

Our needs assessment helped us understand the perceived and real barriers to study abroad. As a shorthand way of talking about these barriers, we adopted and expanded upon Mick Vande Berg's "F's:"

We address FINANCE by increasing scholarships, making sure that low cost programs are included in our offerings to students, helping students understand the investment that they are making in themselves, and reminding students that financial aid can be applied to study abroad.

We address academic FIT through our work with faculty to match coursework, internships, senior thesis, or research requirements in the majors to appropriate study abroad programs. Study abroad is not time away from degree progress, it is not an extra or an enhancement, it is integral.

We address FACULTY and advisers by educating them, by dispelling all of the other four myths, by enlisting their help in determining good matches for their students and in getting the word out to students.

We address FEAR by determining what students are fearful about, making it a natural part of our conversations with them, and by preparing students well through print materials, access to former participants, and during orientations (at the University and in country).

Finally, we address FAMILY AND FRIENDS by providing information for students to share with family and friends, by reminding them that they can acquire new life-long friends and a new host family abroad, and by helping them think about resources in the community to assist with responsibilities they may have to their family—like translating when a parent goes to the doctor or tutoring younger siblings.

Despite our work over the last 4 years, the 5 F's are alive and well. As I met with students in an **Orienta-tion to the Health Sciences** class in February 2004, I asked them what they perceived to be the barriers to study abroad. They listed, in order and with these exact words: finances, fit, fear, family and friends. When I expressed my amazement and shared with

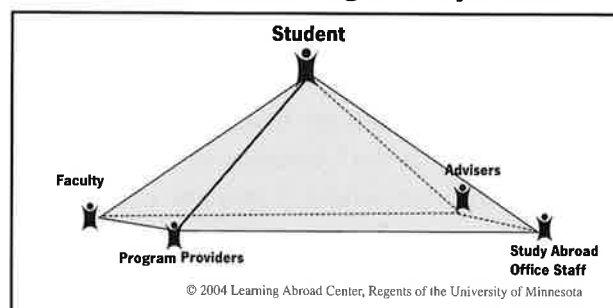
them our notion of the 5 F's, they suggested that the 5th F must be . . . FOOD! It seems students are getting clear enough messages that the faculty support study abroad.

During the early months of CI, we developed five guiding principles that became the cornerstone of our planning, decision-making, and allocation of effort:

- Partnerships
- All participants are teachers and learners
- Ownership outside of study abroad offices
- Work within existing structures
- Long-term impact

These are intuitively clear and powerful concepts and we use them intentionally. We share these principles with our workshop participants and underscore that we value their partnership, that we have much to learn from them, hope that they and their units would take ownership of study abroad, and urge them to include the message about study abroad in existing publications. We emphasize that we are not interested in quick fixes but rather in the long-term impact and that we know there will be lots of challenges along the way that we'll need to address together.

The Four Corners of the Great Pyramid Support Student Planning for Study Abroad



This pyramid is one example of how we view our partnership. Previously, and with few exceptions, we had "just" a triangle between study abroad program providers, the study abroad office, and students. Now we have a three-dimensional, and sturdy, pyramid that draws on the expertise of faculty and advisers within departments and colleges across our campuses.

The teacher-learner principle is a given in higher education and yet we don't always apply it outside of the classroom and really listen to each other. The collaboration with faculty and academic advisers has been amazing and we have learned much that has

benefited students. The collaboration is not always easy and sometimes it's fraught with problems, but it is certainly a learning experience for all involved.

An example of several of our guiding principles is the Multicultural Study Abroad Group that is addressing the University's mandate to increase the number of students of color who study abroad. Multicultural advisers and study abroad staff from all four campuses are working together as partners in developing innovative ways to reach out to students.

The group has looked at what is nationally known about students of color and study abroad, and has conducted its own inquiry into the benefits and barriers that students of color perceive with study abroad. The bibliography that this group developed is on our website (www.umabroad.umn.edu/ci/groups/msag/msag_bibliography.html)

Also, thanks to this group, we have a Multicultural Student Study Abroad brochure that addresses identified barriers and provides comments and photos of students of color who have studied abroad.

Another example of ownership outside the study abroad office occurred two years ago when we were trying to persuade the UMTC Director of Admissions to include study abroad more in recruitment and new student orientation. He said, "if the President tells me to do it, I will." We got the president to tell him to do it and he did it.

I was able to witness this transformation first hand in 2003 when I went with my daughter through new student orientation at the University of Minnesota. Study abroad was everywhere. It was one of five skits at the opening session for new students and it was included in every breakout meeting throughout the day. Admissions has taken ownership of study abroad in a big way and they say that it helps them in recruiting the best and brightest students.

At the University of Minnesota we are fortunate to have a wide variety of outstanding study abroad programs that we can "mine" and "tweak" to find the courses that students in our 204 majors need. We are intentional about using existing programs as much as possible since creating new programs is administratively time-intensive and expensive. We have created a few new relationships and programs, but that is our last resort, not our first choice.

While it's too early to completely understand the long-term impact of our work, we have some excellent

signs that we are moving in the right direction. For example, the Director of Undergraduate Studies for Art History told me, and this was unsolicited, that in 2001 when he would mention study abroad to students he would generally get blank or vague looks. Now he says that almost every student he mentions it to says "yes, I'm already planning on that." We believe that a culture change is underway on our campuses.

I have described our six goals, our "5 F's," and our five guiding principles. Let me conclude by describing the four components of our grant:

- Curriculum Integration
- Study Abroad Site Visits
- Internationalizing On-Campus Courses
- Scholarship Development

We know that the curriculum is core to the mission of the university and the undergraduate experience. So, as we planned to integrate study abroad into all 204 majors on all four campuses, we knew that we needed to determine with whom we needed to collaborate and why. We decided to work with four groups at the University most intensively:

- Executive Leadership
- Freshman and Sophomore Advisers
- Major Advising Groups (I and II)
- Department and Discipline Representatives

Involving the key leadership on campus makes certain that you are working toward the goals of the institution. Advisers who work with freshmen and sophomores help us formulate and get the message out early to students. The faculty in departments must assess their curriculum, so that we can find good matches for their courses abroad. And departmental and discipline representatives were useful early on to make certain that they knew what was going on in their departments. During the last four years, we have worked with over 400 faculty and advisers, each making a two-year commitment that they would attend 5 one-to-two day workshops. We have hosted a total of 28 events over four years.

We built into the Bush grant an opportunity for faculty and advisers to participate in site visits to study abroad programs facilitated by a study abroad professional (see Cumming Løkkegaard's article in this section and Greeley's article in the monograph).

In addition to our main focus on integrating study abroad into the curriculum, we have also been

working with faculty to internationalize on-campus courses. 36 faculty from Horticulture to Dental Hygiene participated in the program and were each compensated \$1,200. Faculty participated in workshops in the fall led by Vickie Mickelonis, faculty member in Scientific and Technical Communications, along with staff members from the Center for Teaching and Learning Services. Faculty reassessed the content and pedagogy of their courses, including how to utilize international students and returnees from study abroad. During spring, there was a peer review and presentation. The program was transformational; some faculty said it was their best professional development experience ever (see article on page 91 in the monograph for more information).

As Allen and Balkcum noted in their articles and as will be described in detail in other articles in this monograph, scholarship development was the fourth and a crucial component of our initiative.

When all of this comes together, as is does for almost 2,000 students each year, we hope that they all have an experience like Chris Scheidt's.

Study abroad worked out wonderfully for my academic and career goals. The classes they offered fit in with the requirements I needed here at the University of Minnesota.

Chris Scheidt
Mechanical Engineering major
Studied in Melbourne, Australia

Building Relationships: Case Study, the Institute of Technology

Authors

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Michelle Cumming Løkkegaard

For nearly 15 years, Michelle Cumming Løkkegaard was involved with all aspects of study abroad at the University of Minnesota, as well as active in NAFSA. In addition to programming and advising responsibilities at the University, Cumming Løkkegaard coordinated curriculum integration initiatives for several collegiate units and was the lead coordinator for the three-year grant from US Department of Education's FIPSE, Using Study Abroad to Internationalize Professional Degree Programs. She is currently involved in education abroad via her home of Copenhagen, Denmark, supporting faculty-led and other short-term groups visiting Scandinavia and consulting for universities in Europe who are developing new international education initiatives.

Peter Hudleston

Why should a college of engineering and physical science care about study abroad? Because our faculty and students are international. Because of globalization our graduates will work and travel abroad. Because ABET, our accrediting board, says, "Engineering programs must demonstrate that their graduates have: the broad education necessary to understand the impact of engineering solutions in a global and societal context." And, because of the intrinsic value of offering challenging experiences to our students.

Historically, study abroad participation was very low in the Institute of Technology. From a college of more than 4,000 undergraduates, in 1995 only 5 students studied abroad. Discussions started in 1995 with Chip Peterson, when the University was considering adopting an enrichment requirement "Expanding Worlds" with four elements. One of these was study abroad. Discussions within the college showed there was interest among faculty and directors of undergraduate studies. This led us to hire a staff person jointly between the Institute of Technology and the Learning Abroad Center to raise awareness, develop plans, flesh out details, and work closely with faculty. Creating a joint appointment and hiring a study abroad professional were both important. Identifying and developing international opportunities needed both study abroad expertise—knowledge of programs and programmatic potential—and working closely with faculty within the college structure to draw upon technical knowledge of degree programs and evaluation of courses and institutions abroad. By 1998, nearly 100 students per year were studying abroad. This success led the college to invest further in study abroad by hiring a student services staff person to devote 30% of her time to study abroad for the college, coordinating closely with the Learning Abroad Center.

Key elements for success were: strong interest within the dean's office, close collaboration between the college and the study abroad office, involvement of faculty, focus on technical courses, and highly effective staff to jump start the project, in our case led by Michelle Cumming Løkkegaard.

Michelle Cumming Løkkegaard

We knew that students from the Institute of Technology were not studying abroad. What would need to be done to change this? We committed to combining study abroad expertise with discipline expertise by working together, and the process unfolded quite naturally from there. Things we knew: Learning Abroad Center marketing was not working; focus groups among students taught us that students

dismissed the idea of study abroad because of the curriculum—it didn't fit. Conversations with the dean's office confirmed that faculty and advisers supported study abroad but also believed that study abroad didn't fit for engineering and science majors.

We believed, however, that we already had some very good study abroad matches that could work by assessing the more than 200 study abroad programs and relationships with universities overseas. We needed to connect the curricula from our overseas sites with our on-campus curricular needs.

How we got started

The associate dean made a formal introduction and imperative that all majors will be involved in the project. In the case of this initial college, and with all of the later colleges, we met systematically with major program coordinators (directors of undergraduate studies, major program chairs, etc.). These are the faculty members who are primarily responsible for overseeing the major and usually the final say in course transfer decisions.

Almost every meeting started with the program coordinator stating, "My students can't study abroad" and after I heard that once, I was prepared and we learned over time how to break through. We started those meetings with an introduction to study abroad in general and at Minnesota. We described study abroad in that discipline nationally, sometimes internationally, and especially successful models at peer institutions. We would always echo the brief given by the dean's office—that this is a college-wide effort, and that we will be developing advising materials and an overall study abroad plan for every major over a 6–9 month period.

During those early meetings, the overall philosophy of our work together emerged: Learn: acknowledge barriers, learn the values and goals for the major, Teach: address barriers and make connections to feasible study abroad opportunities, and Cooperate: establish relationships and trust by being faithful to the values and goals for the major.

The early work with a department focused on evaluating the quality of and potential match for taking major course work at foreign universities. We identified good and best times in each degree program when students could do substitute course work abroad. We talked a lot about the areas within students' major programs in which the departments could be more

flexible—in the case of engineering and sciences it was the higher level technical electives. These are the courses in the major where students usually can choose from a long list of options in their department and from related disciplines.

We made suggestions, the directors of undergraduate studies made suggestions, each working from the list of about 200 or so partner institutions and study abroad programs already in our study abroad "family" of programs. I relied heavily upon help from our colleagues at ISEP, our direct partners such as Lancaster University, and on good colleagues like Mickey Slind at Butler. We talked a lot about the usual process for students' decision-making and how to fit study abroad into those established processes. A philosophy emerged to utilize academic units' existing structures in academic and career advising and course evaluation, rather than create a meta-system to address study abroad.

From early success in these pilot activities we developed the first grant from the U.S. Department of Education's FIPSE which focused on the process of cooperation between the study abroad office and an individual department in majors that are tightly scripted.

And as we worked with these major decision-makers in the department, eventually we would meet with the whole faculty, other academic advisers and student services staff, publications staff, fundraisers, and other leaders in the academic unit. The second grant from Bush Foundation focused more on addressing barriers with an emphasis on thoughtful individual plans for these different campus constituencies: faculty, advisers, and upper-level administration, but still included the basic foundation of working with individual departments to create study abroad advising materials and plans.

Assess—Match—Motivate: The University of Minnesota's Curriculum Integration Methodology

Authors

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Introduction

A central activity of the Curriculum Integration initiative at the University of Minnesota has been to work with individual departments and colleges to engage in a process we have called: Assess-Match-Motivate.

By this we mean:

- Assessing the curriculum and determining how study abroad can fit with each major's curriculum
- Determining how study abroad can help students achieve their desired learning outcomes
- Finding specific study abroad programs that will meet these goals
- Motivating students

The work that we have done with curriculum integration has provided a process for our study abroad office to get to know each academic department and for them to get to know us. When structuring the curriculum integration initiative, we realized that it would be important for there to be a consistent link between the study abroad office and the various academic departments. We therefore designated a curriculum integration liaison from our office to each college and department. The curriculum integration liaison spearheads the work with each college and department and is the college's and department's main point of contact.

Additionally, our work has also produced a product, namely Study Abroad Major Advising Sheets. We felt it was critical to create an advising tool that captured the study abroad programs that each department recommended, the important academic planning information that the departments wanted to share with their students, and that could be used by the study abroad offices, the departments, and the colleges to send a consistent message about study abroad to students.

In order to continue the Assess-Match-Motivate process that began in the earlier curriculum integration workshops, the curriculum integration liaison meets individually **IN PERSON** with the decision makers in each department to determine how best to work together. The liaison discusses the curriculum integration initiative and its stages, parameters and goals, and sets agreed upon expectations for the scope of the initiative. In order not to overwhelm the departments with the project, the liaison lays out the major stages of the initiative. These are:

Stage 1

Assessing the curriculum and finding program matches to develop a study abroad major advising sheet

Stage 2

Training advisers on the use of the major advising sheets and evaluating their effectiveness

Stage 3

The feedback loop where students who have enrolled in selected programs would provide feedback and evaluations of the programs that would lead to further refinement of the major advising sheets.

Assessing the curriculum

A fundamental component to advising for study abroad is to understand “who” our students are within an academic program along with the learner outcomes we have established for those students. Before even thinking about the role of study abroad, we must be clear on what our expectations are of graduates from our program and how we view study abroad fitting into those expectations and helping to fulfill their reality. We must consider the preparation of our students in fulfilling those curricular expectations and then take a step back to look at the connection between our curriculum and the global environment. For some academic disciplines such as Art History, European Literature, or a second language, this can be a very straightforward connection. For other disciplines, such as Engineering, Financial Management, or Accounting, this may take more thought, creativity, and connectivity on the part of the academic adviser or faculty member.

Another key aspect to consider is not just how we view our students while they are in our program, but also, what is expected of them when they graduate from an academic program and enter the workforce. What job possibilities or career paths will they likely pursue, and how does study abroad and curriculum integration fit into those broader goals? We must also consider how international internships or field studies might be integrated into their curriculum. There are hands-on opportunities abroad for our students that simply do not exist at the local campus in the United States. Again, the relationship of these issues must be considered with their connection to learner outcomes.

Assessment of the curriculum requires a host of other considerations. Pre-requisites for required courses, elective options, major requirements, and sequencing of how courses are to be taken are all very important in trying to identify and match a study abroad opportunity. Consideration of courses that cannot be taken abroad and the overall flexibility of the class offerings

must be considered. For certain academic programs there may be some fine-tuning of course requirements, course sequencing, pre-requisites, and the like to make studying abroad a reality. Likewise, by exploring all options, there may be some very unique educational opportunities abroad that are simply not available at the home campus (or anywhere at all within the United States). All of these considerations require a close assessment of the overall curriculum to develop a study abroad action plan that is appropriate for college students.

Geology major example

(See “Study Abroad Assessment Exercise” at the end of this article.)

When initiating the curriculum integration process with an academic department, the curriculum integration liaison holds an initial meeting with the department and asks them to bring a copy of their undergraduate curriculum to this meeting. With this curriculum in hand, the liaison first asks them to categorize the general education, major pre-requisites, and major requirement courses. The liaison also asks them to indicate what courses cannot be taken abroad and what courses have potential for internationalizing on-campus course content. These are all of the different categories that are used in the key on the sample curriculum.

Based on those categorizations, the liaison works with the department to determine how study abroad would fit with the curriculum and this is reflected in the right hand column on the sample curriculum.

In the Geology example, the freshman year is filled with foundational sciences that are year-long sequences. As neither the department nor our office generally recommends that students spend their entire freshman year abroad, the result is that freshman year is not a good time to study abroad but rather a good time to start planning for study abroad. However, the May session and the summer session could be times to study abroad, particularly for general education requirements.

In the sophomore year, as the sample curriculum indicates, the students move into major requirements. The department indicated that these courses could be taken abroad if direct course equivalencies could be found. Therefore, it is noted in the right hand column that students could study abroad at a university if it had a Geology department where course equivalencies

could be found. When the curriculum integration liaison begins the study abroad program research, she will be looking for institutions abroad with strong Geology departments with similar coursework.

During the summer after sophomore year, it is noted that the department has indicated that the Field Geology course cannot be taken abroad.

During the junior year, there are more major requirements and students could study abroad if they could take similar courses abroad.

During the first semester of the senior year, there are a number of geology and technical electives that could be taken abroad, and so the curriculum integration liaison will still be looking for programs with coursework in Geology, but these would not need to be direct equivalencies. It is also noted that some of the electives in the senior year could be taken abroad during the junior year which would allow a little more flexibility.

Finally, the department recommended that second semester seniors should remain on campus.

Therefore, by working with the department to assess the curriculum, the curriculum integration liaison is trying to determine what courses students can and cannot take abroad and what types of study abroad programs she should be looking for in the research for potential program matches.

What is interesting is that often times when these meetings begin there is a general feeling that it is going to be difficult to find space for study abroad. However, generally by the end of the meeting, after the curriculum has been dissected, it is often the case that there is more flexibility and more opportunities for study abroad than at first thought.

Matching learning outcomes

Through meetings and additional conversations with departments, the curriculum integration liaisons learn about what the departments want their students to learn, what courses can and cannot be taken abroad, and what types of experiences they want for their students. This provides the guidelines for their research to find appropriate study abroad programs. The liaisons know what we are looking for academically.

Additionally, the liaison asks about any enrollment management issues that study abroad might be able to assist with. For example, are there courses that are

over-crowded that students could take abroad? We learned, for example, that our Chemistry department does not have enough lab space for introductory chemistry unless they were to build a new building. Therefore, they were very interested in the idea that introductory chemistry could be taken abroad. Introductory Spanish is also always a very over-crowded course and the Spanish department can never offer enough sections of it to meet the demand. Therefore, the Spanish department was interested in the idea that this course could be taken abroad which would relieve some of the pressure on the on-campus course.

In finding study abroad program with strong curricular matches, we are guided by the academic guidelines and enrollment management issues described to us by the departments. We are also guided by our overall philosophy of trying to use our existing programs as much as possible and trying to offer students a range of opportunities – geographically, financially, developmentally and experientially. We feel strongly that students should be able to see themselves in the major advising sheets.

As you might expect, the academic guidelines that each department develops vary markedly and this determines the type of research that we do and the type of study abroad program recommendations that we make to the departments.

For example, in departments where there were many curricular considerations for studying abroad, such as microbiology or Early Childhood Education, the goal of our research was to try and find the handful of places where exact course equivalents could be found. Early Childhood Education has many major requirements and course sequences so that students could likely only study abroad for a semester or a year if direct equivalents could be found. Once we identified several potential matches, we forwarded our research to the Early Childhood Education faculty who then reviewed this small number of study abroad programs with appropriate coursework that we provided to select the programs they felt would provide the strongest opportunities and course matches. The direct course equivalencies are, in fact, so critical to students in Early Childhood Education that they are noted on the major advising sheets. The University of Minnesota, Duluth campus has taken this a step further by taking the lead in this area of course equivalencies and developing a database of course equivalencies.

As another example, in the case of Environmental Science, it was important to have a wide range of programs, particularly field-based programs and in ecosystems different from Minnesota. The faculty were interested in opportunities that complemented, rather than replicated, what students could take at Minnesota. Therefore, direct equivalencies were not as important. In addition, the faculty really wanted to help students with their academic planning so that students would have the widest number of options. As with the Geology example, there was not one optimal time to study abroad, instead there was a range of times when students could study abroad but what they would study and, therefore, what type of program they would be looking for would vary. Environmental Science reflected this in their timeline for students. We have found this type of timeline to be very helpful for students, particularly for freshman as they begin their four-year planning.

Other majors with greater curricular flexibility, such as sociology, took a different approach to their academic guidelines and to their study abroad program selection. Sociology wanted a wide array of programs that would be illustrative of the types of experiences that the faculty felt would be valuable for their students. Direct course equivalencies were not as critical for sociology, but rather describing a variety of experiences that furthered desired learning outcomes was critical. Therefore, sociology asked us to provide them with research on a selection of types of programs such as integrated study options, experiential and internship options, and language learning options. The goal of their program selection was not to restrict students to certain programs but rather to demonstrate how a variety of programs could meet desired learning outcomes.

After the faculty and advisers have selected their recommended study abroad programs, the curriculum integration liaison then checks with the departments to see if there are any gaps in the selections. For example, were there places they wished students could go that weren't represented in our research? Was there a time frame that is missing, for example, not enough summer options?

The curriculum integration liaison also checks-in about whether there are topics that the department wishes could be covered that would allow study abroad programs to fit better with a students' degree plan. For example, our English department wanted

more creative writing options and our Art History department wanted a methodology course.

The curriculum integration liaison would then work with the department and our colleagues in the study abroad office and with program providers to determine how to best fill these gaps. Could an existing program be "tweaked" for a better fit? For example, on the Twin Cities campus, an actor's training track was added to our existing London program for our theatre students. Could a short-term faculty led program be designed to cover a particular topic that isn't covered through existing programs? We were eager not to develop lots of new programs but rather to adapt our existing programs to meet more curricular needs.

Motivating students

The third step in the "assess, match, motivate" process is motivating, which relies heavily on advising and communicating with students. After the curriculum has been assessed and program matches have been found, we then move to product, and a major advising sheet is developed. The advising sheets reflect the learning outcomes, academic considerations, and program selection priorities of the department. They are a starting point for students to find programs that will have relevant coursework and a way to help students approach the large number of programs that are available. They are also an advising tool for academic departments, college advising offices, and study abroad offices to use when working with students. They allow faculty members and professional advisers to start a conversation with students about study abroad, and they help study abroad advisers to have a starting point for advising, particularly with students in majors with which they are less familiar.

In addition to the major advising sheet, messages about study abroad can be incorporated into existing publications for internal or external use, print or electronic, and for mass distribution or for a specific audience. Colleges and departments have shared examples of the many ways in which they are integrating study abroad messages into their communications and advising plans. The information on our website about communicating with a wide audience in many different ways may include ideas that suit your institution (<http://www.umabroad.umn.edu/ci/departamental/communicStratAndInnov.pdf>).

The study abroad message could be incorporated in the following, for example:

- Collegiate catalogs and websites
- Departmental brochures and handbooks
- College information for campus-wide publications
- Promotional materials to prospective students
- Materials in admissions packet
- New student orientations
- 4-year plans and other program-specific documents
- Advising appointments
- Classroom visits
- Curricular discussions
- Email updates to students, staff, and faculty
- Career services
- Training sessions for new faculty and staff
- Recognition of faculty and staff
- Promotional materials to employers
- State of the College addresses
- Alumni banquet speeches

Conveying the study abroad message in existing advising materials, on the web, and as you advise students helps students understand that planning for study abroad as part of their undergraduate experience is an expectation. Including reference to study abroad in materials for prospective students helps bring to campus students who are positively disposed toward study abroad.

Conclusion

The work that the study abroad office and the departments have put into assessing the curriculum, finding program matches and developing study abroad major advising sheets represents a large investment of time on both sides. We have found that it takes anywhere from five months to three years to complete a single major advising sheet. This can be frustrating as we always hope that we will be able to complete them more quickly. However, what we have to come to realize is that even if it takes a long time to develop a study abroad major advising sheet, the process of being engaged with the department is very important and valuable.

STUDY ABROAD ASSESSMENT EXERCISE

Geology Example

KEY
General/Liberal Education Requirements
Major Prerequisites (courses done outside of main department) ** = Year-long sequence that should/can not be broken up
Major Requirement (core or taught by department)
Major Elective Cannot be done overseas
∅ = Potential for internationalizing on-campus course content

FRESHMAN YEAR	
Fall Semester (15 cr)	Students should be planning for study abroad during their sophomore or junior year.
• ** Calculus I (4 cr)	
• ** Introductory Physics I (4 cr)	
• ** Principles of Chemistry I (4 cr)	
• General Education elective (3 cr)	
Spring Semester (16 cr)	
• ** Calculus II (4 cr)	
• ** Introductory Physics II (4 cr)	
• ** Principles of Chemistry II (4 cr)	
• University Writing and Critical Reading (4 cr)	
May Term or Summer	Students could study abroad.
SOPHOMORE YEAR	
Fall Semester (14 cr)	Students could study abroad for the full academic year or the fall or spring semester at a foreign institution with a Geology Department.
• Linear Algebra and Differential Equat (4 cr)	
• ∅ Geodynamics I: The Solid Earth (3 cr)	
• Mineralogy (3 cr)	
• Biology with lab (4 cr)	
Spring Semester (12 cr)	
• Geochemical Principles (3 cr)	
• Petrology (3 cr)	
• General Education elective (3 cr)	
• Technical elective (3 cr)	
May Term	Students could study abroad.
Summer Session (4 cr)	Students can't study abroad.
• Intro to Field Geology (4 cr)	

JUNIOR YEAR

Fall Semester (15 cr)

- Geodyn II: Fluid Earth (3 cr)
- Ø Geochron and Earth Hist (3 cr)
- Technical elective (3 cr)
- General Education elective (3 cr)
- General Education elective (3 cr)

Students could study abroad for the **full academic year** or the **fall or spring semester** at a foreign institution with a Geology Department.

Spring Semester (13 cr)

- Structural Geology (3 cr)
- Sedimentol and Stratigraphy (3 cr)
- Field Workshop (1 cr)
- Geology elective (3 cr)
- General Education elective (3 cr)

Note: Students could take more Geology or technical electives normally done in the senior year while abroad.

May Term

Students could study abroad.

Summer Session (4 cr)

- Advanced Field Geology (4 cr)

Students could study abroad.

SENIOR YEAR

Fall Semester (15 cr)

- Earth Systems: Geosphere/Biosphere Interactions (3 cr)
- Geology elective (3 cr)
- Geology elective (3 cr)
- Technical elective (3 cr)
- Free elective (3 cr)

Students could study abroad **fall semester** at a foreign institution with a Geology Department.

Spring Semester (14 cr)

- Field Workshop (1 cr)
- Geology elective (3 cr)
- Geology elective (3 cr)
- Technical elective (3 cr)
- Free elective (4 cr)

Students usually want to (and should be) on campus for their last semester.

Advising Students on Study Abroad

Introduction

The curriculum integration initiative has raised the level of awareness of study abroad across campus, increased student interest in studying abroad, increased the need for academic advisers and study abroad professionals to be aware of the implications for students' academic planning, and forged outstanding collaborations between academic advisers and study abroad advisers across our campuses. Here are two perspectives on the issues and challenges, first from the study abroad advising perspective and then from the collegiate academic advising perspective.

A Study Abroad Perspective

Lynn C. Anderson

The study abroad major advising sheets are a starting point and reference for students as well as faculty, academic advisers, and study abroad advisers. But we don't have major advising sheets for all majors yet and we're still able to advise students about their options. I want to underscore the fact that faculty and academic advisers are key partners and that we in the study abroad offices need to think about how to motivate them to partner with us. Thanks to our collaboration during the last three years, many faculty and advisers on the University of Minnesota campuses are motivated, informed, and confident as they not only motivate students to consider study abroad but also help students develop goals for study abroad, assess potential programs, and evaluate courses to determine how they match undergraduate degree requirements. Here's what one adviser wrote in a recent survey: "Our advisers have greater awareness of all the different types of study abroad programs available to students. Advisers are now more knowledgeable about the study abroad procedures and planning processes."

As you may also be noticing on your campuses, advising students on study abroad has changed. With the focus on integrating study abroad into the major, the core message about study abroad has shifted from destination to discipline. Students used to most frequently pick a study abroad program based on location and would come into our offices saying—"I want to study in Spain." or "I want to study in Senegal." Increasingly, students come in to our offices telling us they want to take courses for their major, minor, general education, and language requirements. We assist first-year Asian American mechanical engineering students interested in heritage experiences in Hong Kong along with coursework in engineering; and second-year male Chicano Latino interior design students eager to go to Australia; and third-year, first-generation college students who are paper science and engineering

Authors

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Jim Galvin

Jim Galvin is Coordinator of the Health and Natural Sciences Student Community at the University of Minnesota, Twin Cities. He manages the advising office and serves as an Academic Adviser. Galvin also teaches CLA 1001, a freshman seminar. He earned his BA summa cum laude and MA in History from the University of Minnesota. He has actively participated in the Curriculum Integration project, including a site visit to Ecuador.

majors wanting internships in Finland. This means that study abroad advisers must know more about academic majors, and faculty and academic advisers must know more about study abroad than destinations.

The study abroad major advising sheets that we develop make all of us “smarter.” We can refer to these resources in print and on the web and be instantly knowledgeable about the matches the departments have recommended. No longer do University of Minnesota study abroad advisers worry when a student comes in saying “I’m a chemical engineering major.” Nor do University of Minnesota faculty members blanch when a student comes in asking about good study abroad programs for their major. This is a huge culture shift. As one adviser said: “Study abroad is increasingly prominent in our student contacts. We are helping the students address the obstacles. We are making the expectation more visible in our orientations, student appointments, web materials, and handouts.” One adviser tells *every* student: “You strike me as a student who would be interested in study abroad.” This kind of comment encourages students to consider something they otherwise might have considered out of their reach.

During our workshops with advisers we talk about how to address the issue of cost. And now, as students ask about the cost of study abroad, in addition to information, advisers provide perspective by engaging students in a brief cost-benefit analysis, noting that students who study abroad are making an investment in themselves and they ask students, “What are you willing to pay for a life-changing experience?”

We have developed other tools and approaches for students and advisers other than the Study Abroad Major Advising sheets and the cost-benefit analysis. For example, on the web we list the 1,800 study abroad courses from around the world that have been evaluated as equivalent to general education courses at the University of Minnesota. Students and advisers can plan in advance to include a Literature or Historical Perspectives course in a study abroad experience—or even a Biological Science course with a lab!

Academic advisers are grounded in student development theory, knowledgeable about degree requirements, and have a large toolbox of techniques to use when advising students. Study abroad advisers know the content of the study abroad programs. Study abroad advisers have much to learn from

academic advisers. For example, since all aspects of a student’s life are affected by study abroad (breadth of experience, deepened self-knowledge, enhanced interpersonal skills, second language skills), we must attend to many aspects of students’ lives as we advise them through the process of study abroad program selection. Since we are advising students as whole persons, and the whole person will be studying abroad, how do we assess students’ varying levels of social, intellectual, and emotional sophistication and determine the implications for study abroad program selection? Through partnerships between colleagues, we are able to combine our knowledge and find the best possible matches for our students.

While partnerships address many issues, study abroad offices need to reexamine their adviser training and advising services model to ensure that it matches advising services on the rest of the campus, that it is based on student development theory, and that it allows for students with a variety of learning styles. How do we do this? One way is to consider what students want from their advisers and what the implications are for our service delivery model. National studies show that students want three things: timely access to an adviser, accurate information, and advice. Our education abroad service delivery models need to account for all three of these. Do we have a service delivery model that allows students to access advisers on walk-in, via phone, email, and appointments as well as through group meetings? Students need to know that as they are selecting a study abroad program, they are getting accurate information to inform their decisions: in print and on the web, and from advisers who are not afraid to say, “I don’t know” and “I’ll consult.” We need to be intentional about determining sources of information for students (print, people, meetings, web) and determining the optimal sequence of information sources for students. What can students best get from the web and when in the program selection process? What must come from advisers in the academic units? Are the information sources sensitive to a variety of learning styles? We need to be intentional about how we help students through the program selection process. Advisers must focus their one-on-one time on the process of program selection rather than sharing information that students can access through print materials or the web. Finally, advisers must give advice, not just information. The latest edition of *NAFSA’s Guide to Education Abroad for Advisers and Administrators*,

due out in July 2005, has other ideas and suggestions that you may find helpful in this regard. To make these changes in advising most easily feasible, larger study abroad offices may want to consider filling staff openings by hiring an experienced academic adviser to provide an in-house link to student development theory, undergraduate degree requirements, student learning styles, and knowledge of how your university functions.

An Academic Advising Perspective

Jim Galvin

Curriculum integration poses challenges and opportunities for academic advisers. Advisers stand at the crossroads of students, study abroad programs and the wider University community. As such, advisers have a unique opportunity to promote curriculum integration, but often their potential is not fully utilized. At the University of Minnesota, we have begun to unlock this potential.

Advisers have been active participants in Curriculum Integration. This has resulted in two paradigm shifts in how we work with students to promote study abroad and how we interact with our campus partners to grow professionally.

The first culture change has been to integrate study abroad into all our advising contacts with students. We spark their interest in study abroad beginning with freshmen orientation, and continuing through freshmen year check back appointments and freshmen seminars. We motivate students to take the next steps by attending first step meetings at the Learning Abroad Center as well as other informational programs and events. We update them about programs with targeted electronic messages and web sites. Crucially, we incorporate study abroad coursework into four year graduation plans with the major advising sheets and web-based course equivalency database. We help students contextualize their study abroad experience by recommending the Learning Abroad minor and helping students process their re-entry experience. Since this is a life-changing experience, advisers are often the ones who help students select a new major or career interest or even to consider a second study abroad experience. We give students practical advice on how to discuss the value of study abroad with potential employers or graduate schools. Study abroad is now a central component of our advising.

A second major culture change involves training and professional development for advisers. Advisers are pressed to do more in an era when time and resources are in short supply. Training and professional development for academic advisers are essential components for a successful curriculum integration program on your campuses. At the University of Minnesota, advisers participate in several unique experiences. We attend regularly scheduled workshops and retreats. These allow us to connect with faculty, study abroad professionals, administrators, and advisers from across disciplines and campuses to share the best strategies, trends, and innovations. We then apply these ideas with our students. Several advisers have participated in site visits to destinations around the world. These visits create enthusiastic stakeholders who continue to share their expertise with colleagues and their knowledge with students. Advisers also receive on-going training in programs of interest to their students, such as the health sciences. We also now have designated liaisons with the Learning Abroad Center to keep advisers updated on new programs and opportunities for students, as well as to remain engaged in this endeavor for the long term.

In conclusion we urge you to seize the opportunity to enlist academic advisers as full members of curriculum integration. The result will be more participants in study abroad opportunities and a more sustainable curriculum integration project on your campus.

Program Providers and Curriculum Integration

Authors

Harriet Goff Guerrero

Harriet Goff Guerrero is the Director of the Cemanahuac Educational Community that offers the Language and Culture program in Cuernavaca, Mexico. She works closely with group coordinators in setting up specialized programs, including faculty development seminars as well as site visits for faculty. Goff Guerrero grew up in Columbia, South America and has a BA in Anthropology from UCLA.

Martin Hogan

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Andrew Williams

Andrew Williams is the Director for Academic Affairs in the London office of the Institute for Study Abroad, Butler University. Williams grew up in Wales. He holds a BA in French and International Relations from Stafford University and an MA in European Languages and Literatures from Queen Mary, University of London and is currently enrolled as a PhD student in the English department at Birkbeck, University of London.

Introduction

Curriculum integration is impossible without high quality programs abroad. The University of Minnesota manages some of its own programs and collaborates with US colleagues to access their programs. But, it is our colleagues abroad who provide everything for our students: classes, housing, meals, excursions, newsletters, advising, and a 24-7 emergency response team. In addition, a crucial part of curriculum integration is the advice they give us on curricular matches; the syllabi and course information they gather for our faculty to evaluate; the fact that they let us use their sites for faculty-led, short-term programs; they host site visits, and they participate in our workshops. Three of our study abroad program providers describe below how they see their roles and what the challenges are of curriculum integration.

Harriet Goff Guerrero

I have been asked to give a description of what our study abroad program is like so that you get a sense of what is possible for your students. It is so much easier to advise students once you have been there and seen it for yourself, but this will help. The Cuernavaca program is one of the longest running programs at the University of Minnesota. We have been working together for almost twenty-four years.

In Cuernavaca we have semester-based programs as well as short-term ones where students learn Spanish and can take a culture course. These are great opportunities for students to fulfill language requirements in a short time period. The added benefit is that students gain proficiency in oral skills by being in a total immersion environment.

If you were to visit you would sit in on classes, our orientation and safety talks, have a chance to talk with students who are in Cuernavaca, participate in one of our field study trips, stay with a host family, visit our rural campus, and visit downtown and see what students do in their free time. These are some of the activities that we provide for the students.

Cuernavaca is the capital of the state of Morelos, which is located 70 km south of Mexico City. We are in an excellent location in central Mexico (close to Mexico City, Puebla, Tlaxcala, Taxco, and even Acapulco) and easy to reach by air via the Mexico City airport. Bus travel is fast and convenient to many parts of Mexico. We have over 30 research centers in town, which gives us access to many scientists, social scientists, and professors at the National Institute of Public Health who often meet with and speak to the students. There are many businesses in our industrial park including pharmaceutical, automotive, and

chemical companies that have often allowed us to visit their plants. There is also a lot of small industry in our state (horticulture, dairy, and agriculture) as well as a few 'maquiladoras' or assembly plants that are also open to student visits. We have a good relationship with politicians, political parties, local hospitals, and business chambers. If we know the needs of your students, we can set up the activities.

The best thing students can do when they are in college is to study abroad. We all know how it broadens their horizons and gets rid of any stereotypes they may have about a country. Living with a host family—having meals together, seeing kids go to school, doing homework, talking with the parents about their work, going on family outings, or joining them for birthday parties, graduations, weddings, and other celebrations always leave an impact and make us all realize we are all human beings doing the same things—just in a different setting and in Spanish!

I urge you to recognize the demographic changes currently taking place in the USA. For instance, North Carolina's public schools have seen a 575% increase in Latino students over the past decade, with 65% of them coming from Mexico. Georgia has seen a 300% increase in the last decade. The USA is the second largest Spanish-speaking country in the world. Think of all the people that need to be able to speak and understand Spanish: teachers, medical personnel, lawyers, judges, social workers, bankers, and business owners, to name a few, plus the students that will be going into professions that take them to Latin America for business. Latin America is a huge trading partner for North America and those who understand the language have an edge above others as they look for jobs after graduating. Regardless of major, encourage your students to acquire the language and cultural skills they will need to get ahead in their careers.

As a provider we are in constant contact with the US Study Abroad Office—starting with enrollment and housing lists before students arrive as well as fielding questions that come up throughout the term related to adding and dropping classes, emergencies, even special needs for students with disabilities.

Apart from the language, history, and culture that students learn about Mexico, their general understanding of Mexico and its people as a whole is the most important thing they gain from their study abroad experience.

I want to share a couple of quotes with you from students:

I learned an unbelievable amount about Mexico and Mexican cultures and traditions, especially the love of family and respect for education. And my learning experience has just begun. I hope I will visit Mexico again.

We think of Mexico as mono-cultural, not aware of Mexico's diversity and the global importance of Mexican history.

And this last one:

My stay in Mexico will live in my mind forever, thank you and everyone there for the beginning of my global experience that continues to affect my thinking everyday.

I hope this gives a clearer picture of what is possible for your students on study abroad.

Martin Hogan

Among the many programs and services we provide, CIEE offers 60 study abroad programs in 33 countries around the world designed for US undergraduates. I'd like to describe what study abroad program providers can do for you in your efforts at curriculum integration (CI) and how our work with the University of Minnesota on CI has informed our organization and our relationship with some of the 400 colleges or universities that regularly send students on our study abroad programs.

I'd like to note upfront that the one idea that I hope you take away from my comments is that CIEE, and I know many of my colleagues from other program providers will concur, is that we can assist you at every level in your efforts to integrate study abroad on your campuses. Don't feel like you need to reinvent the wheel. We have experience. Please use us in your efforts. We can assist administratively by helping to facilitate meetings on campus, by hosting site visits, by providing syllabi and other collateral materials, and by helping you with promoting your efforts across campus.

CIEE, like some other providers, offers flexibility in program models to meet institutional goals as well as goals for individual student learning. Whether this be through full integration programs in the host country language, through courses taught in English in non-English speaking countries, through a combination

of CIEE taught courses and integrated courses, or through short-term, discipline based programs, there are a wide array of offerings that already exist for you to take advantage of for your students.

Since CIEE offers many courses ourselves, we can be flexible in terms of course design and course clustering. For example, we have a set curriculum on our Issues in Globalization program in Thailand and our public health program in the Dominican Republic. These programs meet a variety of major requirements or cluster requirements on US campuses.

It is also easy for us to provide value-added components since we work with our host universities overseas to develop customized courses in almost all of our programs. We build reflective elements into our core courses specifically to help students gain cross-cultural understanding during their time abroad.

We also can work with sending schools on offerings that may go beyond traditional classroom work. These options might include directed readings, service learning classes, and/or internship options. Again, by offering these more individualized experiences, we are helping particular academic departments at sending schools to meet the educational outcomes they have set for their students while abroad.

In terms of how the University of Minnesota Curriculum Integration project has informed CIEE as an organization, I can happily say that it has strengthened our already strong relationship. We love to discuss CI with our friends in Minnesota! Most critically, the initiative has led us to develop partnerships beyond the study abroad office. By being involved in one of the retreats in central Minnesota, we were able to meet faculty from a number of disciplines, to discuss challenges they faced on their campuses, and to understand the goals of the project for all the stakeholders involved. Beyond Minnesota, this experience has, I believe, helped to improve our information that we provide for all faculty and advisers from our sending institutions. Specifically:

1. We have completely renumbered and redesignated all of the CIEE courses that we offer in order to help with the advisement and course matching process.
2. We have redeveloped our detailed course grid by adding more subject areas and providing more details on the nature of courses.
3. We have developed customized brochures to

identify programs beyond the obvious majors. For example, our Tropical Biology program in Monteverde, Costa Rica could be a good fit for Soil Engineering majors.

4. We have built in a reflective component on some of our Faculty Development Seminars. These are 7-10 day seminars that we offer each summer to faculty and administrators who are looking for an international professional development opportunity. Our seminar in Vietnam, for example, offers a special session on approaches to teaching about Vietnam from various disciplinary perspectives. The goal is to help make more explicit the link between the development experience overseas and curricular redesign on the home campus.

Please remember to use all available resources and use program providers to help you along the way. We are flexible, responsive and we have experience.

Andrew Williams

Generally speaking the average student is far more focused now than when I started in study abroad in January, 1986. Study abroad now appears to be more of an integral part of the student's overall college experience and not just a pleasant jaunt enjoyed by the more wealthy. Oftentimes now, students not only want a specific location, for example, London, but they also want a certain college in London, for example, Queen Mary, as well as a specific course at the host institution. One of the tools the students have been able to use to further their focus has been the internet, for without this tool it would be almost impossible to search for specific courses and departments.

As study abroad has become more central to students' academic careers there has been a corresponding diminution in the 'wobble room' for the average student with regard to the courses they wish to study overseas. Students may have to do a specific course while abroad and often their final choice of program or institution will depend on the availability of courses.

The list of disciplines studied abroad is also expanding and, whereas years ago it used to be mainly 'Liberal Arts' students who studied abroad, now there are mathematicians, engineers, sports scientists etc., who may well be driven by newer and younger faculty who themselves studied abroad and see the value to their discipline.

As well as the trend towards more focused students,

the expansion of study abroad has resulted in a greater diversity in the sort of students who study abroad. Quite often during our orientation I look out and see a decent number of Asian and African American students in the audience. I am more aware of the number of students coming from really quite rural parts of America, as well as students with a physical or learning disability. There has also been a huge increase in the number of self-identifying gay and lesbian students going abroad.

All of the above pose interesting challenges to the Institute staff in America and the rest of the world.

In an academic sense if one is advising the more focused student who has less 'wiggle room,' then the advice has to be right the first time, as it is often difficult to correct problems at a later date.

Staff, both US-based and abroad, now must have a far wider knowledge of all of the course possibilities available at the overseas universities, the different levels of courses, the semesters the courses run, and the prerequisites for courses, etc. They also have to know all about access to quality short-term programs as these reach a segment of the student population that cannot do a semester or year program—student leaders, student athletes, resident hall assistants, certain disciplines—all of whom may have difficulty leaving during the regular academic year without extending their four year degree plan.

When it comes to advising less traditional students, staff have to know, for example, which university is more 'gay friendly,' which town is better for students from a particular ethnic background, and which can cope with a wheel chair-bound student.

This makes our jobs more interesting as it widens the student cohort and keeps us on our toes, as we have to maintain our level of knowledge about the local universities. It keeps the job new and fluid. It also means, however, that providers need to take into consideration this increased demand on their staff, both US-based and overseas.

In my experience the site visits that work best are the ones where the visitor has done some preparation before they arrive. I would advise all visitors to:

- go on the web before they depart and look at the foreign university,
- check out its departments, its lecturers and their interests, course syllabi and curricula, and see if it will be a good match,

- try to find out about its gender ratio, ethnic breakdown, gay and lesbian constituency,
- go on the web and look at the town that supports the university and check its ethnic make up, the support available for gays and lesbians, etc.

On arrival I would:

- have called ahead to arrange the visit and would explain the expectations of the visit—campus tour, meeting academics, etc. I would also explain that the colleges receive dozens of people a year and so we need to bear this in mind.
- arrange to meet the visitor and then escort them to the host institution. I would give an overview of the college and discuss their perceptions and expectations of the impending visit.
- take a step back and allow the host and visitor to meet and discuss everything. I would only interrupt to explain a certain point.
- debrief the visitor afterwards to ascertain what they thought of the college and their visit.

I would also like to mention the IFSA Overseas Office Visitor Request Form, which is available on our website. This is one program's attempt to improve the quality of site visits by individuals.

We, as program providers, have specialized knowledge of the host country's system of higher education and are happy to advise on these issues. For example, there are two criteria used to formulate the rankings of British universities. The QAA (Quality Assessment Agency), which assesses teaching, and the RAE (Research Assessment Exercise), which assesses research. The scores for each criterion are combined to produce the ranking system. There are a few things that one needs to bear in mind about these rankings:

- The 'older' universities tend to score very well in the Research area whereas the 'newer' universities tend to do well in the Teaching area. Obviously there are many universities that do well in both areas but you need to think about what criteria you want to use to assess the overseas university—teaching excellence or research?
- The rankings also rate individual departments. As many universities have specific departments whose high ranking exceeds that of the

university as a whole many students base their application not on the overall position of their prospective university but on the actual position of the department. This means that American advisers need to ensure that their students are choosing wisely, following properly assessed criteria.

Conclusion

These three examples demonstrate the variety of existing programs available to our students and the ways in which our colleagues abroad can assist with curriculum integration and site visits.

Site Visits for Faculty and Advisers

Much of our work over the past five years has been focused on explaining study abroad to faculty and advisers. We try to illustrate points such as: What is a study abroad center? How does direct enrollment in a foreign university work? What happens if a student gets sick while abroad? Who supervises the academic program and who are the faculty on this program or that program? What kinds of internships or individual research projects can students do? These questions are as important as the list of courses available because they are relevant to students' overall experiences, their learning preferences, and the degree of challenge provided by the program.

We found as we were working with faculty and advisers that many of them have some experience with study abroad—their own experiences, a child's, a neighbor's, a student they have helped with the process. But very few had a comparative perspective and many had misperceptions or had drawn conclusions based on limited knowledge. And some had never been abroad. It was proof that we all learn from experience.

As we developed both the FIPSE and the Bush grant proposals, we knew that direct experience with study abroad programs in the form of site visits would be important. The visits are managed closely by the education abroad office with strict expectations about what faculty and advisers would do and see on-site, in reporting, and finally in communicating with their colleagues back on campus. These are not junkets! After five years of funding these visits, the most common complaint was: we didn't have enough time for shopping.

We funded two forms of visits: individual site visits for faculty members to examine a particular program and curriculum, often as an add-on to a pre-existing trip, and facilitated site visits—essentially a group experience visiting a variety of programs in one country or region. Sites were chosen based on our ability to showcase several program types within one area, cost, and to some degree, overall popularity of the sites. We sent larger groups of 5-15 visitors to the UK, France, Spain, Italy, Mexico, Costa Rica. And smaller groups of 2-4 visitors to Ecuador, India, Kenya, Senegal, Ghana, and Venezuela. Usually the group was a mixture of faculty and academic advisers or other administrators, led by a study abroad professional and coordinated in cooperation with our overseas program directors and providers.

The whole experience mimicked the student experience from pre-departure through re-entry. For example, participants were chosen through an application process. We held a pre-departure orientation meeting, there were housing and emergency contact forms to complete, and we sent a re-entry mailing to the group including an evaluation. Whether a group or individual visit, faculty and advisers

Author

Michelle Cumming Løkkegaard

For nearly 15 years, Michelle Cumming Løkkegaard was involved with all aspects of study abroad at the University of Minnesota, as well as active in NAFSA. In addition to programming and advising responsibilities at the University, Cumming Løkkegaard coordinated curriculum integration initiatives for several collegiate units and was the lead coordinator for the three-year grant from US Department of Education's FIPSE, Using Study Abroad to Internationalize Professional Degree Programs. She is currently involved in education abroad via her home of Copenhagen, Denmark, supporting faculty-led and other short-term groups visiting Scandinavia and consulting for universities in Europe who are developing new international education initiatives.



were expected to see and do as much as possible. Faculty and advisers examined the curriculum, sat in on classes, talked with faculty and on-site support staff, visited the housing and program facilities (library, computer lab, lounge, etc.), talked with students, visited internship sites, and participated in field trips.

On the group visits, the facilitator keeps up an on-going dialogue with the group about:

1. Developmental issues: What kind of student would be good for this type of program? For example, what is the level of independence required?
2. Curricular issues: How good a match is this program with your departmental curriculum? Under what circumstances could your students complete a senior project here?
3. We tried to broaden the participants' experiences so that they would understand the structure and opportunities available on other programs of this type: Now you have seen this intensive language program in Mexico, the programs in France, China, Germany, also have similar features. What are these features? What are the differences?

The site visit pedagogy was designed to help participants become more familiar with and comfortable talking to students about different program types. They weren't to become experts just on the programs they visited in Mexico, rather on all programs like those visited in Mexico.

In the final reporting, and through our conversations, we asked participants to comment on all aspects of the program, including housing, student support, and facilities. But we emphasized academic questions to make sure that the site visitors were thinking about curriculum and thinking about academic fit for their students. All of the participants were required to share their report with others in their academic units, and most also gave presentations to their departments and sometimes to students. We, in the Learning Abroad Center, learned so much from the reports and from our interaction with participants onsite.

Probably the most significant and frequent comments concerned how overwhelmingly impressed the visitors were with the level of professionalism and dedication on site, with the access our students have to high quality faculty, academic resources, and unique

experiences. For that, we thank our on-site program directors and providers!

The site visits for faculty and advisers have become a key component of curriculum integration and something we hope to be able to continue to fund.

Evaluation of the University of Minnesota's Curriculum Integration Initiative: Overview

Introduction to Methodology

The University of Minnesota is seeking to strengthen the international dimensions of undergraduate education by integrating study abroad coursework into undergraduate programs and developing internationalized courses. The U.S. Department of Education and Bush Foundation grants require an evaluation of our work. Evaluation has been integrated into our activities from the very beginning and is designed to provide both quantifiable and qualitative data. Our evaluation efforts have been concentrated in two areas. First, we have focused on the effectiveness of our workshops and collaboration between working groups. Secondly, we have measured the impact and efficacy of our efforts on the University of Minnesota, as an institution, and the extent to which our efforts have achieved the goals outlined in our grants. Our evaluation tools have included focus groups, on-line surveys, workshop evaluations, and enrollment data collection.

On a basic level, we are counting the number of students who are being advised about study abroad and those who actually are studying abroad. These numbers are a general measure of our initiative's success. But, while counting is important, this method lacks the qualitative information we need to ensure that curriculum integration becomes institutionalized within our University. Our President, Robert Bruininks, has said that even if it takes 10 years to reach our numeric goals, we, as an institution, should keep striving to transform the culture of the University toward one that embraces internationalizing. Thus, in addition to simply counting students, we use focus groups, on-line surveys, and workshop evaluations to reveal issues and monitor for results. As we are still learning how to move forward with this initiative, we consider our evaluation activities *process improvement* efforts.

In the first year of our work, we conducted focus groups with students to reveal major themes regarding their perspectives of study abroad. On our evaluation web page (www.umabroad.umn.edu/ci/stats/evaluation.html), you will find our focus group reports and questions.

Our focus groups demonstrated that students understood the benefits of studying abroad, but simultaneously had strong opinions about the barriers to study abroad. The cost of study abroad and the potential delay in graduation for undertaking a study abroad experience were the most prevalent barriers that students perceived.

The focus group results informed the construction of two on-line surveys that provided us with information about the changing attitudes and behaviors of students, faculty, and academic advisers regarding study abroad.

Author

Gayle Woodruff

Gayle Woodruff is a Curriculum Integration Program Director in the Learning Abroad Center, University of Minnesota. She has been involved full-time with Minnesota's study abroad curriculum integration initiative since the beginning of the Bush Foundation grant, and is responsible for the multicultural student initiative within the grant, the curriculum integration evaluation activities, and collaboration with the College of Education on curriculum integration. Previously at the University of Minnesota, she was Assistant Director for Student Services in the College of Human Ecology and Principal Counselor in the Chicano Latino Center. Woodruff worked in the University's study abroad offices from 1984 to 1991, and has served for 10 years as the faculty mentor for the Minnesota Studies in International Development (MSID) Ecuador program. She holds an M.A. in International Education from the University of Minnesota.

We indicated in our grant proposals that one of the most important measures of the effectiveness of our work would be the extent to which students' perceptions of study abroad change as a result of the integration of study abroad into the curriculum. To assess changes over time, we are administering surveys to students in order to determine their openness to study abroad, their perceptions as to the role of study abroad in higher education and careers, and the barriers to study abroad. We are administering similar surveys to faculty members and academic advisers to determine the change in their perceptions over time.

Our first data collection efforts were to gain baseline data. Up until 2001 when we started the Bush Foundation grant, the University as a whole did not have an overall plan for internationalizing undergraduate education through study abroad. Thus, the baseline responses have provided us with a starting point—a place from which we would be able to measure change. We have administered the survey to cohorts of sophomores and seniors over the past three academic years, and intend to continue administering the survey to monitor changes over time. The response rate for the sophomore survey was 16% in the first year, and has averaged 25% since then. The average response rate on the senior surveys is 20%.

We are very interested in the survey responses of sophomores during the first years of our initiative, because a majority of our work has focused on collaborating with faculty and academic advisers to communicate the study abroad message to students early in their college career. Half of our efforts during the first two years of our Bush grant were devoted to working closely with faculty and advisers who advise and teach freshmen and sophomores.

Finally, another valuable evaluation method is the on-going evaluation of our workshops with faculty and advisers. Over time we have made adjustments in our workshop pedagogy and structure based upon the evaluations completed by our faculty and adviser participants. We tell our participants that we read every single comment they write, and we believe that our current model accurately reflects our teacher-learner principle. Our workshop evaluations have become instruments by which participants may reflect upon the process that they are engaging in with us. Participants have told us that this reflective process has been important for them as they move through this initiative.

On our website you will find the student survey, the faculty/adviser survey, and a preliminary report on the outcomes of the surveys and workshop evaluations.

Evaluation Outcomes: Faculty Surveys

Our early assessments show that our faculty and advisers are engaged in this initiative. We are also seeing a significant increase in the number of students we are advising about study abroad. And finally, as you can see from the enrollment statistics on our website, the number of students studying abroad is increasing.

Over the past three years, there have been over 370 faculty members and academic advisers, from our four campuses combined, participating in the internationalizing efforts. The Crookston campus wins the prize with 40% of their 55 full-time faculty members involved with internationalizing.

One of the most powerful unanticipated outcomes for us has been the support and enthusiasm this initiative is receiving from all sectors of the University, from the president, vice chancellors, and vice provost to all the faculty and advisers involved in the initiative. The faculty and advisers who have participated in our curriculum integration workshops, international site visits, and workshops on internationalizing on-campus courses have demonstrated significant enthusiasm for this effort, and clearly are showing that they *are* engaged and committed.

The faculty members who are internationalizing their on-campus courses are being transformed in how they approach the pedagogy of their classes. One faculty member has captured this excitement in her final evaluation:

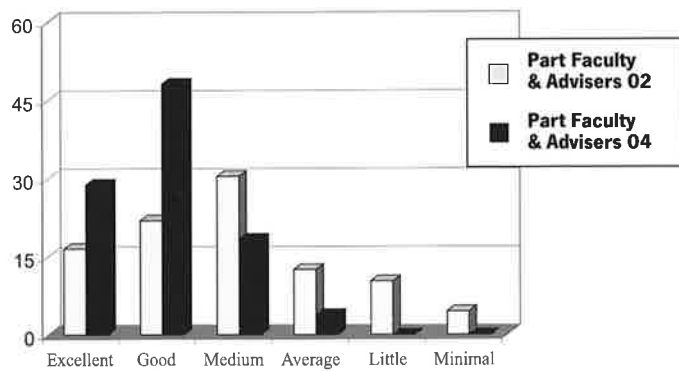
I particularly enjoyed meeting faculty from very diverse disciplines and from different campuses who are all equally passionate about expanding the horizons of the teaching universe to include international perspectives. The balance in the workshops of intellectually rewarding discussions, along with conversations, enactments, and events that touched the heart, was gratifying to me. Since, in the end, as teachers I believe we must affect not just the intellect, but the heart and soul of students if we are to inspire them to help make change in the world.

Those faculty and advisers who participated in the study abroad curriculum integration workshops are equally reporting satisfaction in their new knowledge.

Over and over, we see that they report that they are better prepared for their students' inquiries and that they have a better understanding of study abroad procedures and processes. They report that they now speak with confidence about study abroad with their students.

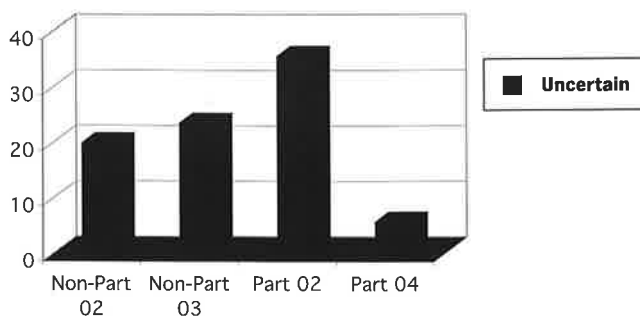
As we see from the data reflected in our faculty surveys, over the past several years faculty and advisers are gaining a better understanding of study abroad. In Chart 1, the light colored bars show their understanding at the beginning of the initiative, and the dark bars show their current understanding. Over 76% of the faculty and advisers participating in the initiative now report they have a good to excellent understanding of study abroad, this is up from the 38% who reported this level of understanding at the beginning of the initiative.

Chart 1: Participating faculty and advisers' understanding of study abroad



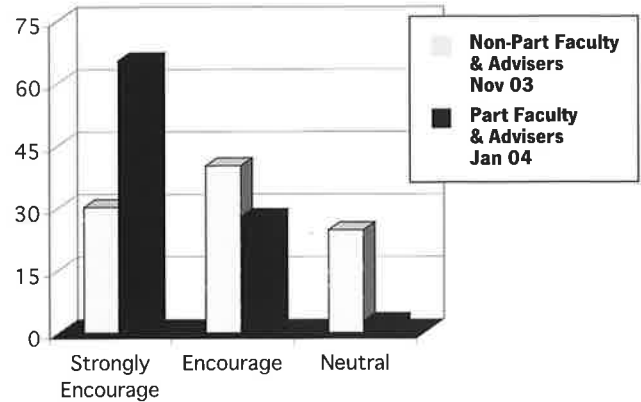
When faculty and advisers began this initiative, they were asked if students may use credit earned from study abroad courses toward requirements in the major. Over 40% were uncertain as to the answer to this question. Now, at this point in the initiative, only 6% of the faculty and adviser participants are uncertain. The two bars on the left side of Chart 2 reflect the opinions of faculty not participating in the initiative. The two bars on the right represent the participants' responses.

Chart 2: Faculty and advisers' opinions: Can students receive credit from study abroad toward their degree requirements?



As faculty and advisers become more confident, they are talking more proactively with their students about study abroad. The dark colored bars on Chart 3 reflect the responses of those participating in the initiative, while the light colored bars show those not participating.

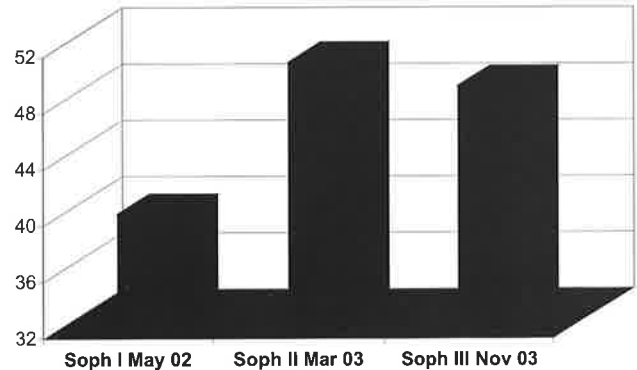
Chart 3: Degree to which faculty and advisers encourage students to study abroad



Evaluation Outcomes: Student Surveys

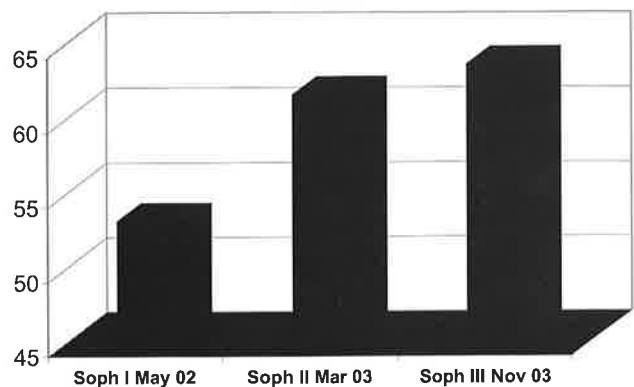
The sophomore survey results in Chart 4 show that sophomores increasingly report that their faculty and advisers are talking with them about study abroad.

Chart 4: Have any of your advisers or professors suggested or encouraged you to study abroad? (sophomores)



This increase is particularly significant on the Morris campus (Chart 5) where over 20% of the faculty and advisers have been engaged in curriculum integration.

Chart 5: Have any of your advisers or professors suggested or encouraged you to study abroad? (UMM sophomores)

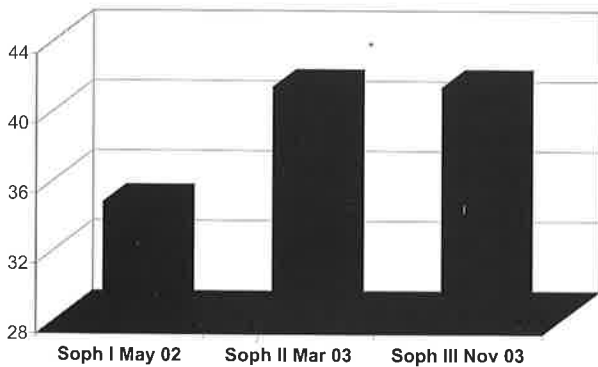


Our work has paid particular attention to those faculty and advisers who create and carry critical academic messages to freshmen and sophomores. In our work with the Freshman/Sophomore Advising group, we have significantly focused on the advising mechanisms that the University has at different levels to communicate academic expectations and support to students. On the Crookston campus, for example, the study abroad office now overlaps with staffing from the Admissions office and the First-Year Experience office, thus providing an ideal situation for creating and delivering advising to new students with regard to study abroad.

Our Freshman/Sophomore Advising group, which is comprised of faculty and academic advisers from all disciplines from all four campuses, has created new advising materials and messages to bring to first-year students about the University's goal of internationalizing the curriculum through study abroad. The back page of the Academic Interest Advising Sheet encourages planning for study abroad. In New Student Orientations, Parent Orientations, and First-Year Experience opportunities on all four campuses, a fresh, new message has been reaching students about the University's goal to prepare global citizens, who have significant international perspectives and experiences as part of their undergraduate career.

We see from the sophomore data in Chart 6 that change is happening in how sophomores are acting upon the messages that they receive about study abroad. More sophomores are asking their professors and advisers about study abroad.

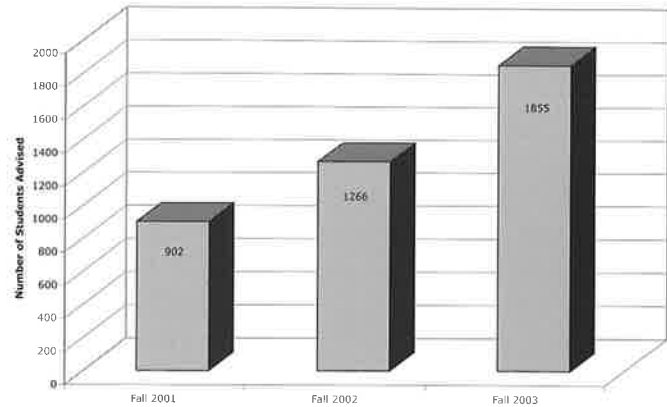
Chart 6: Have you ever asked an adviser or professor about study abroad? (sophomores)



Over the past three years on the Twin Cities campus, there has been a two-fold increase in the numbers of students being advised in the study abroad office,

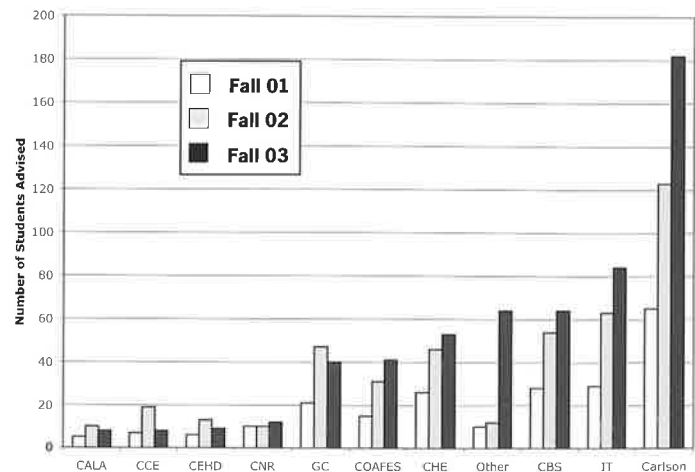
from 902 students in 2001 to 1,855 students in 2003. Increases in advising contacts may reflect an increase in the visibility of study abroad, which, in part, may be due to more faculty and advisers talking with their students about study abroad.

Chart 7: UMTC students advised on study abroad



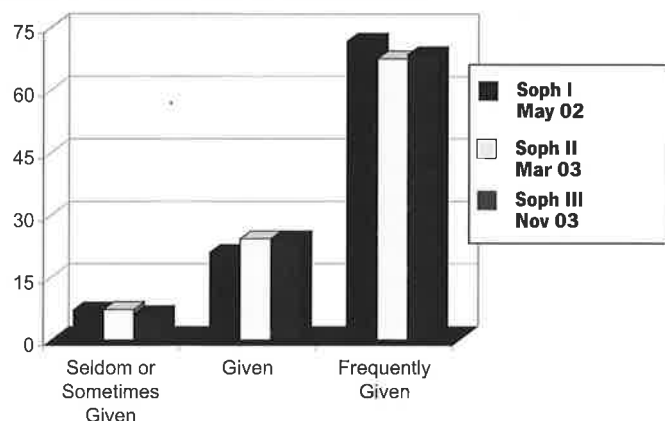
The message of *planning for study abroad*, in order to integrate study abroad coursework into the degree so that students may graduate in a timely manner, has been one of the core messages that we, collectively, as a University are realizing through this initiative. The Carlson School of Management, on the Twin Cities campus, is one such example of where this message is communicated to freshmen from the dean, faculty, and advisers alike. Over the past two years, Carlson freshmen are told during orientation that study abroad is expected of them. Note: the message is that students are "expected," not "required" to study abroad. We have seen a dramatic increase in students from the Carlson School of Management seeking study abroad advice in the Twin Cities study abroad office. The Carlson data are on the far right hand side of Chart 8.

Chart 8: UMTC students advised on study abroad, organized by college (excluding CLA)



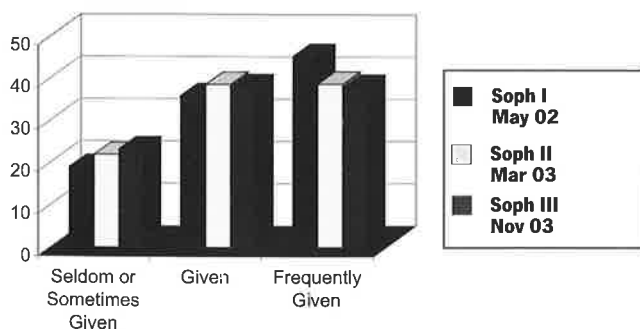
While learning within an international context seems to be valued by students, we still see students concerned about the cost of study abroad (Chart 9). Because of this, we have developed pedagogy for our workshops to engage faculty and advisers in “How to talk with students about the cost of study abroad.” In addition, the University’s commitment to developing study abroad scholarships is strong.

Chart 9: Cost as a barrier (sophomores)



While shifting students’ attitudes about the cost of study abroad may be one of the biggest challenges ahead of us, and potentially one that we can only slightly influence, another perceived barrier to study abroad, delay in graduation, is one that we have more control over. Our initiative is built around the principle of ensuring the academic fit of study abroad, and we are working in collaboration across our campuses to encourage students to plan early to include study abroad as part of their degree. Faculty and advisers have it within their authority to determine the appropriate academic fit of study abroad. The more efficiently study abroad fits into the degree programs, the more students will see that study abroad will not delay their graduation.

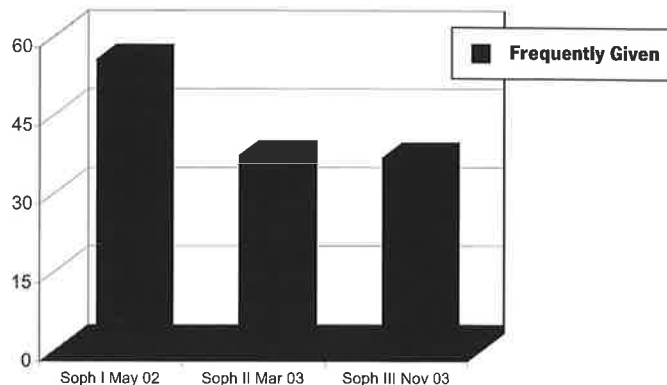
Chart 10: Delay in graduation as a barrier (sophomores)



Our Bush Foundation grant also included the goal of increasing enrollments of students of color who are under-represented in study abroad at the University of Minnesota. Thus, we conducted focus groups with

students of color and over-sampled for students of color in our surveys to identify their perceived barriers to study abroad. We are seeing a decline in students of color perceiving delay in graduation as a barrier to study abroad (Chart 11).

Chart 11: Delay in graduation as a barrier (sophomore students of color)



One of the positive, unanticipated outcomes of our work during the past three years has been the formation of a four-campus advisory committee on students of color and study abroad. It is a tribute to collaboration, and the enthusiasm brought to the group by its participants has led to several significant changes in how students of color on all four campuses receive information about study abroad.

Conclusion

When we ask faculty and adviser participants to comment on how the study abroad offices should continue to work with them, they are telling us to keep doing what we are doing. Meet with them. Communicate regularly. Learn their academic programs. Be present.

During the next academic year and after, our work will be about sustaining the vision. We have enjoyed success with our work, but we have also unearthed challenges along the way. Many unanswered questions remain. We believe, however, that we have an enthusiastic foundation upon which to build the University’s internationalizing efforts. We would like to ask students more direct questions related to study abroad curriculum integration to ascertain the impact on students.

The frontiers of knowledge keep expanding, both within our institution and within yours, and new answers yield new questions. This is a continuous process of discovery, but one we must remain committed to, for the sake of our students.

The Curriculum Integration Effort: Moving Toward Sustainability

Author

Chip Peterson

Chip Peterson is Assistant Director of the Learning Abroad Center at the University of Minnesota, Twin Cities and a member of its Curriculum Integration team. He has been involved in curriculum integration efforts since the mid-1980s and designed the University's pilot projects that led to the broader Curriculum Integration initiative. A geographer and Latin Americanist by training, he has been active in study abroad for over three decades, including advising, academic policy development, on-site program leadership, and program administration.

(Editor's note: These are the remarks that Chip Peterson gave toward the end of the plenary during the April 2004 CI conference. His comments are too well-crafted to change a single word and make into an "article"—though Chip would probably prefer me to note that it's "okay." So, sit back and read it to yourself as if you were there!)

You've spent all afternoon hearing how wonderful this initiative is. And I would concur that it *has* been going remarkably well. I've nonetheless found myself shifting uneasily in my seat as I listen, probably for two reasons.

First, Norwegians are constitutionally ill at ease with anything that smacks even faintly of self-praise. Someone with my genes cringes at the hype in "Ralph's Pretty Good Grocery;" what would be wrong with "Ralph's Not-So-Bad Grocery?" And the other half of me is Swede, which is at least as bad.

The second reason for my squirming is more significant to you: we still do not know the end to this story. You've been listening not to a post-game wrap-up but to a halftime analysis of a game that is far from over. I'm sure you've been saying to yourselves, "Isn't it great what you can do with a few million dollars? But what if you don't have such resources?" That question is looming large for us as well, for the grants are nearing their end. We'll soon have to keep things going on University resources alone.

Some key questions about sustainability have been surfacing for us: First, how will we keep faculty and academic advisers engaged once we have less money for retreats, for course development, for site visits? We still aren't sure how deep the culture change goes. Although it permeates some units, in many it has just affected "point people"—perhaps one or two faculty or advisers who have taken the lead.

Second, executive leadership has been as critical as faculty and adviser involvement. How do we keep the president, vice presidents, chancellors, and deans visibly engaged? What can we do to assure that their commitment to internationalization persists through changes in administration? And can they push the international dimension ever more centrally into the culture of the institution? Could international engagement play a more prominent role in promotion and tenure? Could the leadership do more to allay the fears of some academic units about revenue diversion?

Third, how can we continue improving our information systems to support the academic units' efforts at curriculum integration? For example, will we be able systematically to provide study abroad enrollment reports by academic unit? Can we create an efficient system to track centrally the academic units' decisions on course equivalencies?

Finally, there are the resource questions that have been lurking in the background of this entire discussion. How much annual investment will be needed to maintain contacts, sustain enthusiasm, and keep our materials and knowledge base up-to-date? Where will that investment come from? These are questions not only for the international program units but also for the administrations, faculty development units, *and* academic units.

There is some cause for cautious optimism. With long-term sustainability in mind, the Bush Foundation grant wisely required the University to continue its matching funding through the year after the grant expires—that is, next year. Even beyond that bridge year the signs look good. Although scholarship funding might prove vulnerable to cuts, we think staff involvement in curriculum integration will continue. The Crookston and Morris administrations are committed to maintaining at least current staffing levels. The Duluth and Twin Cities study abroad offices are mostly self-funded, so the enrollment increases we've been experiencing should generate additional resources, part of which can be plowed back into curriculum integration. Perhaps most encouraging of all has been the willingness of academic units to begin committing their own resources—especially units that have been working with us for several years.

But let me conclude by reiterating that although we think a sea change is well underway, we know what a huge challenge we face in the next two or three years. Stay tuned.

Author

Michael Vande Berg

Michael Vande Berg, Vice President for Academic and External affairs at CIEE, was the External Consultant and Evaluator for the University of Minnesota's curriculum integration grants. He is the Principal Investigator of the Georgetown consortium project on assessment of student learning abroad. He was Guest Editor of the special November 2004 issue of *Frontiers: the Interdisciplinary Journal of Study Abroad (Volume X)* devoted to the assessment of student learning abroad. He is also a founding Board member and currently serves as Treasurer of the Forum on Education Abroad. Vande Berg has a Ph.D. in Comparative Literature from the University of Illinois at Urbana-Champaign and has published English-language translations of *Unamuno's Amor y Pedagogia* and *Azorin's Castilla*.

An Outsider's Inside Perspective: The Transportability of the University of Minnesota's Curriculum Integration Initiative

(Editor's note: These are the closing plenary comments that Michael Vande Berg gave at the April 2004 conference.)

As outside consultant and adviser for the FIPSE- and Bush Foundation-funded Curriculum Integration projects, I've had the rare privilege, over the past four years, of being the outsider—the non-University of Minnesota person—who has been invited to experience the initiative from the inside. I've had a sort of ethnographic perspective, acting as both external observer and internal participant, and have been asked to participate in two different ways. On the one hand, I've worked with University of Minnesota staff from the four campuses to develop strategies and tools for the University of Minnesota to evaluate whether, and to what extent, the initiative is meeting its broad internationalization efforts. On the other hand, I've also been asked to speak to various groups at Curriculum Integration workshops, retreats, and other meetings. I've been to Minnesota, on average, three times a year to speak to various groups in order to place the CI initiative in a broader national and historical context.

What differs between those other comments I've made about the initiative and my remarks at this conference is that I'm speaking for the most part today to other outsiders—most of you are not University of Minnesota employees who have been involved in designing, implementing, and evaluating the initiative—rather than to University of Minnesota faculty, staff, and students who are directly involved. In listening as colleagues from the University of Minnesota have described their work today, in putting myself in your shoes and processing the goals, shape, and outcomes of the CI initiative, I can imagine that some of you are at this point responding both by admiring what the University of Minnesota has accomplished during the past four years—and by wondering how in the world you could ever hope to implement this sort of wide-sweeping CI initiative at your own college or university.

So my final role as the outsider-who-got-inside the University of Minnesota project is to talk with you about why I believe that the lessons learned at the University of Minnesota can be implemented at other institutions—to focus on some of the key issues and decisions that have allowed the University of Minnesota to make rapid and profound progress in moving forward during the past four years.

I imagine that some of you have already identified at least a few of the keys that have contributed significantly to the University of Minnesota's success, and that some of these may look like barriers to your own efforts to integrate study abroad at your institutions:

- significant levels of outside funding,

- active and extraordinary support from the President, deans, and other top administrators, and
- the fact that the University of Minnesota is very significantly evolved as an internationalized institution (my own view is that the University of Minnesota is easily and by any reasonable set of measures one of the most internationalized public research institutions in the country).

These are in fact significant institutional advantages. However, what I see is that the University of Minnesota is responding to the same sorts of outside challenges that face all US institutions, large or small: the rapid globalization of the world economy, politics, health and security issues, and so on; the growing recognition that the US is badly in need of second language and area expertise (think back to the federal government's appeals on September 12, 2001—the bizarre messages scrolling across the bottom of our TV screens, asking that speakers of Dari, Pashtu, and Arabic come forward to help the government in its hour of need); the rapid dissemination of information through the internet and other media; the increasing ethnic diversity of the US population, with growing expectations that workers in the future need to be able to work with people whose beliefs and values differ from our own; and the expectations of parents, employers, and board members that our institutions will meet these sorts of challenges in designing and delivering an education for our undergraduates. In working with the University of Minnesota these past four years, I've concluded that the University is achieving a high degree of success in responding to each of these pressures—through, among other things, its creative integration of study abroad into the broader educational mission of the University.

In doing so, the University of Minnesota is participating in a great paradigm shift that is occurring within US education abroad. The University's responses to this paradigm shift are particular, grounded in its own institutional history and culture. However, the dynamics of the shift are universal: they have come about in response to a common set of external pressures that all of our institutions are trying to meet. The success we're witnessing at the University of Minnesota is, I believe, replicable at all institutions that are interested in developing and improving educational opportunities abroad for their students. The paradigm shift in the US has occurred against

the backdrop of the extraordinary increase in study abroad enrollments between the mid-80s and now—an increase of more than 230% in seventeen years. The shift has occurred as we have moved from conceiving of study abroad as something marginal at our institutions (recall that in the mid-80s fewer than 50,000 US students were annually going abroad), something extraneous to the real business of educating our students, to conceiving of study abroad as a normal and increasingly central part of the education of our students (two years ago, more than 160,000 students earned credit abroad), an activity that is fast becoming a fully integrated part of their education. It's a shift that is taking us from quantity to quality, from gauging success in study abroad in numerical terms—the number of students we send abroad annually—to evaluating the quality of the educational experiences our students are having while abroad.

I don't have time today to do more than briefly identify what I believe to be the key issues that the University of Minnesota has addressed in pursuing this initiative and that have led to the considerable success they are enjoying:

1. What should our institutional goal be in sending students abroad? The University of Minnesota has moved quickly from pursuing quantity to embracing quality, and has come to recognize that enrollments will continue to grow not by focusing on numbers per se, but by working to increase the quality of the study abroad experience. The University is still in the process of defining what quality means—the evolution in the development of the Curriculum Integration initiative that we'll hear about at this conference describe an important dimension of that commitment to quality programming. In CI as in other dimensions of study abroad, the University is approaching the question systematically, and is making adjustments as it proceeds.

2. What are students learning while abroad? The University's growing awareness that programs have value to the extent that students come away from their experiences abroad with enhanced knowledge, skills, perceptions and values has led to a clear focus on student learning outcomes, rather than on program types or characteristics. US study abroad has traditionally been over-preoccupied with types of programs and program characteristics, focusing on whether students participate in, for example, island or direct enrollment programs rather than on what

students are actually learning abroad. One institution is convinced, as an a priori article of faith, that its students are best served through enrolling directly in classes at universities abroad; another institution believes that its students need to enroll in programs that are led by home faculty; another commits to a hybrid approach that offers its students both direct enrollment and specially-arranged courses; another institution offers programs featuring service learning or internships, and so on. In the new paradigm, the focus is on the end result, on identifying and documenting what we want our students to learn, not on the type of program. Programs are developed through reverse engineering, so that decisions about program design and characteristics are made only after the desired learning outcomes have been identified. Once it is understood, for example, that one of a program's goals is to increase a student's intercultural skills, those developing the program would build in experiential learning activities designed to provide students with structured opportunities to engage directly with host country nationals, and to reflect on what they are learning through this engagement. The program designers would also build in a means of measuring the intercultural learning, through pre- and post-testing, in order to confirm that the experiential activities are in fact achieving the desired affects.

3. How do we determine what appropriate learning outcomes are for our students? This question has come into sharp focus as the Curriculum Integration team has worked directly with faculty and advisers in specific departments and disciplines. That work has led to a growing awareness that student learning outcomes can and often do differ from one academic discipline to another: faculty in the Humanities are often more interested in having their majors study abroad in order to make gains in second language and intercultural learning than, for example, Engineering faculty. (I'll note in passing that in working with departments to determine what faculty want their students to learn while abroad, the subject of second language learning continues to hover in the air here at the University of Minnesota. The University does more than many public research institutions to encourage second language acquisition among its students, but it's still an open question as to whether second language acquisition will, in the final analysis, come to play as important a role here as I believe it ought to. This issue isn't, of course, particular to the University of Minnesota: most of our institutions

are involved with, or ought to be involved with, determining what role second language education should play within the context of study abroad. There is a growing body of research that supports the view that students can make more progress in learning and using a second language abroad, particularly where their speaking skills are concerned, than they can through attending language classrooms at home—but it's not clear whether most of our institutions will, during the coming years, make full use of study abroad to promote student language learning.)

4. How do we know that our students are learning abroad what we want them to learn? The University of Minnesota is seriously committed to assessing and documenting student learning: it is an institutional partner with Georgetown University, Dickinson College, and Rice University in a comprehensive Title VI-funded research study that is assessing the learning of students in more than fifty programs abroad. The results of this and other studies will allow the University to advance its CI agenda, as the detailed knowledge about student learning abroad provides for a closer articulation of student learning taking place on the University's four home campuses.

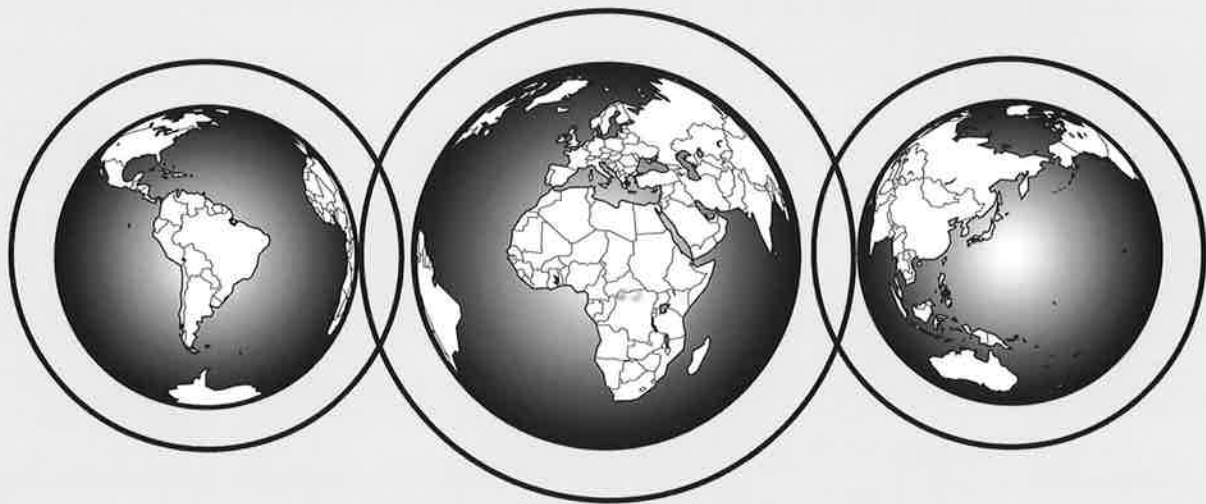
5. How can we know that we're reaching the goals we've identified for internationalizing our institutions? As you'll hear more about later in this conference, the University of Minnesota is collaborating actively with experts in its Office of Institutional Research and Reporting, a collaboration that has led to formal efforts to document the ways that the CI project is contributing to the University's wider internationalization goals.

In framing the Curriculum Integration project around these five questions, the University of Minnesota is responding to issues that the great majority of US institutions are facing in internationalizing their curricula. While Minnesota's responses to these five key issues are unique, informed by its own particular history and culture, the key questions are those that I believe any institution needs to address in providing its students with quality study abroad experiences.

I'll conclude by thanking Gene Allen, Al Balkcum, Lynn Anderson, Gayle Woodruff, Steve Shirley, Carol Threinen, Tom McRoberts, Sophie Gladding, Chip Peterson, and the other staff of the University of Minnesota for allowing me to take part in the best coordinated and most successful higher education initiative I've been associated with. I'm confident that your success will continue!

Section 2:

Institutional Models of Curriculum Integration



UNIVERSITY OF MINNESOTA

**Internationalizing Undergraduate Education:
Integrating Study Abroad into the Curriculum**

The Integration of Education Abroad Programs into the Curriculum of the University of California

Authors

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The University of California (UC) is the largest public university in the nation, serving over 201,000 students at its ten campuses in San Diego, Irvine, Riverside, Los Angeles, Santa Barbara, Santa Cruz, Merced, San Francisco, Berkeley, and Davis. The University of California's Education Abroad Program (EAP) was set up in 1962 to provide high-quality faculty and student exchange programs with universities and programs around the world.¹ Today, EAP sends over 4200 students abroad each year on 270 program options at 150 host institutions in 35 countries throughout the world and hosts another 1200 students from foreign universities at UC under the auspices of reciprocal exchange agreements. Owing to the requests of academic units and students, EAP has shifted its emphasis from year-long direct enrollment "immersion" programs, to a variety of quarter, semester, or year-long immersion programs, short-term language and culture programs, programs focused on a specific discipline or topic (e.g., tropical biology, cognitive science, peace and security, advanced economics, the Transatlantic Dialogue, China and Globalization), independent study and internship options, and programs designed to fulfill breadth requirements. EAP enrollments have tripled since 1990 as students from numerous disciplines, and at levels ranging from sophomores to graduate students, take advantage of this wide variety of options.

Internationalization is a priority for a university serving a state with far-flung, pervasive international connections and interests, and UC administrators have begun to take stock of UC's international activities, including its networks of international collaboration that promote research, graduate or professional student training, and undergraduate programs, and to develop facilities abroad that act as centers for UC academic pursuits, such as our new centers in London, Mexico City, and Shanghai.

Testimonials from EAP students support the educational literature on the extraordinary value that study abroad programs add to academic programs, often setting career paths, and to students' personal development and cultural sensitivity. Further input from UC faculty, staff, administrators, and students has prompted EAP to make the integration of study abroad into the curricula of all UC campuses one of its highest priorities.

As understood at EAP, Academic Integration (AI) goes beyond the transfer of study abroad credits to a student's home campus to directly and intimately embedding EAP into the curricula of University of California campuses. Although home faculty-led, study abroad "island" programs are often relatively easy to weave into students' academic programs, the challenge of AI becomes apparent when

trying to integrate immersion programs mounted by foreign universities into home university programs. Furthermore, students often seek to participate in study abroad programs that provide coursework or training they cannot obtain on their home campuses, yet expect to have their study abroad work count towards specific college or departmental requirements. Because home academic units will only use and integrate academic work meeting their standards of academic quality, any academic integration efforts are predicated on insuring the high quality of study abroad programs. Therefore, we strive to have EAP courses and/or programs: fulfill general education and major requirements; become part of UC course sequences that lead up to and away from study abroad experiences; appear in the advisory and informational materials of academic units, showing how study abroad fits into students' undergraduate or graduate careers; and be actively promoted in the classroom by UC faculty and teaching assistants.

The AI efforts described above are based on the premise that success depends on several elements: campus academic units must view study abroad courses as their own; study abroad programs must provide students with high quality, broad, and useful academic programs that meet their educational, professional and personal needs; and the study abroad experience should not prolong the time it takes to earn a degree. To accomplish our goals within economic, programmatic and time constraints, AI policies and practices now pervade EAP's planning, research, development, outreach, academic oversight, and management efforts.

Academic quality and integration in planning and program life cycle processes

As AI has become a focus and foundation for planning efforts and steps in the life cycle of all programs created, managed, and refined by EAP, senior administrators at UOEAP have developed plans for programming, academic quality safeguards, operational efficiencies, and academic integration that guide program development and oversight and UOEAP-UC campus relationships over the next 5 – 10 years. In broad terms, AI is being achieved by expanding the roles of UC faculty, staff advisers, and other campus academic personnel in all steps in the life cycle of EAP programs.

At the initiation of the program development process,

EAP systemwide and campus personnel frequently meet with faculty and staff from departments or academic programs at UC campuses to assess their international education needs, determine the fit between existing EAP programs and these needs, and explore plans for new program development. At that point, EAP also conducts surveys of the international interests and needs of students for guiding program development efforts and administers Web-based faculty and staff surveys to determine opportunities and barriers for student participation in EAP and to collaborate on ways of meeting the international education needs of departments by fitting EAP into their academic programs. These academic surveys often precede or follow systemwide EAP workshops for faculty and advising staff from particular disciplinary areas (e.g., biology, political science, international relations, economics and business), where EAP personnel elicit feedback from the campuses on EAP activities, processes, and programs while exploring ways to integrate EAP into departmental curricula. These meetings, discussions, surveys, and workshops, then, provide new ideas for program development and management efforts.

Because academic integration efforts assume that EAP programs meet UC standards of quality, academic quality and integration are intimately intertwined and faculty oversight is inherent to all steps in the life cycle of EAP programs. Faculty from throughout the UC system sit on committees that advise on the academic quality of all new EAP programs under development and determine the fit to UC academic programs of curricula offered by host institutions. New program proposals are vetted on the campuses with faculty in appropriate fields and with knowledge of particular geographic areas, and faculty experts are sometimes sent on site visits to explore new program options or to evaluate the viability of existing programs.

The Faculty Senate's University Committee on International Education (UCIE), composed of representatives from all 10 campuses, plays an important oversight role in reviewing and approving new programs, monitoring the academic performance of ongoing programs through periodic academic reviews, and selecting UC faculty to direct our Study Centers abroad. As part of efforts to infuse academic integration into UCIE's activities, questions on academic integration have been included in all UCIE formal

reviews of EAP programs, and academic quality and integration have become an increasing foci of these formal reviews.

UC faculty serving as EAP Study Center Directors play another key role in academic oversight and program management. Study Center Directors provide annual site visit reports which continuously evaluate the performance of our programs abroad, and UOEAP provides UCIE with an annual report on the status of our current programs, ideas for future program development, and recommendations on specific programs to develop, maintain, expand, contract, remediate, or terminate.

Although UOEAP personnel conduct oversight, administrative, and management functions, faculty and staff from academic units on the campuses, as well as Academic Senate Committees, are intimately involved in all aspects of EAP program initiation, development, implementation, management, and review. After a new program proposal has been approved by UCIE, after a complex review process, any of the courses taken on that program count as UC credits towards graduation, receive UC grades, and are displayed as UC courses on UC student transcripts. Furthermore, EAP Academic Specialists and the EAP Academic and Associate Deans insure that credit and grades earned abroad are translated into appropriate UC credit and grades. However, whether or not EAP courses fulfill breadth or major requirements, or become an integral part of campus academic programs, remains the purview of campus colleges or departments.

Academic integration and the campuses

Because the University of California is composed of 10 autonomous campuses with different programs, requirements, processes, and personnel, UC system-wide programs must provide resources and distribute work to the individual campuses to be successful. EAP Campus Offices act as liaisons between EAP and campus academic units, faculty, staff, and students, and they are responsible for campus academic integration efforts. The Campus Offices receive support and advice from UOEAP, appropriate Senate and administrative committees, and, on some campuses, EAP Liaison Officers, who are faculty members that link their departments with EAP. Campus Faculty Directors, who head the EAP Campus Offices, receive course release funding from UOEAP so that they have the time to spearhead academic integration efforts.

The campuses and/or UOEAP also provide funding for EAP Campus Administrative Directors and office staff who provide support for academic integration efforts, among many other duties.

AI personnel, that is, UOEAP administrators, Campus Faculty Directors, Campus Administrative Directors, and UOEAP and campus academic integration staff, have fashioned an academic integration plan over the last two years that consists of two major components: (1) a list of steps and projects needed to implement the integration of EAP into the curriculum of the campuses and (2) the human resources, i.e., faculty, staff, and administrators in campus academic units and EAP AI personnel, needed to carry out these steps and projects. Numerous informational resources for academic integration activities and a blueprint for academic integration efforts are included in a UOEAP Web site (<http://eap.ucop.edu/ai/default.htm>).

Academic integration and campus academic units

In general, AI or other EAP campus personnel conduct the following activities with departments or colleges:

1. Meet or communicate with administrators, faculty, and staff in individual departments to inform them about EAP programs, to develop processes for having EAP courses fulfill major requirements, to integrate EAP into advising and informational materials, and to assess their international education needs.
2. Hold workshops for departmental and college staff advisers to inform them about EAP programs and student recruitment, selection, advising and orientation procedures.
3. Collaborate with departmental faculty and staff to insure that EAP courses fulfill major requirements.
 - a. Currently, returning EAP students file petitions with their departments or colleges to have EAP courses fulfill major or breadth requirements. AI personnel are trying to recover, compile, and archive information from departments that shows which EAP courses have been approved to fulfill specific major requirements in the past. Where departmental advisers are willing, this information can be placed on the Web to assist students and advisers with academic planning abroad.

- b. UOEAP has developed a database driven, searchable Web tool for EAP courses and course descriptions, called Coursefinder (<http://eap.ucop.edu/coursefinder/>). A future expanded version will add the functionality to electronically capture and archive departmental approvals of EAP courses for specific requirements.
 - c. Where departments are willing, Campus Directors obtain departmental pre-approvals for specific EAP courses to fulfill specific major requirements.
4. Coordinate with appropriate campus Academic Senate Committees to obtain pre-approval for lower division courses in some EAP programs to fulfill specific breadth requirements.
 5. Work with departmental advisers and faculty to develop discipline-specific advising Web sites, linked to departmental Web sites, that indicate why, when, and where students should participate in EAP programs and how these programs fit into their academic programs, including a list of courses from EAP programs that are especially strong in a given field and the requirements that these courses fulfill.
 6. Encourage departments to include EAP opportunities in departmental handbooks, Web sites, and catalog entries.
 7. Work with departmental faculty to develop courses that provide a useful foundation for departing students and that build on EAP experiences for returned students. Furthermore, EAP can work with departments to develop and offer more internship and independent study options abroad. Eventually, EAP hopes to collaborate with faculty to create distance learning possibilities through electronic global classrooms, email networks integrated into the classroom, and Web-based orientation materials and coursework.
 8. Make increased use of reciprocal exchange student experiences and expertise in the UC classroom and during international events.
 9. Accommodate campus international education requests through matches to ongoing EAP programs, new program proposals, and existing contract modifications.
 10. Meet with faculty, administrators, and staff at new campuses (e.g., Merced) or in new programs or majors (Global or International Studies at a number of campuses) to insure that EAP is built into these initiatives from the outset.

Academic integration and UC students

Campus EAP and academic unit personnel work closely with students to insure that EAP is built into their academic programs.

1. Outreach and recruitment. Campus EAP personnel inform students and parents about EAP through mailings, informational tables, and numerous presentations and meetings when admitted students and their parents visit UC campuses and throughout a student's academic career. UOEAP is exploring sending EAP materials with student admission packets, which may act as an incentive for students to attend UC, and faculty and academic staff promote EAP in classrooms and advising offices.
2. Advising. EAP and academic unit advisers work closely together to develop advising materials and processes. Data driven web-based EAP advising tools, such as Coursefinder, Program Wizard (<http://www.eap.ucop.edu/program-wizard/>), and advising sheets assist students and advisers in identifying EAP programs and courses that meet student academic needs. At some campuses, EAP advisers use "first step" meetings with students to identify EAP programs that will meet their academic needs.
3. Academic planning. All EAP applicants are required to file an Academic Planning Form, which is reviewed and approved by their academic advisers. At this step, advisers can advise students on programs that best meet their academic needs, insuring that students make normative progress towards their degrees.
4. If EAP students change their study plans while abroad, they are encouraged by Study Centers to contact their departmental or college advisers to determine courses that can fulfill requirements.
5. After returning to their home campuses, students work with their home departments or colleges to insure that EAP coursework fulfills requirements, as outlined above.

6. Although most study abroad participants are undergraduates, EAP is currently exploring ways to make its programs more useful to graduate students by: expanding graduate course offerings at partner institutions; increasing teaching assistant and resident director opportunities abroad that provide graduate student funding; using EAP Study Centers as platforms for graduate student research; and finding ways to reduce financial and bureaucratic impediments to graduate student study abroad participation.

Academic integration and faculty

As stressed above, UC faculty engagement is essential for successfully integrating EAP into the curriculum of the UC campuses and UC faculty are involved in all aspects of program initiation, development, management, refinement, and review. UC faculty participate in EAP as EAP faculty exchange scholars, Study Center Directors, Campus Faculty Directors, and Departmental Liaison Officers, and as members of Senate international, advisory, and review committees. In addition, faculty often assist EAP campus offices with outreach, advising, student selection, and orientation activities. As part of these efforts, UOEAP personnel are beginning to revamp EAP's faculty database, so that appropriate faculty for committees, directorships, and faculty exchanges and visits can be identified easily.

Summary

Because study abroad greatly fosters the academic, intercultural, and personal growth of students, allowing them to meet their career goals in an increasingly interdependent world, it is one of the most worthwhile things that students can do during their academic careers. EAP believes that the integration of EAP into the curricula of the campuses is essential for maximizing the value of its programs to students, campuses, the state, and the nation. Our goal is to embed EAP into UC academic programs, possibly leading to ambitious international research and education efforts related to new pedagogies, distance learning, communication networks, teaching and research collaborations, and the infusion of new international materials into UC courses and programs.

Endnotes

¹ As the only academic program serving the entire UC system, EAP administratively consists of three major components, including (1) offices at each of the UC campuses that deal with student recruitment, selection, orientation, and advising and with faculty connections and programs; (2) 53 Study Centers throughout the world which provide services for students and faculty when they are abroad, which are headed by UC or local faculty members, and which are staffed by local nationals; and (3) the University-wide Office of EAP (UOEAP) which has over 100 employees devoted to numerous program development, management, operations, academic oversight, IT, HR, financial, marketing, communications, and safety and security tasks.

Curriculum Integration of Study Abroad at Indiana University

Introduction

The concept of curriculum integration of study abroad refers to the way institutions incorporate international education into their degree programs by encouraging the integration of study abroad across the curriculum and integrating international perspectives into on-campus courses. This includes matching study abroad with majors and minors, integrating academic planning for study abroad in the regular advising process, permitting study abroad to satisfy a range of requirements, facilitating the distribution of curriculum-related information, actively involving faculty, infusing international or intercultural content and perspectives into the on-campus curriculum, etc.

Curriculum integration of study abroad at Indiana University has a long history. Since study abroad was faculty-initiated and faculty-driven at the outset, its relationship to the curriculum has been paramount from the very beginning. The University expanded dramatically in the 1960s when the system of regional campuses was developed. IU today has eight campuses including two large campuses in Bloomington and Indianapolis, which include graduate and professional degree programs, and six smaller campuses of undergraduate programs situated throughout the state.

Even though the University established a centralized office for study abroad activity in 1972, the Office of Overseas Study has not had to preach the importance of curriculum integration to the institution. Its role instead has been to work collaboratively with the campuses, schools, and units to be sure that subsequent generations of faculty and advisers continue to incorporate study abroad into various levels of the curriculum while also creating facilitative systems for all involved.

Indiana University's experience, therefore, should serve to illustrate how curriculum integration of study abroad can and should be a natural part of the academic process, as long as there is an ongoing commitment to internationalization at the highest levels of the University. The current study abroad profile includes over 1,500 students abroad—including close to 300 from all IU campuses—in 30 countries and 16 languages, which is an increase of 133% over the past 12 years. IU currently has over 150 administered, co-sponsored, or autonomous programs, including programs from all schools: Arts and Sciences, Medicine, Dentistry, Engineering, Business, Education, Music, Health and Physical Recreation, Public Policy and Administration, Law, Nursing, Optometry, Journalism, Social Work.

Curriculum integration of study abroad takes place at three different levels within the institution—at the system and institutional level, at the college or school level, and in the study abroad office.

Authors

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System and Institutional Levels

Historic tradition

IU has a long history of faculty-initiated study abroad programs designed to be integral to the curriculum. The oldest recorded programs were called 19th Century Summer Tramps, first established in 1879 by David Starr Jordan, a biologist and the future president of the university, together with a language professor. For almost a decade they led a series of summer 'tramps' to Europe with 20-30 students and faculty to study natural history, language, and culture in Switzerland, Germany, Italy, France, and England (including 300 miles of hiking in a three month period!). The program was so important that it was listed in the academic catalogue each year. One entry states that they brought back a large collection of marine animals from Venice and Genoa for the University Museum. Credit at IU wasn't established until 1890 but these trips were considered academically-focused by the historical references on file.

The short-term program model initiated in the 19th century continued into the 20th century. In 1929 the School of Music established a six-week Summer School in Munich for which students received 7 1/2 credits in music, art, and languages (and for the latter they had to be examined by the art faculty and language departments at IU upon their return). A decade later, in 1939, the School of Education created a summer program in Mexico, with credit toward student degrees. The focus on Mexico continued with a 1952 Department of Spanish and Portuguese summer program in Mexico City for Spanish majors with arranged home stays. Around the same time period a consortium emerged, entitled the Indiana Intercollegiate Study Projects, which ran from 1954-1969. It involved 15 colleges and universities in Indiana that set up summer programs for its students in Mexico, England, France, and Spain. The academic fields included in the UK program included Business administration, English, History, Journalism, Political Science, Sociology, Theatre. Although IU concentrated on primarily college-level programs, in 1962 a special program was established by the University for high school students. The first program was set up in Mexico and additional sites were eventually established for high school students in Germany, France, and Spain and continue to operate today under the auspices of the Office of International Programs.

Despite this initial trend of summer programs, the

institution began to invest its program development efforts in full immersion programs for an academic year. The Department of Spanish and Portuguese set up an academic year program in Lima, Peru in 1959. This was the first U.S. program in the southern hemisphere and involved fully integrated courses in all disciplines with students housed with families. This eventually became a national consortium and ran for over 30 years until it was suspended in 1990 because of terrorist activity. In 1964 IU and Purdue collaborated to set up three joint programs in Spain, France, and Germany. The Associate Dean of Arts and Sciences established a faculty committee to visit multiple institutions abroad from which to select partner institutions. The committee included professors representing the Departments of Spanish, Chemistry, German, French as well as the registrar, dean's assistant, and dean for international students. The program model was to have students direct enroll in universities abroad, supervised by rotating faculty directors, with salaries paid by their home departments. The first formal 'review' of the programs occurred in 1966 with representatives from IU and Purdue.

Around this time a Foreign Study Committee of the faculty members who had launched the academic programs was established to have oversight over the collection of growing programs. This committee operated under the guidance of the College of Arts and Sciences until 1967, when an Associate Dean of the College was given the directorship of IU's programs since the work had become unwieldy for a faculty committee. It didn't take long for the institution to set up a formal Office for International Programs, which was established as a system-wide unit with centralized quality control responsibility over all international activity across all campuses of Indiana University. This included an Office of Overseas Study, established in 1972 with a Director/Associate Dean, reporting to the Dean for International Programs, who in turn reports to the President. The office, since its inception, has direct responsibility for all IU study abroad programs throughout the eight-campus system.

The Foreign Study Committee was renamed the University Committee on Overseas Study and eventually the Overseas Study Advisory Council (OSAC). It is chaired by the Director of Overseas Study and is charged by the President to evaluate all

proposals throughout the system for any organized activity abroad, regardless of credit, which includes IU students, graduate or undergraduate. The Council, with representation from multiple campuses in the IU system, ensures that programs have the support of an academic unit and that the course work is integrated into the curriculum. The Council routinely requires that students select a full-integration option where one is available (i.e., a mainstreamed course, an internship, or a service learning component). The Council also ensures that the programs are designed to have students prepared in some way for the language environment of the host country. OSAC also monitors the proposals for appropriate support services as well as security issues. The Council has two subcommittees—the Review Committee, responsible for the program evaluation process and the Safety and Responsibility Committee, responsible for formulating safety and security policies, including program suspensions or cancellations.

Faculty involvement

Indiana University has always involved faculty in the creation of programs, leading programs, and monitoring their quality. At the system level, the Office of International Programs (OIP) appoints an International Programs faculty liaison on each IU campus to serve as a representative regarding all international initiatives. Two campuses also have appointed administrative positions related to international programs. OIP also makes grants available to other campuses to develop programs, initiatives, and conduct international research.

Liberal financial aid portability

The institution allows students to take their financial aid abroad on study abroad programs throughout the system. Generous financial aid portability policies have been developed to support study abroad because it is considered part of a student's degree program. These liberal policies even carry over to students participating in external programs. The latter are also permitted to take institutional aid off campus for such programs, as long as they can demonstrate that the programs are integrated into their curriculum requirements.

School and Department Level

Although institution-wide approaches have established a positive environment for operating

study abroad programs, the academic schools and departments have had a significant impact on curriculum integration through their requirements and promotional practices. IU Bloomington's College of Arts and Sciences initiated most of IU's earliest study abroad programs and established their oversight. The faculty, from the start, believed that study abroad was an integral part of students' degree programs and established systems early on that would facilitate that integration. To this day, the College pays salaries for faculty members who direct the academic year programs and the majority of the longstanding summer programs, although new programs must be self-funded because of the current budgetary situation. Other schools, most notably the School of Business, have also promoted international programs through their curricular requirements and faculty support. Journalism and Education strongly promote study abroad in their bulletins. Professional schools through the system, most notably Engineering, Law, and Medicine, have developed their own programs as well. The range of curricular integration efforts include the following:

Senior residency requirement satisfied by credits earned on IU programs

Early on it was decided that IU programs should not follow the traditional 'junior year abroad' model since any upper division student could benefit from the experience. Therefore, credits earned on IU administered or co-sponsored programs count toward the 26 credits that seniors are required to have in residence on the campus. The rationale for this policy is that the programs have been evaluated as equivalent to the quality of courses taken at IU and should, therefore, count toward senior residency. This enables students to study on academic programs during their senior year. Students on external programs, for transfer credit, on the other hand do not have the same advantage.

Curricular requirements satisfied by study abroad

In 1981 the College of Arts and Sciences implemented a culture studies (CS) requirement for all students—one course is on modern Europe and the other is non-Western and/or distant history. The College Committee on Undergraduate Education, without a special request from Overseas Study, decided that students on academic year programs were exempt from the requirement since their studies

abroad would have the same educational impact as the CS requirement. In 2002 the same Committee decided that students going abroad for one semester should be exempt from the non-Western/historical requirement since their experiences would give them deeper perspectives on culture than they would receive in a classroom, no matter where they were studying. Students on summer programs can satisfy the CS requirement only by taking courses that are designated CS. The School of Journalism has a three-course CS requirement but, following the College's lead regarding the CS, the requirement is satisfied in part by participation in an academic year program or a one-semester program as well. The third course, for which their students are never exempt, is about U.S. minorities.

The three academic components established by the Kelley School of Business (KSB) have resulted in a dramatic increase in the number of business students abroad, from 13% out of all IU students abroad in 1986 to 35% in 2001-02. KSB has an International Dimension Requirement (IDR) for all undergraduates, a Global Studies and Languages Field Specialization and an International Business Concentration. In 1988 KSB created the IDR requirement to internationalize all of their undergraduates. Students can satisfy the IDR in 4 ways: a) 2 years of language study; b) 6 hours of international business and economics courses; c) 6 hours of area studies courses; or d) study abroad program with at least 6 credits of course work. The IDR launched an interest in study abroad that had previously not been experienced by the School of Business.

In 1996 KSB created the International Field Specialization, which is now called Global Studies and Languages Specialization. It is part of the general education curriculum and allows students to take a combination of 27 credit hours in global studies and languages instead of a set of prescribed general education courses. In the same year the KSB created an International Studies Concentration, which was a 15 credit concentration that could be added to any major and could use nine credits from a study abroad program in partial fulfillment of the 15 credits. In 2003 KSB expanded this to an International Business Concentration, which is a full major that now requires 6 hours of a study abroad program. All indications show that the combination of these curricular elements has prompted business students to consider programs abroad as essential academic components of their degrees.

Course catalogues and websites integrate study abroad opportunities

Perhaps one of the most significant, yet 'easy', methods of letting students know that academic units support and encourage study abroad is by having references to it in the academic information students normally receive. While Indiana University school catalogues have always had a brief description of study abroad opportunities in the sections developed to 'special programs,' Overseas Study launched a 'catalogue' project a decade ago. Through this effort individual departmental course listings focus on Overseas Study opportunities, particularly those with curriculum-related courses for a specific major. We have found that departments and schools throughout the IU system are replicating that information through their websites and are also directing students to our site through their own. So, from the time students enter the institution, they are directed to study abroad as an integral part of their future majors. In 2004 the College of Arts and Sciences launched a new Web resource that guides students of language to study abroad programs related to that language.

Faculty directors

IU's long tradition of faculty involvement in programs continues through today. Faculty members regularly direct and/or teach for centrally administered programs: two academic year programs (down from five just a few years ago), two semester programs, and more than 20 short-term or summer programs. There are also autonomous programs throughout the system (c. 80) that are faculty-led, although not all of them are run on an annual basis (e.g., a summer communications program in Poland and a geology field program in the Galapagos Islands, just to name a couple). Programs are directly linked to faculty interests and expertise and the courses they provide are integrated into IU's curriculum.

Faculty committees

A longstanding method of keeping faculty integrated into study abroad, which in turn directly supports curriculum integration efforts, is appointing them to review applicants for almost all IU administered and co-sponsored programs. They evaluate the appropriate fit between the student and the program and, consequently, remain heavily supportive and invested in the concept of study abroad. Former resident directors routinely serve in this capacity.

These faculty committee members promote programs to their classes and their advisees. Short-term program directors are also involved in the selection process of students. In 2003-04, there were 65 faculty members serving Overseas Study in that capacity.

Flexible rules regarding credit

Departments throughout the university have articulated course equivalencies to facilitate the transfer of credit. They rely on Overseas Study to keep a data base of the courses that have been approved. There is a transparent process for students to petition for courses to count towards their general education, minor, and major requirements. Some departments empower advisers to make those decisions; others require that the director of undergraduate studies make those determinations. Few departments limit study abroad credits as part of the major, although a number (e.g., Spanish, French, Italian) require that majors take a minimum of one 400-level course on the home campus.

Grades in the GPA

From the moment IU programs were established, the grades have automatically counted in the GPA. Ongoing GPA analysis has found that the majority of students do at least as well as before they went abroad or better. We are beginning to study more systematically their post-program GPAs to gauge the impact. We continue to believe that students treat the experience more seriously when they know their grades will count towards their requirements. It also allows us to include them in our Honors convocation every spring, as part of Founders Day, when they are honored with certificates if they receive GPAs abroad of 3.5 or higher.

International Studies Major

In 2003 the College of Arts and Sciences developed a major in International Studies which requires that the students have a study abroad experience (or an internationally-focused domestic internship) as a core requirement. The major draws upon existing internationally-focused courses but new core courses have also been developed. The minor, which was previously administered by International Program's Center for Global Studies with the support of a Title VI grant, is now part of the College International Studies program.

Global Village Residential Learning Center

The College of Arts and Sciences opened a new residential learning center related to international education in the fall of 2004. The Global Village has been designed to offer students who are internationally minded a place where they can share their academic and language interests with other like-minded students. The Global Village cooperates with Overseas Study to coordinate various types of programming as well as language and area studies departments so they can offer internationally-focused courses on-site in the Global Village.

Study Abroad Unit

The Office of Overseas Study has developed a series of systems to facilitate curriculum integration on a variety of levels. The following systems have been put into place with the cooperation of deans, faculty, and staff on all eight campuses.

Tracking articulated courses

For over twenty years Overseas Study has kept detailed records of courses that have been approved for credit by the departments through evaluation of syllabi and course materials. The database records who approved the course and when. If courses change significantly, the newer version is reevaluated. A record is kept of permission to assign similar course numbers for all students taking the courses. International Admissions is currently moving to an on-line data bank of transfer equivalencies. Overseas Study has printed lists in the office available to students. These lists are available to advisers, upon request. Most advisers have expressed a preference for Overseas Study to maintain this information in a central location.

On-line course approval process

In 2002 Overseas Study created an on-line course approval process so that advisers would no longer have to write memos or send e-mails, particularly since they had a hard time keeping straight the types of programs students choose (internal or external). The course approval requests come to Overseas Study (pre or post-program) and are then forwarded on to the Office of the Registrar or Admissions, depending on which office is responsible for the credit articulation. These on-line approvals allow the staff or faculty member to have the course count as part of the minor, major, general education, etc. The system is password protected so no security violations occur.

Pre-program academic advising

The hallmark of study abroad advising is to have advisers at Overseas Study sit down with each accepted student on an IU program to map out their proposed schedule abroad as well as their post-program requirements at IU. The adviser uses an electronic audit report to check on the student's current progress and the form is then reviewed by the major and minor advisers for approval. Permission can be granted for course approval through the use of that form. Students are urged to take the forms abroad so they can refer to them. Overseas Study is currently in the process of developing an electronic advising form. Wherever possible, specific courses are outlined for students, although at times, where the course schedule is not available, we can only guide them as to what disciplines they need rather than specific titles.

Course equivalencies on promotional materials

Wherever possible, Overseas Study puts course equivalencies and general education categories on promotional materials so students know how courses will be integrated back into their requirements in advance of their departure. In this way, there are no mysteries as far as the credits students will earn and how they will count.

Major handouts

In keeping with other curriculum integration efforts in the field, Overseas Study has designed handouts for the most popular majors and has created campus-specific handouts as well. These guide students toward those programs that are most relevant to their individual situations and their degree requirements. These have been well-received by both departments and students. Individual departments were consulted during this project.

Close, regular contact with advisers

Overseas Study developed a number of efforts to maintain close contact with campus advisers. In 2001 a focus group of advisers was created to discuss how Overseas Study was meeting their needs and the needs of their students. Their suggestions have resulted in a number of the initiatives described here. Overseas Study conducts periodic presentations at regular adviser meetings to give updates on study abroad. Special workshops each fall are now conducted to demystify education abroad. These annual three-hour workshops inform both staff and faculty advisers more about the study abroad process: distinctions

between administered, co-sponsored, autonomous and affiliated programs, eligibility issues, course transfer, financial aid policies and 'national' concerns (under-representation, health/safety, quality control, outcomes assessment, data collection, curriculum integration, internships) and national trends: increasing reliance on third-party providers; person-center advising (allow students to select program most appropriate to their needs); centralization of study abroad opportunities in one office; and professionalization of the field.

Each term Overseas Study sends electronic lists of majors abroad to each departmental and/or school adviser(s) (includes c. 50 units of which almost 40 have regular study abroad activity). Advisers and faculty have responded very favorably to having this information since the lists enable them to track their students better. They've also been circulating the information more widely in their own departments, thus bringing more attention to study abroad in general. Lists of regional campus study abroad participants are sent to the study abroad contact on each campus as well. Twice a year Overseas Study circulates, through a campus listserv, an electronic newsletter to all advisers with updates about our programs, reminders about scholarship opportunities, descriptions of initiatives, and any other interesting information related to study abroad. The same newsletter is also sent to the coordinators at the regional campuses. Through the newsletter, advisers are invited to request special promotional statements targeted to their majors for inclusion in their own departmental communications (newsletters, e-mail updates, etc.) Overseas Study also offers to make presentations to groups of students.

Overseas study advisers attend regular meetings on campus for advisers. These provide excellent opportunities for networking as well as keeping up with institutional issues. Overseas Study advisers are each responsible for a number of regional campuses. The advisers work closely with the Overseas Study faculty liaison, called a campus coordinator, on each campus and visit the campus a couple of times a year to make presentations and meet with faculty and students interested in study abroad.

For the 20 years IU has had a computerized registration system, study abroad candidates have received priority registration times to ensure that they were not disadvantaged by being abroad. This resulted

in optimum senior schedules for students. With on-line registration, students now register at their regularly scheduled appointment times. Easy access to computers all over the world means that students can register when they would normally have registered at home with just a slight adjustment for the time difference.

In 2003 Overseas Study requested a slot on the agenda of the orientation program for new faculty members. At the session, we explain our role at IU and how faculty can be involved (through selection committees, to design programs, etc.). As an ongoing means of encouraging faculty to continue integrating study abroad into the curriculum, we have offered program development grants (in partnership with schools) so that faculty can design faculty-led programs that fit within their departmental offerings. To date these have been very successful and have resulted in the creation of a minimum of three new programs a year, which we expect to be ongoing programs.

Study abroad course

In 2004 Overseas Study proposed the creation of a pre-departure and a reentry course, for the first time at IU, in conjunction with the College of Arts and Science and the new Global Village Residential Learning Center. The launching of these 1-credit courses are an indication of the importance of collaboration among units. The required textbook for the course is *Maximizing Study Abroad*, published by the University of Minnesota's Center for Advanced Research on Language Acquisition.

This brief overview illustrates that there are many types of strategies for integrating study abroad into the curriculum. When these strategies are coordinated and shared widely between the study abroad office and the institutional and departmental levels, the result is that students are more likely to study abroad since the message they receive all around them is that study abroad is valued and encouraged by the institution. Many of these initiatives do not require significant resources. What they do require is good communication at all levels and strong commitment to internationalizing our students.

The Big Idea at the University of Minnesota, Morris

Author

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How can an institution of higher education approach the elusive 100% mark for students studying abroad?

Take 'em all.

Such was the thinking behind the so-called Big Idea, a grand if short-lived initiative undertaken between 2000 and 2004 at the University of Minnesota, Morris (UMM). A small, public liberal arts college with an already outstanding record of study abroad—at almost 50%, the highest in the University of Minnesota system—UMM nevertheless struggles to sustain enrollment, particularly during recent years of severe funding cuts. When the inspiration to send an entire class abroad hit during a meeting between UMM's International Programs Committee and Gene Allen, Associate Vice President of International Programs for the University of Minnesota, UMM Chancellor Samuel L. Schuman was intrigued, thinking it might just work at an institution of UMM's small size.

Briefly stated, the Big Idea was to provide all UMM students with the opportunity to travel for a few weeks outside of the U.S. together with their cohorts—the rest of the sophomore class—as part of a broader formative and unifying liberal arts experience. Remarkably, the Big Idea was to offer a study abroad experience at no cost to the student. Unlike many international opportunities, it would thus be accessible to all students regardless of socio-economic position, an important consideration for a public institution. The program was not meant as a quick fix simply to increase study abroad numbers to just under 100%, however; it was hoped that the short-term introduction to study abroad could encourage students who might not otherwise have taken advantage of more substantial study abroad offerings to do so later. The chancellor settled on the end of the sophomore year because it would still leave time for students to take part in such programs, but also because it might serve as a cohesive force for the UMM community particularly at that crucial attrition time between the sophomore and junior years. Finally, the Big Idea had the potential to increase UMM's visibility nationally by serving as a model for other institutions.

The first step in the development of the Big Idea was to assess the practicality of such an immense undertaking for our institution. Because I had developed and led a number of study abroad programs at UMM, Chancellor Schuman invited me to prepare a feasibility report during the summer of 2001. My research included a telephone conversation with David Larson of Arcadia University about Arcadia's "London Preview," a highly affordable ten-day excursion to London during students' first year. Bolstered by this and other such models, the chancellor disseminated the idea among UMM organizations and

administrators, then, on the basis of their cautious enthusiasm, appointed a task force to develop the details of the program in the form of a proposal to UMM's governing body, the Campus Assembly. After gathering campus input through e-mail, a website, a paper leaflet, and a public forum, the task force identified two main campus concerns, namely that the program ought to:

1. provide students with a significant intercultural experience, and
2. harmonize the study abroad experience with students' courses of study.

Certainly, the task force was faced with a tricky balancing act. While not mutually exclusive, the two points were nevertheless somewhat oppositional to one another. Individual immersion experiences, for example, while responding to the first concern, would resist integration into the existing UMM curriculum and be difficult to assess academically. At the same time, a regular UMM course taught abroad to such a large group would run the risk of creating an "American ghetto" abroad. In consultation with Seminars International, a Chicago-based educational travel organization, the task force with myself as chair set out to meet a daunting challenge, that of drafting a proposal for a culturally significant study abroad experience that could become an integral element of the academic curriculum and the broader UMM liberal arts experience.

Program Description

In spring 2003, the finished proposal was brought to UMM's Campus Assembly. The task force addressed the first concern by breaking up the sophomore class into a number of smaller groups at different study sites that would branch out from one home base in a particular region. Each group of 20 would participate in a course proposed and taught by a UMM faculty member, an answer to the second concern. A three-year pilot program was to precede a campus vote on full implementation of the Big Idea. The following excerpt from the proposal outlines the substance of the program:

According to the model the task force is currently considering, three regions will be identified and voted upon by the campus community, one for each year of the pilot program... Based on input from the campus community, as well as from Seminars

International concerning ease of logistics, cost, safety, and feasibility, the task force produced the following slate of possible regions: Canada, Mexico, Brazil, northern Europe, central Europe, Turkey / Greece, Spain / Morocco, West Africa, and China.

Once the three regions are identified, Seminars International will identify a "home base" in... [each] region and begin planning the logistics, perhaps suggesting possible study sites. Two years before the program is scheduled to visit a selected region, representatives from the UMM campus will conduct a site visit... to evaluate resources and perhaps suggest possible course topics, which they will pass on to faculty and staff members.

During the year following the site visit, faculty and staff members can develop proposals for courses in study sites anywhere within a specific radius of the home base... Proposals will be reviewed by the program director and the program advisory board, who will select instructors one year before the scheduled trip. After being selected, instructors will then identify an assistant with whom they will teach a two-week course.

The primary instructors will be faculty and academic professional staff holding teaching appointments. Other staff with Masters degrees and relevant experience may participate in the program as instructors. Assistants may include staff, advanced standing undergraduates with study abroad experience, partners / spouses, or alumni. Each instructor will receive \$2000 plus expenses, while each assistant will receive expenses but no salary. If two faculty or staff members propose a team-taught course, each will receive \$1000.

The course list will be presented to students... who will commit to the program and identify course preferences during the fall of the program year. The following May, students and group leaders will travel together to the home base, where they will spend the first few days. Program orientation events during these first days could include an opening banquet, cultural lectures, general language instruction, a visit to a national museum, national theater, or attendance at a concert.

After the in-country orientation, small groups of (no more than) 20 students will travel to study sites identified by their instructor for a two-week course. The course will be 1 (free) credit, with S-N grading and no GER designator. Students can arrange a directed study with the instructor for further credit, but students would be expected to pay tuition for any credits beyond the initial one. Classroom time, books, requirements, service projects, home-stays, etc. will all be at the discretion of each instructor. While two or more groups may visit the same study site, the expectation is that small groups would rarely if ever meet during the two-week course.

With Brazil as an example, possible study sites (and topics) might include: the Amazon region (rain forest biology or ecology), Salvador (African-Brazilian art and culture, Capoeira dance, African-Brazilian history), Porto Alegre (history and culture of German-speaking population, southern Brazilian culture), and Brasilia (architecture and urban planning, Brazilian political/ economic structure):



At the end of the two-week courses, small groups will return to the home base for the program finale, where they might participate in small comparative-experience seminars with other small groups, journal-readings, another cultural event, and a closing banquet before returning home.

Participation in the study abroad program will not be mandatory, but every effort will be made to encourage and facilitate second-year

students' participation. If, for medical or other valid reason, a student is unable to travel during May of the second year, the student may travel the following year. Under special circumstances, students may be offered an alternative, on-campus experience in the form of a free 1-credit directed study on the destination region either during the May trip or the following fall. Accessibility for non-traditional students, students with disabilities, and students with children, for example, will be maximized (excerpt from *Big Idea Program Proposal*, University of Minnesota Morris, submitted to Campus Assembly, April 2003).

As is evident from the above excerpt, the task force sought to respond as thoroughly as possible to all issues that had been raised by members of the campus community during the planning stage. The three-year pilot program was to begin with a group of sixty students and three instructors, the second year would increase the number of students to 120 and instructors to 6, and the final year of the pilot program would involve 180 students and 9 instructors. In its full implementation, the program was intended to be part of a broader four-year liberal arts experience as follows:

Year 1

Fall

- Students enter UMM already knowing their destination region(s)
- Campus speaker: introduction to region (co-sponsored by Campus Arts Council, First Year Seminar, and / or International Programs Committee)
- Performing arts event from region
- Faculty / staff consider region(s), develop courses, apply to lead groups

Spring

- Orientation session: trip alums share experiences with new students
- International Film Festival: film from region
- Instructors chosen by director and advisory board

Year 2

Fall

- Students register for courses and commit to trip
- Students obtain passports (at student cost with some need-based help)
- Instructors identify assistants
- One campus event related to region

Spring

- IFF: film from region
- At least 2 more orientation sessions, at least 1 led by instructors/ assistants

May: International experience

Year 3

- Reentry discussion groups
- Possible sharing experience with local and UMM populations
- Campus events (films, speakers) related to the destination region
- Possible further courses / directed studies based on region

Year 4

- Students share experience with first-year students
- Campus events (films, speakers) related to destination region
- Graduation speaker related to destination region

It was estimated that, in its entire four-year form outlined above, the Big Idea would cost about one million dollars per year. Approximately the same amount would be needed to implement the three-year pilot program. When the Campus Assembly approved the pilot program in spring 2003 by a 2/3 majority, it was with the stipulation that no moneys be redirected from the existing budget, and no significant tuition increase result from the program. With campus approval behind us, the chancellor and the task force faced an immense financial challenge.

Further Development

The first step, obviously, was to seek funding for the pilot program, the successful completion of which might generate larger gifts for the program itself. Over the summer of 2003, Chancellor Schuman received

in the Chancellor's Discretionary Fund of UMM's Capital Campaign a sizable enough gift to fund the first year of the pilot program. Accordingly, the task force reconvened in fall 2003 to begin implementation. We began with a survey of campus faculty and staff preferences, through which we identified the three target regions, and assigned them to the pilot program as follows (with the most popular destination last, as it would require the greatest number of faculty members): 2006: Morocco / Iberia; 2007: Central Europe; 2008: Southeast Asia / Australia / New Zealand. The task force then sent out a call for proposals from faculty members who might wish to teach courses during the first year of the pilot program in 2006, and chose three.

The courses and study sites, with their instructors (academic discipline indicated) were: Ferolyn Angell (dance) and Tap Payne (theater): "Flamenco: The music, the dance, the people" — Spain; Stacey Parker Aronson (Spanish) "Islamic and Jewish Cultural Influences" — Cordoba, Spain; and Sarah Buchanan (French) "Introduction to Postcolonial Theory" — Casablanca, Morocco. Based on the three study sites, Seville was designated as home base, and the instructors began planning a site visit for May 2004 in cooperation with Seminars International. Vocal opposition to the program led to a second Campus Assembly vote in March 2004, in which the Big Idea once again passed, but by a less certain majority. Because of the uncomfortably narrow margin, the chancellor subsequently made the difficult decision to suspend all planning and implementation of the pilot program.

Opposition and Reflections

From its inception, the Big Idea encountered opposition on the UMM campus. There were continuing concerns that a program for such a large group of students might not guarantee a significant cultural experience, but I believe it was primarily the current financial climate, coupled with some miscommunication, that led to its downfall. Drastic budget cuts by the Minnesota state legislature blinded some members of the campus community to the potential of the program actually to generate revenue and increase enrollment. A resulting atmosphere of suspicion and conservatism, coupled with a lack of clear communication concerning funding sources, led others to perceive use of the Chancellor's Discretionary Fund as contrary to the stipulation that no existing moneys

be redirected to fund the Big Idea. Finally, there were staffing concerns, particularly among an already overworked faculty who doubted they could provide the substantial, ongoing commitment the Big Idea would require.

At present, the Big Idea remains indefinitely suspended at the University of Minnesota, Morris. It is nevertheless an innovative model that begs to be tested. Because it proposes both an academically and experientially diverse exploration of an international destination, because it could be offered at no cost to the students, for whom funding is often the foremost obstacle to participation in study abroad, and because of its potential for integration not only into the academic curriculum but also into the entire four-year liberal arts experience, the Big Idea stands firmly at the forefront of study abroad philosophy today.

Curriculum Integration on a Shoestring

Context

The University of Wisconsin-Eau Claire (UWEC) Center for International Education (CIE) has a study abroad staff of one part-time and two full-time professionals and one support staff person. We send roughly 400 students abroad each year. No one has specific staff time dedicated to curriculum integration (CI); we aspire to spend on average two hours per week on CI-related projects.

Beginning the Curriculum Integration Process

We were able to begin implementing the CI process on the UW-Eau Claire campus during summer 2003. At that time the College of Business (CoB) was in the process of creating an International Business minor and approached the CIE about adding several new business sites. Our office saw this as an opportunity to begin the CI process on campus.

We worked collaboratively with the CoB to develop materials to promote opportunities to study business on our existing programs, many of which were grossly underutilized. The CoB created a brochure about the International Business minor, that included existing study abroad programs identified as offering upper level business courses. The CIE created an international business brochure to highlight the study abroad business programs. Both parties agreed to review the program offerings over time to determine whether new sites needed to be added. We also drafted major advising sheets for all business majors and sent those sheets to both Academic Advising and the CoB for feedback. The feedback from the CoB was particularly helpful in learning how to address business students, since all of the CIE staff have liberal arts backgrounds.

To create a structure for CIE, we developed a binder, divided by study abroad program, that listed all business courses offered at each site, with course descriptions. The binder included a list of already established course equivalencies, with UW-Eau Claire course code and title.

The "International Educator," our newsletter for faculty and academic advisers, premiered in September 2003. It raises faculty awareness of the opportunity to be involved with CI and provides study abroad advising information to faculty advisers. We also modified our existing International Classroom Speaker program to recruit more study abroad business major returnees and get them into more business classrooms.

Delays in the Curriculum Integration Process

The above work occurred between May and August 2003. We then encountered a series of unanticipated delays.

Authors

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We gave the binder to an enthusiastic faculty member within the CoB, who had been designated Coordinator of International Business Programs. We thought it would be helpful to have one central contact person. However, the Coordinator title came with no release time from a full teaching load. We had been contacting the faculty member every few weeks to check on progress. Realizing how overworked the faculty member was, we backed off. She took this as an indication that the work was not pressing and set it aside until we began contacting her again. The Coordinator thought she would save the department chairs time by establishing the equivalencies herself, then showing them to the chairs for comments. However, our Registrar's Office requires all equivalencies to be signed and dated by the relevant department chair. The "completed" binder only contained courses for which there were exact equivalencies. But a certain number of elective credits are required for business majors and minors, and we also needed to know which elective courses would work in a student's degree program. We have now contacted the department chairs in the CoB to work on determining elective credits.

Curriculum Integration Internships

Our original plan had been to focus on the CoB in 2003-2004, then turn our attention to the other colleges beginning in 2004-2005. However, in November 2003, two students contacted us asking about internship opportunities in our office. Both were seniors, past study abroad participants, and exploring the idea of getting into the field of international education.

The CIE has an established one-six credit internship course, but given the time it takes to supervise interns, we only offer it when we have specific, concrete projects and if we have serious, motivated students who can articulate what they want from an internship. We decided it was an opportune time to create a CI internship. Both interns worked 10 hours/week for 10 weeks during spring semester 2004.

Work with the Registrar's Office

In developing the internship duties, we met with our Registrar's Office. Since we were essentially proposing to take over some responsibilities normally done by colleagues in that office, we wanted to make sure we weren't stepping on toes. The immediate response was, "Do it!!"

We also hoped to get tips on best ways to approach department chairs and feedback on any pitfalls the Registrar's Office staff could anticipate, such as timing of when to ask for equivalencies and how the Registrar's Office would like to receive the equivalencies. One unexpected result of our meeting was that the Registrar granted us access to an internal on-line database of all established study abroad equivalencies.

Curriculum Integration in the College of Arts & Sciences

Most students who go abroad at UWEC are in the College of Arts & Sciences. We decided to have the interns focus on gathering materials for these majors. Because it is such a large and diverse college, we opted for a department by department approach, rather than the centralized approach we had attempted with the CoB.

The Registrar's Office ran a list for us, by major, of all students who had studied abroad the previous year. The study abroad professional staff developed an e-mail, briefly explaining CI, and sent it individually to the department chairs of majors that had a large number of students studying abroad, inviting them to collaborate with us. The basic message was: "You establish the equivalencies, we'll do everything else. You get the draft advising sheets and can give feedback on how to best reach students and faculty in your discipline."

Curriculum Integration to Date

So far, we have contacted nine departments. The responses have been overwhelmingly positive. Our interns prepared equivalency binders for all of these departments by the end of the semester. We had hoped to prepare major advising sheets over the summer. As of November 2004, we have met with two department chairs to get feedback on initial major advising sheet drafts and have successfully completed one for political science majors.

Although the process has been slower than we had hoped, the results thus far have been positive for all involved. We will continue to dedicate whatever time we can to furthering the CI process on campus.

Curriculum Integration and Professional Programs

Two major barriers prevent many US universities from significantly increasing their study abroad enrollments: 1) the added financial cost imposed on students studying overseas 2) the delay in graduation incurred by students when they participate in study abroad programs that do not clearly meet requirements for their major and degree. Beginning in fall 2000, we worked with University of Minnesota faculty and advisers in such diverse programs as engineering, management, nursing, and human ecology in collaboration with Purdue University, Northwestern University, and the University of Wisconsin Madison. UMTC Learning Abroad Center staff assessed major degree programs and study abroad opportunities; supported faculty site visits; developed new advising materials, websites, and practices; and provided special training for faculty and advisers. We also disseminated successful practices and reforms to other universities.

Introductory Overview

There is nearly universal agreement among postsecondary educators that study abroad is a highly effective means of improving students' second language abilities and cross-cultural skills, and enhancing students' understanding of international affairs. Despite this conviction, however, two major barriers, added financial cost and delay in graduation, still prevent many US universities from significantly increasing their study abroad enrollments. Many universities are addressing the financial question by developing aggressive scholarship drives and establishing new funds.

The second problem, however, is particularly difficult to overcome and mainly affects large research universities, where faculty members have often been more separated from the study abroad enterprise. When students must choose between study abroad and a timely graduation, many undergraduates are compelled to omit study abroad from their programs of study.

Our collaboration with the professional schools expanded upon a pilot project at the University of Minnesota designed to enhance the articulation of study abroad programming with undergraduate-level major degree programs, and to disseminate successful practices and reforms to other major research universities. This collaborative initiative was funded by the Department of Education's Fund for the Improvement of Post-Secondary Education (FIPSE). Working with faculty and study abroad staff in such diverse programs as the Institute of Technology, the Carlson School of Management, the School of Nursing, and the College of Human Ecology, staff assessed the match between current major degree programs and study abroad opportunities; supported

Authors

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Michelle Cumming Løkkegaard

For nearly 15 years, Michelle Cumming Løkkegaard was involved with all aspects of study abroad at the University of Minnesota, as well as active in NAFSA. In addition to programming and advising responsibilities at the University, Cumming Løkkegaard coordinated curriculum integration initiatives for several collegiate units and was the lead coordinator for the three-year grant from US Department of Education's FIPSE, Using Study Abroad to Internationalize Professional Degree Programs. She is currently involved in education abroad via her home of Copenhagen, Denmark, supporting faculty-led and other short-term groups visiting Scandinavia and consulting for universities in Europe who are developing new international education initiatives.

Kate Maple

Kate Maple is Assistant Dean for Student Services in the College of Human Ecology at the University of Minnesota. She received her undergraduate and graduate degrees in theater arts/theater design from the University of Minnesota, Twin Cities. As a graduate student she studied theater in London for a term and has since promoted "study abroad" to every undergraduate she comes in contact with.

Jerry Rinehart

Jerry Rinehart is the Vice Provost for Student Affairs at the University of Minnesota, Twin Cities. Rinehart has more than 25 years of senior administrative experience including 20 years as the Director of Undergraduate Programs and Assistant Dean in the Carlson School of Management. Recent awards Rinehart has received include the University's John Tate Award for Academic Advising, and the Carlson School's Golden Globe award for enhancing the international perspective of the school's programs and curriculum. Rinehart has a BA from Dartmouth College, an MA from Middlebury College in Vermont, and an MBA from the University of Minnesota's Carlson School.

faculty site visits to select programs; developed new advising materials, websites, and practices; and provided special training for major degree program advisers.

Evaluation was conducted during the project, and project staff worked initially with three major research universities (Purdue, Northwestern, University of Wisconsin Madison) to discuss and describe barriers and ways to address these barriers. We disseminated new findings and practices and fostered the creation of new discipline-to-discipline partnerships to enhance the integration of study abroad programming with professional degree programs at the undergraduate level.

This project: 1) supported the development of new approaches to articulating study abroad programming with undergraduate-level professional degree programs; 2) increased access to study abroad programming on the part of professional school students, students of limited financial needs, and students of color by eliminating an important barrier to study abroad; 3) created new partnerships involving four major research universities that will encourage disciplinary collaboration around study abroad; and 4) developed broadly replicable models for enhancing discipline-based advising that effectively integrates study abroad into some of our nation's strategically most important fields.

Problem

The President of the University of Minnesota set a goal of increasing the percentage of students who participate in study abroad before they graduate to 50%. The University is also working to increase the number of students who graduate in 4 years. This project sought to eliminate a major barrier to achieving these goals by addressing the delay in graduation incurred by students when they participate in study abroad programs that do not clearly meet program requirements for their major degree. There were several key aspects of the problem that are common issues across higher education.

First, study abroad has long been the purview of study abroad professionals who have limited communication with and input from university administration, faculty, and academic advisers. We knew that to be successful, we would need to deepen the collaboration with these colleagues by educating them about study abroad, learning from them how they viewed the

problem, and working with them to determine and implement possible solutions.

Second, we needed to talk with students in these four colleges to determine what the perceived and real barriers were from their perspective. We conducted focus groups and surveys that confirmed that finances and academic fit were the main barriers to increasing the number of students who studied abroad. This needs assessment also helped determine students' academic, personal, and career goals for study abroad.

Third, we needed to educate our colleagues abroad, and in our own office, about our need to find academic matches for a wider array of majors than those humanities and social science majors previously participating in study abroad. Some understood immediately that this was the wave of the future; others required some prodding to begin to think outside the box. All came to understand that it was to their benefit to collaborate with us since the work we were doing would lead to other universities using these study abroad programs for a wider range of students also.

Fourth, we needed to find ways to communicate the results of this project with students, faculty, administrators, academic advisers, our partners abroad, and study abroad colleagues across the country. This required reexamining and revising our advising process (individual conversations with students, materials, meetings, and website), our on-campus communication tools, our website, and our interactions with colleagues around the country and abroad.

When we began this project, we were matching programs abroad with majors on campus. This was accomplished initially with fairly broad strokes, but within a year or so we realized that we needed to determine matches based on specific courses offered abroad rather than just programs that were strong in, for instance, finance, chemical engineering, nursing, or family social science. If the students weren't going to get specific required courses abroad, graduation still might be delayed since the courses wouldn't "count" toward requirements. This required that we learn more about the availability of specific courses and syllabi abroad for a wider range of majors. Matches are now assessed based on faculty evaluations of specific courses rather than overall availability of courses in those majors at universities abroad. We have also been able to "tweak" the programs we run abroad to better meet the needs of our students.

Background and Origins

In the late 1980s the UMTC study abroad office initiated conversations with several humanities and social science departments across campus to determine programs that would best meet the needs of their students and to prepare materials that described these programs for students. Although we advised individual students from all majors across campus on study abroad, most professional students who studied abroad were interested in the traditional study abroad goals: improvement of language and cross-cultural skills.

In 1997 we began collaborating with the Institute of Technology (IT) to determine good study abroad program matches for IT students. As part of this collaboration, IT partially funded the salary of a study abroad staff member. This commitment by the college allowed the study abroad staff member to say that she "worked for the IT Dean" when she met with departmental chairs and directors of undergraduate studies. It also paved the way for an expanded initiative and we sought similar support from other colleges in the pilot phase of our work to integrate study abroad into the curriculum. The name for this methodology was 'curriculum integration'.

Prior to this pilot project, about half a dozen IT students would study abroad each year out of a total IT enrollment of 4,500 undergraduates. During the pilot project we saw annual gains of 9, 10, and 24 students, giving confidence that this was the right approach to take.

The success of the pilot gave us the basis for seeking a FIPSE grant. We knew we had defined the problem and seen some preliminary success, but needed outside funding to be able to widen and sustain the scope of our work. We decided to focus on some of the most challenging majors, sensing that if the methodology was successful in those majors it would work everywhere. We invited IT, the School of Nursing, the College of Human Ecology, and the Carlson School of Management to participate in the grant project and partnered them with Purdue (Human Ecology), Northwestern (IT), and the University of Wisconsin Madison (Nursing and Management). Madison was already sending nursing students abroad. The other universities were, like us, not sending many professional program students abroad. Thanks in large part due to the support provided by the FIPSE project, during 2003-2004 the number of Institute of Tech-

nology students studying abroad in a wide range of countries and types of programs had increased to 133.

In addition to the institutional support committed through the FIPSE grant, in August 2001 we were successful in obtaining a Bush Foundation grant (Archibald Bush, founder of 3M) to integrate study abroad into all 204 majors on all four campuses of the University of Minnesota. The Bush grant also required substantial matching institutional support. In total, we had approximately \$3.5 million over the course of 5 years to develop and refine a methodology that could be used at and adapted to other institutions.

During the course of the project, three main areas of problematic institutional organization and policy had to be confronted. First, the University had a policy that only graded courses could count toward the major. Since some students studying at universities abroad receive transfer credit, we successfully requested an exemption to University policy for students studying abroad. Second, the Learning Abroad Center's systems and technology had to be integrated into the University's systems. The increased numbers of students studying abroad meant that our systems needed to be brought up to date, into the University systems, and streamlined. This required massive effort and expense for our office as well as other offices across campus (financial aid, bursar, registrar, etc.) and we are not yet done with these improvements. The systems improvements also meant that some of the work normally done centrally on behalf of study abroad students was now done in our office, requiring study abroad staff to receive greater access and authority than before. The third major change has occurred in the climate on campus. From admissions through graduation clearance and now alumni relations, study abroad is being woven in to the fabric of the institution and all related policies and procedures. None of this would have been possible without the high profile of the FIPSE and Bush grants and the outstanding support of central administration.

Description

Throughout the tenure of the FIPSE grant, we met with faculty, administrators, and academic advisers, in small and large groups, to find appropriate study abroad programs that would match major requirements on campus and students' academic, career, and personal goals. These meetings were very productive

and generated a great deal of interest across campus. Here are descriptions of the project work in each of the four UMTC colleges and our assessment of impact on other institutions.

1. Carlson School of Management

The Carlson School of Management has been very active and successful in their efforts to integrate study abroad into the curriculum of their various majors. One important piece of this activity has been the development of an infrastructure to support the work and the increased number of students studying abroad.

Carlson is unique in that they have their own international office. This office runs Carlson exchange and graduate programs. The partnership with the international office has been key in implementing all of the activities over the past few years. Additionally, over the past couple years the college has groomed two advisers within the Undergraduate Advising Office to specialize in study abroad. This has allowed for more systematized activities in the areas of evaluating study abroad courses, promoting study abroad through already existing activities (orientation) and new activities (study abroad events), maintaining a course equivalency database of study abroad courses, as well as refining the overall study abroad student process so that it follows the logic of the overall Carlson school undergraduate student process. In the fall of 2004, they also created an email account for students with study abroad questions. It is important to have this role within the undergraduate office in Carlson because they work with students from entrance to graduation, there is no faculty advising.

Much of Carlson's success is seen in the quantity of work that has been done. The academic year 2003-2004 saw the completion of the departmental faculty meetings to identify study abroad programs that work particularly well for each major. This process also included obtaining course equivalencies for the chosen programs as well as defining study abroad guidelines (how many credits of the major can be done abroad and which courses are best to look for abroad) for students by each department. By the start of the 2004-2005 academic year, the results from these meetings were incorporated into the Carlson FAQ's, major fact sheets that every student receives for his/her major.

This process also enabled us to get a broad sense of

locations and courses that would be ideal for Carlson students. Two program developments came from this work. First, collaboration was developed with the Carlson International Programs, Carlson Undergraduate Services Office, the Kelly School of Business at Indiana University, and the program provider CIEE. CIEE worked with Carlson and the Kelly school to identify courses that would be good options for their students. Then, they used syllabi from the schools to create the courses at their Barcelona study center site. Secondly, the Carlson International Programs, Carlson Undergraduate Services Office, Smeal College of Business at Penn State, and the program provider IES developed a sponsored program in Berlin, Germany that provided business courses in English at a study center and local university. The study center courses were pre-approved by Carlson.

The increased presence of study abroad in Carlson has led to heightened interest by students. In response, Carlson is beginning to develop short-term programs for undergraduates that will allow students to fulfill required coursework abroad. To support this work they have added a new staff person in the International Programs Office to assist with these programs and student advising. Lastly, there is continued collaboration between the Carlson International Programs, and Carlson Undergraduate Services Office to implement adviser training such as focusing on study abroad issues here on our campus or inviting Carlson staff to meetings where our on-site partners are presenting about their programs.

2. Institute of Technology

From numbers in the low single digits prior to the pilot project between the Learning Abroad Center and the college in 1997, the number of Institute of Technology students participating in study abroad has increased each year, reaching a level of 133 by 2003-04. In 1999, a new position of Assistant to the Associate Dean for Student Affairs was created, with 30% of the associated responsibilities dedicated to study abroad. This individual is responsible for promotion of study abroad, advising on Institute of Technology programs, as well as short-term program development. The college has been very active in maintaining short-term programs. It now typically runs four each year and plans to sustain activity at this level.

Challenges in the Institute of Technology have mainly focused on the diffusion of responsibility for study

abroad out of the Dean's office to advisers and the departments. Advising in the college in the first two years is done centrally by a combination of professional advisers, faculty advisers and peer advisers. After the second year, advising responsibility is transferred to the major departments, where it is largely handled by faculty. Training with peer advisers and faculty tends to be a challenge; firstly in getting peer advisers and faculty to attend, and secondly in getting the individuals to see the importance of the information. The one training session we were able to set up was a challenge to arrange and received minimal interest. This no doubt partly reflects the fact that faculty are busy individuals with multiple responsibilities and are jealous of their time. The result is that integration of the study abroad message into advising, in addition to generating support from various faculty and advisers, is taking time and is sporadic.

Attempts at updating the Study Abroad Major Advising sheets were met with variable but generally limited interest from departmental faculty also. Two notable exceptions to the lack of interest shown by departments are these: Astrophysics matched an entire year of its curriculum with that of the University of Melbourne and Chemical Engineering pioneered the Academic Considerations page for their Study Abroad Major Advising sheet—the only department to do so. Plans to overcome this departmental inertia are being developed between the Dean's office and the Learning Abroad Center. Because of the importance placed on the Study Abroad Major Advising Sheets, the Assistant to the Associate Dean has worked with the staff in the Learning Abroad Center to create a sheet for the newest major—biomedical engineering—without direct faculty help.

The Learning Abroad Center staff, with support from the Institute of Technology, had been working on a project with an overseas university partner to identify a full year of curriculum that would work for a variety of sophomore engineering students. This project was dubbed the Sophomore Science Year project. After much research into courses and equivalencies with collaboration from faculty in the college, the project was unable to be completed. It has been tabled for now and may be revisited again if another suitable partner is identified. A positive outcome of the Sophomore Science Year project is the identification of the sophomore year as an ideal time for most engineering students to study abroad. To this end,

many promotional activities focusing on freshmen have been planned for the 2004-2005 academic year.

An extremely successful development in the college is the start of a student chapter of the International Association of Student Technical Exchange (IASTE)—a program of the Association for International Practical Training. This group focuses on developing paid professional internships in the U.S. for students from other countries as well as allows students from this institution to apply for paid professional internships abroad. In 2004, 8 students from IT were able to take advantage of such internships. In 2005, this number will increase to 18.

3. College of Human Ecology

The College of Human Ecology provides a lot of support for students planning on studying abroad. There is an identified study abroad coordinator who spends about 30% of her time on study abroad. She works in the main student services unit within the college and so is in close contact with academic advisers, the assistant and associate deans, and faculty. The small size and orientation of the college also helps foster cross collaboration. The coordinator meets with every student who plans to study abroad and assists him or her with their academic planning aided by a database that tracks how other students have been able to apply study abroad credit to their academic programs.

There were two major achievements in this college. First, all of the Study Abroad Major Advising sheets were updated and now include an academic considerations page. The development of this page engaged faculty to determine guidelines for their students studying abroad. They also determined a “best time to go abroad” for each major. The second major achievement is that this information was then added to the sample Four Year Plans that each student receives and generally follows for course selection and program planning.

Additionally, the College of Human Ecology has been supportive of our initiatives by putting in place new study abroad events in their college. Faculty and advisers are common attendees at these events and there have also been specialized adviser training sessions that focus on study abroad.

Through the process of identifying best times to go abroad and identifying what courses and requirements can be done abroad, it was identified that Interior

Design students have a semester that is ideal except for one studio course. The Program Chair is generally flexible and allows students to replace this with almost any studio course. However, the Learning Abroad Center staff, the College of Human Ecology Study Abroad Coordinator, and the Interior Design Program Chair are working to tweak the existing Study and Internships in London program to fit all Interior Design students second semester junior year, so it can be offered as a consistent option for students as they enter the program. Currently, our on-site staff is looking for a way to offer the required studio course. That, in addition to an Interior Design internship and courses that fulfill general education requirements, will complete the semester. While the program is being developed, the Program Chair is allowing students who do the summer Study and Internships in London program to fulfill their internship requirement even though the hours are less than the required amount.

Finally, the college is planning to expand their international profile by developing their first college to college relationship with universities in Mexico. The initiative is part of an integrated community-university partnership focused on the needs of Minnesota's rapidly growing Latino community. Relationships will initially be based around faculty and graduate students, but there will be opportunities for undergraduates as the initiative develops. They are in the process of identifying their interests and meeting with Mexican universities that could complement the interest areas as well as benefit from an international partner. An advance team visited sites in January 2005.

4. School of Nursing

The past year has been a year of transition at the School of Nursing. Beginning in fall 2003, the School of Nursing moved from a two-year to a three-year curriculum. As a result of this major change in their curriculum, there is more flexibility, though still limited, in their curriculum in which to incorporate study abroad coursework.

During meetings with the School of Nursing faculty to discuss the new curriculum, the nursing faculty identified the possible semester that nursing students could study abroad. Based on these discussions, the Learning Abroad Center undertook extensive research to identify universities and study abroad programs that would meet the curricular needs of the nursing

students. We identified a number of potential universities and shared this research with the School of Nursing for their review. The goal is that the nursing faculty will identify several universities where their students could study abroad for a semester. These semester opportunities will be added to the short-term opportunities, which had previously been selected by the faculty to offer nursing students a wide-range of study abroad opportunities.

In addition to the transition of the curriculum, there was also a transition in the leadership of the School of Nursing. A new Associate Dean was appointed at the end of 2003. We have worked with the new Associate Dean to introduce her to study abroad, including arranging for her to participate in a study abroad site visit to Denmark. As a result of this site visit, the Associate Dean and the Director of Undergraduate Studies are working with the faculty of the program in Denmark to make several adjustments to the program making it a better academic fit for University of Minnesota nursing students. They hope that several nursing students will participate on this program each summer.

We also continued to work with the nursing faculty on the issue of the cost of study abroad, which remains one of the main barriers to greater numbers of nursing students studying abroad. The Associate Dean is planning to begin specific fund-raising by the School of Nursing to support study abroad scholarships.

Finally, the partnership with the University of Wisconsin's nursing program continued during the past year. A Wisconsin faculty member, who has been involved with this project throughout its duration, presented a session on study abroad and the health sciences at the Internationalizing the Curriculum conference hosted by the University of Minnesota.

Project Results and Evaluation

Numbers provide a general measure of our initiative's success and we count both students who are being advised about study abroad and those who actually are studying abroad. The number of students studying abroad within the entire University system is on the rise, especially for 2003-04. Specifically, in the four colleges that were the focus of the FIPSE grant, student enrollment was 70 in 1997-1998 (the year the pilot began), increasing to 205 in 2000-2001 (the year the FIPSE grant began), and reaching 310 in 2003-2004.

But, while such a count is important, it does not provide a measure of the degree to which curriculum integration is becoming institutionalized within our University. Such a measure by its nature must be qualitative. Our President, Robert Bruininks, has told us that even if it takes 10 years to reach our numeric goals, we, as an institution, should keep striving to transform the culture of the University toward one that embraces internationalization.

Executive Leadership for Curriculum Integration

Authors

Douglas Knowlton

Doug Knowlton currently serves as the President of Dakota State University in South Dakota. As the past Vice Chancellor for Academic Affairs at the University of Minnesota, Crookston (UMC) he was involved in the initial planning and implementation of study abroad activities at UMC. He is a clinical psychologist and has served on two governing boards of higher education systems in Minnesota. Knowlton holds a Ph.D. degree in Clinical Psychology.

Vince Magnuson

Vince Magnuson is the Vice Chancellor for Academic Administration at the University of Minnesota, Duluth. Prior to his appointment as Vice Chancellor he served as the Department Head in the Department of Chemistry, and has been on the faculty at UMD since 1968. Magnuson graduated from the University of Nebraska, Lincoln, received his masters degree from the University of Wisconsin, Madison, and his Ph.D. from the University of Illinois, Urbana.

John F. Schwaller

John F. Schwaller, Vice Chancellor for Academic Affairs and Dean of the University of Minnesota, Morris, holds a MA in Spanish from the University of Kansas and a Ph.D. in Colonial Latin American History from Indiana University. He is an expert on the history and cultures of early colonial Latin America and an active advocate of study abroad. Schwaller is a two-time Fulbright Scholar, having been a Fulbright Research award winner to Spain in 1976 and 1983.

Craig Swan

Craig Swan, Professor of Economics and Vice Provost for Undergraduate Education, University of Minnesota, Twin Cities, did his undergraduate work at the University of California, Berkeley and received his Ph.D. from Yale University. At UMTC, Swan has served as Chair of the Department of Economics, Associate Dean and Executive Officer of the College of Liberal Arts, and Acting Dean of the College of Liberal Arts.

Study abroad, internationalizing on-campus courses, and site visits for faculty and advisers have helped our university realize its mission to internationalize the undergraduate experience and to transform each undergraduate. Executive support and leadership have been crucial to these efforts and the University culture is changing. Here are our campus perspectives on what worked, lessons learned, obstacles overcome, and pitfalls to avoid.

Douglas Knowlton, UMC

As the past Chief Academic Officer (CAO) of the Crookston campus of the University of Minnesota, I would like to reflect on the very beginnings of a study abroad program. The University of Minnesota, Crookston (UMC) has a somewhat different history that saw the campus evolve from an agricultural high school to a two-year technical college to a four-year baccalaureate delivery campus. This transition also included the establishment of the first (1993) campus in the country to require notebook computers for all students, a requirement that led to the designation of UMC as "The Original Thinkpad University." UMC was a campus that saw dramatic changes in its mission and in the delivery of curriculum.

While there were some sporadic attempts to encourage study abroad, no organized approach was directed to the students until the inclusion of the UMC campus in the study abroad initiatives of the total University of Minnesota system. It was during this time that I served as the Vice Chancellor for Academic Affairs at UMC. My perspective is from a campus that had literally no systems for supporting student interest in study abroad to a full-fledged partner in a system-wide initiative.

Let me briefly outline what I did to support the beginnings of this initiative as a way of understanding some of the "first steps" on a campus with "no" program. First, it was absolutely imperative that someone from the faculty be selected to lead the way. I found a young, enthusiastic, and well respected faculty member who had traveled extensively and believed firmly in the experience of study abroad. This individual's leadership and commitment were key to making the initiative work at UMC. Second, through a series of supportive commitments, financially and personally, the academic affairs office was able to communicate a place for this program within the mission and curriculum of our University. The third component was advocacy within the university system for UMC's complete inclusion in the initiative. This advocacy was established through my active participation in planning events as well as personal involvement in a study abroad site visit with a group of other members of the University community. This involvement solidi-

fied the understanding of the level of commitment that the CAO had to this program and to its future on the UMC campus. I believe that through these three activities the academic affairs office was able to provide the kind of support necessary for any new program of study abroad to be successful.

Vince Magnuson, UMD

In an ever expanding global society, students graduating from the University must be able to meet challenges presented by an interdependence among countries. Graduates must have the skill sets necessary to take advantage of new opportunities in today's interconnected world. An understanding and appreciation of cultures and values differing from ones own are essential as we address issues such as global warming, poverty, health, environment, government and policy, energy, etc. An understanding of globalization is important for good citizenship. Tomorrow's leaders must be well equipped to make decisions with potential global impacts in mind.

The University of Minnesota, Duluth (UMD) is a medium-sized comprehensive Masters I University. Slightly over 10,000 students are enrolled across the campus in five academic units: College of Education and Human Service Professions, College of Liberal Arts, College of Science and Engineering, Labovitz School of Business and Economics, School of Fine Arts. Approximately 83% of the students are full-time undergraduates. As a university community in which knowledge is sought as well as taught, the faculty at UMD recognize the importance of scholarship and service, the intrinsic value of research and creative activity, and the significance of a primary commitment to quality education, the programmatic focus of UMD is on the core liberal arts and sciences with a strong commitment to professional programs in business, education, engineering, arts and science. UMD offers bachelors degrees in 75 majors and masters degrees in 21 programs.

In order to increase opportunities for UMD students to become more aware of global issues, UMD senior administrators enthusiastically endorsed participation in the Bush Foundation Grant, the Study Abroad Curriculum Integration Project. However, adoption of the initiative at the senior administrator level does not mean a successful implementation. The number of students who elect a study abroad experience is only going to increase if faculty and student affairs offices

embrace the initiative. Curriculum integration is only going to take place under the direction of collegiate faculty and curriculum committees.

Actions taken by the Vice Chancellor for Academic Administration to initiate the project were as follows:

1. Discussion with the Council of Deans to secure support and commitment;
2. Discussion with the Office of International Education to seek advice on implementation strategies and to secure their support and commitment;
3. Memos to faculty to further their awareness of the importance of the initiative;
4. Providing funding for a new staff position in the Office of International Education program and for financial aid for students studying abroad.

After initiation, my role as Vice Chancellor has been to participate in system-wide planning meetings, set goals for students' participation after consultation with program staff, continuing contact with faculty to invite them to participate in University of Minnesota workshops, and monitoring the campus-wide program initiative.

Study abroad at UMD prior to the Bush Foundation Grant project was rather limited. In 1999-2000, 1.5% of the undergraduates had a study abroad experience. Most students had either a short 2-3 week study experience or participated in a year-long Study in England program in Birmingham, England. With the initiative in place, 390 (4.5%) of the students were participating in a study abroad program in 2003-2004.

A number of outcomes have been realized with the activities of the Bush grant. In addition to the increase in the number of students electing to study abroad as reported above, a UMD foreign course base has been built to aid both students and faculty in selecting study abroad courses from selected institutions. The data base contains over 1,100 courses from more than 70 foreign institutions. These courses have been reviewed by our faculty and approved for transfer of credit back to UMD. Thus, both students and faculty have a tool from which to select an institution and courses for transfer back into the often to rigid program requirements of a major. This affords the student an opportunity to elect a semester or year long study abroad experience without the loss of

credits applicable to a major. Another very positive outcome is that study abroad options are now part of the discussion among students and also between the student and her/his adviser. Faculty, staff, and students now view study abroad as more than an "add-on" experience.

John F. Schwaller, UMM

Increasingly universities see study abroad as an important mechanism in providing a rich academic opportunity to their students. The possibility of study abroad offers the institutions concrete benefits with regard to recruitment and retention of students and increasing campus enrollments. In the creation of a unified study abroad policy the role of the academic leader is crucial. This short piece will focus on the role of the Dean, or Chief Academic Officer (CAO), of a liberal arts college, and how it can enhance study abroad for the campus.

While it is especially helpful if the CAO has some significant foreign experience, it is not a necessary precondition. Rather the CAO needs to recognize the wide-ranging benefits that can accrue from study abroad. The CAO then can help to create a campus environment that is conducive to the encouragement of study abroad, and then assist in removing bureaucratic barriers that might inhibit study abroad among students. This essay is written based on the experience of the University of Minnesota, Morris (UMM), as part of the University of Minnesota Study Abroad Curriculum Integration project.

UMM is a public liberal arts college within the larger University of Minnesota. It is one of five coordinate campuses of the University, the others being the Twin Cities campuses, Duluth, Crookston, and most recently Rochester. UMM was founded as a liberal arts college of the University of Minnesota in 1960. It has a long tradition of study abroad. As a public liberal arts college, it has been in the forefront of the national movement to enhance the study of the liberal arts in public institutions and is a founding member of the national association for public liberal arts colleges, COPLAC, the Council of Public Liberal Arts Colleges. COPLAC schools seek to provide students with all of the benefits of the liberal arts education in a state supported context, and consequently at a fraction of the cost of a private liberal arts college. UMM has an enrollment of approximately 1,850 students with 128 full-time faculty. The admissions

policy is highly selective. Students of color constitute a larger percentage of the student body than at any other campus of the University of Minnesota. Graduation and retention rates are higher than at any other campus of the University. As a liberal arts college, UMM has traditionally enjoyed a higher enrollment of students in study abroad programs. In 1999-2000, just before the initiation of the curriculum integration project, students engaged in study abroad for credit as a percentage of degrees granted stood at 25%. In that particular year, 4.7% of students were involved in study abroad. By 2002-2003, the level as a percentage of degrees granted had increased to 47.6% and as a simple percentage of all students to 8.6%, clearly doubling.

The curriculum integration project has sought to remove barriers to study abroad. UMM has joined in the other campuses by eliminating restrictions on financial aid, making all financial aid applicable to study abroad. The various disciplines and majors have begun to develop advising forms that will allow all students to enjoy a study abroad experience within the curriculum, without losing progress toward their degree. The Office of Admissions has used these changes as an additional enticement to students. By recruiting better and more engaged students we also anticipate that our graduation and retention rates will improve. We have seen a slight increase in retention rates, but we have initiated several programs that are helping in this area. Lastly, we want increased participation in study abroad to also be a positive experience for the college in other ways.

Retention is clearly enhanced by study abroad. As a liberal arts college, one of the continuing challenges we face is making the curriculum exciting for students. Our campus is located in a very rural area, over a hundred miles for any significant population center. Our recruitment demographics show that we have some of the brightest and most talented students. Yet the rural environment is not always exciting enough for these students. Having a vigorous study abroad program provides these students with the opportunity to leave campus, go to fascinating parts of the world, study, and then bring those experiences back to campus. More often than not these students turn into campus leaders, and the students themselves gain confidence and poise that helps them immeasurably as they continue their studies.

One of the fears related to study abroad was that

it would in fact harm enrollments in some smaller programs, especially those that might provide a larger than average number of students. Smaller programs might fear that by sending a significant proportion of their students on study abroad opportunities, they might be left with too few students to offer key courses. This is a prime situation in which a CAO can make a difference. As long as the discipline is honestly making an effort to support study abroad, as well as deliver its traditional curriculum, the dean needs to protect it from transitory enrollment fluctuations that might be caused by an increase in study abroad. If the discipline were traditionally able to offer an upper division course to ten students, if as many as a third or more are on study abroad, the pool of students thus declines potentially below the level where the college can reasonably afford to offer the course. The CAO has to pledge to allow the courses to be offered. The long-term gain is that as the programs become more attractive, more students will enroll in the program, thus eventually making up whatever shortfall might have developed.

Other disciplines, that cannot offer a sufficient number of courses to meet the demand, can actually package study abroad as a first step in the major, allowing students to learn the rudiments of the field in another context, and then return to campus ready to begin courses in the major. In Spanish, where there recently has been extraordinary demand, students might be encouraged to study abroad very early on in their careers, develop advanced language skills, then return to campus to continue the major. Alternatively, students could study abroad early in their studies, gain proficiency in the language, take a wide array of courses to satisfy general education requirements, then return to a major quite distant from Spanish or affiliated majors.

Similarly, an aggressive study abroad program can allow a college to support a significantly larger student body without the costs associated with it. If, for example, a college with a capacity of 1,500 students, can send 15% of those students abroad in any given year, then it can in effect support 225 more students, without adding beds in dormitories or expanding food service, or adding faculty, simply because that many students will be absent from campus at any given time.

These examples show the role that a CAO can have in helping the faculty members work through some

of the nuances of study abroad. The CAO can help to set the agenda for the campus discussion, be encouraging of faculty members interested in developing additional study abroad opportunities, and finally serve as an institutional cheer leader for study abroad.

While the long-term effects of the curriculum integration project have yet to be fully reached, the UMM campus has made tremendous strides. Each year more students are studying abroad, more faculty members are interested in leading groups themselves, and in encouraging their students to study abroad. As a CAO, I am extremely pleased by all the positive benefits that have accrued to my campus and hope to do much more.

Craig Swan, UMTC

The Twin Cities campus is large and complex. In the fall of 2004, there were 28,740 degree seeking undergraduates. There are eight freshman admitting colleges and over a dozen colleges that give undergraduate degrees. With the exception of the School of Nursing that is part of the Academic Health Center, deans of the other colleges with undergraduate students report to the Senior Vice President for Academic Affairs and Provost. As Vice Provost for Undergraduate Education, I report directly to the Provost and work with all undergraduate colleges. On the Twin Cities campus I serve as the key liaison from the Provost's Office with regard to the Curriculum Integration Project.

The President, Provost, and I are fully committed to the importance of study abroad opportunities to enriching the educational experience of students. We saw the Curriculum Integration project as a concrete way of expressing that importance and as a way to give increased visibility to Study Abroad as well as increasing the number of students who took advantage of programs through the Learning Abroad Center.

While much of the hard lifting was done by staff in the Learning Abroad Center and by many faculty and staff in college and department offices, recognizing the importance of their work and clearly articulating the priority for enhancing study abroad were areas where I thought I could make a contribution.

For example, because of the Curriculum Integration Project, study abroad has become one of a limited number of key messages that are brought to the attention of incoming freshmen and their parents. By personal active participation in various leadership

retreats, working sessions, and other conferences I tried to make it clear that the Curriculum Integration project had the full confidence and support of University leadership. In spring 2003, Lynn Anderson from the Learning Abroad Center and I met with every undergraduate college dean and their staff to talk about progress to date and to help plan future directions.

I also supported the development of appropriate policies and use of the University information technology systems. When we found areas where policy and procedures seemed to get in the way of doing the right thing, it seemed like an easy choice to do the right thing. For example, we made it clear that University sponsored study abroad opportunities should count as resident courses for satisfying the University's degree residency requirement. I have been told that my involvement at key points facilitated the development of a close working relationship between staff in the Learning Abroad Center and in central registration, financial aid, and information technology offices.

Evaluating Campus Efforts to Internationalize the Curriculum

Our paper has three goals. First, to describe the methods the University of Minnesota has undertaken to evaluate our curriculum integration efforts. Second, to show our results and interpretations. And finally, to reflect upon our process, especially looking at what has worked and has not worked for us. Throughout we will offer our reflections about the process we have gone through in designing, developing, and implementing the evaluation of the curriculum integration initiative.

As a note of reference, our surveys, our evaluation web page, and a preliminary report of our findings are on our web site (www.umabroad.umn.edu).

Goals and Anticipated Impact of Our Evaluation Efforts

The University of Minnesota is seeking to strengthen the international dimensions of undergraduate education by integrating study abroad coursework into undergraduate programs and by developing internationalized courses.

From the opening session of the University of Minnesota's conference on internationalizing in April 2004, participants learned about the University's goals for curriculum integration. Our goals include fostering the development of productive new networks of advising, academic, and study abroad professionals. We also stated that we would develop practices and materials that would illuminate the benefits of study abroad and reduce the barriers, such as the delay in graduation. We initially labeled perceived barriers to study abroad and curriculum integration as a "study abroad tax." In addition, in our proposal to the Bush Foundation, we stated that one of our anticipated impacts would be to enhance faculty awareness of the role of study abroad in undergraduate education.

It is important to recognize that our awareness of the significance of these goals, and in key ways even the goals themselves, have evolved over time, as have our efforts to develop evaluation methods that will allow us to measure our success in meeting those goals. We have been evaluating something of a moving target, as the initiative's goals have broadened and evolved. We would like to begin by briefly describing that evolution.

The curriculum integration initiative has caused and traced a fundamental and ongoing cultural shift that is occurring at the University of Minnesota, from measuring success in study abroad in numerical terms—annual increases in study abroad enrollments—to evaluating both the quality of the educational experiences our students are having while abroad, and the deep impact that study abroad is having on the University's efforts to internationalize our four campuses. The focus

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Michael Vande Berg

Michael Vande Berg, Vice President for Academic and External Affairs at CIEE, was the External Consultant and Evaluator for the University of Minnesota's curriculum integration grants. He is the Principal Investigator of the Georgetown consortium project on assessment of student learning abroad. He was Guest Editor of the special November 2004 issue of *Frontiers: the Interdisciplinary Journal of Study Abroad (Volume X)* devoted to the assessment of student learning abroad. He is also a founding Board member and currently serves as Treasurer of the Forum on Education Abroad. Vande Berg has a Ph.D. in Comparative Literature from the University of Illinois at Urbana-Champaign and has published English-language translations of *Unamuno's Amor y Pedagogia* and *Azorin's Castilla*.

Thomas E. Dohm

Thomas E. Dohm, Director of the Office for Measurement Services at the University of Minnesota, Twin Cities, is an expert in measurement and evaluation. He is the Internal Evaluator for the Bush Foundation grant. Dohm has a Ph.D. in Psychology from the University of Minnesota.



of our evaluation efforts over the past four years has naturally evolved as this shift has proceeded and as our awareness has increased about what sorts of things we need to measure in order to document our success in meeting these educational and strategic goals. The University's participation, with Georgetown, Rice, and Dickinson, in a comprehensive Title VI-funded research project that is now assessing student learning at fifty study abroad sites, symbolizes the University's growing awareness of the need to measure and document student learning abroad. The work of the curriculum integration initiative on our four campuses, and our subject in this paper—our efforts to evaluate the success of the initiative in meeting its wider strategic goals—provide another example of the extent to which colleagues across our four campuses are becoming aware of the key role that study abroad is coming to play as a part of the University's broader internationalization efforts.

The evaluation effort of this initiative entailed more than evaluating the effectiveness of outcomes. A primary goal was also to conduct an on-going process evaluation. Information collected from surveys, event evaluations, and interview feedback served to improve the implementation process. Since a major goal of the project was to develop practices and materials, the evaluation effort provided necessary input to ensure that "best practices" grounded the project.

The Bush Foundation grant is one of two that we have benefited from in pursuing our curriculum integration goals. Funding from FIPSE (Fund for the Improvement of Post-Secondary Education) allowed us to begin to work on curriculum integration a year before the University secured the Bush Foundation funding. That FIPSE project responded to a growing interest in increasing the number of University of Minnesota students who studied abroad. In fall 2000, the FIPSE grant aimed to meet that goal by developing partnerships and materials that would encourage students from traditionally under-represented disciplines, including Business, Engineering, Human Ecology, and Nursing to go abroad. The project's activities included working with faculty members from these under-represented disciplines to identify obstacles that were preventing students majoring in these areas from going abroad in significant numbers. We can see from the collaboration with faculty at the departmental level and the focus on obstacles to participation by their majors, the beginning of a

significant shift away from quantity—the number of students going abroad—to a focus on quality. As we have moved to a focus on student learning abroad, activities funded through the Bush grant have come to focus on the question whose answers are serving to change the educational culture of the University: what do we need to do in order to integrate student learning abroad with their learning on campus?

As our evaluation efforts across both the FIPSE and Bush-funded activities have evolved, it has become clearer to us that while counting the number of students who go abroad has value—among other things, knowing how many students in particular disciplines are going abroad provides one objective measure of the impact of curriculum integration initiative activities—we need other measures, qualitative as well as quantitative, to measure the broader impact of study abroad on student and faculty attitudes about both study abroad and international opportunities.

Effectiveness of Approach, Impact and Efficacy of Effort

The U.S. Department of Education FIPSE grant and the Bush Foundation grant both required an evaluation component as part of our internationalizing initiative. So we developed for the Bush grant, both qualitative and quantitative evaluation instruments and methods to measure the extent to which the perceptions of faculty, advisers, and students about study abroad changed as a result of the curriculum integration initiative. Prior to the development and implementation of our evaluation activities, the University had never formally surveyed its constituents about their attitudes and behaviors regarding international education nor tracked the impact of such initiatives.

Our evaluation efforts focused on two areas. First, we focused on the effectiveness of our approach to working with colleagues from the University's four campuses, especially in our workshops and with the collaboration across our working groups. Secondly, and more importantly, we are measuring the impact and efficacy of our efforts on the University of Minnesota and the extent to which our efforts achieve the goals outlined in our grants. This second focus has challenged us, in essence, to document and better understand the profound cultural change that the curriculum integration initiative is causing at the University.

We are using focus groups, on-line surveys, workshop evaluations, and enrollment data collection as our formal evaluation methods. The details of all of this information can be found on the University of Minnesota, Twin Cities Learning Abroad Center web site (www.umabroad.umn.edu).

In addition to these formal methods we are also realizing that several *informal* measures of progress have presented themselves. We might call these the "Actions Speak Louder than Words" measures. Over 350 faculty and advisers have participated in our initiative, over 70 advising tools have been created, and over 106 faculty and advisers have participated in site visits to study abroad programs. In addition, our Admissions office reports that increasing numbers of students are requesting the application for the University's study abroad scholarship, and that the study abroad session at Freshmen Orientation over the past 2 years has been the most popular activity of the program. Our formal evaluation methods never anticipated the need to measure these phenomena.

On a basic level, we are counting students whom we are advising about study abroad and who are actually studying abroad. This is a general measure of the University's success. While metric analysis is important, this method doesn't provide the qualitative information we need to ensure that the curriculum integration initiative becomes institutionalized within our University.

Thus, in addition to simply counting students, we have developed various types of assessment tools to reveal issues and monitor for results. We think of our evaluation activities as a *process improvement* effort. Our goal is to uncover issues and find useful insights because we are still learning how to move forward with this initiative.

In the first year of our work, we conducted focus groups with students to reveal major themes regarding their perspectives of study abroad. (The focus group reports and questions are located on our Evaluation web page, as noted earlier.) Our focus groups demonstrated to us that students understood the many benefits of studying abroad, but simultaneously had strong opinions about the barriers to study abroad. The cost of study abroad and the potential delay in graduation for undertaking a study abroad experience were the most prevalent barriers that students perceived. The focus groups informed the construction of two on-line surveys that we created that would

eventually provide us with information about the changing attitudes and behaviors of students, faculty, and academic advisers regarding study abroad.

We indicated in our grant proposals that one of the most important measures of the effectiveness of our work would be the extent to which students' perceptions of study abroad changed as a result of the integration of study abroad into the curricula. To assess changes over time, we have administered surveys to students in order to determine their openness to study abroad, their perceptions as to the role of study abroad in higher education and careers, and the barriers to study abroad.

We administered similar surveys to faculty members and academic advisers to determine the change in their perceptions of study abroad over time. This on-line survey was sent to both participants in our initiative and a random sample of faculty who are not involved in our work who act as a control group. Our surveys were initially created in consultation with Dr. Michael Vande Berg, our external evaluator for the Bush grant, and Dr. Margie Tomsic, the former director of the Office for Measurement Services.

We have administered the on-line survey to cohorts of sophomores and seniors over the past 3 academic years, and intend to continue administering the survey to monitor changes over time in student attitudes and behaviors. Seniors, as they approach graduation, have a realistic sense of what it takes to get through college, how to work through a degree program, and what barriers they have faced along the way. Their survey responses need to be viewed, in part, in this light. Sophomores, however, are at the other end of the continuum and are relying more on their perceptions of the college experience. This has been important for us to keep in mind while reviewing their survey responses.

We were very interested in the responses by sophomores in the first several years of this survey because a majority of our work focused on collaborating with faculty and academic advisers to communicate the study abroad message to students early in their college career. During the first two years of the Bush grant, half of our efforts were devoted to working closely with faculty and advisers who advise and teach freshmen and sophomores.

Overview of Sampling and Methodology

Faculty and adviser participants are recorded in our curriculum integration database. We sent emails with the survey directly out of our database to participants. Human Resources provided us with lists for each campus of all faculty so that we could obtain a sample of faculty who did not participate in our curriculum integration initiative. All faculty at Crookston, Duluth, Morris were included in samples. The Vice Provost on the Twin Cities campus approved the Twin Cities sample.

Our Office of Institutional Reporting ran samples of students for us for the sophomore and senior surveys. All Crookston and Morris students were always included in each cohort, since these are smaller campuses. Samples were drawn of Duluth and Twin Cities students, since cohort sizes are larger on those campuses. The Vice Provost approved all samples. Emails to students were sent through the University's central email account, with Vice Provost approval.

The University's Office of Measurement Services hosted the Faculty Survey on their server. Faculty had to include their own demographics on the survey responses. The University's Computing Services hosted the Student Survey on their web hotel. Students logged into the survey with their unique University identification number that then allowed Institutional Reporting to pull in demographic data on the students who responded.

Workshop Evaluation

In addition to the on-line surveys for students, faculty, and advisers, we have conducted continuous evaluation of our workshops. Over time, we have made adjustments in our workshop pedagogy and structure based upon the evaluations completed by our faculty and adviser participants. Our workshop evaluations have become instruments by which participants may reflect upon the process that they are engaging in with us. Participants have told us that this reflective process has been important for them as they move through this initiative. This has certainly been the case for the faculty members who are engaging in internationalizing their on-campus courses.

Finally, this past year we began to collect data on the effectiveness of our advising tools that were created as part of the initiative. We have no preliminary results yet, as we will be conducting focus groups with

students and advisers next year to finalize the evaluation of these new products.

Throughout the whole process, it has been important for our curriculum integration team to develop a good working relationship with our measurement services office, our institutional data and reporting unit, and our external consultant.

Why do we need evaluation? We believe that our evaluation, as a general tool, allows the curriculum integration team and the University of Minnesota to make judgments about the relative success and shortcomings of the curriculum integration initiative, whether these are prospective or in operation.

Hence, through looking at the validity of the evaluation, the extent to which the initiative is reaching its intended goals and impacts from the beginning point of the initiative to now, allows the curriculum integration team to critically look at the micro-level and the macro-level "effectiveness" of the initiative. From this critical look and further analysis, the curriculum integration team engages in a process of continuous refinement and improvement of their evaluation tools, programs, and resources.

Results

We will be referring to the student and faculty surveys that are found on our web site. Results will be discussed by referencing questions on the survey.

Our student survey was given five times over the course of the three-year initiative. We administered it to two groups of students: sophomores and seniors. The response rates for the first sophomore group in May 2002 was relatively low, only 470 out of a sample of 2,800. Once we adjusted the time of year that we gave the survey, the response rate of the March 2003 increased to 782 out of 3,000, and in November 2003 the response rate was 920 out of 4,000.

Additionally we noted that the responses for the November 2003 sophomore survey consistently gave slightly lower percentages than did March 2003. Those students taking the March 2003 survey had five more months to be exposed to faculty, advisers, and other students who may have been positively exposed to these interventions, than did those taking the survey in November 2003.

Analyzing the Data

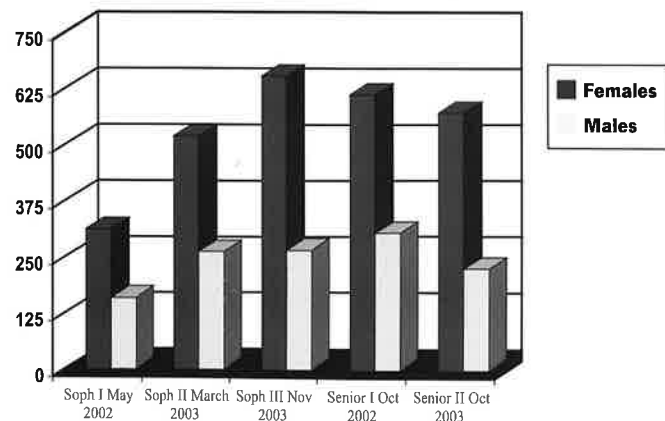
When analyzing these data, we first divided the questions into four categories that paralleled the goals and anticipated impacts. The four areas included: the plans of students with regard to study abroad activities, attitudes and views of students toward study abroad, barriers that prevent students from studying abroad, and to what extent faculty and advisers encourage students to study abroad.

Data were analyzed by gender, ethnicity, campus, and college. Analyzing the questions in this manner provided the curriculum integration team with a clearer picture of where the University of Minnesota is along the continuum of internationalizing the curriculum. Before going into the specific findings, we would like to note one interesting overall result within the cohorts surveyed.

Study abroad programs have consistently had more females than males participate. One of the initiative's foci was to increase the number of males participating in study abroad. Interestingly, what we first noted in our results was a two-to-one female-to-male response rate to our surveys (Chart 1), even though the number of males studying abroad on all four campuses has consistently increased throughout the period of the grant. On the Twin Cities campus, while the female population studying abroad remained stagnate, the male population studying abroad increased from 353 to 447. In addition the males' views toward study abroad as being desirable and realistic have increased over the grant period.

There could be several reasons for this, but one significant reason may be that the University's curriculum integration efforts have focused on traditionally male-dominated fields such as engineering and the biological sciences. Regardless, more females were interested in completing our surveys than males.

Chart 1: Gender response rates to surveys

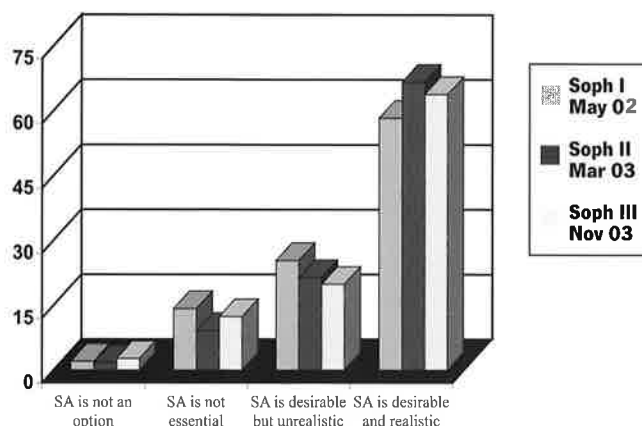


Views and Attitudes about Study Abroad

"Study abroad tax" is a term used early in this initiative to describe students' views of study abroad as an extra, or additional, cost to their education versus an essential part of their education and a long-term investment. Such shifts in views are what the curriculum integration initiative is aiming to accomplish. From these data one can begin to see this shift in attitudes taking place.

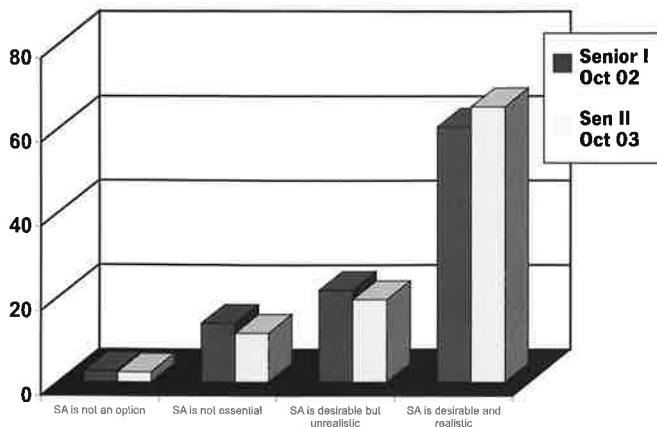
Looking at our preliminary data over time, we see an increase in the number of students' viewing study abroad as a desirable and realistic option (Chart 2).

Chart 2: Sophomores' views of study abroad



In addition to the increase, note the initial percentage of students who expressed this view of study abroad as a desirable and realistic part of their educational experience: 60% of seniors and 58% sophomores. Also, though not as significant, students who viewed study abroad as desirable yet unrealistic decreased. Similarly, in the senior data there is an increase from 60.5% in 2002 to 65.3% in 2003 in students viewing study abroad as a desirable and realistic option. Also, in the senior data, students who viewed study abroad as desirable yet unrealistic decreased (Chart 3).

Chart 3: Seniors' views of study abroad



Students' Plans to Study Abroad

In analyzing the data we not only looked at the results and various interpretations, we used the results to take a critical look at the survey itself. We will take a more critical look at the construct of question number four, "While at the University of Minnesota, have you done or do you plan to do any of the following? (Mark all that apply.)"

Over time sophomores responded with a slight increase in plans to study abroad, though interestingly their responses were 7%-16% higher than the seniors. This may have to do with supposition that, seniors, as they approach graduation, hopefully have a more realistic sense of the college experience. Sophomores, however, are at the other end of the continuum and are relying more on their perceptions of the college experience. Though it may be noted that seniors have only six months between the time they took the survey and when they graduate. If they have not studied abroad yet, there is little time for them to "plan" to study abroad.

The question was worded so that it asks for the plans of the students, not their actions. After looking at the wording of the question, we realized that it did not provide specific measurements of progress toward our goals. Therefore we determined that the construct of this question was not valid. In future surveys we will change this question.

One possibility for replacement questions may be a "yes-no" multi-part question:

- While at the University of Minnesota, have you studied abroad for a semester or more?
- If "no" do you plan on studying abroad for a semester or more while at the University of Minnesota?
- If "yes" do you plan on studying abroad again while at the University of Minnesota?

The construct of this new question would specifically address the intended goals thus making it valid. This is one of many examples by which the curriculum integration team has used evaluation to consistently refine our tools and our curriculum integration process.

Barriers to Study Abroad

As noted earlier, students strongly believed study abroad to be a desirable and realistic part of their college education. In addition, from the sophomore data it was observed that students want to study abroad for a semester or more, which strongly indicates students' desire to study abroad. However, when actually looking at the number of students studying abroad, though increasing, we see a disconnection between students' desire to study abroad and the number of students who actually study abroad. Observing and addressing the barriers which students express, allows the curriculum integration team to develop strategies that may start to diminish various barriers.

The next question we will look at in more detail addresses cost of study abroad and delay in graduation. As we look at the response rates, we note that this first barrier, the perception of the cost of study abroad, remains consistently high as a perceived barrier (Charts 4 and 5).

Chart 4: Cost as a barrier (sophomores)

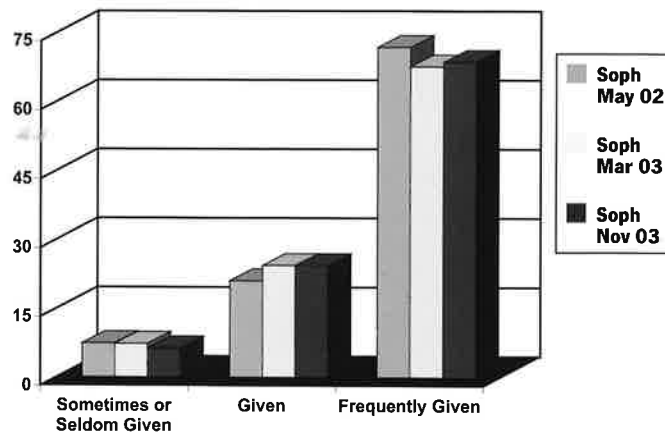
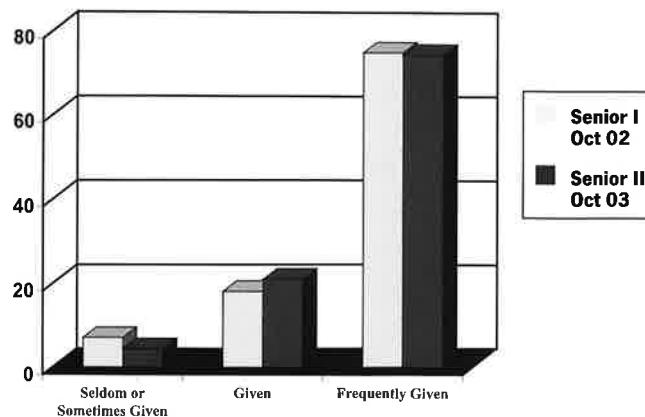
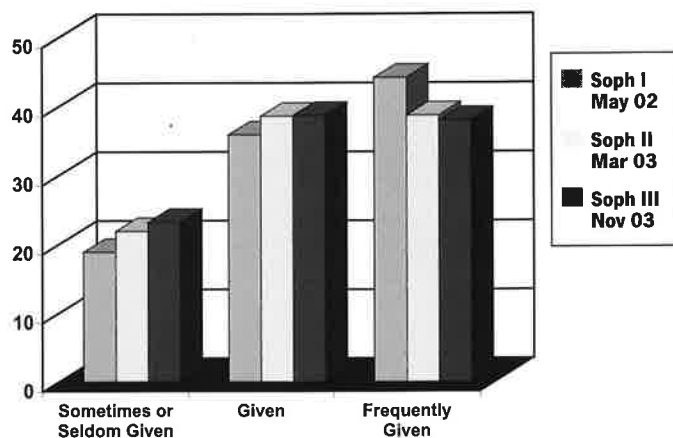


Chart 5: Cost as a barrier (seniors)



In Chart 6, we see a 7% decrease in belief that delay in graduation is a barrier. Through our “First Step” meetings, advising, and orientation for freshmen, we have encouraged students to study abroad and talk to their advisers immediately so that they can plan when it would be a good time to study abroad during their college career.

Chart 6: Delay in graduation as a barrier (sophomores)



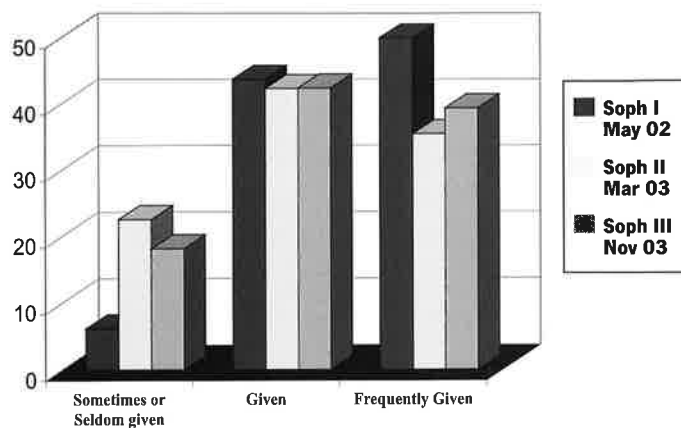
In addition, through our faculty and adviser workshops we have provided knowledge and skills that enable faculty and advisers to talk to students about planning ahead, which in turn allows students to find a program that best fits their major. With the help of campus study abroad offices, many departments have found universities abroad that offer courses their students can take while abroad.

It is important to note the differences in each college’s culture when looking at these results. Each college at the University of Minnesota is at a different developmental stage in the process of curriculum integration. Some colleges have well established course equivalencies, others are just beginning, and many are somewhere in-between. Likewise, some colleges have many faculty and advisers involved in the initiative and others have only a few.

Wherever a college is along the continuum of the initiative, there is always room for process improvement. The data reflect differences in a college’s culture and developmental stage for each college with regard to curriculum integration.

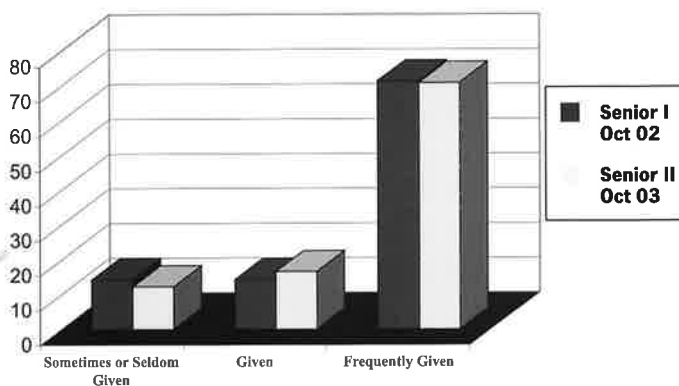
As Chart 7 illustrates for the Institute of Technology, there is a 9% decrease between sophomore cohorts’ responses regarding delay in graduation as a barrier. The Institute of Technology was involved in the pilot program beginning in 1997, and therefore has been involved in the grant since its inception.

Chart 7: Delay in graduation as a barrier, UMTC Institute of Technology (sophomores)



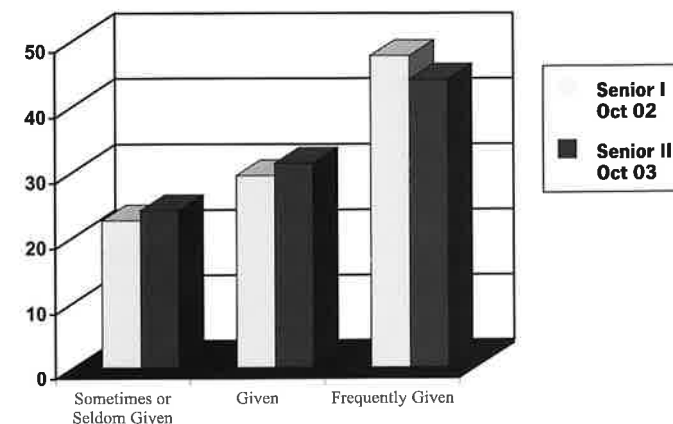
On the other hand, the College of Education and Human Development has only been a part of the initiative for one and a half years (Chart 8) and little change is seen among this college’s students.

Chart 8: Delay in graduation as a barrier, UMTC College of Education and Human Development (seniors)



Finally, in Chart 9, more seniors gave “delay in graduation” as a barrier than did sophomores (Chart 6). It is important to note that the seniors in 2002 and 2003 would not have been exposed to the initiatives for incoming freshmen started during the Bush Foundation grant period.

Chart 9: Delay in graduation as a barrier (seniors)



Perhaps freshmen are starting to understand that it is possible to study abroad and still graduate in four years. Through our sophomore survey, we are able to capture this shift in attitudes.

Advising about Study Abroad

Faculty and academic advisers motivate, encourage, and inform students throughout many different periods of the students' college careers. Through curriculum integration, faculty and advisers are empowered, through awareness and knowledge, to encourage students to study abroad. We have moved, as an institution, from study abroad being a topic discussed primarily between students and study abroad professionals, to partnerships with faculty, academic advisers, and program providers all supporting the student's selection of and participation in a study abroad opportunity.

In Charts 10 and 11, there is direct evidence of this. Sophomore survey data show about a 10% increase in encouragement from faculty and advisers. Between the two senior surveys, however, there is not much of a difference in faculty and adviser encouragement.

Chart 10: Have any of your advisers or professors suggested or encouraged you to study abroad? (sophomores)

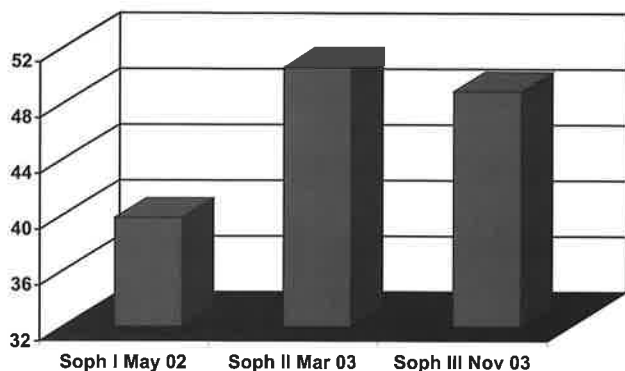
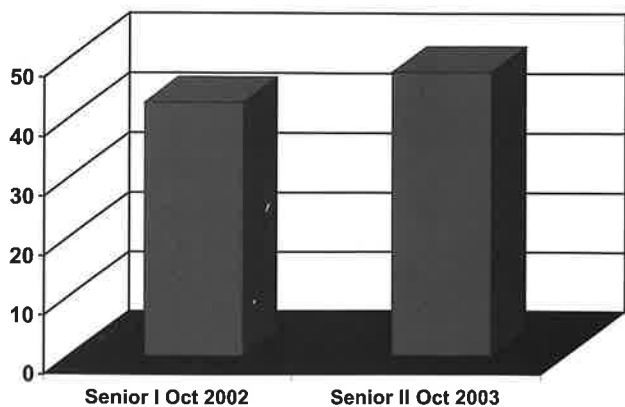
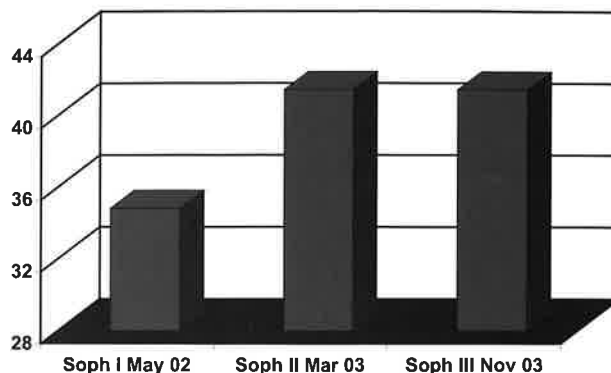


Chart 11: Have any of your advisers or professors suggested or encouraged you to study abroad? (seniors)



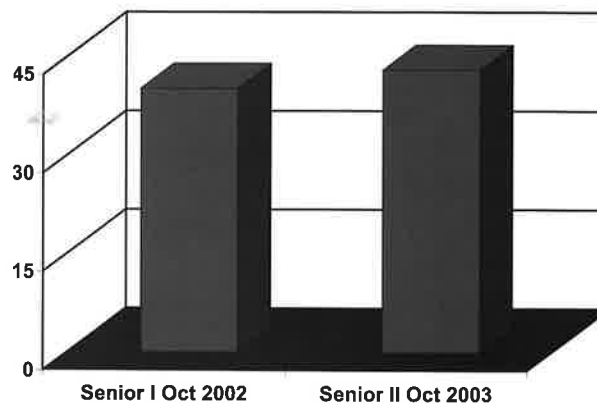
As faculty, advisers, and administrators become more knowledgeable about study abroad, students have expressed that they feel more comfortable asking their professors and advisers about study abroad (Chart 12).

Chart 12: Have you ever asked an adviser or professor about study abroad? (sophomores)



Seniors may not be asking professors about study abroad due to the fact that if they have not planned to study abroad there is very little time left to do so.

Chart 13: Have you ever asked an adviser or professor about studying abroad? (seniors)



The following is an example of how the initiative is impacting students' views toward study abroad. Mark had grown up in Minnesota and was the first to go abroad in his family. He was a biochemistry major in the College of Biological Sciences at the University of Minnesota, Twin Cities campus. Mark thought at first he would fall behind and miss out on opportunities at the University of Minnesota while studying abroad. As many others he was worried about how much it would cost him. As Mark stated, "it was a big risk," even though he had a desire to study abroad. So, as the story goes, he and four other friends went to the study abroad office their freshmen year, but Mark was the only one of the five who studied abroad.

After talking to a study abroad adviser, Mark realized that there were programs in England and Australia in which thirteen out of the seventeen credits could directly transfer into his major, including two organic chemistry classes. The other four credits could count toward elective credits. Instrumental to Mark's decision to study abroad was his adviser. With careful planning and through knowledge of study abroad programs, she was able to ease Mark's fears. In addition, with the help of his adviser, Mark was able to make sure that he took the correct classes while abroad so that sequences in his major were not disrupted. Interestingly, when Mark returned he chose a much more diverse course load and chose to add a social science minor. This is just one example of the unanticipated impacts of this initiative.

Results from Surveying Faculty and Advisers

Our advisers have great awareness of all the different types of study abroad programs available to students. Advisers are more knowledgeable about study abroad procedures and the planning process.

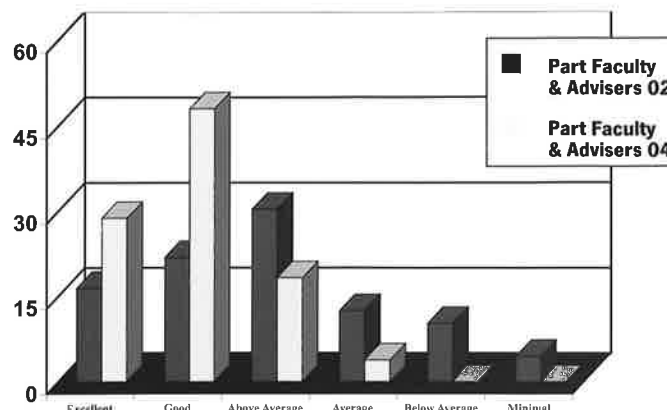
Response from faculty participant

One of the main goals of the initiative is to enhance faculty and adviser awareness of the role of study abroad in undergraduate education. There were several ways in which we measured faculty and adviser attitudes, views, and knowledge of study abroad. First, we conducted workshop evaluations. Secondly, we conducted surveys of those participating in faculty and adviser workshops and of those who did not participate in these workshops. From these evaluations the curriculum integration team has been able to measure participating and non-participating faculty and advisers views and attitudes toward study abroad.

Overall, participating faculty and advisers are realizing that there is much more to the initiative than simply getting a student to study abroad. Many state that a breakthrough has occurred as they have learned how to talk with students about course compatibility, cost, fears of being away from friends and family, and the wide range of benefits of studying abroad. Through this learning process, faculty and advisers now have more open dialogues with departments and colleges and a sense of confidence and authority in the area of study abroad.

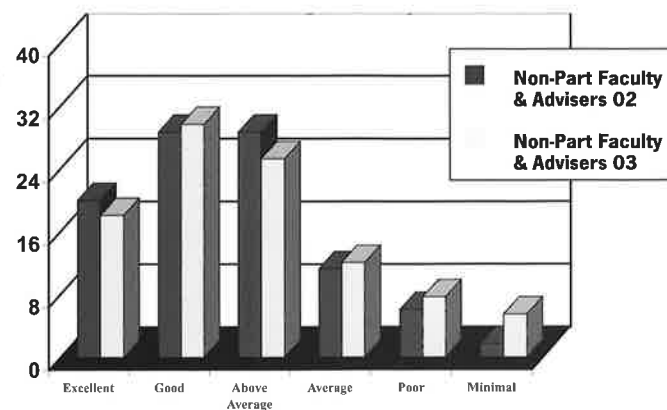
We have observed an increase in understanding about study abroad among faculty participants. Over 76% of the faculty and advisers participating in the initiative now report a good to excellent understanding of study abroad (Chart 14).

Chart 14: Participating faculty and advisers' understanding of study abroad



Non-participants' understanding of study abroad in both cohorts has not changed however (Chart 15).

Chart 15: Non-participating faculty and advisers' understanding of study abroad



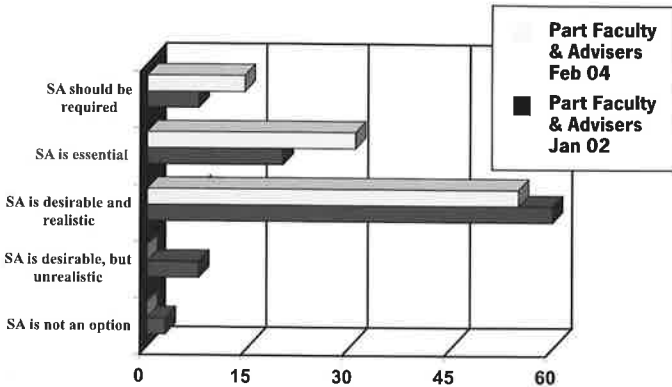
Faculty and Advisers' Views and Attitudes about Study Abroad

I initially thought that integrating study abroad in our degree programs could be really hard because of the wide diversity of our programs. What I've learned is that you look at and focus on the underlying reasons we want students to study abroad and not just think about the specifics of the major.

Response from faculty participant

Many faculty have stated that as they went through the workshops they began to realize the importance of their students having the experience of study abroad. This shift in views is evident in the data from question one on the faculty survey (Chart 16).

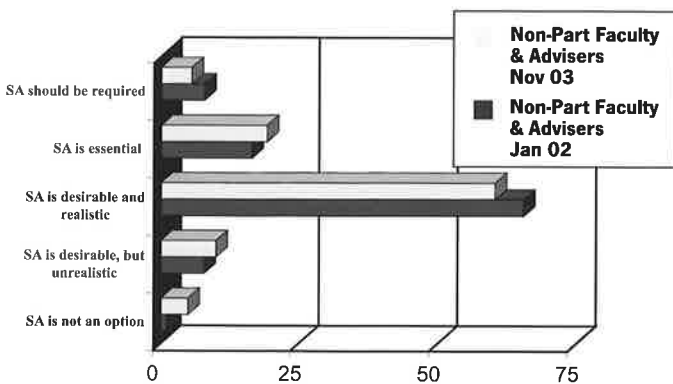
Chart 16: Participating faculty and advisers' views and attitudes about study abroad



When looking at the participant data from 2002 and 2004, we see an increase in the belief that study abroad is desirable and realistic. Most exciting is the decrease to 0% in the belief that study abroad is desirable though unrealistic.

However, as we can see from the non-participant data from January 2002 and November 2003, there is still work to be done in shifting the whole University's views (Chart 17).

Chart 17: Non-participating faculty and advisers' views and attitudes about study abroad

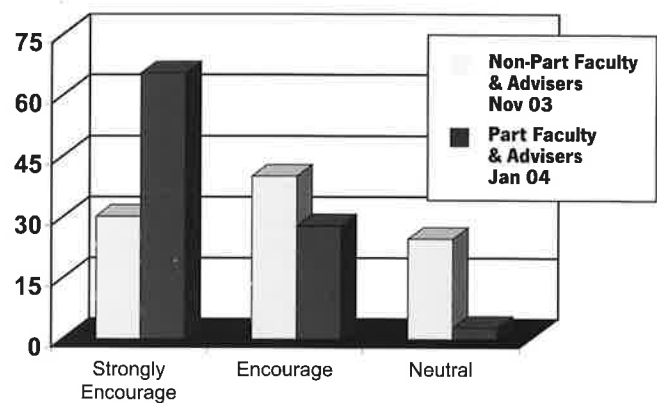


Study Abroad is increasingly prominent in our student contacts. We're continuing to make study abroad a key component of the undergraduate experience. We're setting the expectations in our orientations, student appointments, web materials, and handouts.

Response from academic adviser

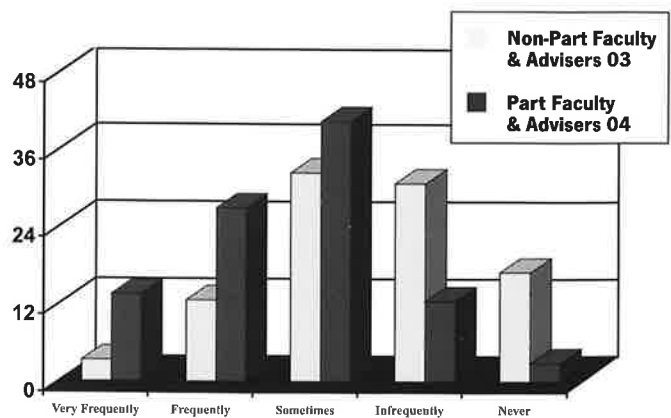
Becoming a prominent part of many faculty and student interactions are discussions about study abroad. In these discussions, the more faculty and advisers have concrete examples and anecdotal evidence about study abroad, the more students trust what their professors and advisers have to say. The more knowledge faculty and advisers have about study abroad, the more they encourage their students to study abroad. The dark bars on Chart 18 show 62% of participating faculty in 2004 reported that they strongly encouraged their students to study abroad versus 28% of the non-participants.

Chart 18: Degree to which faculty and advisers encourage students to study abroad



In Chart 19, we see that participants have more students ask them about study abroad without prompting. This might indicate that students feel more comfortable talking with professors and advisers who have a good understanding of study abroad.

Chart 19: Degree to which students ask faculty and advisers about study abroad without prompting



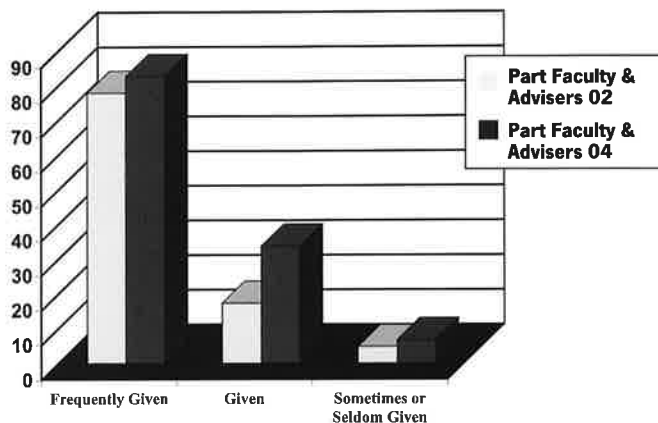
Barriers to Study Abroad

I learned that scholarships and financial aid are available to help students afford study abroad. I learned that there is a lot of variety in study abroad programs. Lots of different programs to meet students needs.

Response from academic adviser

As stated earlier, and as we can see from the data shown, it seems cost will always be a barrier to study abroad (Chart 20).

Chart 20: How often do your students cite cost as a barrier to study abroad? (faculty and advisers)



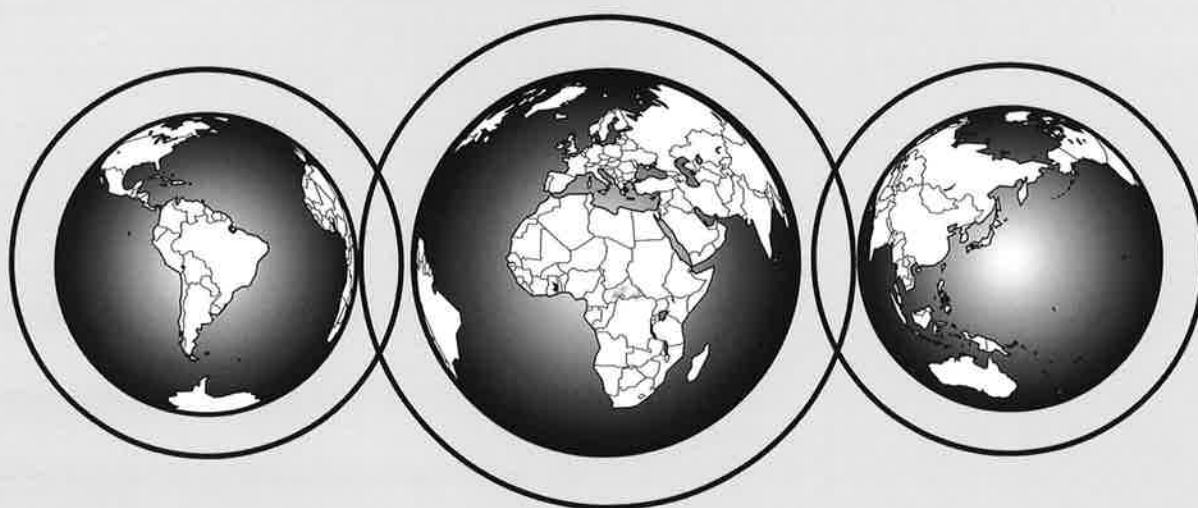
By teaching advisers and professors how to talk about the cost of study abroad starts the process of dispelling students' preconceived notions that study abroad is out of their financial reach. Faculty and advisers are able to talk about scholarship opportunities, less expensive study abroad programs, and financial aid. The more confident faculty and advisers are in discussing barriers with students, the more students trust and respect what they tell them.

It was extremely useful to see that we all recognize the value of study abroad. It was great to hear the different insights as to how experiences enrich all academic pursuits. It is easy to get tunnel vision in our various fields. Now we just must keep the momentum going!

Response from faculty participant

Section 3:

Curricular Examples of Internationalization



UNIVERSITY OF MINNESOTA

**Internationalizing Undergraduate Education:
Integrating Study Abroad into the Curriculum**

Internationalizing Teacher Education: Rationale, Legitimacy, and Procedures

Authors

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Educating college students to become the teachers of our future generations almost implicitly assumes they will be exposed to a curriculum that will guide them toward gaining the skills and confidence needed to work in diverse classrooms and an ever-expanding global society.

We know from the many studies that have been done on the competencies of U.S. college students that graduates are poorly informed about other countries and that few graduate with knowledge of a second language. Why has there been so little action and focus on how teacher educators can integrate a global perspective into programs of teacher education and within the profession of teacher education? This paper presents aspects of the national dialogue surrounding these issues and offers examples from the University of Minnesota to demonstrate how these issues can be addressed.

Challenges For Teacher Educators

Should prospective K – 12 teachers have personal and professional experience beyond the 60 mile/100 kilometer radius of their teacher education institution?

If your answer is yes, what are you and your institution doing to assure this is the case? If nothing, why do you not act upon your beliefs? If your answer is no, what are you doing to assure teachers are capable of educating students for life in our global community?

As members of a responsible global profession the authors of this paper recognize the commonality of educational issues and proposed solutions in all settings, the value of learning from colleagues around the world, and the necessity of bringing a global perspective to our decision making. Further, we accept the imperative that we must prepare our students for their future in our interdependent world, and responsibility for the impact of our actions on the nature of our global community. Others within our profession do not share these values and sense of responsibility.

Voices from the Profession

While much has been written about our responsibility as professional educators working in a global context, little has been done to fulfill this obligation. The following statements of teacher educators in the U.S., Canada, and the U.K. offer examples of common perceptions within the profession that prevent action or rationalize inaction that would bring teacher education practice in line with global reality.

Standards

- An international perspective and/or international experience are not criteria for program approval by our state/provincial licensing

agency and there is nothing in accreditation standards that speaks to internationalizing teacher education.'

- 'We have our standards that must be met by our students through our program.'

Curriculum

- 'Internationalizing education is a nice frill, but international understanding is not central to our college mission or the education of teachers.'
- 'The structure of our curriculum will not allow for students to gain international knowledge or have international experience and anyway, internationalizing the curriculum is not my or my department's responsibility.'
- 'This is not a priority of our college administration.'

Territoriality

- 'We cannot accept coursework from other colleges to fulfill our licensure program requirements.'
- 'Only our faculty working in our setting can prepare our graduates for teaching.'

International Experience

- 'Our licensing board requires student teaching within our state/province/region so graduates know our standards and procedures.'
- 'All student teaching must be completed in local schools with which we have professional development school affiliations.'
- 'Student teaching in another country would be too different or not prepare graduates for teaching in our community. Anyway, international experience is not relevant to graduates who will be working in our country.'
- 'The college may lose money if students study overseas.'
- 'It costs too much.'
- 'There are students from other countries in our schools, why do our graduates need to go to other countries?'
- 'International Study abroad is ok, if it is in an American school with an American curriculum.'

Faculty

- 'I am involved internationally – travel and research - there is nothing in what I do that is of value or interest to my students.'
- 'There is no time or resource for internationalizing.'
- 'Internationalizing student experience is not recognized as are research and generating income for the college through grants for tenure and promotion decisions.'
- 'We need a committee to study the idea.'

Students

- 'Going away for student teaching means I will not develop the contacts I need to get a job in the local district.'
- 'Prospective employers will not value international experience when making hiring decisions.'

Have any of these perceptions blocked you or your institution from internationalizing your teacher education curriculum and/or creating international opportunities for your students? If they have we suggest considering alternative perspectives that make internationalizing teacher education not only feasible, but required for the creation of a generation of globally minded educators capable of preparing young people for life in a global economy.

Responding To The Challenge

We can begin to overcome these attitudes by learning from teacher educators in other countries. For example, Vietnam's education plan—2001-2010—offers a perspective worth emulating as a basis for our decision making. In this plan there is a recognition that, 'Education renovation takes place in the worldwide scale', that the 'Education sector should meet the challenges not only specific for Vietnam, but also common for the world's education' and that 'the innovation of education on the worldwide scale creates opportunities for Vietnam education to quickly [learn about new ideas] and use international experiences for innovation and development' (Vietnam, 2001).

We can:

- Participate in international conferences such as annual meetings of the International Council for the Education of Teachers (www.nl.edu/icet), and International Society for Teacher Education (www.isteducation.org).

- Make 'international' central to the culture of all aspects of the college—licensure programs and M.A., Ph.D., Ed.D. programs—pre-entry through commencement.
- Modify our program mission statements to include creating opportunities for student and faculty participation in multicultural and international educational experiences.
- Hire faculty with international commitment and experience.
- Offer international experience for teachers, preparing them for work with students of different cultural and national backgrounds, for school administrators to share approaches to resolving common issues with peers in other countries, and for teacher educators to influence pre and in-service teacher preparation.
- Offer students opportunity to complete general education and discipline major requirements through study abroad, integrate a global perspective throughout teacher education coursework, recognize studies completed at teacher education colleges in other countries, and offer international pre-student teaching and student teaching practicum experiences that fulfill licensure requirements.

As a profession, we can work with relevant agencies and associations to make the necessary investment of political will, institutional commitment, and time to assure comprehensive and long term change that transforms teacher education so we fulfill our responsibilities as educators by preparing all young people for their role as citizens in our global community.

University Of Minnesota Responses To Internationalizing Teacher Education

Each campus of the University of Minnesota has taken a different approach to internationalizing its teacher education program. Three cases which demonstrate different levels of commitment, program scope, and strategy are presented to assist others in integrating an international perspective into teacher education.

Morris Campus—Global Student Teaching—a model of curriculum integration

At the University of Minnesota, Morris (UMM) Global Student Teaching (GST) is the centerpiece of a comprehensive strategy that integrates on-campus

coursework with international experience to assure beginning teachers have the international knowledge and skills they need. (Program details: www.globalst.org)

UMM is an NCATE accredited, public, residential, undergraduate liberal arts college of 1,800 students in a community of 5,000 where, since 1969, students have had the option of completing student teaching overseas. With the inception of GST in 1989, the rate of participation has increased significantly with 37% of the 2004 education licensure candidates completing student teaching in other countries. GST is a self-sustaining program that offers student teachers from any teacher preparation institution in the U.S. and Canada opportunity to complete student teaching requirements in 41 countries on all continents expanding the range of student teaching options and offering a unique opportunity for prospective teachers to develop their teaching abilities and expand their cultural awareness.

Beginning with three students in 1989 and having served over 1,150 students from 65 U.S. and Canadian universities, GST has developed a network of professional educators in countries around the world and global reputation for excellence in preparing educators with a global perspective in their lives and of their profession. Building on this reputation, the program expects to serve over 200 students from universities in Canada and the U.S. in 2005. Beginning in 2006, students from the U.K. and Ireland are expected to participate.

Curriculum Integration

With growth in GST has come integration of an international perspective throughout the curriculum at UMM with the inevitable result that education graduates have completed at least one—and often several—courses or experiences with an international perspective. Beginning with the Admissions process, prospective students are informed of the value of study abroad and options available through the teacher education program. As a result several first year students begin to integrate study and/or student teaching abroad into their curriculum.

Students can choose from over 130 UMM courses with international content including a Comparative Education course created and offered by education faculty to fulfill the liberal arts general education degree requirement on International Perspectives.

Distinctively, this requirement can also be completed through GST by student teaching in another country. Additionally, students seeking to enter teacher education complete a psychology course—Introduction to the Development of the Child and Adolescent—that uses a global and multicultural view of child development to introduce prospective educators to the circumstances and needs of young people in multiple societies.

UMM teacher education faculty make clear their commitment to assuring graduates utilize a global perspective in personal and professional decision making through the department mission statement and through instruction by education faculty, all of whom have international experience including work with schools overseas and interaction with colleagues around the world.

Crookston Campus—Restructured Early Childhood Education Curriculum

Crookston (UMC) is the smallest campus of the University of Minnesota transformed from a two year college of agriculture to a four year Associate and Bachelors degree granting institution in 1993 that now enrolls about 1,200 full time and additional part time students.

Creative thinking has been necessary to integrate international related activities into the Early Childhood teacher education program at UMC because courses are offered once a year in a sequential format and are perceived as being less flexible in order to meet Minnesota Board of Teaching standards.

These circumstances notwithstanding, the faculty has implemented a model of international curriculum integration based on creating alternatives for students that is unique, truly global, and worth copying.

Specifically, UMC faculty have implemented a plan through which their students can participate in study abroad experiences each of the four years of their degree program with coursework at universities in other countries and international internships equated to on-campus course requirements. By incorporating study abroad (coursework and internships) with integration of a global perspective in on-campus study throughout the degree program, UMC faculty have created a model program for internationalizing teacher education.

With the support of campus administration and the University curriculum integration project, UMC

faculty identified a handful of study abroad programs and institutions in other countries whose courses might be equivalent to those required in the UMC Liberal Education and Early Childhood curriculum. UMC faculty then visited the selected colleges and chose courses their students could take at those institutions for their UMC degree. As a result, study abroad options are now available to UMC students at colleges in Australia, Denmark, and the United Kingdom along with the option of completing student teaching through the Morris campus GST program.

UMC faculty strongly encourage their students to complete liberal education and discipline major requirements during study abroad (students are awarded full credit at UMC for required courses taken at the host institution). In this way students maximize their international experience and minimize any potential delay in graduating. To assure all students are aware of study abroad options and consider integrating them into their studies, Early Childhood education faculty created an advising sheet for students. This document acts as a gatekeeper which effectively guides students through the selection of study abroad programs and ensures the courses taken in host countries are compatible/equivalent with those at UMC. The advising sheet consists of general guidelines as well as suggestions for integrating study abroad into each year of the degree program as well as course equivalency for courses taken overseas. This resource is available on-line at: <http://www.umabroad.umn.edu/academic/advisingsheets/crookstonECE.pdf>.

Twin Cities Campus—Causing Change

Teacher education on the Twin Cities campus is a post-baccalaureate degree program. Undergraduate students who wish to become teachers may opt for the Foundation of Education degree, and then seek separate admission into the post-baccalaureate program in order to become licensed teachers. Out of the 700 undergraduates in the College of Education, only 11 studied abroad in 2003.

The curriculum integration effort in this college has focused on those undergraduates in the Foundations of Education tracks in Early Childhood and Elementary Education. Faculty members for the Early Childhood track are mostly using the study abroad programs that the Crookston campus faculty identified for Early Childhood Education students. Faculty members for the Elementary track, however, are

identifying different options for their Foundations of Education students. Through grant funds provided by the curriculum integration project, the associate and assistant deans of the College of Education made site visits overseas to see study abroad options that might work for their undergraduates. Identifying internship-like options, such as the Global Student Teaching program, has been easier for the faculty, while the identification of courses abroad that would meet major requirements has been more difficult.

For the visit of our assistant dean to see universities in the U.K., we partnered with our colleagues at Butler University's London office. They helped to find institutions in England that would potentially have the correct curricula for U.S. education students, and arranged the visits for our dean with the British faculty. The site visit was important for our dean as it showed her that there are curricular matches abroad for education students, but that distinctions in teacher training programs around the world make it difficult for students to flow easily between the training systems of different countries.

Twin Cities education faculty members are beginning to see the options for study abroad, and they are motivated to begin making changes so that more students, both undergraduates and post-baccalaureate students, may study abroad.

Conclusion

We have sought to present a context for understanding issues related to integrating a global perspective into teacher education and alternative strategies for overcoming those issues. There is a long history of educators outlining the rationales for internationalizing teacher education, but in reality little has been done. This is beginning to change as teacher educators acknowledge and accept their obligation to prepare young people for citizenship in our global community.

Now it is up to each of us to fulfill our responsibility. We can do so if we work together assisting each other in achieving individual and common goals.

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Internationalizing On-Campus Courses: A Faculty Development Program to Integrate Global Perspectives into Undergraduate Course Syllabi

Increasing scrutiny of the United States' role in global politics gives new importance to the rhetoric of educating students for global citizenship. Increased numbers of colleges and universities are emphasizing the need to articulate global competencies for their graduates (Institute of International Education, 2000; Hayward & Siaya, 2001). In response, faculty members are intentionally looking to employ teaching strategies that promote a deeper understanding of the larger international context in which their students live as citizens of the 21st century. As a result of that shift in educational outcomes, faculty developers are exploring and expanding their professional roles and responsibilities toward internationalizing their own campuses. The purpose of this article is to describe a faculty development initiative that has encouraged and supported faculty members as they integrate global perspectives into newly designed undergraduate courses.

"Internationalizing On-Campus Courses" (IOCC) has been a four-year project within a broader Study Abroad curriculum integration initiative at the University of Minnesota. The grant from the Archibald Bush Foundation has sought to make study abroad an integral part of undergraduate education, and to provide faculty development programming in the area of internationalizing undergraduate curricula. The latter grant component has been addressed by the Center for Teaching and Learning Services (CTLS). IOCC has sought to guide program participants through a process of change concerning how they design curriculum and deliver instruction. The IOCC Program has helped instructors better understand their own cultural perspectives in order to create learning environments and to design learning opportunities that will improve students' awareness of diverse global perspectives.

Key Definitions

What does it mean for a campus to become internationalized? Often, responses include references to second language programs, study abroad opportunities, faculty exchanges as well as numbers of international faculty, staff, and students on campus. According to DeZure (2003) "internationalization" refers to "efforts to integrate global perspectives and intercultural competencies in higher education" (p. 42).

Since 2001, administrators and facilitators of the IOCC Program have been refining their definition of what it means to internationalize an on-campus course.

"Internationalizing" is an intentional approach to curriculum design and a transformational approach to teaching and learning. It involves reflective practice, tacit knowledge, comparative thinking, backward design, and the infusion of global perspectives into course goals and into the scope and sequence of course content (O'Donovan, 2004).

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The intent behind this most recent definition is to encourage administrators and faculty to prepare U.S. and international students to perform effectively in an international arena. Thus, both the operational definition and the programmatic outcomes for the IOCC Program suggest that instructors must challenge not only their students but also themselves to re-evaluate cultural and cognitive perspectives; faculty then compare and, perhaps embrace, alternative ways of perceiving, thinking and behaving.

Underlying Assumptions

When we began to design the IOCC Program with colleagues, we generated these five assumptions:

Assumption 1: Internationalizing is an intentional approach to constructing new knowledge and designing undergraduate courses.

Assumption 2: The process of internationalizing a course can be provocative in that it may challenge deep-seated beliefs, attitudes, and values.

Assumption 3: Pedagogical practices in an internationalized course will promote self reflection and personal transformation.

Assumption 4: Specific obstacles to internationalizing a course include resistance to change, intolerance for ambiguity, and the inability to reflect critically.

Assumption 5: A collaborative, collegial, and multi-disciplinary environment supports faculty members' efforts to internationalize a course syllabus.

Program Goals

Broad goals of the IOCC Program are aimed at two audiences: 1) faculty participants registered in program and 2) undergraduate students registered in courses designed by IOCC participants.

We have five goals for faculty. The program aims to:

- Generate a community culture that acknowledges the importance of internationalizing undergraduate courses,
- Encourage faculty to question their own implicit assumptions about the content, design, delivery, and evaluation of their proposed course,
- Create a multi-disciplinary forum for discussing issues related to internationalizing an undergraduate course,

- Model teaching strategies to engender self-reflection, active learning, and personal transformation.

We have two goals for students registered in the internationalized classes designed by IOCC instructors: 1) to gain an increased understanding of their own cultural perspectives and 2) to become more aware of diverse perspectives relative to course content.

Assumptions that underlie the IOCC Program as well as goals that emerge from them for instructors and students serve to clarify program expectations and outcomes. Through workshops and individual consultations, participants are offered opportunities to reflect upon (and perhaps change) some long-held assumptions about themselves, their subject matter, and their students. In the internationalized classroom, students are invited to question implicit assumptions they hold (consciously and unconsciously) toward the course content and to withhold their judgment of alternative global perspectives during the exploration process.

Theoretical Framework and Model

Internationalizing a course involves recognizing that a fully integrated curriculum affects students and faculty on a number of levels. As instructors prepare to provide international content, they must also be willing to expand their teaching strategies and to support their students as they question and expand their existing worldviews. That is not an easy task. It generates the questioning of deep-seated assumptions, the deconstruction of distorted perceptions, and the reconstruction of new meanings. The process followed in the IOCC Program reflects a theory of learning and a theoretical model in which personal perspectives and assumptive worlds may be transformed.

Transformation theory emphasizes the importance of movement toward both reflectivity and intentionality in adulthood. Mezirow states, "Transformative learning involves an enhanced level of awareness of one's beliefs and feelings, a critique of their assumptions, an assessment of alternative perspectives, a decision to negate an old perspective in favor of a new one, an ability to take action based upon the new one, and a desire to fit the new perspective into the context of one's life" (1991, p.161).

Lundy Dobbert (1998) reviews several models proposed by anthropologist Margaret Gibson (1976) for internationalizing curriculum both in U.S.

public schools as well as colleges and universities. The IOCC model most closely resembles Gibson's model for cultural understanding. However, it differs significantly from Gibson's because the IOCC model is anchored in two perspectives: 1) making meaning through reflection and 2) transforming culturally acquired perceptions, values, behaviors, and cognition.

In 2004, O'Donovan adapted Taylor's (1989) Model of Transformation for use in the IOCC Program (see IOCC model below). That adaptation reflects the process of perspective transformation as Mezirow (1991) describes it, "becoming critically aware of how and why our assumptions have come to constrain the way we perceive, understand, and feel about our world; changing those structures of habitual expectation to make possible a more inclusive, discriminating, and integrative perspective, and, finally, making choices or otherwise acting upon these new understandings" (p.167).

Application of Model

According to Freedman (1998), "Curriculum design is based on personal attitudes, values and beliefs. As a result, curriculum reflects underlying assumptions about the appropriate purposes and practices of education" (p.40). Mestenhauser (1998), however,

discusses the urgent need not only to express differences in underlying assumptions about teaching and learning, but also to debate the cultural construction of knowledge. He questions the position of many academics and policymakers that suggests "our knowledge is universal and superior because it is based on objectivity, truth, and rationality (p. 25).

Designers of the IOCC curriculum have intentionally probed the gap that often exists between "our knowledge/their knowledge," course content, and implicit assumptions that instructors bring to the design process. We have also considered the emergence of resistance as individuals experience transformational change.

In the context of teaching and learning, Brookfield (1990) discusses a couple of key "resistors." Considering the possibility that some tacit assumptions might be distorted, wrong, or contextually relative may be "profoundly threatening" (p.192) and even painful to people. Moreover, making deeply ingrained perspectives explicit may generate resistance because they can be "too obvious" (p. 193); that is, learners don't know that they know or that they don't know. One of Brookfield's suggestions for effectively managing those types of resistors is to employ critical thinking activities and self-reflective exercises.

A Transformational Model to Internationalize On-Campus Courses at the University of Minnesota

Phase I: Generating Consciousness

- Step 1: Creating an environment of trust
- Step 2: Establishing a shared purpose and language
- Step 3: Surfacing tacit assumptions and mental models

Phase II: Transforming Consciousness

- Step 4: Comparing and contrasting assumptions/mental models
- Step 5: Reaching the transition point
 - a) Deconstructing original assumptions/mental models
 - b) Tolerating ambiguity

Phase III: Expanding Consciousness

- Step 6: Shifting to an expanded view of reality
- Step 7: Committing to new perspectives on teaching and learning
 - a) Integrating new knowledge, attitudes, and skills
 - b) Building competence and self-confidence
 - 1) Backward course design (Wiggins & McTighe, 1998)
 - 2) The learning paradigm (Barr & Tagg, 1995)
 - 3) Cultural construction of knowledge (Mestenhauser, 1998)
 - 4) Critical self-reflection (Brookfield, 1990)
 - 5) Participative action research (Lewin, 1948)

Adapted by O'Donovan, 2004

As we implemented the IOCC model, we noted evidence of both of those resistors. Our strategies to “neutralize” their impact on our participants’ course syllabi included several opportunities to engage group members in exercises that required risk-taking, self-reflection, and comparison thinking.

Group Facilitators

Since 2001, IOCC co-facilitators have been a faculty member and an educational consultant from the Center for Teaching and Learning Services. Neither has met the criteria specified in Lundy Dobbert’s (1998) definition of a “globalized person” which requires verbal proficiency in two or three languages other than English and residence in at least two non-English speaking and non-American environments for at least one year (p.65). However, we have each mastered a second language and have taught for extended periods of time in institutions of higher education outside of the United States.

Curriculum, Structure and Materials

To participate in the IOCC Program, faculty members are invited to submit a proposal to design an internationalized course for undergraduate students. Following a selection process, ten to twelve instructors form a multi-disciplinary cohort that meets throughout the academic year. In 2002, the format of the IOCC Program expanded to include a day-long retreat. During the retreat, facilitators focus on creating a sense of community and establishing trust. Participants surface their implicit assumptions about American culture and discuss their unique perceptions concerning the design of curriculum and the internationalization of instruction.

During fall semester, participants attend six, 2.5 hour workshops. In the spring, they meet individually with a co-facilitator to discuss their projects and formal presentations. Toward the end of March, IOCC participants make a formal presentation of their completed course syllabi to an audience of peers and invited guests. In this last year of the grant, participants have also agreed to discuss the process of internationalizing an undergraduate course and present their finished project to department administrators and colleagues at a faculty gathering.

The IOCC curriculum has expanded over the course of the grant. Since 2003, the workshop themes have included:

Session 1: Becoming Familiar with My Culture and Intercultural Issues

Session 2: Designing Internationalized Curriculum

Session 3: Creating an Internationalized Syllabus

Session 4: Relating Change to Transformational Learning

Session 5: Responding to Challenges to Internationalizing On-Campus Courses

Prior to the retreat, facilitators mail IOCC participants a copy of the Intercultural Development Inventory (IDI) (Bennett and Hammer, 1999). The IDI is a valid, reliable instrument that measures people’s basic orientations toward cultural difference.

At the retreat, participants examine the group’s IDI profile, and they receive interpretations of their individual profiles in one-to-one meetings with trained IDI consultants. They also receive a reading packet and syllabus of published articles keyed to individual workshops. Program facilitators regularly distribute additional resources to participants on specific topics such as backward course design, the learning paradigm, cross-cultural communication, and transformational learning.

Participants are also invited to be presenters within the workshops. At the beginning of the retreat, they participate in and sign up to present an experiential learning activity called “Shock and Aha!” (O’Donovan, 2004). “Shock and Aha!” describes a teaching tool that takes learners out of their cultural and teaching “comfort zones.” The goal of such an activity is to help participants “feel” assumptions and surface knowledge that they might be unaware of possessing. For example, presenters may intentionally change the learning environment by bringing in a plant or a balloon. They might also generate a sense of “mild anxiety” in their colleagues by asking them to sing or perform simple tai chi movements. While “Shock and Aha!” activities are often presented in a playful way, they tend to generate serious follow-up discussions about cultural assumptions.

Strategies to Internationalize Courses

Cranton (1996) devotes a chapter that faculty developers might use if they intend learning to be transformational. Some of her suggestions include the formation of focus groups, the design of survey instruments to assess needs, and the promotion of

action research in higher education (pp.188). Cogan (1998) also describes several starting points for infusing international perspectives into an undergraduate course. A few of those are rethinking goals and objectives in terms of internationalized outcomes, examining and expanding learning resources to include international authors and presenters, and capitalizing on the personal knowledge attained by students returning from an experience abroad (pp. 115-116).

Basic strategies for internationalizing a course that IOCC facilitators model and present in the workshops are varied. Some involve rewarding multiple learning and cultural styles, valuing diverse perspectives toward subject matter, and utilizing technology to provide forums for internationally focused discussions.

Conclusion

Since the beginning of the IOCC Program, facilitators have gathered various types of assessment and evaluation data. From participants, we have gathered information about workshop content, program structure, and teaching practices through survey instruments and follow-up interviews. We have conducted focus groups with students and have added specific questions to course evaluation questionnaires. Now, in the final year of the grant, we will complete the collection of data and begin to analyze it.

In these times, when global competencies are being articulated and integrated into mission statements of colleges and universities, it is critical to pilot programs that help faculty design curriculum that reflects diverse perspectives. "Internationalizing On-Campus Courses" is an example of such a pioneering effort at the University of Minnesota.

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The Kalamazoo Program in Intercultural Communication (KPIC)

The Kalamazoo Program in Intercultural Communication (KPIC) is designed to improve the undergraduate study abroad experience by providing a predeparture framework in intercultural communication, regular contact by the instructor with the students while they are abroad and most importantly a series of structured opportunities for students to reflect on and make public presentations about their study abroad experiences. Funded by grants from the McGregor Fund and the Andrew W. Mellon Foundation, KPIC is part of a larger project at Kalamazoo College, *Reclaiming International Studies: Helping the Campus Benefit from International Programs*, which is working toward designing a model of reintegration of the students' study abroad experience into the on-campus academic program upon their return.

Since the inception of the Kalamazoo College study abroad program in 1958, some 10,000 students have studied abroad, with an average participation rate of about 85% for each graduating class. Typically about 65% of the students participate in programs that earn them two-thirds of a year's credit and last approximately 20 weeks. The remaining students are divided between academic year and quarter-length (10 week) experiences abroad. One of the main goals of the College's study abroad program is to provide students with some of the opportunities necessary to prepare themselves to become the "enlightened leader[s] in a richly diverse and increasingly complex world," envisioned by the College's mission statement. Or, more informally stated, to help students learn how to work with local people on local projects of local importance using the local language and employing local means and methods in a locally acceptable manner.

We are proud of our success in terms of participation rates and longevity. Like many other U.S. institutions, however, by 2000, Kalamazoo College had come to three very important realizations:

- Our students were missing an opportunity to process their experiences from their time abroad.
- The College was missing an opportunity to learn from the returning students.
- It didn't have to be like this. From these realizations, the Kalamazoo Program in Intercultural Communication (KPIC) arose.

Kalamazoo Program in Intercultural Communication

We took as our starting point a passage from Daniel Boorstin's *The Discoverers*, in which Boorstin distinguishes between *discovering* and *learning*. He observes that *finding new things out* is only half of the

adventure of education. One of the real values of discovery—and one that is central to the goals of undergraduate liberal education comes when the discoverer returns *home* and *tells others* about his or her experiences. Writing of the 15th century Portuguese sea explorers, Boorstin notes:

The ability to come home again was essential if a people were to enrich, embellish, and enlighten themselves from far-off places. In a later age this would be called feedback. It was crucial to the discoverer, and helps explain why going to sea, why the opening of the oceans, would mark a grand epoch for humankind. In one after another human enterprise, the act without the feedback was of little consequence. The capacity to enjoy and profit from feedback was a prime human power. Seafaring ventures, and even their one-way success, were themselves of small consequence and left little record in history. Getting there was not enough [emphasis added]. The internourishment of the peoples of the earth required the ability to get back, to return to the voyaging source and transform the stay-at-homes by the commodities and the knowledge that the voyagers had found there (Boorstin 1983).

General Assumptions

The KPIC course and the larger *Reclaiming International Studies: Helping the Campus Benefit from International Programs* project proceeded from the assumptions that:

- With the generational change in the student cohort over the 1990s we needed to rethink how we approach predeparture orientation and the in-country experience (for instance, we felt the need to create more “mediating structures” in order to help students).
- Given that on average, 240 Kalamazoo College students study abroad each academic year, we would have to begin the project as a pilot including at most 20 students.
- The pilot would be open to those students enrolling in Kalamazoo College programs that include an Integrative Cultural Research Project (ICRP)(see description on page 98). We limited participation to those participating in six-month programs, so that they would return to campus for the spring quarter of their junior year.

Design Limitations

Kalamazoo College uses both the quarter system and units (equivalent to 5 quarter hours) as our academic calendar, with three units as a full load for the students. The quarter calendar placed certain limitations on the design of the pilot:

1. The KPIC course would have to be a course in “three halves:”
 - A predeparture half, offered concurrently with the regular orientation sessions required of all study abroad participants.
 - An in-country half that had a particular focus on the ICRP.
 - A post-return half.
2. Students would take the predeparture half as an “overload” to their normal full-time course load.
3. The post-return half might or might not be an “overload.”
4. The in-country half of the course would have to be delivered via email and the web.
5. The outbound and inbound halves of the course would be offered in spring term, and because of administrative duties associated with the delivery of the course throughout the year and especially in the spring, three half-course sections (two predeparture and one post-return) would count as a full teaching load for the instructor.

KPIC is based around the pre-departure/post-return course entitled: *Cross-Cultural Understanding and Intercultural Communication*. The pre-departure course is designed to help students prepare for the study abroad experience through exploration of theories of intercultural communication and a variety of accounts of intercultural encounters, consideration of the core values of U.S. and non-U.S. cultures, understanding the reasons for intercultural conflict, and devising strategies for cross-cultural analysis and intercultural communication. Through readings, discussions and simulations, students begin thinking about what makes for successful adjustment to a new culture and for effective intercultural communication. They also do some preliminary research to prepare themselves to carry out a successful Integrative Cultural Research Project while abroad. Class meetings also feature presentations by Kalamazoo College faculty

and Center for International Programs (CIP) staff with extensive intercultural experience and student past participants from study abroad. Because of their participation in this course, students are excused from the mandatory CIP pre-departure orientation session dealing with cross-cultural adaptation. The second half of the course, taken in the spring of junior year, allows students to reflect on their experience abroad and make presentations about it to various groups, both on campus and off. The bridge between the two half courses is the experience abroad, in particular the ICRP; while students are away, they report back periodically to classmates, Kalamazoo faculty, and to some other interested group (such as a school class, church group or civic organization—selected by each student before departure) about their experiences. The CIP works with students to assure that they have access to Internet communication with Kalamazoo during the study abroad program to be able to report on their intercultural progress and insights.

Students in the pilot project who enrolled in and completed the course were given a stipend from the grant. They used this extra money to buy digital cameras, digital tape recorders, video cameras, etc.; to pay for the developing of photos; to support worthy causes (e.g., NGOs) in their host countries; and to cover the costs of such things as their email and internet connections back to the U.S. and campus.

The Integrative Cultural Research Project

The ICRP is a required field experience for most students participating in study abroad programs directly sponsored and overseen by the College. The name of the project comes from its four components—"Integrative" stresses the fact that academic staff members on site encourage students to undertake projects that provide extensive interaction and integration with local people, addressing local needs through local means. "Cultural" refers to the opportunity for students to expand their understanding of the local culture on a multilevel basis and from a host culture perspective, while consciously limiting the influence of their own culture. "Research" emphasizes the importance of conducting the project in a systematic and methodical way with a level of objectivity. "Project" highlights the four distinct requirements that form the basis of the final grade.

The project emphasizes "hands on" personal interaction with a specific facet of the local host culture and

with residents engaged in that activity. Independent choice of the project topic and appropriate methodology for the research involved are undergirded with the necessary academic and cultural support through regular meetings between the student and the project coordinator on site. Systematic research, consistent field note-taking coupled with careful interpretation of cultural insights at the micro and macro levels provide the basis for the reflective essay prepared by the student at the conclusion of the project. In sum, the ICRP's goals are:

- Improved target language use
- Increased understanding of the local culture
- First-hand experience with a particular facet of everyday life in the host culture
- Opportunities for interaction with local people
- Opportunities to apply skills and knowledge to a real-life situation in host culture

As an intercultural experiential learning opportunity, we feel the ICRP is a successful implementation of Kolb's theories of experiential learning within a study abroad context.

Learning is the process whereby knowledge is created through the transformation of experience. This definition emphasizes several critical aspects of the learning process as viewed from the experiential perspective. First is the emphasis on the process of adaptation and learning as opposed to content or outcomes. Second is that knowledge is a transformation process, being continuously created and recreated, not an independent entity to be acquired or transmitted. Third, learning transforms experience in both its objective and subjective forms. Finally, to understand learning, we must understand the nature of knowledge, and vice versa (Kolb, 1984).

We also know from Kolb's explanation of the 'experiential learning cycle,' and especially from a typical Milton Bennett comment that "being in the vicinity of experience is not learning," that without reflection, there is no translation of experience into learning. As interesting and exciting as the ICRP placements are for the students, it is the final reflective essay that provides a first crucial reflective opportunity for learning to begin.

The Elements of the KPIC Course: Cross-Cultural Understanding and Intercultural Communication

First part of the course: Pre-departure

The goals of the predeparture half of the course are to help students prepare for study abroad by:

- Acquiring information on intercultural communication through a variety of accounts of intercultural encounters, and a basic intercultural textbook.
- Theorizing about and verifying some of the core values of American culture and also of other cultures, understanding the reasons for intercultural conflict, and devising strategies for cross-cultural analysis and intercultural communication.
- Thinking about what makes for successful adjustment to a new culture and for effective intercultural communication.
- Doing preliminary research to carry out a successful ICRP while abroad.

Predeparture class meetings feature presentations by Kalamazoo College faculty and Center for International Programs (CIP) staff with extensive intercultural experience and students recently returned from study abroad. Participation in this course exempts KPIC students from one of the mandatory pre-departure orientation sessions. The goal of the first half of the course is to give the students the tools to understand the reactions of the locals to common situations and for the students also to understand how to interact (and monitor their interaction) with local situations.

Pre-departure evaluation:

- 5 quizzes on readings, group discussion assignment, and handout that involves interviewing returnees.
- Writing assignment for “get to know you” portion of website and ICRP Prospectus Response papers about readings. Attendance and participation (including attending a poster session organized by the previous year’s participants). Finding a contact group with which to correspond while abroad.

Second part of the course: Overseas experience and the ICRP

In this part of the course, students apply what they learned in predeparture and reflect on their ongoing experience through:

- 4-5 writing assignments (posted on the KPIC website) submitted by email to the instructor. (A précis of each of these is then sent as email to the other KPIC students.) Students also send these reflections to their pre-identified contact group back in the U.S. (e.g., grade school class, a student’s mother’s quilting group, Kalamazoo College’s international student organization, a younger sister’s middle school class, a student’s foreign language class at former high school).
- Completion of the ICRP project.

Writing assignments while abroad

The following assignments were taken from the KPIC website: www.kzoo.edu/cip/kpic:

Assignment 1: Selection of destination

Describe how you chose your study abroad destination, the process of getting ready to leave home, and your first impressions upon arrival.

Assignment 2: Learning to live in a new place

How are you learning to cope with living in a new place and interacting with people from a different culture? Tell me a story / some stories.

Assignment 3: An in-depth report on your ICRP

Assignment 4: Reflections on end of your sojourn

How has this experience evolved for you (or how have you evolved)? Describe some really low and high points from the end of the stay. Make some reflections on what makes for a “successful” stay abroad—indeed, what is a “successful” stay, in your opinion?

Third Part: Re-entry course on campus in spring of the junior year

Like most U.S. colleges and universities with extensive study abroad programs, Kalamazoo College has wrestled with the issue of providing study abroad returnees with sufficient opportunities for reflection so that they can begin the process of integrating their overseas experience into their entire undergraduate program. Indeed this is the central question that we posed to the funders and to which we believe KPIC is one answer. The process of reentry as an integrative

reflective experience is hindered on the one hand by the very academic programs and on-campus experiences that are at the heart of U.S. undergraduate education. When students return from their study abroad experience, they are thrown headlong into the normal busyness of the academic program and the rush of campus social life. Unfortunately, they do not give themselves the permission or the time to process the experience and it is certainly rare that their instructors ask them to do this. In addition, we also know that students 'return' from their time abroad at different rates. Some may be ready to reflect after a few days or a week; others may need weeks or months.

The third part of the KPIC course provides students with structured, required opportunities to reflect on their experiences abroad and then to share those reflections with a larger audience. The course goals include:

- Through writing and in-class discussion, helping students make sense of the experience abroad.
- Helping students improve their oral and written rhetorical skills, so as to be able to communicate more effectively with others about their experiences. Helping students learn how to maintain the positive changes that have taken place in themselves and their ways of living. Helping the students work through any negative experiences they might have had while abroad.
- KPIC students are required to do two public presentations, plus an on-campus poster session on the ICRP for the next year's study abroad students as well as faculty and staff. Typical audiences for KPIC presentations have included: the upcoming year's departing students, classes and organizations on campus, Family Weekend in the Fall, the contact group with whom the student corresponded while abroad. Other speaking venues off campus (e.g., school classes, retirement communities, Rotary, and organizations that may be interested in a specific ICRP placement, etc.)

Re-entry evaluation:

- Write text of speech about ICRP. Write text of comprehensive speech about study abroad experience. Make a poster for and participate in the poster session. Give three talks during the term. Attendance and participation (including some in-class response paragraphs and quizzes).

Additional Activities for KPIC

Using the stipend allocated for advising the students while abroad (with additional support from the Center for International Programs), Dr. Solberg visited the students in Strasbourg and Clermont-Ferrand, France, and also in Chiang Mai, Thailand. In the summer preceding the Fall 2002 term, Dr. Solberg with the assistance of the previous funding and with additional support from the CIP, attended ten days of seminars at the Summer Institute for Intercultural Communication (SIIC) sponsored by Drs. Janet and Milton Bennett.

Challenges and Lessons Learned

The greatest challenge for this course was the amount of time it took the instructor to read and respond to the students emails while they were abroad and then to edit these for posting to the public portion of the KPIC website. We continue to work on strategies for dealing with this and will also make use of a TA to accomplish some of the more routine tasks. A second challenge is the perennial shortage of time for Kalamazoo College students. It is extraordinarily difficult to find two and one-half hours in the week when all of the students in the course can meet. A third challenge was the creation of a "speakers" bureau of the KPIC students and putting together of a mailing and contact list to arrange for the public presentations. During this year of the KPIC pilot program, we chose to focus our energy and time on the revision of the pre-departure course and the design and delivery of the post-return course and unfortunately were unable to do anything in the area of designing web-based modules so that either portions or even the entire course could be made available to all 220-250 Kalamazoo College students who study abroad each year. We will make progress in this area during the next year.

Successes

Student evaluations and anecdotal evidence suggest that:

- The KPIC students are better able to function within a new culture abroad.
- The students form good insights about the nature of culture and humans (including themselves) as cultural beings before, during, and after their experience abroad.
- The students gain the ability to help others adjust to the new culture and/or gain similar insights (abroad and at home).
- Their study abroad experience as a whole is better integrated into their Kalamazoo education.

- The students form lasting bonds with their classmates and with host country friends and host families.
- The course provides an intellectual and intercultural growth experience for the instructor!
- The program results in continued KPIC student involvement in international student ventures (they work as on-campus Peer Advisers, they carry out overseas Senior Individualized Projects, they are selected for international internships, etc.) as well as future employment and postgraduate study (Fulbright Scholarships, French Government Teaching Assistantships, Masters degrees at foreign partner universities, etc.).

Student Comments

- This class really makes you think about the real purpose of study abroad—to learn to blend into a different culture.
- This has been one of the most amazing classes I've taken at Kalamazoo. The class really developed into a sort of 'family' by the time we concluded. It really helped me get a grip on study abroad before I left, and more importantly, gave me an open venue to think and process (and vent) upon return—it was therapeutic.
- This class forced me to look at culture differently and encouraged me to look at all angles during my study abroad.
- This course was uniquely challenging because it prompted a mode of work and thinking unlike other courses. There were several papers and very significant reading—all challenging, but most challenging was putting the methods, theories, techniques to the test on study abroad.
- This course has been incredibly valuable for me and will be something that I continue to refer back to throughout the rest of my life.
- The secure space this class created helped immensely in transferring back to America.
- . . . I think this is a very important class to have at this college where 85% of the students study abroad. Getting people to think about "cross-cultural" experiences before they are in their culture is extremely important.

- I think the value of this class will come back triple fold after returning from study abroad!
- This is probably the most valuable class that I have taken at Kalamazoo. It is going to affect me for the rest of my life and has changed my perceptions dramatically. I am very grateful for the opportunity to take this course.

All in all we feel that the second iteration of the pre-departure course is better able to deliver in a more focused and more efficient manner the type of preparation in intercultural communication and cross-cultural adaptation that allowed the first group of KPIC students to do so well in the programs abroad.

Conclusion: Connecting the Dots

It is through individual reflection that students are able to better understand and then share their experiences with the campus community. Narrative theorists have discoursed for years on the fact that 'real reality as it really is' is far too rich to be adequately described without some means of reduction. Knowing what to leave out and what to include in any telling is the product of reflection, writing, and re-writing. Jan Solberg requires her KPIC students to write "letters home" while they are abroad and then when back on campus to prepare two talks, one for a general audience and one for an audience with more specialized knowledge about the ICRP subject. The students always comment in their evaluations of the course about how much these required reflections have helped them gain insight into their experience. The subsequent public presentations the KPIC students give on and off campus then allow them to share their experiences with those who welcome them home.

The task that we in International Education have set for ourselves is to find ways of further institutionalizing students' reflections throughout their four years at our institutions. At Kalamazoo College, we are victims of our own study abroad success. With 240 students overseas and at least that many in the pre-departure phase and the same number concurrently in "re-entry," we have neither the time nor the staff to mount a KPIC course for every student studying abroad. For this reason, we continue to seek ways of inculcating into the students early the habit of critical reflection; we hope they will be able to sustain it throughout their lives.

Concluding Anecdote

Although we recognize that “data” is not the plural of “anecdote,” we want to offer a concluding story and some comments.

Last summer Colleen (Kalamazoo '04), a chemistry major and education minor went to an interview at a charter school in Detroit. Colleen had had the typical “K” (Kalamazoo) undergraduate experience: a rigorous undergraduate major in Chemistry with a teaching minor in French, a one-semester study abroad program in Senegal, an internship in Senegal teaching English, participation in the Kalamazoo Program in Intercultural Communication (KPIC), student teaching, Michigan certification in teaching, work with the “Sisters in Science” mentoring and tutoring program for middle school girls, and so forth. She sat waiting for her turn with other candidates as the principal, other members of the science department, and a member of the school board worked their way through the group one by one, each interview lasting 15-20 minutes. Colleen went in. There were the usual questions about teaching chemistry. The principal pages through her résumé, and says, “I see you speak French.” He then launches into a conversation in French, she responds, and they chat for a longish while. He then says, “I see you were in Senegal—do you speak Wolof?” she responds in the affirmative, and they chat a while in Wolof. Her interview, late on a Friday afternoon lasts one and a half hours, with other candidates still waiting. Colleen’s job offer came the following Monday morning at 9:00. In talking with one of her French professors, Colleen reflected, “until this interview, I didn’t realize how different my education was, because at K *everyone* is like this.” “What is interesting about this story are not the disparate parts of Colleen’s education at “K,” but the fact that she was able to make sense of them and thus to create a unified, educated, “whole person” the standout choice for a coveted job.

We know from comments from our KPIC students and also from alumni, that “K” students are using “critical reflection” to “connect the dots” of their various undergraduate learning experiences. There is thus, a process of ‘meta-reflection’ that results in students’ ability to see their undergraduate education at “K” as a ‘meta-program’ in experiential learning. That would seem to be a pretty good end of one’s learning at Kalamazoo College.

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Integrating Culture and Language Learning Strategies into the Classroom at Home and Abroad

Introduction

As efforts to internationalize curriculum at numerous U.S. institutions of higher education gain momentum, the important role played by both second language acquisition and intercultural competence in these efforts is being recognized. The premise of this paper is that a strategies-based approach can benefit such efforts to promote more effective learning of language and culture, whether at home or abroad. This instructional approach posits that language and culture learning may be enhanced if students become consciously aware of the range of strategies that they can employ in learning and using a second language and for interacting with members of the target sociocultural community. For the purposes of this work, *language and culture learning strategies* are defined as “the conscious and semi-conscious thoughts and behaviors used by learners to improve their knowledge and use of a target language on the one hand, and their understanding and functional use of all that is culture on the other.”

Strategies-based learning serves as a guiding principle for the *Maximizing Study Abroad through Language and Culture Strategies* guides, a three-volume series written for students, study abroad program professionals, and language instructors, respectively. The guides are intended to help students make the most of their study abroad experience by providing practical strategies for language and culture learning and to aid those who prepare students to study abroad. While the guides have a decidedly **study abroad focus**, their contents can also be useful in efforts to internationalize the university curriculum **at home**. For example, at the University of Minnesota and elsewhere, the *Maximizing Study Abroad* guides have been integrated into the curriculum in numerous ways, such as through a credit-bearing course for study abroad students, through their use in foreign language courses and in a course on language learning from an academic perspective. They have also been utilized for the purposes of academic advising.

The aim of this article is to briefly summarize a presentation made at the Curriculum Integration Conference by providing an overview of the theoretical foundations of the guides, to describe the contents of the guides, and to demonstrate through examples from the University of Minnesota how these materials can support internationalization and curriculum integration efforts.

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A Strategies-Based Approach to Language and Culture Learning

Internationalization is defined as “the process of integrating an international perspective into a college or university system” (Ellingboe, 1998, p. 199), whereby international and intercultural learning opportunities are introduced into the curriculum. The primary goal of internationalization is to develop students’ knowledge about international issues and perspectives as well as their abilities to function successfully in an increasingly globalized world. Learning outcomes of internationalization would ideally include the enhanced ability to communicate in one or more foreign languages, as well as heightened intercultural skills, all with the goal of enabling students to interact effectively with individuals from other cultures.

While language and culture learning opportunities provided on the home university campus are crucial to the internationalization process, participation in a program of study abroad provides a particularly rich context for learning. With regard to learning a foreign language, study abroad has the potential of offering numerous out-of-class opportunities for language use with native speakers of the target language (TL), leading to gains in the students’ language proficiency. In fact, quality time spent in the target community may be essential if the goal is to attain more advanced TL proficiency levels.

In terms of culture learning, study abroad programs also have the potential to enhance intercultural competence (increasingly more sophisticated affective, behavioral, and cognitive frames of references), as well as culture specific knowledge and skills. And in many ways, the learning of the target community’s culture is crucial in learning how to use the language appropriately (and vice versa), since the learning of language and culture are intertwined. While it may be possible to know things about a culture without knowing the language and to speak the language without sensitivity to the cultural particulars of a given host community, in order to effectively perform a speech function or *speech act*, such as making a request in the TL, a student needs to know not only the appropriate words for what he or she wants to request, but also a sense of the cultural norms regarding the making of a request in that given situation (given the relative age, status, role relationships, and gender of the interlocutors). Members of the given sociocultural speech community, for example, have acquired knowledge

about what would be considered suitable timing for the particular request, the persons to whom the request could be directed, as well as how formal or informal the request should be. It is also important to note, furthermore, that all students, whether they are studying abroad in a same-language or foreign language setting, are likely to benefit from an enhanced awareness of language and culture learning strategies.

Despite the potential benefits of study abroad for language and culture learning, research in the field of second language acquisition has shown that students do not necessarily make more progress in their TL language proficiency than do their peers who stay home and study the TL (Freed, 1995). Furthermore, in a survey of the attitudes of British study abroad students who had returned home, Coleman (1998) found that a significant number of students had developed negative stereotypes about the host-country culture while they were studying abroad. Thus, spending time studying in a foreign country may not, in itself, be enough to meet the language and culture learning objectives of an internationalized curriculum.

Part of the reason why students may not always make gains in language and culture skills may be that they go abroad unprepared to make the most of the language and culture learning opportunities available to them. In general, students may have limited preparation to be language and culture learners in the study abroad environment. In particular, students may lack specific strategies that they can use in practice to learn and use the TL and function within a host culture. At the same time, it would appear that there are as of yet not that many materials available that integrate both language and culture strategies together in one volume, in an effort to assist students in optimizing their study abroad experiences.

The Maximizing Study Abroad Guides

It was for this reason that the *Maximizing Study Abroad Students’ Guide* (Paige, Cohen, Kappler, Chi, & Lassegard, 2002a) and its companion guides, the *Program Professionals’ Guide* (Paige, Cohen, Kappler, Chi, & Lassegard, 2002b) and the *Language Instructors’ Guide* (Cohen, Paige, Kappler, Demmessie, Weaver, Chi, & Lassegard, 2003) were developed. The guides are a response to the felt need for materials to enhance study abroad and are built on a ten-year foundation of theory and practice regarding language strategies and intercultural competence.

These materials have been designed to support learning in a variety of ways. The *Students' Guide* is largely intended as a self-access study guide for students, although it can also be used as a course text. The *Program Professionals' Guide* serves as a convenient resource for student orientation sessions, in-country learning, and re-entry programs. The *Instructors' Guide* is meant to provide language teachers with materials to enable them to adopt a more strategies-based approach in their teaching, and thus lend greater support to their students in improving their language and culture learning. A common thread throughout the three guides is the fact that language and culture strategies are taught explicitly. The rationale for this approach is that simply embedding the strategies into the course materials has not been proven to ensure that the learners will recognize what the strategies are and will be able to transfer their use to other contexts. Research with language strategy instruction points to the fact that the integration of strategies into the curriculum is enhanced through explicitly training learners in their use (Cohen, 1998; McDonough, 1999; Macaro, 2001).

To better understand how efforts at supporting students' language and culture strategy use plays itself out in study abroad situations, let us now take a look at some of the feedback received from users of the *Students' Guide*. An example of a language strategy comes from a student who studied abroad in Cuernavaca, Mexico during her semester abroad:

The listening advice and activities [in the Students' Guide] have proven to be really helpful when I am with native speakers of Spanish. I was with my language partner and her friend and they were talking really fast so I just listened for key words and I caught the gist of the conversation. Later, I wasn't afraid to ask them questions about what they said and that helped clear up any uncertainties that I had.

Student in Cuernavaca, Mexico
Spring 2003, Week 2 of study abroad

In this case, the student used a strategy for listening in the TL to improve her comprehension of a conversation with native speakers of the TL.

With regard to culture, an example of a culture strategy comes from a student studying in Cameroon:

One of the greatest things about [the Students' Guide] is that it helps put new words to things we've been struggling with...often you'll struggle

in a situation and feel irritated or discouraged, but not really be sure why, and then you do your readings for the week and you realize the source of the problem... Oh! It's because I'm a linear communicator and she's a circular communicator. Huh. And then the suggestions about how to negotiate those things help me digest and deal better with the issue.

Student in Cameroon,
Spring 2003, Week 8 of study abroad

This example shows that the student drew from the material about communication styles and strategies to better understand and deal with differences in communication styles across cultures.

Language and culture strategies such as the ones exemplified above by students who reported using them, form the core content of the *Maximizing Study Abroad* guides. While each of the three shares a similar foundation with regard to language and culture strategies, as indicated above, each guide is tailored to meet the specific needs of each of the three different audiences: study abroad students, study abroad program professionals, and language instructors. With regard to the first audience, students, the guide begins by asking the student to fill out three self-assessment inventories. The first of these is the *Learning Style Survey* (Cohen, Oxford, & Chi, 2002), an inventory which is intended to raise students' awareness about how they learn best, and also to encourage students to "style-stretch," that is, to use a variety of learning styles to become a more effective language learner. The other two inventories are the *Language Strategy Use Inventory and Index* (Cohen & Chi, 2002) and the *Culture-Learning Strategies Inventory and Index* (Paige, Rong, Zheng, & Kappler, 2002), which ask students to self-assess their knowledge and use of language and culture strategies, respectively. The purpose of these last two inventories is two-fold: first, they are intended to raise students' awareness with regard to the frequency with which students use language and culture strategies; and second, they are intended to pique students' interest about the strategies contained in the *Students' Guide*.

Following these three inventories, the *Students' Guide* is then divided into a culture and a language section. The culture section of the *Students' Guide* is organized into pre-departure, in-country, and post-study-abroad units. The pre-departure section focuses on helping the students understand themselves as cultural beings, namely, that they too have a culture and that both

their own and the target culture have similarities and differences. The in-country unit provides students, in part, with strategies for interacting with members of another culture, for coping with difficult times, and for interpreting cultural behaviors and beliefs. Finally, the post-study-abroad section on culture provides students with strategies for talking about the study abroad experience with friends and family, for managing re-entry, and for maintaining ties with the host country after returning home.

The language section is structured primarily by skill (i.e., listening, learning vocabulary, speaking, reading, writing, and strategic use of translation), although each skill section is also organized into units based on the stages of study abroad: pre-departure, in-country, and post-study-abroad. The following are two activities included in the language section of the guide: "Creating Opportunities for Speaking the Language In-Country," which provides practical tips for increasing one's exposure to the TL while living in the host country, and "Learning Vocabulary by Association," an activity designed to encourage students to consider using mnemonic devices and other association strategies to more efficiently learn TL vocabulary.

While much of the content of the *Program Professionals' Guide* parallels that of the *Students' Guide*, it is accompanied by additional resources to assist the study abroad professional in integrating these materials into pre- and post-study abroad orientation and into on-site curriculum. The theoretical and practical context of these materials is made explicit for study abroad professionals by providing them with explanations of the theories behind the materials, suggestions for which activities to use at different stages in the learning process, and tips for sequencing the materials in events with a variety of time frames. The guide also provides advice for using the materials in study abroad advising. As with the *Students' Guide*, the *Program Professionals' Guide* is relevant for pre-departure, in-country, and post-study-abroad contexts.

The third guide in the series, the *Language Instructors' Guide*, goes even further than the *Program Professionals' Guide* in providing a theoretical and practical framework for instructors to incorporate language and culture strategy training into the language curriculum. The guide provides background information about language learning, student motivation, and styles- and strategies-based instruction; the guide presents theory about learning and teaching culture in the language

classroom, and discusses a framework for both challenging and supporting students in their language and culture learning. The materials, again, target the study abroad environment but are equally relevant to students who are learning a language but who do not plan to study abroad. In addition to the materials from the *Students' Guide*, the *Instructors' Guide* also includes a number of additional strategies-based activities that have been used in language classrooms. All of the activities include tips for the language instructor regarding the purpose of the activity, as well as suggestions for effective facilitation.

Curriculum Integration: Examples from the University of Minnesota

As indicated above, a language and culture learning strategies approach using the *Maximizing Study Abroad* guide materials has been integrated into the curriculum of several courses at the University of Minnesota, as well as into academic advising. Examples of curriculum integration that will be described in this section include a study abroad credit-bearing course, a course on language learning, two different foreign language courses, and academic advising.

The first example, a one-credit language and culture learning course for study abroad, represents an inter-departmental collaboration between the University's study abroad office, the Learning Abroad Center, and the College of Education and Human Development. As of Spring 2005, this course is being offered to students while they are studying in the host country. The course is being delivered online and uses the *Maximizing Study Abroad Students' Guide* as the course text. Students are required to read sections of the *Students' Guide* in a pre-determined sequence intended to have students read and reflect upon material at points in their sojourn when the information and activities may be most relevant. In addition, students are expected to submit electronic journals to the course instructor reflecting on their application of the language and culture strategies included in the *Students' Guide* to their own experiences in study abroad. Electronic journals serve two purposes: first, they encourage students to take time to reflect on their own experiences and second, they serve as a measure of accountability to ensure that students are reading and completing the activities in the *Guide*. Although the *Maximizing Study Abroad* guides focus

primarily on study abroad, the language and culture learning strategies contained in the guides are equally applicable to the at-home context. Indeed, because such a small (albeit growing) percentage of U.S. university students study abroad each year, e.g., 1% nationally (Institute of International Education, 2002) and 4.6% at the University of Minnesota, Twin Cities in 2003-2004 (S. Smith, personal communication, January 10, 2005), it could be argued that, based on pure numbers, these materials are even more important for internationalization efforts at home. This is important because use of the guides in internationalized curricula on the home campus has the potential to impact many more students than would be possible abroad.

One of the first of the U.S.-based language-oriented courses which has integrated the *Maximizing Study Abroad* materials into its curriculum is entitled "Practical Language Learning for International Communication" (TESL 3501). The primary goals of the course are to make students more aware of language and culture and to better equip them to succeed at learning and using languages with members of different language and cultural groups, now and in the future, whether at home or abroad. The *Students' Guide* is integrated into the course in several ways. First, students are required to submit journals on a course website in which they reflect on the readings in the *Guide* and on their language and culture experiences. Second, activities from the *Students' Guide* are used during in-class instruction. Third, students write a midterm paper describing themselves as a language learner and a cultural being. Finally, students submit a final paper describing the learning style preferences and strategy repertoire for three of their peers. The integration of language and culture strategies into the curriculum using the *Students' Guide* is clear from this example.

A second course that has integrated the *Maximizing Study Abroad Students' and Instructors' Guides* into the curriculum is an upper-division Spanish language course entitled "Spanish Composition and Communication" (SPAN 3015). Every semester one section is taught with a special study abroad emphasis, in which language and culture learning strategies are an integral part of the curriculum. It is important to note that what the course instructor has done is instead of making the materials an "add-on" to the existing curriculum, she has integrated them into the instruc-

tion such that required course content is presented and analyzed within the framework of strategies-based learning. For example, the instructor uses activities from the *Students' Guide* to help the students understand Hispanic cultures and to interpret the cultural beliefs and practices that the students are exposed to in the Hispanic literature that they read for the course.

Another instructor at the University of Minnesota teaches an intermediate and an advanced section of "Medical Spanish" (SPAN 1044 and 3044). These courses serve the needs of health care professionals who need to learn Spanish for occupational purposes. The instructor uses both language and culture strategies materials from the *Students' and Instructors' Guides* to help students become more effective language learners, as well as to provide them with the intercultural skills necessary to interact effectively with their Spanish-speaking clients.

A final example of how the *Maximizing Study Abroad* materials have been integrated into the curriculum is through academic advising in the Department of Spanish and Portuguese. One adviser has found the materials helpful in counseling Spanish language students about study abroad (both pre- and post-study-abroad) and in helping students identify strategic approaches to improving their language skills at home.

What all these examples have in common is a commitment to preparing students to become more effective language and culture learners both at home and abroad. We see these relatively small steps at integrating language and culture learning strategies into the curriculum as potentially having a ripple effect throughout the system, thus contributing to successful overall internationalization efforts more broadly.

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I'm a Stranger Here Myself: An Undergraduate Course on Intercultural Transitions

Introduction

This article describes a full-credit college course focusing on the theory and practice of intercultural transitions for undergraduates who may be education abroad returnees, international students, first-generation students, and/or cultural nomads. The course explores literature and film and the students' own experiences as evidence of theories and models that chart the ongoing process of navigating between cultures.

I'm a Stranger Here Myself

Kalia: Sometimes I say that I'm from St. Paul, and then they go, "You are? I mean, where are you from?" And then I say, "Oh, I was born in Thailand," and they say, "Are you Thai?" and I say, "No, I'm not Thai, I'm Hmong." So it's kind of complicated (video transcript, 2003).

"I'm a Stranger Here Myself" is the peculiar title of an intercultural transitions course taught at Carleton College as part of a Cross Cultural Studies interdisciplinary concentration. The title's ambiguity reflects the complexity of cultural identities and the challenges students face as they navigate intercultural transitions. Participants in the "I'm a Stranger Here Myself" course include students who are education abroad returnees, international students, first-generation students, and/or cultural nomads. The ten-week trimester course explores intercultural transitions through literature, film, speakers, interviews, and the students' own transition experiences. The evidence from the varied sources tests the theories and models of cultural identity formation, intercultural transitions, coping skills, and cognitive development. Its interdisciplinarity and theory-to-practice pedagogy set the stage for deep, contextual learning.

As background for this course—Carleton College is a small, liberal arts institution in Northfield, Minnesota. Of the 1,800 students enrolled at Carleton, U.S. American students come from all fifty states, and international students, who make up five per cent of the student body, are from thirty-one different countries. The Class of 2004 is representative of students at Carleton—sixty-eight per cent of them studied off-campus on 120 different programs in 45 different countries during their four years at Carleton.

The presence of international students and international faculty, and the centrality of off-campus studies in the Carleton curriculum play a significant role in an interdisciplinary concentration called Cross Cultural Studies. The concentration was created in 2000 to "bring together U.S. American and international students who have cross-cultural experience in team-taught, interdisciplinary seminars to

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address and explore global issues and problems in a comparative, collaborative framework" (www.acad.carleton.edu/curricular/CCST).

The core courses in the concentration are "Growing Up Cross Culturally," a first-year introduction to Cross Cultural Studies, the "I'm a Stranger Here Myself" course, a methods course in cross cultural theory and practice, and a senior capstone seminar. Additionally students are required to take four electives selected from regional courses that transcend national boundaries, comparative courses, and global issues courses. All the core courses are team taught with U.S. American and international faculty working together and comparatively, essentially practicing what they preach.

Cross Cultural Studies 175, the so-called "Stranger" course, is "designed for students who are returning from off-campus studies or who have lived abroad, and for anyone who has had the experience of being an outsider.... The course explores theories and models of intercultural competence and intercultural transitions. Using the actual experience of the students in class as its evidence, it first develops theories about the nature of intercultural contact and then tests their usefulness by applying them to the analysis of specific historical and literary evidence" (course syllabus). The course goes beyond a reentry course for returning study abroad students. It examines intercultural transitions as a recurring and educative process for a wide range of students.

The course is based on four objectives as outlined in the syllabus:

1. Provide a course within the Cross Cultural Studies concentration that focuses on intercultural transitions and intercultural competence, using theory and practice.
2. Introduce students to theories and models of culture shock, transitions, reentry, cultural identity, and intercultural competence.
3. Test the theories and models, using students' own experiences, case studies, and narratives found in literature, media, and interviews.
4. Apply the theories and models in new intercultural encounters on campus and in the wider community.

The course relies heavily on a practice-to-theory-to-practice pedagogy. For example, the course begins with the title, "I'm a Stranger Here Myself." What

does it mean to be a stranger, to be the "other," an outsider, an alien, exile, tourist, sojourner, foreigner, or immigrant? Students must ask themselves, "Who am I, and who am I as a cultural being?" The Hmong student Kalia, whose quotation at the beginning of this article and excerpted from a video (2003) that grew out of the course, wrestles with her cultural identity as a political refugee who can name Laos, Thailand, and Minnesota as home. Even U.S. American students have a difficult time articulating their cultural identity. Maria from Seattle, in the same video, states, "It's hard for me to define myself. I feel like I'm just a mixed-up person from all these different backgrounds, and sometimes I call myself a mutt of Europe" (2003).

The questions are not easy, nor are the answers quick. The course employs numerous intercultural and cognitive theories and models to provide a framework for the course and for students' reflections. For example, students discuss cultural identity as internalized components of personality that are generally shared with other members of one's cultural group or groups, as in subcultures. Alfred Shütz's (1998) model of the stranger and Erik Erikson's (1997) theory of identity development provide students with some terms to help them talk about the confusion that Kalia refers to, or the lack of clarity that Maria mentions in the video (2003). Students examine their own cultural values, as delineated in Kluckhohn and Strodtbeck's (1961) value orientation model. Students discuss Janet Bennett's (1993) theory of cultural marginality and ways to construct and articulate multiple cultural identities.

Before using Milton Bennett's (1993) developmental model of intercultural sensitivity (DMIS), which explores different stages of encountering cultural difference, students read Paul Gauguin's *Noa Noa, the Tahitian Journal* (1985). The students are enchanted by his paintings of Tahitian people and landscapes. They are, however, incensed with Gauguin's description of the women who "had the grace and elasticity of healthy young animals. A mingled perfume, half animal, half vegetable emanated from them" (p. 4). Once students become familiar with Milton Bennett's terms, including superiority as an expression of the stage of defense, they more openly and constructively debate their discomfort with and understanding of Gauguin's nineteenth century European cultural values. Students also view several cross cultural films,

including *Black Robe* (1991), a Canadian film about early Jesuit missionaries encountering First Nations people. An international student writes in his reflection paper, "Many scenes in the movie reminded me of the comments I have heard people pass around when cultural differences are discomfoting and not looked upon favorably. Those and other examples in *Black Robe* correspond to the defense state of the ethnocentric stage in cross-cultural interaction described by Milton Bennett. Both parties exhibit denigration, which Bennett describes as 'the derogatory attitude toward differences'."

A course about intercultural transitions inevitably deals with culture shock and reverse culture shock. Students examine Janet Bennett's (1998) theory about culture shock as a form of transition shock, and Craig Storti's (2001) homecoming model that includes expectation adjustments. An on-line resource created by Bruce La Brack (2004) "What's Up with Culture" assists students with intensity factors related to culture shock, common reactions, and coping skills. Literary texts, film clips, and the students' own experiences offer numerous case studies of culture shock. A Nepali student, Sujan, observes in the video (2003), "When I first came here [to Carleton] and after I got over my jet lag, and as I started to see things around me... I felt that something was very wrong." Eva Hoffman's (1989) memoir and one of the main texts in the course, *Lost in Translation: A Life in a New Language*, provides another graphic example of intercultural transitions, in her case as a refugee from Poland to Canada. She writes, "To me, these [Canadian] interiors seem oddly flat, devoid of imagination, ingenuous. The spaces are so plain, low-ceilinged, obvious; there are no curves, niches, odd angles, nooks or crannies – nothing that gathers a house into itself, giving it a sense of privacy, or of depth" (p. 102). She articulates the disorientation and quick judgments common to those experiencing culture shock.

The challenges that Sujan and other students address in the course are real. The classes are structured so that students can test the theories against their own experiences in small and large group discussions. Students also interview international staff and faculty who have experienced intercultural transitions. In their papers students must identify one or more models that are applicable to the interviewees' stories. One student uses Shelley Smith's (1998) intercultural

communication competence model to inform his interview with Nalongue, a staff person from Togo, West Africa. In his paper he states, "I want to apply the communication strategy dimension of Smith's model to look at two interactions [mentioned in the interview]." The student examines Nalongue's stories and compares them to Smith's communication strategy. He concludes, "Though Smith's model is very good at describing some situations, I think it would have been able to better capture the experience of reentry had it incorporated a few more assumptions. The changes that take place when a person lives away from home could have been broadened.... The model is very individualistic...it does not [address] the way the individual is perceived by the community at home and the change in that perception as a result of his or her residing in a different place. In Nalongue's case, the model would have worked better if it included such 'societal' perceptions as well."

Students are the first to argue that theories and models are limited and lack the complexity of real experiences. They certainly do not want to pigeon-hole or standardize their own experiences. But they acknowledge that the models provide useful structures and terminology to think about recurring patterns that they detect during their intercultural transitions. Following a panel discussion with cultural nomads and Third Culture Kids, a U.S. American student writes in a class paper, "Before tonight and indeed before this class began, I never really considered the legitimacy of being a stranger within one's own culture. When I returned from my semester in Melbourne, Australia, a conflict developed within me, because I was finally back home—home in Ames, Iowa and home here at Carleton. Yet I felt out of place, uncomfortable, unwelcome, and unfamiliar.... Now, however, after reading about the concepts of 'stranger' and 'other,' and after listening to the speakers talk about what it means to be multicultural and cross cultural, I am finally beginning to understand what it means for *me*. Being a stranger is not necessarily a bad thing." The theories provide the students with useful lenses through which they can view others and themselves as they move between cultures.

When asked in mid-course evaluations what they find most effective, one student writes, "Learning how to approach literature and ideas in a less academic way, and yet still analyzing the material in an objective

manner.” Another student comments, “Most helpful have been class participants’ shared anecdotes in relation to issues raised in readings.” When asked at the end of the course “What are the most important ideas, concepts, or theories you have learned in this course?” a student replies, “All the theoretical stuff helped me understand how people react in an alien culture. Also made me more sensitive to cultural and behavioral differences. I already find myself applying stuff I’ve learned in everyday situations.” Another student complains after class that she can no longer watch a movie without analyzing it through one theoretical lens or another.

There are traps and pitfalls in the “Stranger” course. Team teaching, literally side-by-side, presents multiple perspectives and sometimes multiple expectations or different instructions in spite of weekly joint planning sessions. Students alternately appreciate the diversity represented in the two instructors and express frustration that the instructors do not always speak as one.

Using the students’ experiences as primary evidence and testing theories and models against students’ personal stories can sometimes lead the students onto emotional thin ice. Sujana states in the video (2003), “One of the things we did in class was... to talk about the idea of home and what home really meant to me.... The more I thought about it, the more confused I got. It was a very painful experience.” Several strategies can help address students’ vulnerability. First, class discussions are confidential. Students are expected to respect one another’s point of view and the privacy of their stories. Second, literature, films, interviews, and panel discussions are used as the first line of evidence to test a new theory or model. That technique allows students to ponder someone else’s words and feelings about navigating intercultural transitions or multiple cultural identities before they tackle their own. Third, students are encouraged to express their concerns, questions, and feelings in the reflection papers, to which the instructors respond in writing. Also meeting with individual students during office hours and outside of class may address problems that students do not feel comfortable raising in class.

Another challenge in the course is the amount of time needed for practice-to-theory-to-practice pedagogy. It takes time to develop the narratives, be they students’ experiences or literary works. It takes time to introduce and discuss a new theory, and then explore the connections or inconsistencies between

the theory and the narratives. It also takes time for dominant-culture U.S. American students in particular, even those who have studied or traveled abroad, to understand that they may have a cultural identity and describe what that is. In the video (2003) Maria describes herself as a “mutt of Europe.” What does that mean? How can she begin to unpack that expression to more accurately understand and articulate her cultural identity? Classes at Carleton are seventy minutes in length and meet three times a week, during a ten-week term. Often that is not enough time to unpack the stories, theories, reflections, and syntheses needed to fully achieve the course objectives.

However, the strength of the “Stranger” course, indeed the necessity of it within the Cross Cultural Studies concentration in particular and a liberal arts education in general, is best articulated by Yerushova, DeJaegbere, and Mestenhauser in their article, “Thinking Not as Usual: Adding the Intercultural Perspective” (2000)

Students should be explicitly and purposefully prepared to be cultural learners, as well as critical and comparative thinkers in culturally diverse environments. They should be taught how to integrate their knowledge across the disciplinary and cultural contexts, to expand their skills beyond specific tasks or issues, to see culture’s influence on their own thinking, beliefs, values, and assumptions, and to discern the cultural programming of others (67).

Using intercultural competence and communication theories and models and testing them against literary and personal evidence, students develop a working vocabulary and a cognitive framework to further examine their own transitions between cultures. Kalia summarizes her experience of crossing and recrossing cultures:

When I speak Hmong at home, I feel like a different person. I feel like a different person when I speak English. But through English I can tell you what it’s like for me to be Hmong, and I can communicate not everything, but a lot of the things I feel inside (2003).

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Bringing it Home: Follow-Up Courses for Study Abroad Returnees

The benefits of gaining cross-cultural experience through studying abroad are widely recognized, and great effort has gone into maximizing the quality of those sojourns. Often students report intense learning experiences and profound change. But what happens when the students return home? Many may not only feel a temporary disorientation or reverse culture shock, but also face longer-term difficulty integrating their learning from abroad into their on-campus education, intercultural encounters here, career plans, or even relationships and worldviews.

Recently, several institutions have gone beyond extracurricular re-entry programming aimed at relieving reverse culture shock (such as re-orientation sessions, photo contests, etc.) to offer courses for credit to scaffold deeper intellectual consolidation and integration of the study abroad experience. In addition, these follow-up courses also hold great potential as a research site in two ways: as an additional venue for documenting (quantitatively and qualitatively) the impacts of study abroad on students' education and development; and as one window into comparing the relative effectiveness of an institution's study abroad programs.

While the overarching goals of such courses may be similar, faculty members are approaching this relatively uncharted terrain from widely varying disciplines and pedagogical strategies. In these experiments they are encountering both exciting possibilities and significant challenges. As more and more institutions are interested in implementing such courses to further integrate study abroad into their curriculum, much is to be gained from pooling experiences of these problems and possibilities. Likewise, the field can also gain from sharing successes and barriers in utilizing these courses as part of the larger effort to document study abroad learning outcomes.

In such a course at Saint Mary's College in Notre Dame, Indiana, *Analysis of Study Abroad Learning*, students engage in extensive self-reflection, analysis, and writing to articulate the impact of the sojourn, and then bring their own data to both test and apply existing psychological theories and research. They have opportunities to explore their local surroundings with new eyes, and to present their learning to the wider campus community. The strategies implemented for the students to achieve the following main objectives will be detailed below:

- Articulating impact of their sojourn through reflection, exercises, writing
- Qualitative analysis of this writing
- Quantitative self-assessment
- Review of existing theory and research

- Bringing class-generated data into dialogue with theory and research
- Connecting their learning to their intercultural relating here, broader education, and career plans

To articulate the impact of their study abroad experience, students first write extensively before doing any reading at all, on the main things they believe they learned and most significant ways they changed while studying abroad. They describe the experiences that most contributed to the learning/changes, and how the learning/changes have made themselves evident. They then reflect on questions such as: what questions about study abroad learning does my description raise for me? What assumptions about (or metaphors for or mini-theories of) such growth does it imply? What aspects of the experience seem particular to me or to my program, and which seem more generalizable? This important, real-life data and preliminary theorizing and interpretation is not evaluated, but is an essential foundation for the rest of the course.

Beyond this initial writing, the course stimulates further reflection through a poetry workshop where a poet presents examples of poetry that attempt to capture the impacts of intercultural interaction, and guides poetic expression of students' own experience. Students also conduct partner interviews in pairs to further provoke their colleagues' and their own thinking. After all this data generation and preliminary theorizing, students distribute their papers and turn to more formal analysis. Throughout the course, however, they continue to add further reflections that surface through sharing their learning in two different settings (in a "showcase of intercultural learning" open to all students, and a pre-departure meeting), and finally that consider the additional impact of the course itself. The class is then given some basic instruction in techniques of qualitative analyses and interpretation, and, as a group, charts a content analysis of major effects; program-specific sources of variation such as length, country, language, model; and person-specific sources such as previous experience, college, affective reaction. This analysis leads to broader discussion of overall themes and differences, what might be particular to US students studying abroad rather than those from other countries, and hypotheses about program design and effectiveness.

The quantitative assessment and analysis process is interwoven with the study of three selected relevant

theories of study abroad learning, as the measures are all grounded in theory. Specifically, the students survey the Identity Development theory put forward by Erik Erikson (1968), operationalized by James Marcia (1980), and applied to ethnic and national identity by Jean Phinney (1993). In this context, they use an adaptation of Phinney's *Multi-Ethnic Identity Measure* (1993) to American identity, and compare it to their perspectives before studying abroad. Students also study David Kolb's Experiential Learning model (1984), and the way Janet Bennett (1988) applies it to study abroad learning, and take Kolb's *Learning Style Inventory* (version 3, 1999). Finally, the course covers general intellectual developmental theory in college students as represented by William Perry's (1968) work, and the Intercultural Development model of Milton Bennett (1993), operationalized in his *Intercultural Development Inventory*.

With this thorough mining of the students' own experience, the course turns to an overview of the research literature on other students' study abroad outcomes. The main text for this is Kauffmann et al's review (1992), but the students also locate and share other more recent research articles. The class compares their own data with the broader findings for similarities and differences, and theorizes what might be particular to their experience at a Catholic women's liberal arts college. For example, it seems that our students experience the personal aspects of growth, such as self-confidence, as more central to their changes than the broader field would suggest. The class also brings our data into real dialogue with the existing theory, using theory to illuminate the data, but also using data to challenge or build on the theories.

The class turns then to connecting this learning with other aspects of the students' learning and development, starting with their domestic intercultural relating. To do so, they go on individual forays into cultural contexts where they are in the minority, such as a predominantly Latino church, a Mosque, a synagogue, or community meeting in a predominantly African-American neighborhood. Afterwards, they reflect as a group on how it was like and unlike study abroad, and how it was like and unlike similar experiences before studying abroad. These forays prove to be an immense challenge for our students, including those who have been waxing eloquent about their self-confidence in navigating solo all over Europe. The conversations reveal that there is much work to

be done still in helping our students to transfer their newfound skills to situations closer to home.

Finally, we turn to connections to their broader education at Saint Mary's College, and their career plans. The students tend to be insightful in identifying some of the differences between the European higher education model and our own, including a much more independent pedagogy and less intense pace and quantity of assignments, and value the benefits of the other model highly. They also come to see the great potential for themselves in experiential learning as opposed to only traditional didactic settings. However, they still tend to passively revert to the very "rat-race" of ever more credits and minors and majors and extra-curriculars that they critique, rather than making choices more in line with their newfound educational values.

Thus, even within the support of these courses, we sometimes face many stubborn reentry disconnects. For example, students often articulate the immense personal and emotional growth they experienced, but do not demonstrate the kinds of intellectual development we strive to support as educators. One obstacle may be the metaphor of self-transformation itself, as students focus on personality growth rather than changed understandings of the world. Others truly embrace more complex constructions of culture, learning, etc. in their study abroad contexts, but quickly fall back into familiar patterns (sometimes even while disdaining them).

Some of the more logistical challenges we have experienced at Saint Mary's may be institution-specific, such as the fact that our study abroad takes place primarily sophomore year and so our returning juniors have missed important background in research, or the fact that we have few courses based so heavily on reflection and so they are surprised by the workload.

Other challenges seem perhaps more generalizable. One is that you cannot articulate and integrate what you have not truly learned in the first place—in other words this course has led us to some serious reevaluation of both our pre-departure preparation and our scaffolding of intercultural learning while abroad. Another is that students may actually have some (perhaps unconscious) resistance to "tainting" their glowing study abroad memories with rigorous academic analysis. Less surprisingly, perhaps, is the overtly expressed resistance to their self-assessment using tools such as the IDI, which may have very

valid grounds in the real limitation of such quantitative measures. Finally, while I mentioned the side benefit for research of an excellent opportunity for extensive qualitative data gathering (to help interpret quantitative program evaluation and documentation of study abroad learning outcomes), the downside is, of course, that it is self-selected, and so one would still likely want to include randomly-selected focus groups, too.

Educators in the field of study abroad need to continue to discuss key issues for such courses, and share useful strategies we have used or are considering to address these disconnects, resources, theoretical frameworks, assessments, exercises, readings, and inherent research opportunities. Saint Mary's has created one resource for doing so via a website with relevant presentations, syllabi, and links available at www.saintmarys.edu/~cwil/php/intercultural.learning/reentry.course.resources.php. By theorizing together and pooling our own best practices, we can all better support students in bringing their learning home for good.

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From Personal Reflection to Social Investigation: Undergraduate Research as an Antidote to Autobiographical Cliché

The course I teach was specifically designed to serve as a follow-up experience for students returning from service programs in the developing world, or from study-abroad programs in these areas that included internships in service organizations. The University of Notre Dame has an extensive International Summer Service Learning Program (ISSLP) that sends undergraduates to work with direct service providers, often lay Maryknoll or Catholic Charities groups, in countries such as Mexico, Honduras, Thailand, Chile, India, the Philippines, Cambodia, Uganda, and Brazil. Prior to the institution of this offering, students were encouraged to take a follow-up course in the Theology Department or to do independent research. In addition, Notre Dame sends many students to the developing world through excellent exchange programs and through internship placements, especially with the Helen Kellogg Institute for International Studies. I consider these programs models, and they are well designed, but I believe that a for-credit re-entry course can add to the overall effectiveness of these experiences.

My contention in this article is to suggest that thinking of re-entry as “closure” is part of the problem. I do not believe that our goal as educators should be to return our students to their point of departure, nor do I think that our goal as educators should be to bring reflection successfully to a “close.” If so, I think it posits egocentricity as the target of maturity and education, especially in a follow-up to an experience in which our students travel to the developing world. I realize that Platonic notions of education are premised on the value of self-knowledge, and that I may be running counter to strong positive currents in a liberal arts and sciences education, but some forms of self knowledge are formulaic.

In this article, I suggest that typical narrative framings of overseas experience—what I call “achievement,” “theological,” and “theodical” narratives—have a dangerous tendency to pre-maturely “close” the international experience, cutting off its potential effects, including on-going transformation. I hope we do not send students to poor countries just so that they can come to know themselves better. Instead, my goal in a re-entry course is to spark a life-long learning perspective, to reinvigorate education, and to open horizons for future, including professional, options. I hope to help to create students with international vision, empower them to think about alternative careers, to unfreeze long-standing, unexamined understandings, to foster intellectual maturity (in a setting that can often be excessively infantilizing), to unleash progressive ambitions, and to encourage professional development.

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Course Design

The course I teach is divided roughly into three parts. In the first, readings help students to re-acclimate. They are given a chance to discuss their experiences, both overseas and upon re-entry, and to learn about re-entry shock. Group discussions inside and outside of class provide them with a kind of natural group therapy, as they may find colleagues who have done similar sorts of projects more receptive, patient, and understanding than their other peers. I also try to make the design of the course obvious—not concealing my goals or motives—so that they can see clearly the reason for each part. In addition, I try to explain the open-endedness of the course and how *they* will set much of their own agenda. Finally, I reveal that my goal is not to achieve “closure,” but to create a change for the future. On a recent informal survey, one student explained it better than I could; she talked about being disturbed by her experience, but that she could maintain this state—becoming permanently disturbed—through constant engagement.

In the second part of the course, I try to help students to contextualize what they saw by focusing on a single social, economic, political, educational, or health problem that they encountered and to learn more about the prevalence and causes of this problem. This leads to a basic consideration of political economy, poverty, health, world trade, rural development, migration, imperialism, and a host of other issues. Although the treatment is superficial, I find that nearly all of the students find something valuable in the broad range of topics that they have not encountered in their previous courses. Their firsthand experiences of poverty, the effects of trade, public health problems, development efforts, and others’ views of the United States usually makes them much more interested in these topics than they were prior to their departure. I also try to present them a model for thinking about dynamic systems theory and how it might be used to address complex social problems. In this, I draw on a difficult but worthwhile reading by Peter Taylor (2001).

In the last stage of the course, I present the students with a host of strategies for change, change agents, organizations, and tactics from around the globe. One danger of coming face-to-face with mammoth social problems in international study and service, in my opinion, is hopelessness. Studying problems without also presenting cases in which they have

been addressed can have a disempowering effect on students, the seriousness and mammoth scope of the problems can grind their motivation and moral outrage into fatalism and cynicism. We read case studies of successful grassroots organization, low technology innovation, international partnership, state-sponsored programs, and the like. I try to keep all solutions on the table even if I’m skeptical of some, because I’d rather that they learn to think about problems as addressable than necessarily to accept my favorite strategy. Because of the widespread discussion of school privatization in some domestic political circles, for example, every year someone discovers the growing literature on-line that advocates vouchers and privatization of public education in the developing world, a “solution” which has had limited success. Of course, all “solutions” to poverty, disease, inequality, and lost opportunity have had limited success; I try to help students analyze which recommendations arise from proven success in similar circumstances and which arise more from political or ideological conviction, rather than social science evidence. We find that data can undermine proposals from all points of the political compass.

As a final assignment, students present their research work publicly in order to foster their own presentation skills, to create an intergenerational conversation, and to recognize their work. A conference and poster session at the end of the semester the last two years was attended by over 100 spectators and was widely considered to be one of the more successful undergraduate events in international studies. The projects the first year were turned into a publication by the Helen Kellogg Institute, and posters can be found on-line through my website (www.nd.edu/~gdowney). This year, we are adding a video-making component to the course and hope to produce a DVD that can be shown to students preparing to go abroad in the future as well as to audiences at home.

Disrupting narrative cliché

One challenge that I have encountered in teaching this course, however, is the recourse among students to cliché narratives to frame their experiences. Three trends have emerged repeatedly in the two years I have taught this course, what I designate “achievement,” “theological,” and “theodician” tendencies in how students reach “closure.” After discussing these tendencies, I wish to suggest one way that I have found which seems to redirect their attempts to

encapsulate their experiences in pre-fabricated stories toward a more open, on-going engagement with the places they visited.

An “achievement” orientation was a tendency for students to focus on how they had allegedly changed and “matured” by overcoming obstacles in their experiences (cf. Feinberg 2002). The sites were viewed as challenges or obstacle courses against which the student struggled, and in the process of over-coming these challenges—dealing with different gender expectations, fighting off fear or sickness, bridging communication gaps—the student had grown. This perspective tended to be egocentric, measuring the world against their own coping skills, congratulating themselves for having successfully navigated the new environment. Although this is certainly an accomplishment, the alleged maturation seemed to have very little content; it may have granted the student a greater sense of personal efficacy, but it did not directly transfer into an understanding of the place or people who often served as the “obstacles” in the achievement narrative. Worse still, it suggested that the people who hosted them, people who had often been very generous and tolerant of their intrusion, were adversaries.

The second tendency, the “theological” one, I began to refer to sardonically as the “touched by an angel” motif in student writings. Students would talk about how, in the midst of hardship, suffering, or ugliness, they had met someone noble, beautiful, or magical. The moment was often treated as a message, a calling from the student’s better self. While recognizing the dignity or grace of another human being is, no doubt, worthwhile, the effect was simply to reinforce their own theological view of the world. The messenger and surrounding suffering were treated as having been provided for the student’s enlightenment; the angelic messenger rising above the bitter context demonstrated the possibility of transcendence by the individual without consideration of social systems, injustice, economic relations, or the like. My instinct is to consider this sort of “insight” to be profoundly conservative and antithetical to an education that would lead a student to think more deeply about how the world, not simply a person’s soul, might be changed.

The third tendency I refer to as a “theodician” orientation (borrowing an anochristic term from the *Oxford English Dictionary*). In a sentence, this

narrative framing led the students to take away a single message from their overseas experience: “I am soooooo blessed.” Confronted by the yawning gap of inequality, the hardship of others’ lives, and vividly manifest injustice, they learned from this that they are “so blessed.” They learned to be thankful that Divine Providence had permitted them to be born a fortunate one, not one of those who was “made to suffer.” For many, this sense of gratitude is very powerful and sincere, and like the other orientations, I think that within it is the seed of an important life lesson and authentic emotion. But like the others, I think that this form of “closure”—a way of encapsulating the experience so that its implications are known, finished, and contained—was not drawing from that international experience all that we would hope.

For many students who resorted to this narrative (and the “theological”), the principal problem that they are dealing with is overwhelming guilt. Just to assuage their guilt, they may prematurely extinguish passions, interests, and excitement that their experience has ignited. And so I “absolve” them in class (at a Catholic university, my students understand the theatrical gesture)—and talk specifically about the role of guilt in paralyzing people and preventing change. Often, I find I have to confront students with the implications of what they believe. How, for example, if they really take only the theodician message from their experience, they seem to assume that God made millions of people suffer simply so that they could understand how lucky they are to possess wealth, privilege, and an easier life. I ask them whether they actually believe that God or Divine Providence makes some souls simply so that other people might see that they are fortunate. And if they take away only this lesson, was their sojourn abroad really money and time well spent?

Needless to say, these confrontations can be rough on the students and the instructor. For example, I have the students read Ivan Illich’s 1968 address to the Conference on InterAmerican Student Projects in Cuernavaca, Mexico, entitled “To Hell with Good Intentions.” Students often find the piece, available on-line or in at least one reader on service-learning, made them reconsider in important ways their own understandings of service. Some were relieved to find their own reservations reflected back to them in the readings; others were shocked and angry to even have their motives or the goodness of their service called

into question. Confrontations like this, however, continue throughout the semester. For many reasons, the class can be emotionally difficult.

As the semester progressed and I received stories that followed the three formulae I outlined above from many students, some of whom were genuinely concerned about social, political, and economic issues, I looked for ways to force them out of familiar narrative structures for their experience. When the students worked in small groups, these tendencies seemed actually to be exacerbated by the small group dynamic: one effective use of these powerful rhetorical devices seemed to lead others in the group to look for similar narratives that they could pull out of their own experience. One student complained to me that she hadn't met anyone "inspiring" like some of her classmates. She was looking for an "angel" of her own to write about to construct a narrative of insight like her peers.

The solution I reached was research. I am not convinced that this was necessarily the best or only way to respond, but for some, it did seem to help them to see the individuals that they had met as participants in larger systems. They still found themselves able to use these individualist narrative sketches to help communicate their experiences to other students very effectively—they often served as narrative "hooks" for oral presentations—for example. But the research pushed them to consider social problems and potential solutions more broadly. The resulting research projects were extremely effective: personal experience charged their research with a sense of mission, and personal anecdotes lent great illustrative weight to abstract information and ideas. The solution that we stumbled upon seemed to work, but only because the students reached outside the storylines they already had and found open-ended avenues for research and thought.

In a recent exploratory questionnaire, I asked students how their experience overseas affected them, and many shared thoughts that are more eloquent than I can offer; so I'll pass them along. Many reported that their priorities had changed, that they were more concerned with other people—research allowed them to live this shift in priorities rather than to have to talk about themselves, a subtle way in which we (those charged with leading re-entry) guide them back to themselves, back to egocentricity. One wrote: "I never ever would have been inspired to research

cerebral palsy let alone want to do something about if I hadn't gone to Mexico this summer. The experience was sort of a flame that was lit under my butt. I was always fairly fascinated with health issues, but the casa revealed a need in the health field I never really saw before." I've found that overseas experience inspires students to become politically active, to seek additional research grants, to work on specific skills, and to take greater control of their own education. One student wrote: "I have never done research that I have been so passionate about." One way that I try to encourage this is by constantly passing around information about opportunities: conferences, post-graduation internships, grants on campus, books like *Alternatives to the Peace Corps*, job conferences, and similar alternatives.

Some students talked specifically about the kinds of transformations that I had hoped might occur through international experience. One wrote movingly about coming back from working with the poor and AIDS victims. He reported that, by the time he had gotten home, he had begun to question his prior interpretations of poverty—he called them conservative, complacent, and cynical: "I was cynical about what really could be done for the poor, and just figured doing acts of service was enough." In contrast, post experience he talked about the "preferential option for the poor," a principle in Catholic social teaching about the necessity of considering how social policies affect the poor as a primary way of judging their worth. Some genuinely sophisticated understandings emerged. Another student wrote: "In retrospect, I had romanticized poverty's effects on social relationships. It doesn't bring families together, but rather destroys these ties."

Instead of "closure," I would like to suggest that re-entry education using research can be a further opening that students might not otherwise perceive. In re-entry education, we could help our students to refuse closure, to show them that service-learning, study, or internship abroad could be like a yard outside our own homes; when we have been in the yard, we can either choose to turn and go back to the house—back to the warmth and security of not knowing about the world, of returning to familiar stories. Or, once we have been outside the house, we can walk to the gate and open it. I don't think students are really looking for closure at the end of their experience. I think that they are looking for

meaning. What I hope to teach is a lifetime learning approach, an openness to a socially aware career choice, a refusal to prematurely resolve moral issues—a gateway to a new way of life. As one student wrote, better than I can say: “This class and my research has given me a new perspective on the world as a whole. It has helped me find a calling, no better or no worse than that of any other, but it is mine. I plan on following through. That is the point isn’t it? To follow through with what our experiences have granted us.”

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Learning from Learning to Enhance International Learning

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Introduction

Let us elevate study abroad to a higher level by relating it to other components of internationalization using a system perspective focusing on learning and the transfer of knowledge. Research from the cognitive sciences about culture learning can be used to motivate students, prepare them for intercultural learning experiences, and help them integrate their learning. Three frames will be used to discuss learning about learning to enhance international learning: the system perspective, the concept of culture, and the curriculum.

Description

The most common metaphors for study abroad and international student programs are: experiential learning-by-doing, infusion, the people exchange, and the medical injection. The authors suggest another metaphor, the “transfer of knowledge,” that emerges from their current research, consulting, and teaching experiences in international education in the U.S. and abroad. This metaphor is reinforced by research in cognitive sciences and internationalization. The model is systems-oriented and thus challenges education based on single components such as study abroad or enrollment in a couple of “internationalized” courses.

We will describe such issues as: transfer of knowledge; its integration with prior knowledge; sustaining learning over a lifetime; the acquisition of new intellectual skills (emic perspective, comparative and creative thinking, cognitive complexity, cognitive flexibility); studying simultaneously one’s own culture and others; several levels of analysis and complexity (introductory, intermediate, and advanced); and understanding how knowledge of a single culture transfers to others.

What is most important is to learn how to utilize and apply theoretical knowledge to practical programs of study abroad, including administration, selection of resources, motivation of students, knowledge-based orientation and preparation, and several types of integration needed to enhance cross-cultural learning (such as between “new” and “prior” knowledge, between theory and practice, and between disciplinary and interdisciplinary knowledge).

Because international education is a larger concept than study abroad, the question arises whether or not participants know the “whole” of international knowledge in order to know what there is still to discover. This is one of the key concepts in knowledge transfer called the “knowledge gap” that requires people to become aware of the gap between what they know and what they need to know (hence, the basis of the motivation to learn more). People also need to become aware

of their own intellectual capacity to absorb this new knowledge and to develop meta-learning skills with which they may use to sustain life-long learning. In their conference session, we utilized several exercises and instruments developed by Brenda Ellingboe in her consulting practice in order to ensure audience participation.

Brenda Ellingboe's Opening Statement

I believe in the possibility of an intercultural learning environment (ILE). If you believe in the possibility of an ILE for your campus, please join me on this journey. We will be walking through many key concepts that link learning about learning and learning about other cultures to planning an intercultural learning environment.

We both believe in the power of an integrated or holistic approach to internationalizing a campus, known as the system perspective. This is different from stressing the importance of a single component only—like study abroad—without fully realizing the impact that all other components of internationalization have on others on a college campus.

We also believe in the importance of college and university leadership that prioritizes and favors internationalization and supports the goals and objectives with human, financial, and operational resources. Leaders of departments, student service units, colleges, and universities must be supportive of internationalization as a process that benefits their institution. They also must have positive attitudes concerning creating an intercultural learning environment on their campus and not show evidence of ethnocentrism.

In terms of leadership, perhaps the most telling role is the academic dean, who can make or break internationalization initiatives and support or squelch goals and objectives. If there is commitment by a dean, then that person may lead or co-lead the change process. Internationalization is an organizational change process, and those who are working in the field of international education may need to become change agents to implement their goals.

I have been a researcher or evaluator on 20 campuses nationwide, and I have focused on the process of internationalizing a campus using the system approach. It is on this basis that we have designed our presentation on *Learning from Learning to Enhance International Learning*.

Josef Mestenhauser's Opening Statement

Learning from learning to enhance international learning requires a way of thinking that builds upon learning from many different disciplines. The integration of academic disciplines cannot be structural only. It needs to be an integration of disciplines at the curriculum level, with input from students, which maximizes learning about those disciplines from many different cultural perspectives. Study abroad is usually locked into one discipline, so much integration of learning across cultures and across disciplines needs to occur. There is implicit learning in study abroad experiences, but this varies greatly depending on the intensity of the program and the learning objectives and methodologies involved in the learning that occurs abroad. Therefore, learning across cultures has to be an interdisciplinary program of study.

Students need to read literature about their destination culture and refrain from comparing their own culture to the destination culture based on only one framework or discipline. Intercultural learning needs to be integrated into the content of all study abroad learning, including coursework based upon study abroad experiences before, during, and after the experience abroad. Because the U.S. is a "doing" culture, that is task-oriented in its value orientation, U.S. students may have a difficult time relating to a "relational" or "being" culture. A valuable part of learning about learning is cultural self-awareness and the core value orientations of other cultures.

Frames of Reference

It is important to have a frame of reference for learning and international learning. This frame may be different for faculty compared with students, student affairs directors, and other constituents. Research shows that such frames are either too simplistic or non-existent. We describe three frames in this article: 1) international education in a holistic "system" perspective, 2) the concept of culture, and 3) the curriculum.

Frame 1: International Education in a Holistic "System" Perspective

Anytime we combine two elements (e.g., study abroad and the curriculum in a degree program), we have a system. When we add several constituents, the system becomes larger. Seeing international education as a system perspective is holistic and

larger than looking at each element individually. This first frame has cognitive consequences. It may include multiple elements that are part of a college's internationalization process or program of change.

Frame 2: The Concept of Culture

The second frame actually is a confrontation between study abroad and the destination culture. Participants have different degrees of encounter with the culture, and their learning is often based on a single disciplinary lens. If it is changed to an interdisciplinary perspective, they may see the culture through multiple lenses. Participants may also confront their own culture, especially if they are coming from a "doing" culture and are going to a "being" culture. U.S. Americans are task oriented like "human doings" and often travel to places that are used to more rapport-building, greetings, and human being introductions. Most study abroad participants are not aware that our "culture" influences not only our values and behavior, but our cognition as well. This includes what we know and how we learn about other cultures. This frame also has cognitive consequences.

Different Degrees of Encountering a Culture

Participants may learn about the culture, learn in the culture, learn in the culture-bound discipline, learn the discipline along with the culture, learn the culture implicitly, or re-learn their own culture.

U.S. Culture's Influence on Cognition

If you are socialized in the U.S. culture, then your learning has also been affected by this culture. This includes the emphasis on learning by doing as a dominant learning style, the use of cause-and-effect reasoning, and the dualistic (right or wrong, up or down) way of thinking. It also includes the power of individualism in our culture, which focuses on the way we make decisions, prioritize our time, and value the individual person. This contrasts with a more collectivist or group-oriented style of learning, decision-making, and living. It contrasts the dualism with multiple perspectives and possibilities. It is an ethnorelative perspective, not a dualistic, narrow view.

Frame 3: The Curriculum

The third frame is the curriculum of a degree program, major, minor, or course. When study abroad is part of the curriculum, additional concepts and theories need to be taken into account such as: learning, teaching, memory, knowledge production,

the arrival of new information and new concepts, and the inclusion of one or multiple disciplines. In addition, there are differences between cognitive development of a person over time and learning for short-term gain. This frame also has cognitive consequences.

Cognitive Consequences

Since all three frames have cognitive consequences, it makes sense to unpack them. These include noticing increasing levels of complexity as we learn about cultures and our ways of learning about them. Other consequences include analyzing cultures at a higher level of knowledge, being able to change perspectives or see other perspectives as valid, and reforming the curriculum.

Other consequences deal with organizational matters such as seeing culture learning as a potential conflict with educational goals, re-thinking the balance between content and process in the teaching design and development of a course, and re-thinking some new intellectual competencies. This relates to outcomes of a study abroad program, a major or minor, a degree program, or a college education.

One of the consequences of learning about learning to enhance international learning is re-thinking what the outcomes of higher education should be for our future graduates. There is obviously a conflict of different intellectual traditions and theories, such as what is taught on campus and what is learned abroad. There is also a knowledge gap—between what students already know and what they do not know and may need to know, including the cognitive skills that are part of that knowledge.

Additional major consequences include helping students integrate their learning back to their home campus, major field of study, future career path, etc. Students cannot depend on their memory for this; they must learn how to sustain and renew their learning over time.

Faculty members who embrace the idea of curriculum integration need to reform their curriculum often to reflect interdisciplinary approaches. Faculty who see the need to integrate diverse cultures, learning concepts, and academic disciplines will be poised for greatness. Faculty and students, together with administrators from both academic affairs and student affairs, may co-create an intercultural learning environment by working together on the internationaliza-

tion process. This is a change process that changes an entire academic institution. Those who overcome the various resistance factors, structural, conceptual, and curriculum barriers will be in a great position for launching an internationalization process.

What is International Education?

The persistent question is: "What is international education?" One must also ask: "Are we preparing our students for the future?" To answer this, faculty and staff need to acknowledge several "knowledge gaps" including: interdisciplinary versus single disciplinary knowledge, future versus present orientation, sustainable knowledge versus present information, new versus old intellectual skills, language competence versus language illiteracy, change-focused mentality versus status quo, and integrative thinking versus a silo mentality.

Curriculum Issues

There are many curriculum issues to consider including understanding what "culture" is and how to help students learn about their destination culture. It is important to recognize how our own cultural lenses influence our perspective and knowledge about others. Anyone who has had the opportunity to reform the curriculum knows about the difficulty of leading change and understanding the change process. This is especially true if it involves changing one's own perspective. It is also essential to take into consideration a learner's prior learning, learning style, and socialization process. Learning is very context-focused and determined by one's own context.

One might ask these questions: "How then is transfer of knowledge possible during a study abroad program? Can people learn about a culture and apply that learning to another context?" Finally, a curriculum issue that is very commonly discussed is the additive method of reforming the curriculum. A concept from another culture may be added to the mainstream curriculum. This is not the same as the integration method because it just tacks on one aspect about culture to the curriculum. It may be the snapshot syndrome or the travel abroad mentality, but it has very little to do with interdisciplinary culture learning, and we do not favor it.

Issues for the Faculty

In a comparative research study with several nations concerning the attitudes and competencies of faculty, Dr. Phil Altbach concluded that U.S. American faculty members are the least interested in international education, do not speak foreign languages, and have the least amount of experience teaching, working, and living in foreign cultures. Given this finding from Altbach's research, one might ask: "How can the faculty expect students to have the experience they themselves do not have?" Following from this, one might also ask: "How can they integrate that experience into the curriculum?"

Intercultural Learning Environment

From Brenda Ellingboe's research on college campuses, there are many types of learning environments. An intercultural learning environment is a strategic choice of words. It is student affairs units and academic affairs units and other campus units working in collaboration with each other to co-create a campus that intentionally focuses on and maximizes intercultural learning. If "intercultural" is the face-to-face interaction with people from other cultures, then an "intercultural learning environment" is a place where intercultural learning, sharing, teaching, and interacting are taking place. It is where intercultural awareness, sensitivity, and inclusivity thrive. It is where multiple components of an internationalized campus are found. It recognizes both the multicultural student service units and the international student service units as co-contributors to the intercultural learning environment. Finally, it is a place with a positive campus ethos for internationalization.

Integration

In conclusion, it is clear that each of the three frames needs to be integrated. The systems frame needs to integrate its various parts with the whole educational system. The culture frame needs to work with many different faculty and disciplines to integrate culture learning in a study abroad program. The curriculum frame needs to reform the curriculum in a way that integrates culture, disciplinary perspectives, and learning styles.

Addendum

Interactive Activities

1. In pairs, describe one interdisciplinary example of a course, program, or activity that is occurring on your campus. Which disciplines are involved? What is the name of the course, program, or activity?
2. In pairs, describe one example of academic affairs and student service units collaborating together.
3. Using the handout "Connecting Components of an Internationalized College or University," (pg. 130) connect the components. Begin with yourself and your own unit. Draw a line to each of the six major components of an internationalized campus ONLY IF you have a direct link to each one (i.e., regular communication with them or collaboration on a program or curriculum or activity). Which one(s) are you connected to? Which one(s) are you not at all connected, for various reasons? Draw a line to other blank circles and label them. These may include the vice president for student affairs, the admissions office, public relations office, etc. Are they connected to you in any way as you work to promote an intercultural learning environment?
4. Choose one of the issues from the section below "Some issues that need to be addressed about international education and study abroad." Spend some time in your small group discussing this issue.
5. of supermarkets: here they are, come and get them. Do we need an institutional motivational policy; and if so, what kind?
6. Related to this question is the "chicken and the egg" syndrome: university administrations do not see a groundswell of interest in international education on part of both faculty and students, and the interested constituency does not believe that the university is providing appropriate leadership. How can this cycle be broken?
7. How do we know when study abroad is integrated in the curriculum? What kind of inquiry is needed? What specific questions need to be asked? What knowledge is needed to get these questions formulated?
8. Is it possible to teach for "personal growth" (liberal studies objective) and for academic competence (academic objectives)? How could this be accomplished?
9. How does the experiential approach to study abroad work, and how is it related to the curricular approaches that are said, according to one theory of the curriculum, to operate on four levels: societal, institutional, instructional, and personal?
10. While integration refers to a process of combining multiple perspectives, the outcome of that process is "synthesis." Yet in international education the practice simply means an add-on to business as usual, leaving the responsibility for reaching that synthesis to the students. We do not know how to teach about such synthesis, and yet we expect students to do what we do not know how to do ourselves. How can study abroad help students achieve such synthesis?
11. There are very few longitudinal studies about the effects of study abroad, but the few that do exist, agree on the following: that participants tend to show great capacity for recall of information about that experience, but that they remember it in an "arrested" frame to the time when the experience took place, like a snapshot picture. How can participants sustain their knowledge and interest in the countries they visited and also understand trends and changes taking place there?

Some Issues that Need to be Addressed about International Education and Study Abroad

A few questions seeking answers

Created by : Dr. Josef Mestenhauser, 2004

1. Most international educators believe that international education should be mainstreamed into the entire institution as a mega-goal on the ground that all educational policies, curricula, and practices have an international/global dimension. How come it got "boxed in" into just one of many sectors of institutional life and structure in which it has a marginal function in an overall "laissez-faire" environment? Such a role makes it difficult to motivate students to participate in international activities; opportunities are offered like goods stored on shelves

8. Given the enormous complexity of the world conditions and our roles in the changing world, it seems reasonable to assume that the curriculum ought to be framed the same way as the academic disciplines, beginning with an introductory material, adding the intermediate version, then the advanced level, and ending with research and new knowledge production. In fact, most curriculum theories claim that the basis of it is in the sequencing of the materials and in the raising of the levels of analysis. Yet most programs of international education provide only a one-time injection (a very small dose of it at that) of an unclear educational objective as part of the liberal education requirements to undergraduate students—mostly on the level of the first two years of college, when these students may not be cognitively well enough developed to understand complex concepts and theories.
9. Some cognitive scientists and scholars claim that all learning is relational and that many relationships are involved. One such relationship that is missing is the international students whose presence is acclaimed widely by institutional mission statements as providing the international ambiance to our universities. Why is it that these students remain passive and silent partners in international education? What could be done to integrate them and under what conditions should that be done? This missing link is especially puzzling since the international students' presence here and student study abroad are two sides of the same coin.
10. It is often stated that the world is changing so dramatically that higher education itself will not be the same in a few decades. How does study abroad and international education prepare students to live and work in that kind of world? What kind of image of the future do our students have? Will they have the skills that we do not appear to teach, such as meta-learning, changing self-perception on encounter with others, and ability to gain trust of people who do not trust us?
11. Some curriculum scholars have coined a term for a curricular model—which they characterize as non-model—that fits the description of international education and study abroad: disjointed incrementalism. The features of this non-model are: a) curricular decisions are made without following a systematic process and concepts; b) decisions are made not by data but by political process; c) many actors are involved but each justifies the curriculum based on their own views and beliefs; and d) decision-makers contemplate making only marginal or cosmetic changes and consider only a few consequences of the decisions and work with piecemeal changes only.
12. Where did the present-day fad of “best practices” of internationalized campuses come from, and what does it mean in the structure of an integrated curriculum? Or is it just an advertising tool, as some claim? Or is it a method to keep up with the competition among our institutions?
13. When international education emerged as a field many decades ago, it had broader social and philosophical goals—in addition to fulfilling individual goals. These seem to have been replaced by the “thick” paradigm of competitiveness and national security. What can—or should—universities and international education professionals do to restore the balance between national, institutional, and personal goals?
14. What do we mean by a “student centered” program of study abroad? How should it be structured, what content should be taught, what skills should students acquire, and what responsibilities should faculty have?
15. Some cognitive scientists consider “knowledge transfer” to be the key concept that should drive the curriculum. However, the problem of such transfer is that it is very complex, and that many scholars disagree on how this can be done. The major difficulties are that 1) learning appears to be context determined, and 2) students have greater capacity to recall information than to use it. How can study abroad programs be structured to facilitate knowledge transfer in the face of these difficulties?
16. Study abroad is dominated by the paradigm that it is for the undergraduate students a part of their general education requirement. This paradigm has been so firmly institutionalized

that it does not encourage any discussion of three dimensions that are missing in it: 1) the extent of international education of undergraduate students, 2) international education of graduate students, and 3) international education of graduates of professional schools. Yet, most future jobs that will permit employees to have choices, will require global functioning in which knowledge production and higher levels of intellectual skills (especially meta-learning and creative thinking) will be essential. International education for all students deserves serious discussion and consideration because we are entering a new epoch of "knowledge and innovation society" that will make the present level of education soon outdated. Undergraduate preparation in international education does not give the graduate and professional students the kind of background that will be needed to produce globally relevant knowledge because: 1) they do not generally receive training in research, 2) if they do, the research is mostly descriptive, and 3) the goals of their education are to acquire knowledge already known rather than producing new knowledge. Is it desirable—and if so, what can be done—to focus attention not only on improving international education of undergraduate students, but on others as well?

Readings on International Learning and Intercultural Learning Environment

Recommended by:

Josef Mestenhauser & Brenda Ellingboe, 2004

To obtain these papers authored by Josef Mestenhauser, please send him an e-mail request: j-mest@umn.edu. Note: Some are in press and others have been published.

- Internationalization at Home: A New Paradigm for International Education, 2004
- Learning From Learning To Enhance Learning, 2003
- The World at Your Doorstep: Don't Miss It, 2003
- Production, Utilization, and Transfer of Knowledge in Global Context, 2003
- The Utilization of Foreign Students in Internationalization of Universities, 2002

- Critical, Creative, And Comparative Thinking in an Internationalized Curriculum, 2002
- The Laissez Faire of International Education: Collection without Connection, 2002
- Dual Functions of International Education Professionals, 2000
- Missing in Action: Leadership for International and Global Education for the 21st Century, 2000

NAFSA's International Educator, Summer 2003 issue, contains 2 articles on internationalization:

- "Finding Your Path: Working Effectively with an Internationalization Consultant" by Brenda J. Ellingboe
- "Building Bridges" by Josef A. Mestenhauser
To obtain the Summer 2003 back issue of NAFSA's International Educator, please call NAFSA (The Association of International Educators) at 1-800-836-4994. This is the direct dial number for the fulfillment center. Ask for a back issue of the Summer 2003, Volume 12, Number 3 International Educator. Cost: \$7 per back issue plus \$6 postage/handling.
- NAFSA also published *Internationalizing the Campus: Profiles of Success at Colleges and Universities* in May 2003 (108 pages, 6 campus profiles & 10 spotlight profiles).

Other Publications:

- American Council on Education (1995). *Educating Americans for a World in Flux: Ten Ground Rules for Internationalizing Higher Education*. Order directly from ACE, Publications EAWF, Dept. 36, WDC 20055-0036 (\$8 per copy, including postage); \$6 each for 2-24 copies.
- Mestenhauser, J.A. (2002). In Search of a Comprehensive Approach to International Education: A Systems Perspective. In Grunzweig, W. & Rinehart, N. (Eds.). (2002). *Rockin' in Red Square: Critical Approaches to International Education in the Age of Cyberculture*. New Brunswick, NJ: Transaction Publishers. (Call 1-888-999-6778 to order).
- Mestenhauser, J.A., Yershova, Y., & DeJaeghere, J. (2000, Spring). Thinking Not as Usual: Adding the Intercultural Perspective. *Journal*

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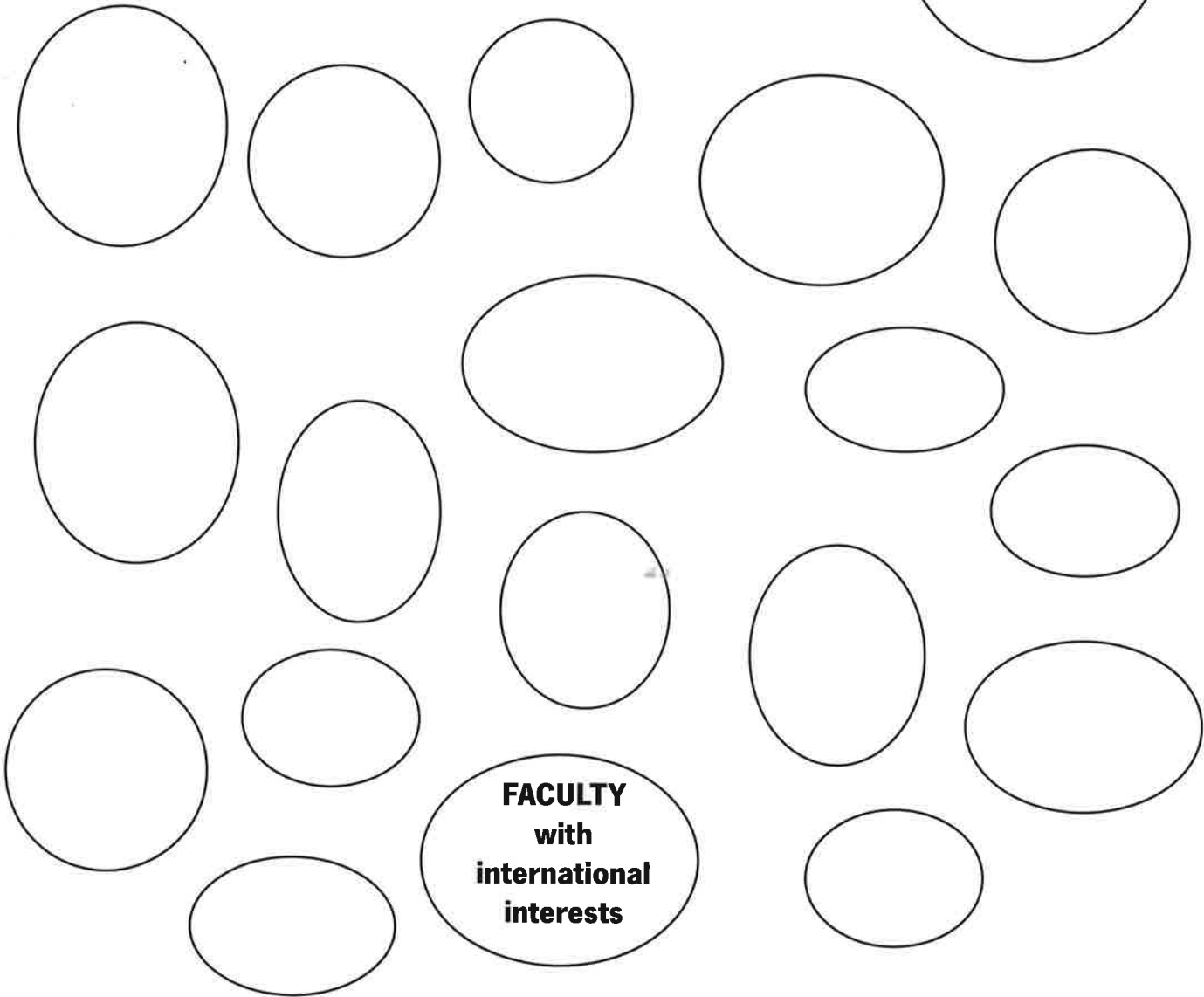
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- Mestenhauser, J.A. & Ellingboe, B.J. (1998). *Reforming the Higher Education Curriculum: Internationalizing the Campus*. Phoenix, AZ: Oryx Press and Washington, DC: American Council on Education Series on Higher Education. Order directly through Greenwood Publishing Group www.greenwood.com or call 1-800-225-5800 or fax 203-750-9790. 13 chapters, 272 pages, \$38.95.

Connecting Components of an Internationalized College or University

**Study
Abroad**

**Internationalized
Students**

**Internationalized
Student
Service
Units**



**FACULTY
with
international
interests**

**An Internationalized
Curriculum**

**Faculty
with
international
interests**

Leadership

Indigenes and Colonizers in the United States and New Zealand

Introduction: Internationalizing through Emersion Courses

The University of Minnesota, Morris (UMM) participated in the all-University Bush Foundation Curriculum Integration Project, which was administered through the Office of International Programs (OIP), with overall leadership provided by the Learning Abroad Center, Twin Cities campus. While the overall goals and most specific activities were common across the University, there were some initiatives unique to each campus.

For UMM, the two unique activities were interesting in that one was only dimly foreseen in the original proposal, while the other simply grew out of the many activities generated by the Curriculum Integration Project. With regard to the former, the so called Capstone experiences were only briefly noted in the original Curriculum Integration proposal submitted to the Bush Foundation. It was left to UMM through its International Programs Committee (IPC) to develop the concept. Rather than viewing the capstone as a culmination of an undergraduate experience, the IPC saw it as a study abroad experience that would emerge from one or more courses in a designated major at UMM. In essence, students could follow a classroom experience with a study abroad “adventure” based on campus course(s).

The IPC then set out to determine the guidelines upon which such study abroad programs would be developed. The committee determined that funds for faculty should be used primarily for exploratory planning trips in preparation for a short-term (typically May Session) study abroad experience related to on-campus courses.

With the structure of the application process in place, the IPC made a call for proposals in 2003. The project described below, led by UMM Professors Wilbert Ahern (history), and Julie Pelletier (Anthropology) titled “Indigenes and Colonizers in New Zealand, is but one of a number of successful proposals built upon the curriculum at UMM. Others called for study abroad experiences in such diverse locations as Sweden, Morocco, Spain, and India.

Te Aotearoa: The New Zealand Experiment

In 2003-4, I developed an Emersion Capstone for History 3251 “American Indians and the U.S.: A History,” a course which I have taught for twenty-five years. The existing course focused on the U.S., but was explicitly about the interaction of many nations and cultures. That pattern was clearest for the early segment of the course, 1540-1790 when many nations, European and indigenous, cooperated over trade relations and competed for authority and control of resources.

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With the emergence of the U.S., however, the story tended to become one internal to the U.S. and the native nations became tribes subordinated to and part of U.S. domestic policy. Patterns of cultural exchange and conflict remain, but within the story of an emerging nation.

Two international aspects remain, but are neglected in the standard texts and course approaches. First, to what degree did the U.S. approach to native nations shape its approach to the developing world beyond its borders? Historians of U.S. foreign policy have debated about when the U.S. developed an active and assertive foreign policy and usually chose between 1898 (war with Spain) or 1917 (U.S. entry into World War I). My students have learned, I hope, that the U.S. had an expansive approach to other nations from the earliest days, that indeed, a significant reason for shifting from the Articles of Confederation to the U.S. Constitution in 1787 was to allow a more effective "foreign policy" and that the clearest expression of this policy was its approach to the Native Nations of North America. So the discussion of treaties is significant, not only for shaping the distinctive status of American Indians within the U.S., but also for setting precedents for the U.S. approach to the non-European world. Second, to what degree did the U.S. approach to its indigenous peoples parallel that of other colonizing nations in the modern world? To what extent did the distinct circumstances of North America as opposed to the history and culture of the colonizing power, shape U.S. policy and the experience of natives? In the meeting between Colonizers and Indigenes, what circumstances promote just relations between peoples?

This project addressed the second aspect most directly, which strikes me as the more far-reaching. The historical relationship between colonizers and indigenous peoples is a powerful dynamic shaping contemporary global relationships. The better we understand both the creative and the destructive aspects of these patterns, the better global citizens we will become.

New Zealand provides an especially promising comparison because of the common circumstances of English colonization and pattern of settlers numerically overwhelming indigenous peoples. The study abroad supplement explores the experience of the Maori and Pakeha (Europeans) over the last 150 years. The Maori's distinctive experiences and current circumstances are intriguing in their own right and

offer dramatically different perspectives on the world. At the same time, the similarities in the forces for colonization and the culture of the colonizers allow for insights relevant for living in the U.S. in the 21st century. I proposed the following objectives for the course sequel:

1. Gain an understanding of the dynamics of colonization in another part of the world.
2. Gain an introduction to the history and culture of the Maori people.
3. Develop insights into the U.S. experience in light of an alternative pattern.
4. Engage in self-discovery by exploring a different social and geographic setting.

The UMM component of the Internationalizing the Curriculum grant gave me the incentive to begin a more systematic exploration of a comparative pattern that had interested me for some time. In addition to a very limited familiarity with New Zealand history, I had learned about the recent emergence of Maori colleges, *te wananga*, paralleling Native American tribal colleges with whom I have worked for several years. The grant encouraged me to do a preliminary literature search and consult with colleagues at tribal colleges and at the American Indian Studies Program, University of Minnesota-Twin Cities, who had established a relationship with the Center for Indigenous Education (CIE) at the University of Auckland.

The Planning Stage

A successful proposal for use of grant funding allowed me to travel to New Zealand in June 2003 and spend a week making contacts with Maori scholars and community leaders and explore possible itineraries for a study abroad experience. Linda Tuhiwai Smith, Director of the CIE, and her colleagues were generous with their time and interest. They suggested possible resources at the University of Auckland and at *Te Whare Wananga o Awanuiarangi*, the Maori college in Dr. Smith's home community of Whakatane. Seminars International provided valuable assistance in addressing logistical concerns. They arranged an itinerary that allowed me to experience possible transportation, tour sites, and lodging facilities in the Auckland and Rotorua areas. While they had no experience in working with Maori leadership, they did refer me to Sonny Corbett. Mr. Corbett, a member of the Whakarewarewa village at Rotorua, had recently established a business providing tours to the Maori

communities and cultural resources in the Rotorua area. He took me on two maraes (Maori community centers and ceremonial sites), introduced me to cultural presentations, to examples of contemporary Maori economic development, and to historic sites of significant Maori-Pakeha interaction.

At the April 2004 "Internationalizing the Curriculum Conference" in Minneapolis, I reported on the successes and challenges that resulted from this grant experience. As to the successes, I had developed a three-week course of study on the basis of my visit and subsequent correspondence with Seminars International, Dr. Smith and her colleagues at the Center for International Education, and Cheryl Stephens at te wananga in Whakatane. The course, History 3011 "Indigenes and Colonizers of Te Aotearoa," included a musical component developed by my wife, Janet Ahern, professor emeritus of music at UMM. As importantly, a colleague in anthropology, Julie Pelletier, joined us to offer a second track, Anthropology 2031 "Comparative Studies: Maoris and Native Americans" growing out of her course, Anthropology 2451 "Contemporary Native Americans." Both May Term courses shared the same itinerary and the goal of speaking to the similarities and differences between the U.S. and another nation born of British colonization and settlement. While the courses differed in emphasis between history and contemporary cultural concerns, each provided readings, lectures, on-site experiences, and group discussions for background. Students in History 3011 read Michael King's *Nga Iwi O Te Motu: 1000 Years of Maori History* and each selected a second book on a specific aspect of Maori-Pakeha interaction. Oral reports and two essays drawing on the readings and a reflective journal on the overall experience provided assessment of student learning. For the three faculty involved, the preparation of the experience strengthened our attention to the international aspect of the on-campus courses (e.g., attention to diversity of native experiences; concreteness of the colonizing model with some comparative comments and illustrations). By April 2004, twenty-three students had signed up for the experience. Thanks especially to the work of Dr. Pelletier and the support of the UMM American Indian Advisory Council's approval of scholarship supplements, twenty-five percent of the students were Native Americans. The real test of those successes, however, awaited the study abroad experience.

The Study Tour Overview

We spent eighteen days in New Zealand. Upon our arrival in Auckland, we had a sightseeing tour of the city including attention to contemporary highlights as well as topographic indicators of pre-contact settlements. Verity Smith, a lecturer in the Department of Maori Studies at the University, offered two-half day sessions in the Department's marae, highlighting Maori cultural traditions and providing an overview of Maori-Pakeha interaction. We spent one afternoon touring the Auckland Museum's displays of Maori and Pacific artifacts. Students had substantial free time to adjust to jet lag, see the city, and catch up on their reading. Both classes held sessions to hear the first oral reports. We then traveled to Rotorua, a geothermal site and a major Maori settlement area. On the way, we visited two tourist attractions – the Waitomo caves and the Pioneer Show at Woodlyn Park. In Rotorua, activities ranged from re-enactments of Maori cultural practices at three different maraes as well as at a re-created pre-contact village, a tour of the Rotorua Museum, lectures on traditional cultural practices along with contemporary adaptations, and an overview of current efforts and civic and economic development. Hell's Gate Spa, a Maori-owned enterprise, allowed students to experience some traditional medicinal practices and also learn about contemporary Maori entrepreneurship. This visit over-lapped Sunday which was largely unscheduled relaxing and sight-seeing.

Following three days in Rotorua, the group traveled to *Te Whare Wananga o Awanuiarangi* in Whakatane. The college cultural officer welcomed our group with an impressive recitation of the community's history and we exchanged gifts. That afternoon, evening and the next afternoon, the students from UMM and the wananga had some good visits. The next morning the cultural officer offered a captivating introduction to Maori culture with a particular focus on cosmology, demonstrating that it was more than a tourist attraction.

Returning to Rotorua, the group visited more historic sites and was introduced to paddling a Waka, a traditional Maori war canoe. The next day involved a tour of perhaps the most dramatic cultural site in the area, Mokoia Island, and a lecture on environmental restoration efforts. That afternoon the group returned to the Rakeiao Marae to participate in a hangi (a traditional meal and celebration) and for an overnight stay in the marae meeting house before leaving the Rotorua area.

The next six days involved a great deal of travel with overnights in the capitol of Wellington and the most English city of New Zealand, Christchurch, before entering the alpine region of the South Island—visiting Queenstown, Milford Sound, Te Anau, Twizel/ Mt. Cook—and then back to Christchurch for departure for the U.S. via Auckland. The scenery was spectacular and the intent was to recognize how much more Pakeha-dominated was this part of New Zealand. Class discussions sought to pull together reactions to the travels as well as highlights from students' readings.

An Assessment

The New Zealand study tour was instructive in both its successes and its shortcoming. Despite a tight and demanding schedule, student morale was high and their cooperation excellent. The introduction to Maori history and culture at the University of Auckland was valued second only to the two days at *Te Whare Wananga o Awanuiarangi* in Whakatane. The university lecturer connected very well with the students and the locale on a campus allowed for some comparisons with UMM. The Whakatane experience was even more relevant because of the size of the campus. More importantly, it allowed for our students to get acquainted and visit with Maori peers. As one student reported, the "best experience was with the students at the Maori college in Whakatane. We gained and shared knowledge." Serendipity sometimes enriched what appeared to be a tourist experience. Billy Black's Pioneer Show, designed to offer a Pakeha view of settlement, was an entertaining one man show. His disbelief that a group of students would come to New Zealand to learn about the Maori, however, provided dramatic illustration of the continuing gap in perceptions between the Pakeha and the Maori. So too did the news coverage of a major controversy over treaty rights involving foreshore and seabed claims. This evidence of ongoing ethnic strains as well as of the tensions between Maori cultural persistence and cultural commodification as a tool of economic development enriched the discussions and understandings of the background readings. All of the students completed the course requirements successfully. Their journals and essays demonstrated rich connections between study and experience. They valued the good food, comfortable lodging and extraordinary scenery. The instructors earned a rating of 4.4 on a 5-point scale with 65% of the respondents

reporting the highest score. 85% of the respondents would recommend the experience for others; the remainder had mixed reactions.

To be sure, the study tour was not without faults. We tried to cover too much information and too much ground and provided for too little interaction with Maori and Pakeha peers. The instructors were overly optimistic about students' ability to read background material while traveling. Students would have liked to spend more time at the Maori college with the students. Perhaps in part because of the rainy weather which obscured the scenery, but also because of its duration, the last six days of travel were one of the least appreciated features of the trip. The boat trip on Milford Sound on a clear and sunny afternoon received universal acclaim, but almost to a person, the students felt that they would have preferred more time learning about and interacting with Maori people rather than sightseeing (that our students wanted more substance and less fluff is testimony of their engagement in the subject). Some of these shortcomings came in spite of planning. The overnight on the marae did not involve the cooperation with village members that we had expected. Others reflected some inexperience or lack of imagination. We needed to find more incentives for Maori to spend time with our students. The brevity of our visit at the Maori college reflected the pressures on their time and their uncertainty about the educational value for their students of our visit.

The instructors found more value than disappointment in the experience and expect to offer an improved version in May 2006. How will we improve the study tour? Having strengthened our contacts with the University of Auckland and the Maori college at Whakatane, the faculty expect to arrange more intensive interaction for the students by bringing instruction of value to the Maori students and faculty. We expect to spend all three weeks on the North Island, including more time in Auckland and Whakatane, finding at least one other Maori site and arranging for seminars in Wellington in Maori-Pakeha history and public policy. Continuing relationships with Maori contacts will also allow us to arrange a more realistic and educational marae visit. Students will have the option of adding a week of recreational travel in the South Island, assisted by the tour consultants and at a relatively low cost.

The return on the initial effort encourages further

work. The enthusiasm of the students for the experience was contagious. This brief experience whetted the appetite of several for more—one is spending a semester in Thailand, another in Jordan, another the year in Japan, and yet another hopes to spend next year in Japan. Others are participating in May term study tours in 2005. The friendships among the students and with the faculty strengthened student engagement back on the Morris campus during the current year and have led to independent research projects among students. Dr. Pelletier has expanded her research program as a direct result of the contacts established through this study experience. She remained in New Zealand for several weeks, giving guest lectures at the University of Auckland, *Tē Whare Wananga o Awanuiarangi* in Whakatane, and at Waikato Institute of Technology. The Department of Maori Studies at the University of Auckland has awarded her research fellow status for her return to New Zealand during the (U.S.) summer of 2005. She has also developed a course on indigenous cultures of the world which incorporates Maori examples and data. Dr. Ahern has found the Maori educational experience and Pakeha policy to offer rich comparative insights for his ongoing research program. Both expect their courses on Native American histories and cultures to benefit from improved comparative insight as they work to improve the connection between these courses and a subsequent emersion experience.

Expanding and Promoting Learning Abroad Opportunities for Health Science Students

Authors

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Health science students face unique challenges with study abroad. Course sequencing, tight curriculum, and perceived graduation delay are just a few of the many barriers, both real and perceived, that may prevent a student in the health sciences from studying abroad. At the same time unique benefits exist for these students, including cultural awareness, professional school admission prospects, and the ability to better serve new and diverse populations in health care. How can these barriers be identified and overcome so students can experience the benefits? At the University of Minnesota, much has been done to bring faculty, academic advisers, and study abroad advisers together to discuss these topics and to better educate health science students on their study abroad options. Curriculum Integration at the University of Minnesota has, in part, focused on creating a consistent, positive message for all students regarding study abroad, including health science students.

The goals of Curriculum Integration at the University of Minnesota include raising awareness and soliciting involvement in study abroad from faculty, advisers, and administrators across campus. In order to develop partnerships, a series of meetings and workshops were designed to educate staff about study abroad and to educate study abroad staff about perceptions, issues, and procedures which help or hamper study abroad participation. These workshops have been a key component to the grant work done at the University of Minnesota.

One series of workshops targeted freshmen and sophomore advisers. This cohort consists of 150 faculty and advisers who advise first and second-year students. The cohort was divided into 11 academic clusters, one of which is health and pre-health sciences. This cohort, the Freshman Sophomore Advising (FSA) group, met formally several times in 2001-2004. Discussions were centered around developing messages to students about the importance of study abroad, feedback to the study abroad office on advising process, developing strategies to address barriers such as cost, academic fit, family issues, etc.

There were several results from these workshops. First was the creation of Academic Interest Advising Sheets. Academic Interest Advising Sheets are advising tools that introduce students to study abroad. They are designed to motivate students to begin planning for a study abroad experience that incorporates their curricular interests. These one page, two-sided sheets are printed by the Learning Abroad Center and distributed annually. These "teasers" are meant to illustrate to underclassmen that study abroad possibilities exist among all academic interests. These sheets include examples of classes and internships that could be done abroad with a focus on a particular academic area, such

as health and pre-health sciences.

The study abroad office and the FSA group have continued collaborating since the creation of the Academic Interest Advising Sheets. The University of Minnesota, Twin Cities Learning Abroad Center has a designated staff member who serves as the liaison to the FSA group. This person keeps in contact with these advisers, updating them of study abroad opportunities, training opportunities, doing joint presentations, and attending staff meetings. Freshman and sophomores in the health sciences are discovering the possibilities of study abroad not only from the study abroad office, but also from conversations with their academic advisers.

It is vital that health and pre-health science students receive a consistent message from their FSA advisers and also their pre-professional program staff. It would be unfortunate for students to hear from their FSA adviser that study abroad is a real possibility while perhaps at the same time, being discouraged from studying abroad by their major advisers. For this reason, it is imperative to bring both types of advisers, along with faculty, together to discuss study abroad possibilities. Curriculum Integration is most effective when a consistent message from different offices across campus is being sent to students. It is important to take time to evaluate the message students are hearing. Is there confidence in a consistent message? How can academic advisers respond effectively to student inquiries? These are on-going, cross-curricular discussions that continue at the University of Minnesota.

Study abroad offers many benefits for Health Science students. Health care programs emphasize the importance of diversity, good communications skills, maturity, and independence, as well as health care experience. Study abroad and international internships provide students with all of these opportunities and more. Study abroad students experience tremendous diversity, including racial, ethnic, linguistic, cultural, political, and socio-economic. Depending on the location, students may encounter an extreme scarcity of medical resources or a well-developed social safety net. All students, even those going to English-speaking countries, will improve their cultural awareness and inter-cultural communication skills. This could include learning medical terminology in another language, or experiencing different perspectives on medical care based on spiritual or cultural norms.

While all study abroad students develop independence and maturity, health science students who volunteer in an international health care setting may experience unique and highly demanding opportunities. Though not all students are prepared to dress wounds and monitor patients, mature students can often find such opportunities in developing countries where medical providers are stretched and legal liabilities are almost nonexistent. International experience will improve the student's flexibility, adaptability, and resilience. These are essential skills for any modern health care provider.

There are many unique opportunities to experience health care in other countries. With the increase in immigration, many US communities are finding immigrant and refugee populations have an interest in combining traditional and modern forms of medicine. The general population has an interest in herbal and homeopathic medicine as practiced in other cultures. American students can experience the confluence of culture and medicine while studying abroad. In many developing countries, health care resources are scarce, which limits the amount of diagnostic testing available to health care providers. The Minnesota Studies in International Development (MSID) Ecuador program teaches pre-health science students to take good patient histories as a way to diagnose disease without costly testing. This provides students with a double benefit. Students perfect their second language and inter-cultural communications skills while learning the fine art of taking a patient history.

Professional health care programs favorably view study abroad experience when making admissions decisions. A recent survey of medical school deans indicates strong support for study abroad. 65 percent of the deans consider international study in the pre-medical years beneficial. Additionally, 73 percent expressed a neutral view in regard to science courses taken in international programs. While care must be taken with regard to the individual study abroad program and the medical schools to which the student intends to apply, this finding clearly refutes the view that pre-med courses at international universities are a uniform disadvantage for medical school applicants. Finally, 33 percent of deans estimated that 10 percent or more of their current medical students have had at least one semester of international study during their pre-medical years.

Several barriers to study abroad, both perceived and

real, exist for pre-health science students. Students and their parents often ask these questions: "Will all professional schools accept the international course work?" "Will study abroad delay graduation?" "Will study abroad interfere with entrance exams, e.g., MCAT, DAT, GRE, or PCAT?" Many pre-health science students must take a very regimented schedule of sequence courses, including inorganic and organic chemistry, biochemistry, general and organismal biology, calculus, and physics. Since teaching styles and course composition vary by university and country, students and their advisers must carefully evaluate and plan course sequencing into any study abroad experience. While some programs offer science and math sequence courses that are world class, other countries or programs do not offer these courses. If this is the case, then alternate courses must be taken, such as general education requirements, or culturally specific electives and internships. Transferability is also a crucial concern. If the course will not count toward the undergraduate degree or the professional school's admissions requirement, then the endeavor is unlikely to satisfy the student's expectations. Careful coordination between the study abroad center, the science faculty, academic advisers, and professional health care programs is required to insure the acceptance of courses from international universities.

Another challenge involves fitting study abroad into structured schedules with other competing opportunities and requirements. Students must balance their plans to complete majors, internships, health care volunteering, leadership, and research opportunities. They must also prepare for entrance exams and submit highly detailed professional school applications. Advisers must present a range of program options to suit the individualized needs of each student. One successful technique is to consider the merits of shorter vs. longer duration programs. For example, the student pressed for time may take advantage of the three week long global seminar course to explore public health in Ecuador. Such courses can be taken during winter break or May term, without disrupting other commitments. Summer programs or semester programs may also work, if the student plans ahead and finds complementary or unique experiences with study abroad. This can help to differentiate an application.

Students pursuing baccalaureate programs such as Nursing or Dental Hygiene may ask whether the

study abroad experience is best done prior to or after admission to the professional school. For some tightly regimented pre-professional programs that require students to apply for admission during the first or second year of college, it may not be possible to study abroad until after admission to the professional school. Fortunately, more health science programs are offering students the opportunity to study abroad. The School of Nursing at UMTC encourages students to participate in the summer Denmark International Study (DIS) program and is exploring semester options in England and Australia. The Nursing School at the University of Wisconsin-Madison offers a two credit course in the spring term followed by a three week summer field experience in Uganda that focuses on nutrition, infectious disease, and maternal child health. The Dental Hygiene program at UMTC offers a ten day, no credit service learning program to Jamaica where students provide dental treatments in schools and public health settings. These programs offer students and advisers options when incorporating study abroad into health science planning.

Academic advisers promote study abroad through contacts with students, printed and electronic resources, and joint referrals. At the University of Minnesota, advisers incorporated study abroad into all advising contacts with students, beginning with first year orientation and continuing with individual appointments, freshman seminars, and targeted e-mails. Academic advisers and study abroad counselors collaborated to develop major-specific advising sheets. These sheets are more specific than the Academic Interest Advising Sheets, but again, highlight a sampling of study abroad opportunities in specific majors or careers that can range from three week exploratory experiences to year-long immersion opportunities. These tools help interested students follow through on their initial interest. Joint programming between academic and study abroad advisers is another way to reach students as well as to cultivate enthusiasm among staff members to promote study abroad. These programs feature undergraduates who have recently returned from study abroad. Peer referrals are always particularly effective.

Advisers play an essential role in coordinating with the study abroad program. They are the spoke of the wheel that connects the student with the study abroad office, the major and minor departments, the professional program, and the admission's office. The

adviser ensures that courses are properly sequenced, will transfer to the home institution, and will fulfill specific degree requirements. The study abroad experience is incorporated into the student's overall four-year graduation plan. Academic advisers are often greatly assisted by course equivalency databases maintained by the study abroad center or other campus partners.

Academic advisers discuss study abroad with students beginning with the pre-departure planning and culminating with re-entry processing. Some of the most challenging issues regarding advising occurs after students return. Since study abroad is often a life changing experience, advisers are often among the first to hear about the student's new found interests and perceptions. Advisers can assist students by helping them make sense of the experience. This may include developing a second language skill into a minor or second major, becoming involved with student or community groups focused on international outreach, or pursuing a new career direction, such as the Peace Corps or international public health.

The University of Minnesota recognizes the value and importance of learning abroad opportunities in the training and preparation of our health care professionals. The Health Career Center provides career information and specialized services on health careers for prospective and current undergraduate students at the University of Minnesota. Professionals at the Health Career Center actively promote learning abroad experiences for pre-health sciences students through a variety of programming options.

First of all, the Experiential Opportunities in Health Care Workshop focuses on helping students evaluate the wide range of opportunities available to them, and what each might have to offer. Students learn about great experiences in hospitals, clinics, community organizations, and research labs, including international opportunities.

The HealthWorks Fair is a venue for students to explore interprofessional, cross-cultural, research and clinical opportunities as part of their preparation for a health career. Participating organizations represent volunteer, internship, and part-time job opportunities in non-profit community organizations, government agencies, private sector companies, and at the University of Minnesota. The study abroad office is an important contributor and participant in this annual spring event.

A new program has been added called, "Taking Your Experience Abroad: Why is it important in preparing for a health career?" and is the capstone to the HealthWorks Fair. Staff from the study abroad office provide guidance on the kinds of international experiences students can choose from, and how to evaluate and prepare for these opportunities. In addition, a panel of health profession students shares information on their own international experiences and how they relate to their professional training as pharmacists, nurses, doctors, etc.

Lastly, the Health Careers Center offers an Orientation to Health Sciences course (AHS 1101), which is designed for undergraduate students who want to explore health sciences majors and professions. Generally one full lecture period is devoted to a discussion of why and how pre-health sciences students might consider an international experience as part of their preparation for a health career.

It is important to understand that these programs are planned and organized by the Health Career Center at the University of Minnesota, not the study abroad office. One of the goals of Curriculum Integration is to have ownership of study abroad reach beyond the study abroad office. It is apparent that the Health Career Center has taken ownership and takes seriously the responsibility of helping to make study abroad a viable option for their students.

At the University of Minnesota, there is greater collaboration than before between the study abroad office, FSA advisers, major advisers, and the Health Career Center. Students are now getting a much more consistent message regarding study abroad. Although some barriers, perceived and real, may exist for these students, the message that study abroad is a viable opportunity with great benefits for students in the health sciences is being stated loud and clear.

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Study Abroad and the Liberal Arts

The February 13, 2004 issue of *The Chronicle of Higher Education* included an important article entitled "A Manifesto for the Humanities in a Technological Age" (Davidson & Goldberg). In it, the authors discuss the role of the humanities within the contemporary university. Though they do not specifically outline these challenges, I believe that they can be subsumed under the heading of "globalization," especially the interdependent elements of finance, technology, and politics. For instance, the economic downturn in the US (perceived or otherwise) focuses attention on the economy. State education budgets are cut and private endowments shrink. Humanities disciplines are difficult to champion in such an environment. Developments in information and communication technology, the "engines" of globalization, are too often seen as irrelevant to the humanities. These developments are best studied in the arenas of science and business. And the current political climate—with global terrorism at the top of the list of transnational concerns—means issues of national security are never far removed from policy discussions (witness recent debate regarding the Reauthorization of the Higher Education Act). "National security," as an umbrella term, lends itself not to the humanities, but instead to social sciences (political science, international relations) and professional disciplines (engineering, technology research).

Study abroad *traditionally* has been the domain of humanities majors. According to Open Doors, humanities students account for the third largest group of overseas students behind social science and business/management students (Chin, 2003). Anecdotally, we can assume that the sheer number of classes taken in the humanities is predominant, given the nature of the US system of higher education. Further, the dictionary definition of "humanities"—"those branches of thought... concerned with human thought and culture"—further underscores the connection between overseas education and the humanities. To learn about a culture, you must study those disciplines subsumed under "humanities."

This close relation between study abroad and the humanities leads to the conclusion that the same challenges face both. The same triumvirate mentioned above (that is, global finance, global technologies, and global terrorism) impact study abroad as much as they impact the humanities. First, financial issues affect study abroad offices at two levels, either in shrinking budgets and understaffing within offices, or overseas program hardships caused by a weak dollar. Further, the economic aspects of globalization challenge international educators by blurring "here" versus "there." Labeled the "McWorld" phenomenon by Benjamin Barber (1996), this "hackneyed familiarity" is probably

best described by international educators John Engle and Lilli Engle, reflecting on changes in Paris:

(A) cybercafé in every neighborhood, Disneyland an easy day trip, the swoosh everywhere you look, Socialist governments privatizing, London three hours by chunnel, a Gap on the corner, and, where the trucks used to rumble in at 4 a.m. with produce fresh from the countryside, golden arches in Les Halles (2002).

Second, information technologies allow students to stay in constant contact with “home,” encouraging not cultural immersion but what Jim Citron has called “third culture formation,” a hybrid between immersion and the American “ghetto.” Finally, concerns about global terrorism have in many cases led to drops in study abroad enrollments, a struggle to obtain federal funds without appeal to “national security,” and a marked indifference to international education policy.

The humanities, according to Davidson and Goldberg, engage in three broad sets of questions: meaning, value, and significance. Study abroad, when successful, engages in these same activities. Study abroad students evaluate *meaning*, interpreting the cultural nuances they experience in a different country. They contemplate *value*, in reacting to those nuances and reflecting upon their own culture. And, they tackle *significance*, in accounting for differences between the two cultures and representations of those differences. In their “Manifesto,” the authors claim that the humanities have overcome these myriad challenges in four ways. These counter-challenges provide guidelines for study abroad.

Interdisciplinarity

Just as the humanities have become interdisciplinary, so should study abroad students be encouraged to cross disciplinary borders. Are majors in the humanities directed toward these interdisciplinary nexii? In our academic advising, are we encouraging these students to take ‘traditional’ classes overseas, or do we nudge them toward ethnic, gender, and cultural studies? Do students taking general education humanities courses choose these classes indiscriminately, or do we make them take courses specific to their host country? How flexible are our curricula, such that core requirements allow students with majors outside of humanities disciplines to still take humanities courses? Does campus culture permit students to hear about

study abroad from day one (ie., Early Acceptance Weekends, Freshman Orientation) so that students know to keep these electives available?

Memoiristic writing

Davidson and Goldberg highlight that many social sciences have adopted literary theory and narrative writing. Does study abroad incorporate similar approaches to memoiristic writing? In what ways do we give students the chance to reflect on their study abroad experience, both while they are overseas and upon their return? Do required courses at our study centers incorporate directed journaling? Do we use existing resources in the field, such as *Writing Across Cultures* (1995) and *Charting a Hero’s Journey* (2000)? Do we have the ability to follow the lead of Dickinson College with requirements of autobiographical writing or Earlham College with directed ethnographic research? (see *Frontiers*, 1996).

Performance theory

Performance theory, according to the ‘Humanities Manifesto,’ links the humanities’ writing about the arts and actual performance of the arts. To apply a similar linkage within study abroad, it’s necessary to branch out from performance theory and address more specifically a Pragmatic approach to education. To what degree do we engage in what John Dewey derisively called the “spectator theory of knowledge?” Do we make it worthwhile for students (either through course credit or other incentives) to engage in some form of experiential education? Do we encourage hands-on activities, such as internships? Do we support program providers that incorporate these out-of-classroom activities in orientations and excursions? Do we hold documents such as the IES MAP as standards for other programs, or as initial points of discussion for crosscultural competency?

Service learning

Just as service learning has extended the humanities into the community, so does study abroad need to extend further into the community of the host country. However, study abroad remains the purview of the privileged. According to the American Council on Education’s *Internationalizing the Campus: A User’s Guide* (Green and Olson, 2003): “Most students going abroad are white, female, and middle class. Additionally, their destination is likely to be an English speaking country or Western Europe.” Despite annual

sessions at professional conferences on promoting nontraditional study, how do we break this mold? As with internships, do we incentivize students to participate in service learning programs? Do we earmark funds for students specifically going to these parts of the world? Do we work with offices other than the 'usual suspects,' such as Multicultural Affairs or Peace and Conflict Studies? Do our institutions participate in organizations such as SECUSSA's Whole World Committee? In short, are our students studying overseas and meeting peers of the exact same social and economic class? As Chip Peterson has written, "What can we do to help our students develop a balanced view of the host society—its problems as well as its achievements, its victims as well as its favored?" (1997).

One final quote from Davidson and Goldberg's Manifesto:

The humanities provide the social and cultural contexts of the creation and application of knowledge, the critical reflections upon how knowledge is created and what its effects and implications are.

Study abroad provides new avenues of knowledge creation for our students, both in terms of their specific academic disciplines and personal development. To give students the critical tools to learn—in all aspects—from their study abroad experience, we cannot stray far from the humanities. Without the critical literacies of the humanities, we risk the student overseas experience taking place in a vacuum.

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Redefining Study Abroad for the Liberal Arts: A Case Study

What happened to Shakespeare in London, art in Florence, and music in Vienna? Now it's creative writing, gender studies, and actor training in London; book binding in Florence; and music ethnography in Ghana. This case study about what has changed for English majors illuminates the issues and applies to many other liberal arts majors.

English Majors and Study Abroad

Advising English majors for study abroad has both changed and not changed in my 30 years of advising students of literature, language, and writing. Primary focus on the *individual student* is, of course, always central to academic advising and student services, worldwide. And, to state the obvious, students choose to major in English for their love of reading and writing, their curiosity about words and language patterns, and especially for the exploration of ideas expressed creatively. So, that's not new.

What has also stayed the same are *some* of the reasons English majors have for studying abroad. They want to experience a culture other than their own, usually in an English speaking country such as England or Ireland, homes to much 'canonical' literature taught in many U.S. departments of English; leave the Midwest (home to many University of Minnesota students) and U.S., and leave home, become independent; study and travel without working at the same time, perhaps studying without working for the *first* time since before entering high school; have easy access to travel in Europe; experience History (that is, really *old* stuff, much older than stuff in the U.S., especially in the Midwest); make new friends; write a journal of their travels and reflections thereon. That's a very short list, but these reasons are still held by contemporary students.

So, what's different *today*? Well, this list is very long—and very exciting. Students today feel an urgency to become more globally conscious and internationally culturally literate. They increasingly choose countries other than England or Ireland (this is a personal observation, not documented data), often indicating a willingness (even a preference) to select countries outside of their 'comfort zones'—including New Zealand, Australia, Eastern European countries, South and Central American nations, China, and Vietnam; or choose to develop second language proficiency, often for a minor program in the chosen language or in global studies. They seek out internships in another culture, or service learning experiences related to possible career choices or to personal ethics—e.g., advocating for environmental protection in Costa Rica; or teaching children in Calcutta, India; or advocating for women in Africa. They yearn to understand other forms of government perhaps through the Irish Parliamentary Internship in Dublin or other similar

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program. Increasingly so, students prefer to study with host country students, have a home stay or share a flat both with host country students or with students from all over the world. English majors want to study post-colonial literatures writing in English while residing in Australia, Ireland, Canada, India, or Africa; are eager to study modern and postmodern theory both abroad and in the U.S.; yearn to develop their craft in creative writing workshops, a demand which the UMTC English Department does not have the resources to meet; and look for *interdisciplinary* programs that provide the opportunity to learn about a host country's culture (e.g., literature, history, art, music, politics, etc. of Vietnam or Ireland).

So what is different about *advising* English majors for study abroad in 2005? Students study more 'international' texts in U.S. colleges than they did five or more years ago. Many UMTC English Department faculty—indeed probably most of the faculty—include 'international' texts in their courses; as an English faculty we routinely teach Anglophone material from all over the world. Many courses are specifically interested in problems and issues of globalization, diaspora, immigration, post-coloniality, etc., which are, or should/could be at the heart of an 'international' curriculum. For these reasons, students and advisers increasingly seek out programs that provide an opportunity to study literature, language, and writing all over the world. Recently I talked with a student planning to study in Egypt; several others are studying Arabic in anticipation of continuing their studies in Middle Eastern countries. A recent graduate will enter the Peace Corps in Croatia. And a number of students attend writing workshops in Prague and other cities around the world.

Graduate student populations in English departments are increasingly more international, giving undergraduate students more opportunities to meet people from other cultures, to study with them and learn from them. For example, the UMTC English Department currently has graduate students from Germany, India, Northern Ireland, Czechoslovakia, Romania, Thailand, China, Russia, and other nations. Undergraduate students meet these persons as graduate instructors.

Also affecting academic advising are the sheer numbers of students choosing to study abroad, a factor that has changed (forever) how we deliver support services to students using email, web sites, and other electronic resources, and how we work with students to prepare

for and plan their return from their international experiences, and to incorporate their experiences into further study at their home institutions.

Because we believe in the profound importance and urgency for our students to have international experiences, UMTC English department advisers and faculty more openly advocate study abroad by including study abroad in undergraduate program publicity, on a questionnaire students fill out *before* they formally declare the major, and in a checklist for advising new majors. With the Learning Abroad Center, we prepared the *English major study abroad advising sheet* that students can access from the Center's web site, <http://www.umabroad.umn.edu/academic/advisingsheets/index.html>. Department advisers and faculty also include in their own professional development opportunities to learn about specific sites for international study. The senior adviser and the faculty director visited several sites in England and Ireland last year, and the department has hosted several visitors who spoke with students about Queen Mary University of London and Lancaster University. We look forward to more visits.

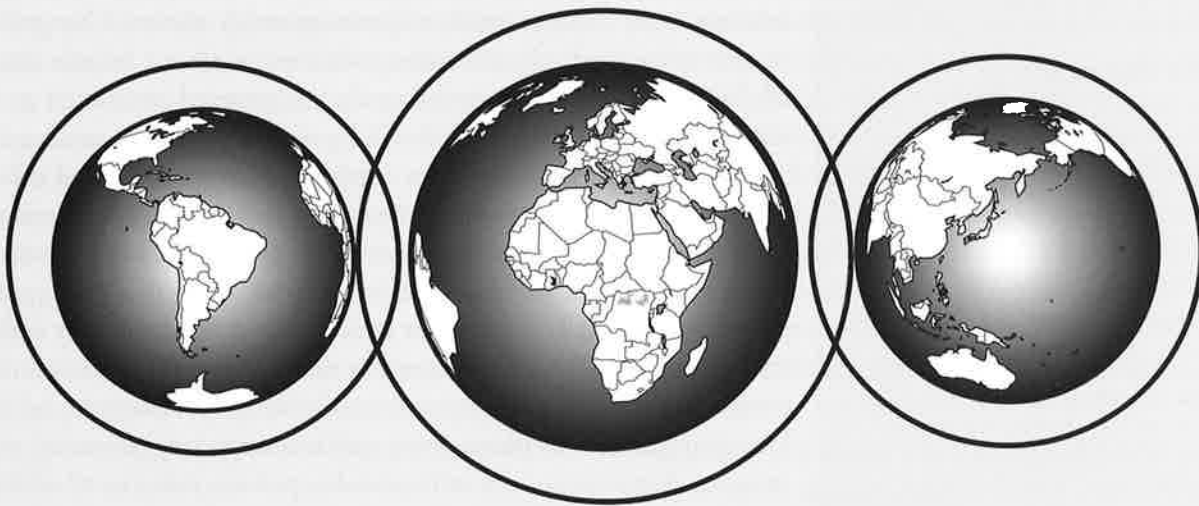
What has also changed is that increasingly more students have *multiple* study abroad experiences and sometimes back-to-back. For example, an honors English writing and Art photography student (BA May 2004) studied in Florence, Italy during summer 2003, then in London in the following fall. She even had an internship with a fashion magazine in London.

These changes and urgencies have several implications: advisers take a more active role to plant the study abroad idea early; they alleviate concerns over financial cost, academic progress, separation from family and friends, leave of absence from job, etc.; suggest sites to consider (giving examples of previous student experiences); offer contact information for a student recently returned from international study; encourage students to plan ahead (that's why the English academic advisers talk about study abroad at the moment students formally declare their English major in the freshman or sophomore year); and suggest or offer academic program accommodations to allow some international courses to count for English major core requirements, when often there is no exact match.

Finally, English department advisers anticipate having increasingly more conversations with English majors before and after they study abroad and always look forward toward another phase: ways for students to include their experiences in their UMTC courses upon their return.

Section 4:

Practical Components Supporting Study Abroad Curriculum Integration



UNIVERSITY OF MINNESOTA

**Internationalizing Undergraduate Education:
Integrating Study Abroad into the Curriculum**

Authors

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Academic and Study Abroad Advisers Team Up: Integrating Academic and Program Selection

The curriculum integration project has allowed the ownership and responsibility of study abroad to be spread throughout campus. This has resulted in new processes and collaborations between the study abroad unit and advising offices. The collaboration meets multiple goals of the university and study abroad office, 1) spreads the word about study abroad, 2) assists students to plan academically for study abroad, and 3) creates an institutional culture shift that integrates study abroad into advising functions and curricular planning into study abroad. This essay will outline some of the activities and collaborative approaches that have developed. The first section is written from the perspective of academic advisers in departments and college advising offices. The second section is written from the perspective of study abroad advisers.

The Academic Advising Perspective

Academic advisers with the College of Liberal Arts and study abroad advisers work collaboratively to promote study abroad. Our goals are to encourage study abroad among students in all our majors and across all disciplines, including traditionally underserved areas such as the sciences and health sciences. Breaking down barriers for students and advisers is an essential first step. Advisers share study abroad information with all our students in order to reach the University's goal of having 50 percent of students participate in study abroad. To do this, we have integrated study abroad into all our advising services and programs. We make it easier for students to study abroad by evaluating course equivalencies and integrating them with our major and minor programs. Advisers must also accurately integrate study abroad into four-year graduation plans. Joint staff training, programming, and resource development are indispensable pre-requisites to all of these goals.

We instituted two major changes in how we work with students to promote study abroad and how we interact with our campus partners to promote professional development. One change has been to integrate study abroad into all our advising contacts with students from first year through senior year, in individual appointments, informational sessions, freshman seminars, and technology outreach. Developmental theories of advising highlight the importance of providing information and support early in every student's college experience. As students mature throughout their years in college, the need for information declines, but the importance of consultation grows.

We spark our students' imaginations by discussing study abroad during freshman orientation. Advisers ask the question, "When will you study abroad?" During introductions, advisers ask all students to identify an exotic or exciting place in the world that they either have visited,



or would like to visit. Advisers begin the process by introducing themselves in the same way. This leads naturally to a promotion of study abroad—e.g., “There is no better time to think about study abroad at the University of Minnesota than right now...etc.” Without taking any significant time away from an information filled meeting, a focus on study abroad is included. The Learning Abroad Center hosts a break-out session for first year students during orientation to further emphasize the opportunity to study abroad. Advisers encourage students and their parents to seriously consider study abroad at the start of the college experience. The emphasis on study abroad continues throughout the freshman year in check back appointments, four-year planning workshops, and freshman seminars.

In individual advising appointments, advisers have the opportunity to learn about a student’s interests, including majors, pre-professional tracks, careers, and enrichment activities. Advisers ask all students about study abroad. One adviser makes a blanket assumption by stating, in every initial appointment, “You strike me as a student who would be interested in study abroad!” We encourage students to consider the value of study abroad for completing the second language requirement, boosting marketable skills, and experiencing new cultures. Interested students are then tracked in a database that is used to send targeted e-mails about upcoming informational sessions and study abroad programs. Our tracking also helps advisers to follow-up in future advising appointments. The goal is to insure that students translate their initial interest into concrete action.

In addition to individual advising appointments, our advisers share information about study abroad in freshman seminars. CLA 1001, “Introduction to CLA Student Life,” is a one credit course taught by academic advisers during fall semester of the student’s first year. The goal of the course is to promote four-year planning and to improve retention and graduation rates. The course is based on research by Vincent Tinto, which holds that students do better in college if they can learn from and interact with each other at the beginning of their college experience. Study abroad is incorporated into the curriculum of the course in several ways. One class period is devoted to a presentation by a study abroad adviser. Subsequent classes include time for group discussions and follow-up to the lecture. The capstone project of the course is

for students to create a preliminary four- year graduation plan, including specific courses, extra-curricular activities, and if applicable, study abroad. Finally there is a student presentation in which students report to the class on a variety of organizations, including the Learning Abroad Center. Recommendations from peers are often among the most effective referrals. These activities help to break down barriers and create an excitement for study abroad that can help encourage students to follow through on their goals.

During the sophomore year, advisers motivate students to turn their dreams into reality. Advisers continue to refer students to attend first step meetings at the Learning Abroad Center as well as other informational programs and events. One well-received information session, held every semester, features a student panel that consists of several students who have recently studied abroad. In order to create the panel, an adviser contacts students via e-mail the previous semester *while they are abroad*. Advisers and students move beyond the general goals from freshman year to select a specific country and program. Advisers can also help students complete a foreign studies minor, which is another way for students to broaden their study abroad experience. Study abroad and academic advisers coordinate course planning, evaluate courses, think strategically about course selection, and plan sequencing to complete general education, major, and pre-professional requirements.

The junior and senior years remain the most popular time to study abroad. Advisers assist students with final pre-departure planning, answer questions while the students are away, and perhaps most importantly, help students integrate their experiences into the academic and career plans after re-entry.

Two models offer a framework for working with students and colleagues. The first model is of cultural adjustment and can be found on-line at www.umabroad.umn.edu/academic/studentHandbook.pdf. It is to be expected that living in a new environment brings adjustment concerns. There are ups and downs as students learn to feel at home in their new surroundings. This adjustment process, however, begins before the student ever leaves the home campus and continues after she or he returns. Academic advisers find themselves helping students with the pre-departure and re-entry phases.

For example, students are generally excited as they

consider the wide range of options available to them. They begin reading about places they can go and things they can study. They apply for the program they believe will suit them best. At that point, anxiety may set in as students wonder whether they will be accepted into the program they have chosen. Some wonder whether they will be able to complete all of the necessary arrangements: passport, visa, packing, registration for courses abroad, tickets, and more. They may have second thoughts as they realize they must say good-bye to family and friends for a while. They may worry about what they will miss on the home campus while they are away. Finally, they may wonder whether they really have made the right choice to go abroad at all or have selected the right program for them. Advisers can help by talking students through the process and identifying the pre-departure tasks they must complete. Although the outcomes are not always predictable, advisers can help students look ahead to their return home. They can assure students that there will be people around to help them integrate the experience abroad into their overall academic and career goals. There may be courses, research projects, internships, possible employers, or graduate schools to consider.

The second model, the Iceberg Model of Competencies, illustrates that students grow in a variety of ways while they are abroad and can be found on-line at <http://web.mit.edu/career/www/workshops/competencies/model.html>. Students can look forward to new skills and new knowledge that they can add to their resumes. Equally important is the personal growth students experience. They may gain a clearer sense of values, what is important to them and why other people might think differently. Students may come to see themselves, their friends and family, and maybe even their home country, differently. They may behave differently after the experience abroad. For example, they may be more mature, dress differently, be more or less patient than they were before, or develop an interest in the food, music, or natural environment of the country where they studied. Academic advisers can help students see how they have changed, or not, as a result of the international experience and encourage them to choose a few activities as follow-up.

Advisers make extensive use of technology to promote study abroad. The web offers excellent opportunities to reach students. Our advising web site has a web

module devoted to study abroad. It includes personal profiles of students who have studied abroad, information about the program they attended, and a link to the Learning Abroad Center web site. The web also includes event information, such as study abroad First Step Meetings. We update students about programs with targeted electronic messages and through the bi-weekly e-newsletter. Crucially, we incorporate study abroad coursework into electronic four-year graduation plans with the major advising sheets and web-based course equivalency database.

Transfer students pose a unique challenge because they have such varied academic backgrounds. Advisers explore study abroad on a case-by-case basis. Many transfer students are anxious to graduate as soon as possible, yet are behind in their requirements to do so. Often these students believe that study abroad is a luxury they cannot consider. However, advisers can change these perceptions by informing transfer students about short duration programs, such as the three week long Global Seminars. Summer internships are another possible option because they allow transfer students to combine career development with international experience. Advisers ensure that every student has been informed that study or internships abroad can fit into almost any college career.

Another major culture change involves training and professional development for advisers. This is a pre-requisite for any successful curriculum integration program. Advisers attend workshops, retreats, and occasionally participate in international site visits. These opportunities connect advisers with faculty and study abroad advisers from several disciplines and campuses to share best practices. These are then incorporated into our student advising contacts. Advisers also participate in training programs and cooperate with designated study abroad liaisons in order to remain updated on new programs and opportunities for students, as well as to remain committed to the Curriculum Integration project.

The Study Abroad Perspective

As noted above, the Curriculum Integration project has had a strong impact on how advisers at the University of Minnesota communicate with students about study abroad. In addition, the Curriculum Integration project has had a strong impact on the Learning Abroad Center, the main study abroad office at the University of Minnesota, Twin Cities.

Now, students have a stronger curricular focus when choosing programs than they have had in the past. No longer are most students saying location first, rather they are talking academics, discipline and not just destination. Students are coming into the Learning Abroad Center saying, "I'm looking for Quantum Physics 2601 in Australia," or, "I need an interior design studio that focuses on office space." The study abroad office, in addition to academic advisers, has had to make a culture shift to meet the changing needs of students.

The culture shift in the study abroad office has enhanced collaboration with academic advisers to ensure curricular planning and equivalency evaluation. Understanding the needs of different departments and their students has allowed for better study abroad program selection advising and a smoother hand-off between departmental units for students in the study abroad process. This has allowed the Learning Abroad Center and academic advising units to better share the responsibility for study abroad.

What is the culture shift that occurred in the study abroad office? First, the Learning Abroad Center restructured the advising process to include the appropriate coordination with academic advisers as well as to define a clear process that is easily communicable. With one set process, people, who may not know much about study abroad, are still empowered to talk about how a student can get started. The process is:

1. Students go to a First Step Meeting – a group meeting required for all students that provides study abroad basics such as program types, services, academic planning, and funding
2. Information Gathering – students research study abroad programs and attend group or individual advising sessions
3. Students choose a program and apply
4. Academic Planning – students get study abroad courses approved by their departments or if courses cannot be pre-approved they have important discussions about what they should be looking for in courses abroad.

The academic planning piece is very important to the entire process. The Learning Abroad Center originally thought that academic planning would happen after being accepted to a program, as illustrated above. However, it has turned out that students are planning academically during the information gathering phase

so that they can be sure a study abroad program is a good match.

Additionally, it was important to pay particular attention to the hand-off points between the study abroad program selection adviser and the academic or faculty adviser. This is important because students can get lost bouncing between offices and it is important not to lose students simply because of a process or a misreferral. To ensure this does not happen the Learning Abroad Center works on two key areas. First, study abroad advisers prepare students with specific questions for their academic adviser so they don't just say "I was told by the study abroad staff to come here," which is not helpful for anyone.

Secondly, training takes place with academic advisers to make them aware of how to work with students who aren't sure why they need to visit their adviser, but know it is part of the process. Academic and faculty advisers are equipped with questions to ask such as: Have you been to a First Step? Have you researched programs? Do you know what courses you have left to fulfill for graduation? Academic and faculty advisers who are aware of the study abroad process can ask probing questions to help the student realize what they need to do. Again, this illustrates how defining the study abroad process has been very helpful in working with academic advisers.

A variety of other functional areas were affected by the culture shift that took place in the study abroad office as well. In the area of individual advising, it was essential to educate study abroad staff about the curricular structure of different colleges. It became apparent that study abroad program selection advisers know the ins and outs of study programs but are not as familiar with degree requirements of different departments or colleges. When people are uncomfortable with something they generally avoid it. This meant valuable conversations about how to fit study abroad into a students' degree program—such as brainstorming about how to get an emphasis or concentration in a specific area, the possibility of getting credit for an internship or other field experience, doing research or a senior paper abroad—may not happen. Training equips advisers to have these conversations. However, it is not expected that a study abroad adviser knows the specifics of every degree program. It is expected that there is a familiarity with general requirements as well as a level of comfort with curricular structures in general, issues of sequencing,

course matching, etc. Regular training during adviser meetings on degree requirements as well as specific department or college requirements is provided. Also, academic advisers present to the study abroad staff and share what they do and how they work with study abroad students.

Another area where a shift in culture took place was the Resource Center. Questions were raised about how the materials are organized. Can students who want to search programs by courses do so and does the organization facilitate the search? Consequently, bookmarks to course selection sites were added to the computers in the resource center. Also, a section on Finding Course Information was added to the web site. It contains directions and tips about how to find courses and how to understand and maneuver through the different terminology. The changes were designed to empower students to do research on their own.

In thinking about the web, it is important to consider the student but also be sure that information is accessible and useful to advisers when they are working with students. The Liberal Education Database, in particular, has enabled academic and faculty advisers to more completely advise students on academic planning. The database is searchable by program and/or by specific courses. There is also the capability to submit courses for evaluation on-line.

Lastly, the culture shift also affected the materials produced in the Learning Abroad Center. It was realized that a shift in focus from destination to discipline was needed to match students' interests and to be a tool for advisers. Additionally, it was important to consider what materials advisers may need. The Learning Abroad Center consulted with advisers about useful tools.

The first handout developed was the Academic Interest Advising Sheet (AIAS). These are discipline-specific handouts that give interesting, specific examples of how internships and courses abroad can be used to fulfill a variety of requirements. It was expected that this would be an advising tool but many people use it as a promotional tool with incoming freshman.

Next, the Study Abroad Major Advising Sheets (SAMAS) have been a key tool in advising students for both the study abroad advisers and academic and faculty advisers. This tool provides academic planning

guidelines for study abroad, program information for study abroad programs that have been chosen as particularly good for a certain major, and outlines the value of study abroad for particular disciplines, as well as some financial information and the next steps. The study abroad information helps academic advisers work with students on selecting study abroad programs and academic planning. The specific discipline information also helps study abroad advisers work with the students on academic planning. This tool has been key in better assisting various units to work with students' curricular interests in study abroad.

Lastly, the Academic Planning for Study Abroad (APSA) form is another tool that is used by all units including the study abroad office. This form was created with input from academic advisers. The form records decisions made about study abroad course evaluation and how the courses may apply to home campus requirements. The conversation required by this form can be a catalyst for discussions about what kinds of courses students should look for abroad. Many departments use the APSA as the form for study abroad course approval, other departments still require a petition process. This tool has been helpful in working on the hand-off between the study abroad office and academic advisers. All of the materials mentioned here are available on-line at www.umabroad.umn.edu/academic/advisers/index.html.

There are a few key challenges that have been noted throughout this process. Like with most things, strengths can also be weaknesses. For example, it is very helpful to spread the responsibility of study abroad throughout campus, but that can also mean that important questions that should be addressed by the study abroad office are directed to others. Conversely, questions best suited for academic advisers may be directed to study abroad advisers. Students can often get confused about who should address different questions and unless an appropriate referral is given, students may be advised poorly. Specifically, this can arise once the student is abroad. For example, when students want approval to change their grading from A/F to pass/fail or drop a course. In these instances, academic advisers often are not aware of the study abroad office or program provider's policies. However, in regard to other questions like course approval, students should be addressing their academic adviser but sometimes contact the study abroad office.

Conclusion

Collaborations between academic and study abroad advisers have improved study abroad visibility and services to students greatly. A more cohesive and detailed study abroad process has been defined. More tools now bridge the gap between study abroad and the students' discipline. It has been important for education abroad professionals to be aware that academic advisers are teammates in assisting students to study abroad and that more responsibility sharing is better for the student.

Faculty Incentives

Author

William Johnsen

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What incentives produce support among faculty for study abroad, especially faculty in the sciences? Not money, I will argue, but, before everything, a convincing argument for the international dimension of their research and teaching. I will discuss three arguments, in the context of Michigan State University's Curriculum Integration Project as a development of MSU's long record of support for study abroad. The first argument is for the refining or humanizing power of international experience. The second argument is simply the vocational one—work can take you anywhere. The last argument identifies the international dimension as the ultimate horizon of research.

I will use my own experience as a study abroad director at MSU because it will get us over a well-known history in short order. I directed my first study abroad program in London in 1975, after a year as an exchange faculty at Leeds University in the School of English. I didn't need any particular incentive then. It seemed an obvious thing to drop down to London to teach MSU students.

Studying foreign cultures, and especially languages, was close enough to our primary disciplinary agenda in the liberal arts and social sciences (where most program directors came from), so that we didn't need to make the case for it to our departments. The courses we offered on our programs were regular department courses, with terrific backdrops and instructional enhancements. Faculty like me were free to direct programs in the summer—no hassles or negotiating with departments about requirements or course equivalents, for majors or non-majors throughout the university who needed our courses for their own requirements or as electives. Faculty dealt with the study abroad office directly—we signed on, our departments and colleges agreeably signed off, and did not play a major role. Our expenses were nicely covered, and salary usually came close enough to overload pay for teaching on campus so that it wasn't a distraction. I've never made any money at it, but the incentives for someone in an English Department spending time in England are so obvious that if they don't understand they should be sent to their room. But as I will suggest, this enabling latitude created by 'sign-offs' becomes a problem for direct enrollment programs and especially campus-wide curricular integration.

The simplicity of this early model produced a lot of capacity and supported a wide range of programs and student participation throughout MSU, managed successfully by regular faculty given authority for governing them, but it also sidestepped an issue we must face now: the disciplinary argument for study abroad across the university. Because our traditional program offerings came largely from the liberal arts and social sciences (I think this is the usual experience for

most campuses), the default setting for outcomes of study abroad was (and still is) an increased knowledge and awareness of the local language and culture, and personal *refinement*: students (and faculty) become more humane, tolerant, knowledgeable about other human arrangements at large on the planet. I believe in refinement, but as Lambert Strether finds out in Paris, it isn't everything. It doesn't go very far in internationalizing academic programs or integrating study abroad into the curriculum throughout the university, especially curricula not devoted primarily to refinement and culture (I mean "culture" in both the humanistic and social science senses).

We must recognize that refinement is not and cannot be a core value for professional programs and the sciences. The attention they pay to general education and electives is often a concession, even where it is felt to be a worthy concession. Perhaps that is the place where many campuses are now in study abroad: the professional faculties have signed off on study abroad, permitting refinement in elective credit, usually for the summer term, but waiting for the students to return to campus in the fall, to get back to work.

Speaking from the partial view of an arts and letters faculty devoted to study abroad, I have been both appreciative and grateful for these sign-offs. And I can still see room for expansion in faculty led programs at MSU. The number of faculty who direct programs has remained relatively stable, but the demand for our programs is unremitting. If the colleges (in particular, my college) took better advantage of incentives already in place, to encourage and support faculty who commit to study abroad, we could increase our capacity by making the directing of programs more attractive and the departments more appreciative of this work that their faculty is so good at. But faculty led programs cannot satisfy all the students who want to study abroad. Faculty will also need to recognize, value, and support direct enrollment programs.

We will continue to improve the system that delivers programs and academic credit, and advises students. There have been remarkable advances in all three of these areas at MSU. Even small improvements can be very helpful. I regard the template two-page University of Minnesota advising sheet, which answers the question every student asks me, no matter how carefully I have made my presentation, ("What do I do next?") as a work of genius.

Our next steps are huge. We must take them. We

must integrate study abroad into the university curricula, but also the faculty inside these target colleges, especially those who assist the delivery of faculty led and direct enrollment programs. We cannot afford to allow the faculty in those colleges we will work with initially to be marginalized as suppliers of pre-professional refinement. We will need to affirm and where necessary generate a discipline-by-discipline argument for study abroad, not as 'mere' refinement, but as crucial to professionalization, as integral to the work of each student, faculty, curriculum.

For such a task the driving incentive for faculty support of study abroad will not be monetary—but it never has been. The biggest reason for faculty and students investing in study abroad will be an accessible and compelling argument for the international component of *every* major, case by case. Of course, material support must then be devoted to those faculty and units that carry out that agenda: matching support for tenure positions, research and travel, sponsoring of colloquia which focus on internationalization in the subject area, undergraduate and graduate fellowships earmarked for study abroad, direct enrollment programs at highly regarded universities, whose prestige will help to recruit the best students into MSU. To achieve this objective, we must win over those faculty and units who sign off, to sign on.

But what justification of the international are we asking faculty to sign onto? Not just refinement, and not only vocational, the argument that you must prepare for the global economy which can send you anywhere to work, by acclimating yourself to the planet in advance. I will end with an imagined but not unlikely conversation, based on a story I heard at the conference about a science department's reply that 'since they were ranked first or second in the country, and therefore the world, why should their students study their subject abroad?'

The proponents of refinement (all study abroad professionals and faculty devoted to culture) would wince at the arrogant insularity of "therefore," but how strong is that visceral response? We would merely discredit ourselves as the enforcers of political correctness. The vocational is a better argument, but learning to live in another country (except for a language program) is not an automatic argument for an *academic* program.

The strongest argument is to locate the international

as necessary to all research, both in its inception, and as its ultimate horizon. Science is not just data, of course. It is produced and housed in models, paradigms, and agendas set by society. If our science department is ranked first, so is their paradigm. But where will the next paradigm come from?

One scientist from my own lifetime comes to mind here, the primary author of the major new paradigm shift to self-regulating systems: Ilya Prigogine, whose early work in dissipative structures and irreversible processes underwrote his influential proposal (co-authored with Isabelle Stengers) of the "new alliance" (La nouvelle alliance--1979) of the sciences. The Center for Statistical Mechanics and Thermodynamics at the University of Texas, Austin, was renamed the Ilya Prigogine Center for Statistical Mechanics and Complex Systems to honor him and the work he achieved there.

Where did Prigogine come from? Prigogine's family were Russian refugees in Belgium, where he was educated, first in philosophy and music. As he tells us in his Nobel Prize autobiographical sketch, he became interested in irreversible processes *because* they were neglected by the dominant paradigm of thermodynamic dynamics which regarded them as parasitic phenomena.

Of course we must not make the symmetrical error of claiming that the best work is always elsewhere. In the case of Prigogine, we are witnessing the achievements of an elaborate, long-lived reciprocity between research traditions.

Drawing attention to such careers may help us demonstrate the necessity of the international to the spread of research, the cultivating of its influence, its ultimate horizon. I believe our best argument will be to locate the international as the ultimate horizon of research, drawing attention by means of seminars and colloquia, to research careers that have been both trans-disciplinary and international, conceptually global and glamorous. For such global researchers, the international is not a mere consequence of vocation, of appointments in research centers in more than one country, but the ultimate arena in which they achieve the verification of their work.

Site Visits: An Educational Tool

An important part of the Curriculum Integration project focused on educating the four-campus community about study abroad. Study abroad site visits were used as a key tool in this educational process. Site visits were offered in addition to on-campus training and most site visit participants were required to have previously attended a study abroad training program.

There were three main ways that university faculty, advisers, and staff participated in site visits. First, the Learning Abroad Center funded add-on trips to a person's existing personal or professional trip. For example, if someone was abroad for vacation or work, the Learning Abroad Center would pay for them to travel to a study abroad site nearby. This saved money and took advantage of when people were already abroad. Secondly, university faculty, advisers, and staff went on familiarization trips sponsored by study abroad organizations like IFSA-Butler, CIEE, and Arcadia. This allowed maximization of funds by utilizing structures that were already in place. Lastly, the Learning Abroad Center developed its own site visits. This essay discusses the Learning Abroad Center site visits and how they were developed and implemented.

Site Visit Pedagogy

Many study abroad organizations run site visits to their programs. The University of Minnesota site visits are different because they are not designed for the study abroad professional. They are intended for faculty and advisers who have varying levels of study abroad knowledge, from attending an introductory Curriculum Integration workshop to having led a program. The goal of University of Minnesota site visits is to educate about study abroad programs in general, rather than learn about specific programs.

The pedagogical model developed for the site visits allows faculty, advisers, and staff, by visiting a carefully selected group of sites, to learn about key aspects of study abroad such as study abroad program structures and program selection as it relates to student developmental levels and desired learning outcomes. Additionally, they learn about the specific experience for a University of Minnesota undergraduate, as the site visits are designed to mirror the student experience of study abroad. Experiencing the academic climate abroad and the local culture also encourages insight into the skills and perceptions that students acquire when they study abroad.

Let's explore these key concepts for site visit pedagogy in further detail. Carefully selecting the sites is key. The Learning Abroad Center is fortunate to work with over 200 study abroad programs in 80 different countries which provide a large pool from which to select site visit

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locations. Site selection is based on study abroad program structure. We ensure that a site visit location will offer an opportunity to see an exchange program, integrated study at a university, a center-based program, and an island program. An island or center program should offer internships and other opportunities for integration. Also, we make an effort to have at least one University of Minnesota program represented, however, if there isn't an appropriate University of Minnesota program, a site visit will happen anyway because the aim is to illustrate the variety of levels of support, academic styles, and program models on study abroad programs.

It is important to emphasize program type, rather than location or promotion of University of Minnesota sites. Participants gain a lot of knowledge about the particular sites they visit, and many who have visited sites become a resource for students on their home campus on that specific site, however that is not the intention of the visit. It is more important for participants to gain a general understanding of program types: exchange, integrated, center, or island programs, so they can transfer that knowledge to the variety of other sites where students study.

Therefore, education about study abroad program structures is the guiding principle to all of the components of the site visit process. Essential in any educational setting is the role of the teacher and accordingly, the role of the leader in site visits is also very important. In addition to setting up the logistics and getting people from point A to point B once on-site, it is the leader's responsibility to generalize the experience through continuous dialogue about what the participants are seeing and doing. It is important to facilitate comparisons and contrasts between programs. During this dialogue, and subsequent analysis, the leader can contextualize what participants are seeing. For example, saying things like, "this is common to many study center programs," or, "language programs tend to have some sort of buddy program or language exchange designed for practicing and meeting host country nationals." Statements like these can start conversations and facilitate people thinking about the big study abroad picture.

Additionally, this dialogue will lead participants to think about the study abroad programs in a developmental context. Learning about, seeing, and experiencing the variety of supports and services offered on study abroad programs allows participants

to better understand how certain programs meet the needs of some students, but would not be appropriate for others.

There is often conflict in trying to be the leader and educator at the same time. It is a lot of work to coordinate the visits and make sure each person is getting on the train or following the group and not window shopping. Sometimes the logistics can overwhelm the educator, especially with large groups. And, in fact, it is the leaders' role to "crack the whip." Many participants from past site visits wanted more time to shop and see the city. Agendas are quite packed with meetings and even mandatory group meals, so free time is at a minimum. It is helpful for morale and to avoid fatigue, however, to plan a little tourism and free time into the site visit.

Shaping participants' expectations from the start, from the application process on, also helps make them aware that the site visit is going to be more work than tourism. The site visit orientation is an appropriate place to first tell participants, just as we tell students, that they may want to stay longer or arrive early if they want to travel around and see sites, but that the site visit will be work. It is fundamental to the site visit that participants are involved in all aspects and that the group is oriented to learning and not touring.

Also, to counteract the tourism tendency and logistical overload of the leader, it is useful to have groups no larger than five or six including the leader. Small groups allow for more interaction, more learning, and are less of a challenge to move around and coordinate. If large groups are sent, then there would need to be more than one site visit leader, although the larger the group, the more touristy a site visit can feel.

Educational activities are also an important component to the learning process. It is necessary to prepare participants well before the site visit. The assumption that participants have the ability to "hit the ground running," as study abroad professionals do, is false. For this reason, prior to departure, it is important to have an activity that reviews study abroad terminology. For example, what it means for a program to be sponsored vs. co-sponsored, or what the program provider's role is, etc. Without this kind of preparation, the first few days are spent not only adapting to the new culture of the country, but adapting to study abroad language and culture as well.

Another pre-departure activity example is to offer participants course catalogs, or access to on-line course

information, for a program they will be visiting. Then, participants choose courses pretending to be a student from a particular discipline. The discipline tends to be related to their own discipline area or area of interest. This mimics the student course selection process, while also familiarizing the participant with the program they will visit.

Other activities happen on-site. For example, a lunch is a good opportunity for discussing and reviewing handouts. After visiting two to three institutions, a handout on program types can be fuel for lively discussion. Within the discussion, the site visit leader would guide the conversation to include which programs may be good for students with whom participants have worked in the past and why. This ties into further analysis of students' developmental levels and a discussion of the need for a balance of support and challenge on study abroad.

When participants return home, re-entry activities will be important to assist them in processing all that they have learned as well as in considering how they can incorporate this new knowledge into their everyday work on the home campus. Reunion meetings are a great way to achieve this. Often, the group has bonded anyway and wants to meet to share photos and touch base. It can be more social time than activity, however, it is useful to have fairly structured conversations about study abroad. The site visit leader can clear up any questions that they may have been asked by students and colleagues or that they have had upon reflection on the visit.

Additionally, all site visit participants, even the add-on visits or familiarization trips mentioned in the beginning, write a report. The report details each program visited and the knowledge learned. Another requirement is to do at least one event, sharing the information they learned with their colleagues and/or students. Returned site visit participants end up being very helpful to the study abroad office as well when it comes time to do study abroad curricular work.

Returning to some of the key concepts mentioned earlier, it is important to expound more about mirroring the student process. The entire site visit experience is designed to mirror the student process. Participants apply with an essay about why they want to do the visit and how it will affect their work in the future. Then, participants receive an acceptance packet with information to fill out and return, as well as notification of orientation.

At the pre-departure orientation, participants are told what the 'typical' student would have done up until this point and then they get a 'typical' orientation. They get the health and safety information, a handbook, and all the other essential pieces, as well as the activity mentioned earlier about choosing courses. The Curriculum Integration web site, www.umabroad.umn.edu/ci/index.html, has samples of orientation agendas, activities, and an outline of the process.

Upon arrival at the site, there is another orientation by on-site staff for site visit participants. This generally includes an introduction to the educational system in that country. The site visit then consists of class visits; meetings with students, staff and faculty; visiting housing; eating in cafeterias (if that is what the students do); as well as a couple tourist activities (since we know students also do some of these activities, it is still mirroring the experience) such as visiting museums in Florence or treetop tours in Costa Rica.

Lastly, the site visits incorporate the teacher/learner model, which is one of the main guiding principles of the Curriculum Integration project. In addition to the knowledge gained by participants, the study abroad professionals leading the site visits also learn from the interactions with faculty, staff, and advisers. They are then able to bring that knowledge back to the study abroad office and their work with students.

Benefits of Site Visits

One of the benefits to the study abroad office as a whole is that the site visit process has put a face to study abroad. The face is inevitably that of the site visit leader. The administrative location of the study abroad office within a university can sometimes make it difficult to branch out and interact with the rest of the college community. The Curriculum Integration process, in general, has helped with this situation on the University of Minnesota campuses. Study abroad staff are now joining more committees and becoming more a part of the processes at the University. However, traveling with people allows for more interaction that can facilitate stronger bonds.

For example, after I led the site visit to Italy, I was asked to be on a promotional committee by a participant who was the Assistant Dean of General College. Through the committee experience, I met more people in General College and learned more about how the college is structured and functions. In

fact, many site visit leaders have stated how leading site visits has allowed them to learn more about other offices and have frank discussions about the issues that come up in specific departments with regard to study abroad. It was often the unstructured discussions that offered keen insights about different resources the study abroad office could offer university colleagues or even information that would be useful to share in order to dispel inaccurate beliefs.

In fact, the informal conversations among participants are just as important as the structured conversations. Inevitably, some colleges or units are more open to study abroad than others. One unit may have very relaxed policies and another may be more strict about allowing students to study abroad. Colleagues from different areas around campus are able to influence each other by sharing what they are doing and why. This peer group resource and influence is important in moving forward the agenda of study abroad in departments and as part of regular university activities.

To highlight another informal discussion, when I was on the promotional committee, I suggested to the Assistant Dean that we create an "official" General College liaison to the study abroad office as other colleges have developed. From that informal discussion, the Assistant Dean created an officially recognized role of study abroad liaison to be added to an adviser's position. After creating this role, the Assistant Dean changed positions in the university. This could have meant losing contact in the college, however, with the new role identified, we maintained an official contact to facilitate collaboration with us. Incidentally, it wasn't too long before the new contact in General College participated in a site visit.

Overall, participants gain knowledge about the field of study abroad, insights into the skills and perceptions students acquire while on study abroad, and tools that they can utilize in their future university work. In particular, I noticed that participants gained a respect for study abroad through the site visit experience. Participants realized the complexity of planning a program, preparing students, educating about new ways of learning, and adjusting to a new lifestyle, culture, and often language. Some participants obtained a passport for the first time for the site visit, others discovered that one week abroad adjusting to a different culture was an emotionally and physically taxing experience for themselves. Everyone was quite impressed by students who go abroad for a semester or year.

Site Visit Development: Curricular Site Visits

This site visit process worked very well and after a full year of activity, the Learning Abroad Center developed curricular site visits also. The original site visit process has a goal of educating about general study abroad processes and structures. In contrast, curricular site visits have the goal of identifying particularly good programs for students of a certain discipline, identifying course equivalencies, and creating faculty connections. Curricular site visits are modeled very similarly to the original visits and contain many of the same components such as activities, mirroring the student process, and the role of the leader.

Two main differences in the two site visits are the participant and site selection process. For curricular site visits, participants are chosen based more on their area of expertise as opposed to previous activity in Curriculum Integration projects and the quality of their application. Accordingly, locations are chosen more for their access to certain curricular subjects, rather than program type. If it is an engineering site visit, programs that seem equivalent or complimentary to the on-campus program would be chosen. Once that location, or locations, is found, an effort is made to find a diversity of program models nearby, in order to structure the visit as closely as possible to the original model. However, once on-site, meetings are arranged with particular faculty and departments that match the participants' discipline area. This is discouraged in the original site visit model because, 1) it is too complex to arrange for a large group, and 2) specific curriculum is not the purpose of the other visits. It is too easy for people to become over-involved in specifics of their discipline and miss the broad picture of study abroad. Inevitably, on the original site visits, participants were keeping an eye out for courses and opportunities in their discipline, but this search was not directly facilitated as it was with the curricular group visits.

Conclusion

In summary, site visits have been an indispensable tool in educating the university faculty, staff, and advisers about study abroad. The pedagogy outlined in this article is essential when working with colleagues unfamiliar with study abroad. It has been confirmed that the outcomes are beneficial for site visit participants, as well as the study abroad professional leading the visit.

Materials, Modes, and Motivation: Curriculum Integration as a Communications Strategy

Study Abroad Curriculum Integration (CI) is an innovative and large scale effort to bring international educational opportunities to students in every major on all four campuses of the University of Minnesota. It has led to some radical changes in how we communicate about study abroad to our students, and also to radical changes in who communicates to students about study abroad.

The goal of the CI effort is to communicate the value of international educational experiences to students. The strategy for reaching students is to use faculty, staff, and advisers on campus to set the expectation and assumption that students can and will study abroad—we call it the “plan for study abroad” message. The desired outcome is to have students start planning for study abroad as an integral part of their academic and career planning process.

This requires a multi-faceted communications effort. On one hand this process has entailed a University-wide public relations campaign. In order to change the academic and campus cultural understanding of what study abroad is and how it can help develop quality graduates, we have used public relations techniques to reach out to colleagues in all disciplines. On the other hand, we have developed communications techniques and materials that address students directly at different points on the developmental continuum.

Communications Barriers

Joan Elias Gore

The public relations component of study abroad curriculum integration has been particularly important due to historical factors that have undervalued international education within the academy as a whole. This undervaluation and even active resistance to study abroad has been endemic to higher education in the United States for the past century since the birth of the modern study abroad experience.

Part of the problem owes to a superiority complex, a feeling that higher education in the United States is better, broader, and stronger than in other places in the world. The resources, faculty, and intentional curricular design of the “American” University has been viewed as systematically superior, and the academic reputation and productivity of particular institutions has reinforced that conception.

A second bias against study abroad comes from its perceived roots in the “grand tour,” the presumed luxurious experiential education of wealthier Europeans and Americans before the twentieth century. Early study abroad programs were dominated by women who were assumed to be wealthy, without career interest, seeking cultural acquisition, and learning in the tradition of the suspected grand tour. Historically

Authors

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Santiago Fernández-Giménez is the Communications Manager for the Curriculum Integration initiative at the University of Minnesota, Twin Cities. Previously he served the University as a Financial Aid Counselor and as an Academic Adviser in the College of Continuing Education. He ran a marketing communications business for five years before returning to the University in 2002.

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Joan Elias Gore is the Director of Institutional Relations for Denmark's International Study Program. Gore has worked with DIS since 1997. She was a faculty member, Associate Dean and Study Abroad Adviser at the University of Virginia from 1972-1987 and worked with U.S. and British international exchange agencies from 1987-1997. Her publications include *Cost-Effective Techniques for Internationalizing the Campus and Curriculum* and *Dominant Beliefs and Alternative Voices: Discourse, Belief, and Gender in American Study Abroad*, as well as several articles and book chapters. Gore has a Ph.D. in Comparative and International Education from The Institute of Education, University of London.

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John F. Schwaller

John F. Schwaller, Vice Chancellor for Academic Affairs and Dean of the University of Minnesota, Morris, holds a MA in Spanish from the University of Kansas and a Ph.D. in Colonial Latin American History from Indiana University. He is an expert on the history and cultures of early colonial Latin America and an active advocate of study abroad.

Contributors

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Rae French has been working for the University of Minnesota, Crookston Learning Abroad Center for the last two years. She has helped build the office from inception to a participation rate of about 20 students in a variety of programs. French has also worked at UMC in the Offices of Admissions, Financial Aid, and First Year Students.

Andrew Svec

Andrew Svec has been a staff member at the University of Minnesota, Crookston (UMC) since 1990. As UMC's Director of Communications with a background in residential life, admissions, and web development, he offers a wide perspective on planning and promotion.

Anders Uhrskov

Anders Uhrskov is the Director of DIS, Denmark's International Study program, affiliated with the University of Copenhagen. He has worked with DIS since 1978. DIS is a major study abroad program in Copenhagen for mainly American undergraduate students. Communication strategies for curriculum integration have been a major focus for Uhrskov throughout his career in study abroad.

women have dominated study abroad participation, a demographic trend that continues today, and the cultural bias against viewing study abroad as academically rigorous and valuable has also continued. There is certainly a need for a public relations campaign to begin to change these perceptions.

These perceptions about study abroad and the need to address them are the content of the book, *Dominant Beliefs and Alternative Voices: Discourse, Belief, and Gender in American Study Abroad* by Joan Elias Gore, Ph.D., published in 2005 by Routledge/Falmer.

Reflective Activity

At this point we ask the reader to consider your own institution and contextualize these barriers at your institution. In the face of these preconceived notions, how can you motivate the faculty and staff at your institution to reconsider their views of how study abroad can impact their student's academic, career, and personal development? What are some of the challenges present at your institution to a holistic, integrated approach to curriculum integration communications?

Change the Paradigm

Santiago Fernández-Giménez

Traditional Communications Model

The Learning Abroad Center at the University of Minnesota, Twin Cities has long had an effective communication outreach directed toward students. We market study abroad in terms of personal development, language learning, and the unique nature of the experience. And we reach students with many modes:

Paper

- Catalogue
- Program brochures
- Advising materials, On-site guides, etc.

Electronic

- Web Site
- Listserve/E-newsletter
- "Push" E-mail

Peer to Peer

- Classroom visits
- Peer advisers

Study Abroad Becomes an Institutional Priority

In the last few years something happened that changed the outlook and allowed us to focus on a new and different communications strategy. First President Yudolf and Provost Bruininks, and later President Bruininks, made study abroad a priority and backed those words up by strongly supporting a large grant request.

...study abroad is a very important priority for us. We feel our student experience ought to mirror the University's overall commitment to be an international university, and it starts by transforming and internationalizing the curriculum.

Dr. Robert Bruininks,
President, University of Minnesota

Since we received a grant, it might be easy to dismiss these ideas as requiring too many resources, but our continued progress in the past year without grant support has demonstrated that many of the communications concepts addressed here are transferable without an infusion of funds.

Study Abroad Curriculum Integration as Communications Strategy

This communications strategy followed the guiding principles of CI:

- Partnerships
- All participants are teachers and learners
- Ownership outside of study abroad offices
- Work within existing structures
- Long-term impact

In order to distill the interface of these guiding principles with public relations and communications techniques in service of the project goals, let us attempt to cull the large and complex set of variables into a few categories that seem to hold transferable elements,

- Use evaluation to identify priorities
- Leverage institutional commitment
- Value relationships; work within existing structures
- Focus on long-term planning

From the examples that follow, you will be able to see some ways in which these elements can be transferred to other institutional cultures.

Use Evaluation to Set Priorities

It was essential for us to start by collecting data. We needed some way to evaluate our success, and we needed something other than anecdotal evidence as to what was keeping students from studying abroad. We used faculty and adviser surveys, student surveys, and focus groups, and we made accurate data collection a priority. The data confirmed what we anticipated as the five primary barriers to increasing student participation. We call them the “5 F’s:”

- Finances
- Fit (academic)
- Faculty and Adviser Support
- Fear
- Family and Friends

The identification of these primary barriers shaped our efforts. They allowed us to focus our resources and create strategies to address them. In some cases we created campaigns to address a particular barrier, and in other cases we looked at how we could incorporate answers to multiple barriers into an effective communications vehicle.

Leverage Institutional Commitment

John F. Schwaller

One of the primary ways we leverage the University’s commitment is by targeting an audience who cares about University commitments—our faculty and staff. They respond to things like hearing or seeing the president’s or their dean’s or department head’s support. Study abroad has a natural constituency in almost every academic unit because there is almost always someone whose life has been changed by study abroad, but it takes both that natural affinity and the “word from on high” to really get the ball rolling. It also helps if you can dovetail your efforts with other University priorities. So, we communicate things like: Internationalizing the Undergraduate Curriculum will help us recruit better students; it will improve our 4-year graduation rate; it will raise our profile as an excellent international institution.

As we look at leveraging institutional commitment, let us use the University of Minnesota-Morris (UMM) as an example. UMM is “a highly selective, undergraduate, residential, liberal arts college within the University of Minnesota.” It shares the larger mission of the University of Minnesota—preparing students for their role in “a multiracial and multicultural world.”

Who Cares about University Priorities?

University priorities are important at every level of the University, but the stakeholders for whom institutional priorities have the most staying power are the faculty, the administrators, and the staff. Faculty often dovetail their interests with university priorities in order to increase support for their research. Faculty input helps create these priorities. Administrators need to create and follow well-articulated priorities to provide a rational basis for their decision-making in resource allocation. Faculty and staff need to accept University priorities to motivate their support when tough decisions are made, and to keep the institution focused on students, research, and learning.

Students usually understand less about University priorities, as they are more concerned with the immediate. Often, however, strong positive (or negative) messages about how University priorities are going to impact their lives can motivate students to respond and show concern.

Who Expresses University Priorities?

It is up to executive leadership to express University priorities. So much the better if they can be expressed in such a way that the messages resonate with and motivate campus interest groups. In the case of study abroad curriculum integration, strong executive support has helped the message percolate throughout the institution.

Executive leadership can assure that internationalizing efforts stay on track by integrating the topic into the institutional agenda. Administrators can make sure that internationalizing the curriculum is included in discussions related to curriculum and curricular changes, strategic planning, and faculty and adviser hiring.

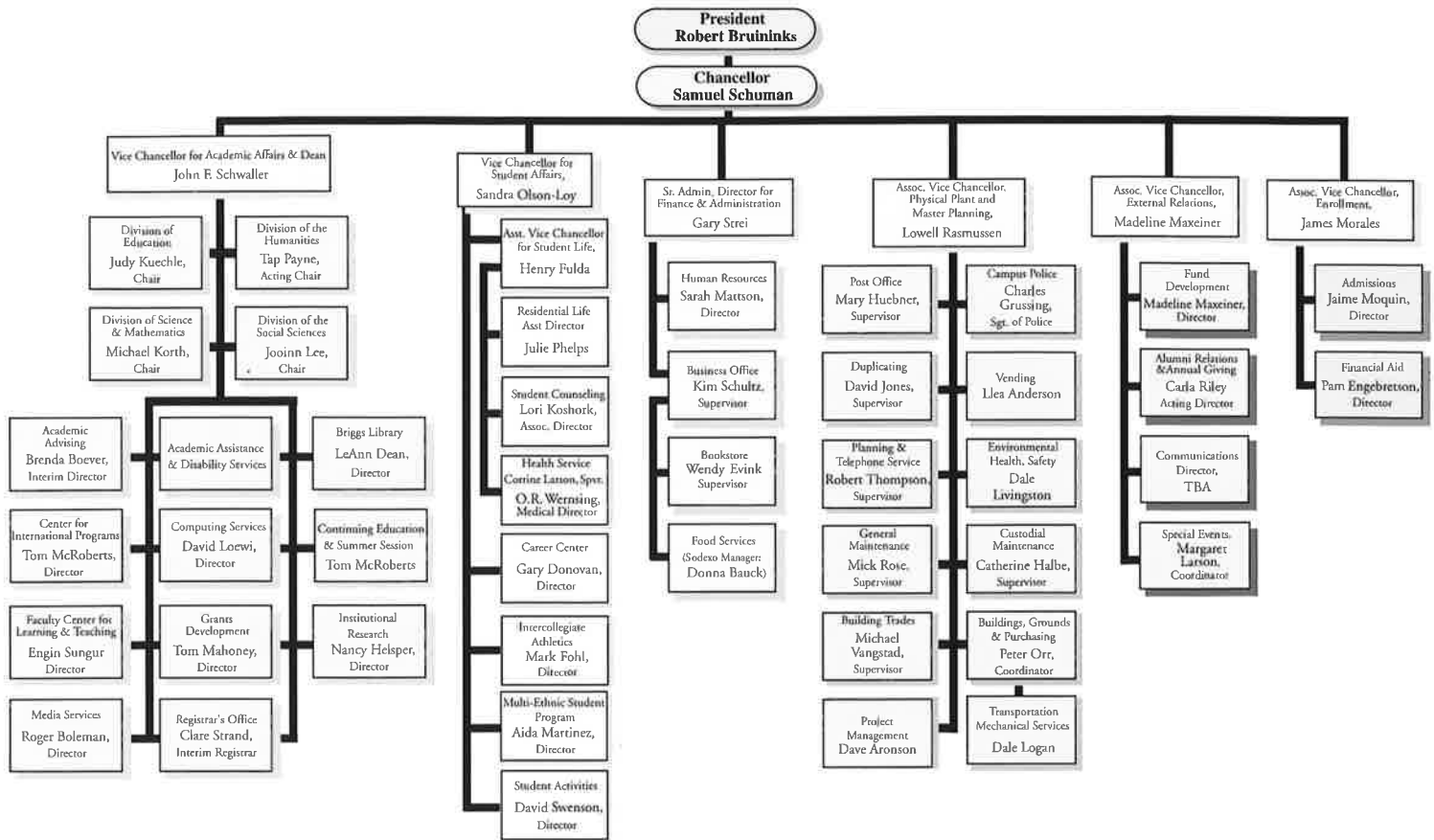
Study Abroad at UMM

As a liberal arts college, UMM has had a long-standing affinity for study abroad. Currently almost 50% of students study abroad, and the goal is to increase that number to 100%. The integration of study abroad opportunities into the curriculum is one mechanism that will motivate ever higher rates of participation.

Communicate Through Existing Structures

Once study abroad curriculum integration was expressed as an institutional priority at the University-wide level, colleges and campuses across the

Figure 1: Administrative organization, University of Minnesota, Morris (July 1, 2005)



University became involved. As each campus does have autonomy, UMM was able to leverage executive support for study abroad on our campus by using the existing structures that seemed most effective: the campus governance structure (see Figure 1) and campus-wide committee structure.

Work Through Existing Governance Structures

The Chancellor communicated with the Vice Chancellor for Academic Affairs and Dean who became intimately involved in leading the effort on the UMM campus. Having the Vice Chancellor for Academic Affairs on the four-campus executive group steering the effort was fundamental to the success of the effort. From the faculty perspective the CI work is fundamentally academic in nature. It is about how study abroad fits into the curriculum of the majors, and faculty need to have a say in how any academic component fits into their major. It certainly helps to have a respected voice from academic affairs helping jump-start a process, especially when the process is going to require a time commitment.

On the UMM campus, we took advantage of existing campus committees to communicate about how this institutional priority could take shape on our campus:

- International Programs Committee
- Scholastic Committee
- Curriculum Committee
- Campus Assembly

Members of these bodies provide valuable creative thinking, and the membership wants and needs to be consulted. Here's an approach that works well:

- Consult up and down the nested hierarchy
- Ask for input
- Listen to responses
- Identify support

After identifying support throughout the disciplines, UMM decided to form a Study Abroad Advisory Committee with membership from each academic division. The committee members became point persons for the curriculum integration work in their division.

Partnerships and Planning

Santiago Fernández-Giménez

Value Relationships

Faculty and advisers are the fundamentally important communicators with students

- They are mentors and messengers on campus.
- They provide students with direction and inspiration.

In the best possible world, faculty and advisers develop relationships with students that lead students to more fully actualize their academic potential. In order to impact student behavior, especially student academic behavior in any meaningful way, study abroad offices need to develop relationships with faculty and advisers.

Target Stakeholders

In the curriculum integration process the primary stakeholders are from the academic departments and advising units. We felt it was essential to get them together to talk about their students' learning outcomes from study abroad. Faculty hold the key to curricular reform. They understand global variations in their academic fields, and they have an increasing interest in the academic and career success of the students who choose their majors. Advisers are the student's primary conduit of academic guidance on campus, and their training in student development theory, knowledge of student life and campus extracurricular activities, and their hunger to participate fully in university initiatives which impact their work life, make them natural allies. Campus communicators are also an important constituency. In order for the message to resonate across the campus, it must resonate with the people who are generating content.

Strategies to Reach Stakeholders

We intentionally held large group meetings. By grouping people together intentionally at the meetings, we were able to learn from them and they could learn from each other. This strategy of bringing people together helped to create a "safe space" for creative thinking and relationship building. Having retreats together built collegiality across academic units and campuses, and allowed us to identify and educate a cadre of allies across the institution who understood the value of internationalizing the undergraduate experience.

We also made an effort to follow up the retreats by going to "their" meetings. We wanted our newfound allies and friends to talk about what they had learned in the retreats, but we also wanted them to invite us to speak with their colleagues. Our goal of institutional change requires access into the institutional hierarchy, and that access happens much better when it is by invitation.

Not only did we need to identify stakeholders willing to participate, we needed to have a plan. We had goals, and we needed content and a process. We needed to make sure that the work was engaging and the outcomes or products of the work were tangible and valuable, and we needed to be flexible enough to modify our process and products to fit with everything we were learning.

Our two main strategies for engaging stakeholders were the "assess, match, and motivate" model and using public relations techniques to place stories and examples of the value of study abroad in communications materials read by our campus constituencies. When working with our targeted allies, the assess, match, and motivate process provided a roadmap for in-depth analysis, with a communications outcome of a study abroad in your major advising sheet. When introducing the concept of curriculum integration to a broader audience at faculty or adviser meetings, we created presentations that outlined the curriculum integration process but focused more on the basics of learning abroad program structures—usually tailored to the particular academic interests of the audience.

We attempted to tap into existing networks, such as the Academic Advising Network (AAN) and the University Communicator's Forum, university-wide professional development organizations that hold monthly meetings, support useful listservs, and hold annual conferences.

We also launched a short-format newsletter on the Twin Cities campus called the Global Adviser. This newsletter, distributed in paper and electronically to nearly 1,300 faculty and staff, contains basic study abroad advising information, highlights examples of excellence around campus, and educates our campus-wide constituency.

From Stakeholders to Students

Just as our focus is long range, so is the focus we are trying to instill in students via faculty, staff, and advisers. We're working to see study abroad planning

incorporated into all the important aspects of the student's developmental planning: academic, career, financial, and personal.

Almost as important as the message itself is the time and place: students need to get a study abroad message that fits in the context of their academic and career development. The message starts simply, prior to admission to the University, and it increases in complexity and specificity as the student develops academic and career direction.

The "Plan for Study Abroad" Message

Once faculty and advisers are engaged, the message they transfer to students need not be complex, but it needs to be supported and consistent. This is the message we communicate with all students.

It's a simple message, broadly disseminated:

- University of Minnesota students study abroad.
- Planning makes study abroad fit into your degree program and doesn't delay graduation.
- Planning makes study abroad into a career-builder.
- Planning makes study abroad affordable.
- Talk to your adviser or faculty about study abroad.
- Here are your next steps (Attend a First Step Meeting).

The actions urged in this message, "talk to a faculty member or adviser" and "attend a Learning Abroad Center First Step meeting," are simple, direct, and enjoy broad support.

Admissions

The admissions office was brought into the effort from the start. Admissions understands the value of study abroad in a different light. They see our institutional excellence in study abroad as a recruiting tool. They urged the Learning Abroad Center to create a brochure aimed at prospective students, highlighting the University of Minnesota as a great international university where undergraduate students in every major study in places around the world.

This primes the pump for learning abroad, as more students who gravitate toward that emphasis apply to the institution. More students will enter the University predisposed to learning abroad, and assuming that an international experience can fit into their degree program.

Admissions has also seen the wisdom in awarding study abroad scholarships to freshmen. These scholarships are awarded to freshmen but can be used at any time in a student's academic career. They are extremely effective at enticing top-notch students to attend the University, and they also communicate the value that the institution sets on study abroad from the outset of the student experience.

New Student Orientation and Freshman/ Sophomore Advising

Before newly admitted students even reach campus they get an orientation packet which includes a "Welcome to the University" CD-ROM. Study abroad is featured on that CD-ROM, including a returned student interview, the broad planning message, and an introduction to the Learning Abroad Center office and services.

Study abroad is included at orientation. In addition to its inclusion in multiple presentations, students receive one of eleven "Academic Interest" sheets, one page ticklers that provide examples of how study abroad courses can fit into their major, minor, language study, internship, or short-term study abroad program. These pieces start moving the planning process forward. The curricular clusters are very broad; the examples are cursory, but the function of dividing the message into curricular clusters is important. It places study abroad in the academic realm right from the start. These sheets are available on the curriculum integration web site at www.umabroad.umn.edu/academic/advisingsheets/aia/.

Advisers who work with freshmen and sophomores were intimately involved in creating these pieces. The academic interest sheets are used by freshmen and sophomore advisers during initial advising meetings as well. The back of each sheet is dedicated to next steps, and advisers can emphasize the importance of planning while pointing these out.

Advisers are offered continuing education on study abroad each semester, with the dual goals of increasing their comfort level with study abroad planning practices, and allowing them to communicate with study abroad staff and each other about how we can improve our message, processes, and materials.

Freshmen Seminar Module

Also aimed at first-semester freshmen, Learning Abroad staff offer a 50-minute class module in freshmen seminars. This class session includes a

reading assignment beforehand and a written assignment to be turned in the following week. Designed to be interactive, engaging, and thought-provoking, the session starts out with students brainstorming the benefits and barriers to learning abroad. Then follows some debunking of myths and discussion of ideas, and a background is painted about what study abroad can be for the students.

Then students are assigned a brief (5-minute) exercise in which they are to imagine that no barriers exist to their participation in study abroad and asked to write down what they would study, where they would go, and how they would choose to live. We call the exercise “Fantasy Study Abroad,” but when students begin to share their ideas, it is nearly certain that many of their “fantasy” goals are attainable. In the discussion that follows, we use the student examples to provide ideas and insights into what components can be included in a study abroad experience, and then emphasize once again how proper long-term planning can overcome all the barriers they have listed and make their fantasy study abroad an integral part of their undergraduate degree.

Intensive Language Sheet

The Intensive Language sheet is another piece that is tailored to a general student audience. It lists specific programs that offer intensive language learning (intensive language is loosely defined as more than a semester of credit in a semester or less). This piece highlights effective, efficient introductory and intermediate level language learning. It is commonly given to freshmen and sophomores, although also of interest for all students, and particularly transfer students or any student who wants fast-paced language acquisition.

Study Abroad in Your Major Advising Sheets

The major advising sheets are geared toward upper division students (juniors & seniors) and are specifically curricular and career-related. They are the outcome of the assess, match, and motivate process. They are usually longer, text-heavy pieces. The broader planning message is fleshed out with academic and career specifics:

Page 1 – benefits, value, affordability, and next steps

Page 2 – specific academic planning considerations

Pages 3+ – program “selections”

Looking at curriculum integration as a communica-

tions campaign, the most important things about these pieces are the curricular specificity and the method of distribution. If done well, these sheets should allow the broad planning message to be effective, since they become a primary tool in fleshing out the planning process. Academic advisers don't have to be study abroad experts, and study abroad advisers don't have to know the ins and outs of every major. These pieces function as a key link to connect these two realms of expertise. The method of distribution is essential because this is another way the academic units are able to take ownership of the work by providing them to students within the context of the advising relationship and academic endeavor. “Study abroad fits, and here's how...”

Faculty and Advisers Incorporate the Message

Advisers and faculty are also encouraged to incorporate study abroad messages into their departmental and collegiate communication materials, their advising processes, and their classrooms. Over time, advisers and faculty are gaining a deeper understanding of how their students connect to study abroad, and the results have been innovative and fun. From departmental scrapbooks to web profiles, from reworked checklists to four-year plans with study abroad built right in—all these materials communicate the value of study abroad from the perspective of peers in students' chosen academic and career areas.

Advisers and career counselors have also discovered the value of planning for study abroad as an entrée to broader discussions on career and academic motivations and as a planning exercise that complements major selection and career goal-setting. The preparation of advising and career-related materials that incorporate study abroad planning is a good illustration of this development.

More broadly speaking, the study abroad message, as it permeates the campus, is finding its way into curriculum committee meetings, grant prospects and proposals, and alumni relations and fundraising.

Reaching Campus Communicators

As the curriculum integration effort was in full swing it became apparent that an important group of stakeholders had been missed. Faculty and advisers were certainly the primary audience, but campus communicators held enormous potential. The writers, editors, and web developers around campus produce tons of original content, make editorial decisions, and

integrate multiple messages into their materials. The communicators were hearing about this institutional priority sometimes from the top (executive support) and sometimes from their faculty and advising colleagues, but we had not addressed them directly. We became active in the University Communicator's Forum. We presented the CI communications model as an example of a new internal communications strategy, and then we stayed active in the organization, participating in the listserv, joining the program planning committee, and using the organization to pass the word along.

Case Studies

University of Minnesota, Crookston

The Study Abroad "Start-up" Perspective, An Integrated Approach

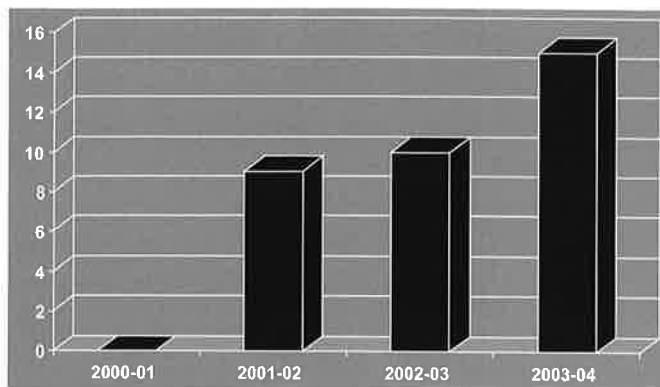
Rae French, study abroad adviser, and Andrew Svec, former communications director for the University of Minnesota, Crookston (UMC), presented this case study on starting an integrated communications campaign from scratch. UMC is the newest campus of the University of Minnesota to offer study abroad. Located in the northwest of the state, it has some polytechnic characteristics, and is known throughout the state for its laptop requirement. UMC is a totally wired campus with a tech-savvy student population. At UMC there was virtually no tradition of study abroad. At the start of the Study Abroad Curriculum Integration effort there was no study abroad office on campus, and no students had studied abroad in previous years. This was a challenge, but the unique characteristics of the campus also offered opportunities to create an integrated communications model from scratch.

The communications effort at UMC was a shared effort by the study abroad office (now known as the UMC Learning Abroad Center) and the UMC communications office. Each office played a significant role in creating and sharing expertise, networking, and producing communications pieces.

As Figure 2 attests, the number of UMC students studying abroad is still low, but the percentage increase and trend shows that this effort has paid dividends.

One of the first priorities of the study abroad office was to plant the idea of study abroad right from the time new freshmen arrived on campus. The "plan for study abroad" message was integrated into the First Year Ex-

Figure 2: Study abroad at UMC



perience (FYE) program. The message was particularly well integrated because one of the study abroad office staff held a shared appointment with FYE.

The study abroad office also began to hold study abroad fairs twice a year. The fall fair was designed to expose students to opportunities and to raise the profile of study abroad as an option for UMC students. The spring fair was pitched to students quite differently. The Global Experiences Fair, as it is known, has become a showcase for returning students to reflect upon their learning and share their experiences with the UMC community. Students are given timeslots throughout the day to show slides or videos and talk about how their study abroad experiences fit into their academic, career, and personal development—not to mention how much fun they had!

The nascent study abroad office also spent time and resources developing an identity on campus by postering and creating a campus-wide newsletter that is distributed to everyone in the UMC community: faculty, staff, and students. In addition, the study abroad office created a web site to help students research programs and access office services.

As a small campus, UMC also made a concerted effort to keep in close personal contact with the students who were abroad and used technology to help keep them in the collective consciousness of the campus. This required the assistance of the UMC communications office.

The UMC communications office was able to leverage the content created by the study abroad office and deliver it to a broader audience, not only the campus itself, but also the surrounding community. This was an extension of critical importance in building support for an unfamiliar concept in rural Minnesota.

The communications office did so by including study

abroad alumni interviews in the UMC Insight radio program, on a station with a broad regional listening audience. They worked with local newspapers to pitch study abroad stories, and they highlighted study abroad students—using content provided by students while they were abroad—on UMC Today, the campus daily events website used by students, faculty, staff, and members of the community on a daily basis.

The communications office also collaborated with the study abroad office to increase visibility by placing study abroad articles and advertisements on the cover of the class schedule and in other campus publications. Additionally, the communications office's central oversight of the UMC website allowed them to proactively place links to study abroad on all the academic program pages, emphasizing the integration of study abroad into the academic program.

University of Minnesota, Twin Cities College of Liberal Arts Psychology Department

Psychology is the most popular major on the Twin Cities campus, with an undergraduate enrollment that exceeds some colleges within the University. Holly Hatch-Surisook, the Psychology department advising coordinator, was an early adopter of study abroad curriculum integration. The Study Abroad in Psychology advising sheet was the first advising sheet completed in the College of Liberal Arts, and the department has continued to be on the cutting edge of creative thinking in incorporating learning abroad into departmental communication concepts.

When students decide to major in Psychology they are required to schedule a meeting with Holly or one of her staff of professional advisers. Before this initial advising meeting, students must fill out a questionnaire that helps them assess their interests. One of the questions on the checklist is about learning abroad, and no matter how students respond to the question, the advisers use the response to start a conversation with students about why they might or might not have expressed an interest in learning abroad. Study abroad forms a part of the checklist of ways to maximize a psychology degree, right there alongside facilitated research, internship, and community service opportunities.

The department has used its email list of majors to push study abroad-related messages to students, has put on panels with returned students, and even hired a returned study abroad student as an intern to

coordinate peer-to-peer communications. Finally, a departmental scholarship has been designated for a psychology major incorporating an experience abroad into her or his academic program in psychology, which helps communicate to students the value the department places on a study abroad experience. Psychology's communications strategy to its students is intended to bring the message of study abroad to them at various points during their academic careers and through a variety of vehicles. For example, students in Introduction to Psychology can even earn an extra credit point for attending a Study Abroad First Step Meeting in the campus Learning Abroad Center!

In order to increase engagement with departmental faculty, the advisers organized a panel presentation highlighting faculty with international research interests. In a later phase of curriculum integration, psychology plans to connect upper level undergraduates with the faculty's international research networks so that the study abroad experience can also be an avenue to a closer personal connection with faculty on campus, as well as a real-world research opportunity.

Denmark's International Study (DIS) Program

Anders Uhrskov, Director of DIS, has spent a long and distinguished career in the field of international study. He is enthusiastically supportive of the Minnesota effort, and he contends that in order to maintain the momentum of increased interest in international study in US higher education, study abroad program providers must embrace the concepts of curriculum integration.

DIS has met the challenge with aplomb, emphasizing academic rigor, broadening and tweaking some specific program contents to provide better academic fit for US universities, and making an investment in an excellent web site designed to provide transparency of course syllabi and outlines as well as connecting academic programs to specific examples of student experience.

Anders emphasizes that from the perspective of US higher education, the faculty are the key. Faculty need to feel that they are not abdicating their responsibilities, nor are they giving away the power to control the curriculum of their degree programs. They need to believe in the academic, and specifically curricular, value of the study abroad opportunities they are recommending. Therefore, DIS believes that getting

faculty on facilitated site visits is an important aspect of curriculum integration communications. The first-hand experience allows US faculty to interact with the on-site faculty, gain trust, and understand the flexibility that may be available to fit the specific needs of their student's academic program.

Next Steps

In conclusion, we urge you to identify barriers to increasing the international profile of your undergraduate student population. Which of the strategies discussed here are most appropriate for your institution? Can you identify existing structures on your campus or in your institution that can carry this message? Where can you find synergies and integration opportunities?

Many of the examples provided here are described only in part. If you would like to see more ideas and materials, please visit the University of Minnesota's curriculum integration website at www.Umabroad.umn.edu/ci. As this website is designed to be used by UMTC faculty and staff, you will see many of these concepts in action. There is a particular section entitled "Integration Models and Components" that packages most of the materials and concepts referred to here for an external audience.

Major-specific Advising Materials: Collaboration, Production, and Use

Study Abroad Major Advising Sheets (SAMAS) are one of the primary outcomes and a centerpiece of the curriculum integration initiative at the University of Minnesota. These sheets represent an attempt to capture in writing the dialogue that takes place between the faculty members and advisers in academic departments and the Learning Abroad Center. This exchange of ideas leads to an articulation of benefits and barriers to students studying abroad in that major and identifies specific study abroad programs that work well for students in that major. At the University of Minnesota, we have found the Study Abroad Major Advising Sheets to be a valuable tool for students in assisting them with both their academic planning for study abroad and their study abroad program selection. The creation of these advising tools has also proved to be a valuable way to engage faculty members and advisers in study abroad and simplify the process of program selection. Overall, the sheets fulfill three very different purposes—they are advising tools, targeted marketing pieces, and products that facilitate networking.

Advising Functions

The sheets are useful for advising in a number of ways. Primarily, they demonstrate curricular fit to students, advisers, and faculty who may not have been involved in the project. They are a planning tool, providing academic considerations from the department's perspective. This makes the sheets more than just a list of programs. The sheets can actually be a roadmap for students, pointing them in the proper direction.

Having this piece of paper facilitates conversations between students and their faculty and academic advisers. It is something that advisers can hand out to start a conversation, and it is something that students can bring in to talk over ideas. The program selections range from illustrative to prescriptive, so for different majors the programs listed serve different advising purposes, and the sheets can be used in very different ways.

The sheets also reduce a potentially overwhelming number of choices down to a more manageable selection. Even though many majors include a caveat that “This is only a few of your options...” many students seem relieved to be able to choose from a list of 20 -25 program options rather than wading through all 250 available in our catalog of choices.

From the perspective of the study abroad advisers the sheets are also extremely valuable, as they provide expertise at the fingertips related to degree requirements, course sequencing, and special program

Authors

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Sophie Gladding is a Program Director for Study Abroad Curriculum Integration in the Learning Abroad Center at the University of Minnesota, Twin Cities. Gladding has been responsible for working with faculty in several departments, primarily in the sciences, to internationalize their undergraduate curriculums, including the development of study abroad major advising sheets.

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Chip Peterson is Assistant Director of the Learning Abroad Center, University of Minnesota, Twin Cities. A member of the Curriculum Integration project team, Peterson developed precursors to the CI project over the past two decades. Although Peterson did not participate in the conference session that inspired this paper, he is the lead author of the Development Guide included.

Holly Hatch-Surisook

Holly Hatch-Surisook is the Coordinator of Psychology Undergraduate Advising at the University of Minnesota, Twin Cities. In addition to direct student service, she develops new programming and supports departmental curricular innovation. Hatch-Surisook's interests in student development and advising grew out of her education in counseling psychology.

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Soo-Yin Lim-Thompson is an Associate Professor at University of Minnesota, Crookston. She teaches child development and early childhood education courses. Lim-Thompson has been instrumental in the Study Abroad Curriculum Integration work within Early Childhood Education at UM Crookston, as part of the University of Minnesota's Internationalizing project.

opportunities that might not be remembered without this prompt. In all cases the materials help students ask deeper, more meaningful questions, and plan for an experience that integrates more fully into their academic, personal, and career goals.

Marketing Functions

From a marketing perspective, we were convinced that the physical paper of the advising sheets was important, since it gave the students something tangible. They are cost effective in terms of printing (if labor intensive), and they address individual students where they are, as Chemical Engineering, Environmental Horticulture, or Women's Studies majors.

We use the most valuable real estate, the front of the advising sheets, to emphasize the curricular value and benefits of study abroad. The advising sheets "sell" study abroad not as fun and exciting and adventurous, but as an integral and affordable stepping-stone to the students' academic and career goals.

Finally, we have emphasized the multi-modal nature of the content. Although they are currently distributed mainly via paper and pdf on the web, there appear to be opportunities in the future to load the content into a database and distribute it in additional formats. This innovation should increase the potential of more marketing-based utility.

Networking Functions

These products have been extremely important in motivating participation in the process. In some cases innovations to the process were driven by the product, and in other cases the reverse happened, but networking with stakeholders while focusing on a tangible product made our communications effective, efficient, and valuable. Furthermore, once faculty and advisers began to see the products being used by colleagues involved in the pilot phase of the project, they were motivated to increase their level of participation.

The process of putting the information down on paper also leads to deeper analysis and often the identification of gaps and opportunities, both in terms of study abroad programming and in terms of the major curricula, that may not have been previously obvious. Identifying these gaps and opportunities often leads to creative thinking that can lead to additional good options for students. Finally, having this product allows the Learning Abroad Center to demonstrate

the ability to respond in a nimble and effective way to the needs of a college or department. The department takes more ownership of the product as faculty and advisers see their concerns and ideas incorporated into the advising sheet.

Initiating the Effort

In beginning the process of developing a Study Abroad Major Advising Sheet with an academic department, it is important to determine who from the department needs to be involved in the process. We have found that it is critical to have the support of both the person in the position of academic leadership within the college of which the department is a member, in our case this is typically the Associate Dean, as well as the chair of the department. For example, we have found that having the Associate Dean send out an email inviting participation in the meetings with the Learning Abroad Center has been valuable for encouraging faculty members and academic advisers to engage in the process of developing the study abroad major advising sheets. Equally, we have found it to be essential to identify the faculty members and academic advisers who are interested in and committed to study abroad and have them involved in creating the study abroad major advising sheets. Many of these faculty members and academic advisers have previously participated in one or more of the curriculum integration study abroad workshops and have a solid background in study abroad.

In the initial meeting with the faculty members and academic advisers, we discuss the process for developing a Study Abroad Major Advising Sheet for their major. The majority of time in the first meeting is spent assessing the curriculum by asking the faculty members and academic advisers to identify the desired learning outcomes for their students who study abroad. We ask specific questions about which courses can and cannot be taken abroad and when would be the better times for their students to study abroad. We also ask if the department has some ideas in terms of institutions or study abroad opportunities that they are particularly interested in for their students.

With this information in hand, we then begin to research study abroad opportunities that meet the guidelines that the department has given us. We utilize a number of different resources to help us identify potential study abroad opportunities, as we have found that faculty members and academic

advisers wish to use a variety of resources as they make study abroad program recommendations for their students. (We have listed some of the on-line resources at the end of the article.) This information is then reviewed by the department and, typically, a second meeting is held to discuss the department's choices and address any questions that the department may have about particular study abroad opportunities.

The Study Abroad Major Advising Sheet is then assembled with the text for the academic considerations provided by the department and the text for the program entries written by the Learning Abroad Center.

The Production Process

Early on in the project it was decided that these advising sheets were needed for each major. That means that eventually two hundred and four majors will be represented by a Study Abroad Major Advising Sheet. Over time some colleges and departments (the Carlson School of Management is a notable example) decided to maintain one sheet for multiple majors, but the bottom line is that producing and maintaining this number of customized pieces requires a system of quality control.

Communications professionals are key to this effort. There is a great deal of writing, editing, basic page layout, tracking, and managing required during the production process. In the early stages of production we experimented with layouts, trying to incorporate images, and thinking about the right amount to say about each program. We ended up settling on a pretty text-and information-heavy format, with the advising function leading the format. Not incorporating images helps keep the sheets uniform, cheaper to produce, and a bit less cluttered.

The template and production guide, addressed later in this paper, help substantially to reduce the amount of work expected from our partners. Our goal is to create customized materials with the departments but we have to be sensitive to their schedules and other responsibilities, and we want the sheets to have a consistent look, feel, and use.

Software

On the technical side of production, we had to make decisions about the software and the manner in which the content was to be delivered. There was a conflict

between using MSWord and a more sophisticated page layout program such as Adobe In-design. MSWord is installed on nearly every machine on campus, so there were some obvious benefits in terms of allowing multiple users to access the files. On the other hand, MSWord seemed very clunky for more sophisticated layouts, and the printing services office was not very positive about the consistency of our output. We also saw document corruption over multiple generations of the documents. We eventually settled on using Adobe In-design, and we have been very satisfied with the output, stability, and functionality of the product. The biggest issue has been that we cannot afford to put it on multiple users' desktops, so a bottle neck can develop at the point of production. We are currently piloting the use of In-Copy, a less expensive companion to In-design that allows multiple users to input text into an existing design template. We are optimistic that this will help manage the workflow more efficiently.

Printing and Distribution

Another key element in the process has been figuring out printing efficiency and a system of distribution. From our marketing and advising perspectives, we needed to make sure that distribution was happening at multiple locations—in pre-major advising offices, in major advising offices, and at the learning abroad offices. The sheets need to be at the advisers' fingertips, so that they can be used when the turn of a phrase suggests an appropriate referral. From the networking perspective, distribution was also important. We needed to make sure that important stakeholders such as deans and department heads saw the product of the curriculum integration interaction, and that the faculty and advisers who invested time in these pieces were recognized by their supervisors and colleagues. Each department and college liaison creates a customized distribution list in order to meet this need, although a template exists that helps prompt ideas about the breadth of distribution.

By tracking the production process and printing output we hope to also help resolve any potential workflow conflicts. Liaisons use a tracking spreadsheet to plot out their workplans and deadlines. That allows the communications professional to plan and fit the work in efficiently. Tracking the printing output not only helps in budget planning, but can also provide a sense of how the tools are being used around campus. Moving forward, if the cost of printing of these

materials is ever transferred to the academic units, tracking will give us a good idea of how the production cost is structured.

The final issue in terms of the production process is perhaps the stickiest wicket of all: maintenance. Already we have experienced significant study abroad program changes—sometimes driven by politics or world events, other times driven by changing economics or program preferences. Once we have created these advising sheets, we are responsible for keeping them accurate. This can be a huge task when there are so many different sheets. As a mechanism to track maintenance issues we have instituted a process whereby each time an advising sheet is completed a spreadsheet entry is made listing each program listed on the sheet along with basic information such as the sponsor, location, etc. Eventually this will all be placed

in a database along with the actual curricular descriptions, but for now the spreadsheet helps us to identify which sheets need to be modified when changes happen on the program side. From the departmental perspective, we solicit “reengagement” every two years to discuss a potential revision of the sheets. Our goal is to provide information on how students have actually experienced the suggested programs so that departments can review the curricular match based on real student experience. We also want to have departments thinking about the academic considerations section on a regular basis, as that may prompt action when curricula revisions are taking place. We hope, over time, and have seen this happen in a few cases, that curriculum committees will start making decisions that allow study abroad to fit even better into students’ academic plans.

Development Guide

The following is the development guide and template used with academic units to help create the Study Abroad Major Advising Sheets. This guide and the templates themselves are available in both MSWord and pdf on the University of Minnesota Learning Abroad Center website at www.UMabroad.umn.edu/ci/departmental/samasDev_guide.html. Other resources, including an outline of communications issues related to advising sheet production, and a process map for researching curricular matches are on-line at www.UMabroad.umn.edu/ci/componentmodels/amm/.

Developed by Chip Peterson as a working tool for academic departments, this development guide is intended to give guidance to help departments work through the process. It is a delicate task. We try to avoid spoon-feeding a pabulum of overused cliches, but we don’t want this to be too much work for departments either. The balancing point can differ depending on the level of engagement within the academic unit. Our goal is to have a customized, relevant tool, without having burnt-out colleagues. (Refer to the page template displayed to see the sections referred to in this guide.)

Page 1 —Introductory material

This page has three goals:

1. To entice students to consider studying abroad.
2. To express the department’s support for study abroad as an integral part of its students’ undergraduate experience.
3. To motivate planning for study abroad as part of their academic, career, and life planning process.

Parts of the page consist of standardized text, whereas others are for each department to tailor to its own majors.

- **Left side bar.** This will include the logos of the Learning Abroad Center and the college, as well as a quote from the chair or another appropriate faculty member or adviser in the department. The quote should be an eloquent expression of the department’s support of study abroad.
- **Introductory paragraph.** This sets the tone for the sheet. It generally includes a few examples taken from the programs selected for the sheet. Try to make at least some of the examples relate very directly to your particular discipline.

- **Study abroad can help you . . .** Although the structure of this section looks similar in all the SAMASes (bulleted list followed by text), its content is up to you. You will probably want to include some bullets directly related to your discipline and others more general in nature (e.g., skills that study abroad can foster, or particular kinds of personal growth).
- **Set goals and plan for results.** You can customize the introduction and conclusion in this section, but the general, long-term planning message should remain intact.
- **Can I afford to study abroad?** Although this section contains mostly standardized wording, it can also include information about scholarships available for study abroad in your department or college.
- **What are my next steps?** Although a lot of the wording in this section is relatively standard, it can be customized to fit your desired advising flow. Some departments, for example, prefer students to begin with a First Step Meeting at the Learning Abroad Center, whereas others want to see the students first.

UNIVERSITY OF MINNESOTA

Page 1 – Study Abroad in (major)

Many study abroad programs are open to you, Imagine (Departmental content here...limited to about five lines of text-- or we can come up with something based on your program selections.)

COLLEGE LOGO HERE

Departments are welcome to come up with bullet points that best reflect their perspective. Otherwise, we help fill in this section.

Study abroad can help you...

- Find great (major) coursework and curriculum
- Understand the field of (major) from an international perspective
- Expand your cross-cultural communication and problem-solving skills
- Prepare you to work in an increasingly diverse and international workplace
- Broaden your academic horizons
- Globalize your world view
- Improve your language skills

By its nature, (major) takes place in a cultural context. There is much to be gained from understanding the history and traditions of cultures outside your own. Study abroad is one very exciting way to begin to discover new approaches and build your professional skills.

Can I afford to study abroad?

YES! Early planning for study abroad helps you make cost-effective program decisions, and it also helps you prepare your finances through savings, scholarships, and financial aid. Financial aid applies to study abroad and, in some cases, your eligibility will increase to cover additional expenses. The University of Minnesota offers more than \$500,000 in scholarships for study abroad. And the College of (college here) offers (your specific scholarships here)....

The Learning Abroad Center provides resources on these and a variety of other scholarships available to undergraduate students. Stop by the Learning Abroad Center to research all your options.

Set goals and plan for results

The process of selecting a study abroad program is similar to selecting your major or minor.

- Begin your planning right away. It is never too early to start planning.
- Set some goals. There is not one program best suited for (major) students. There are many good study abroad programs, and the best one for you depends on what you want.
- Prioritize your goals. Consider your long-term academic and professional goals, as well as your on-campus degree requirements.
- Consider short-term and long-term programs.
- Prepare academically. You may need to take language or other prerequisite courses for your chosen program.
- Give yourself time to research and talk to advisers and students who have studied abroad.

With proper planning study abroad can help you prepare for your professional life in today's global context.

What are my next steps?

The college or department may have customized next steps if you require an advising meeting or something. Otherwise, this is a standard set of steps.

Attend a First-Step Meeting

Learn about study abroad resources and advising by attending a First Step Meeting at the Learning Abroad Center. See www.UMabroad.umn.edu or call 612.626.9000 for the latest schedule.

Investigate Programs

Use the Learning Abroad Center catalog, resource center, website, and advisers to find a program that fits your goals.

Talk to your adviser

Use an Academic Planning for Study Abroad form to get approval from your academic adviser for major-specific courses. More than 1,800 study abroad courses have been approved for Liberal Education Requirements. The database of approved courses is easily accessible on the web

“A quote here from someone in the department who has something interesting, enticing, and relevant to say about why (major) students should consider study abroad.”

Chair, Professor, or Dir. of Undergrad Studies (Major)

Departments can customize the introduction and conclusion, but we keep the general flow of the planning process intact.

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 Template Major Adv Sheet - 5/03

Page 2—Academic Considerations

This page is entirely the department's responsibility. Its purpose is to help students think in advance about things the department considers important in planning for and selecting a study abroad program.

The following are some of the questions the department might wish to consider in developing copy for this page. They are designed as thinking points, not as a checklist.

- **Learning objectives:** Are there particular learning outcomes that your department wishes to promote through study abroad? For example, how important is it to you that your graduates be functional in a second language? Are you eager for your students to study in their major, or would you be perfectly happy for them to choose electives outside your discipline? Is cultural immersion important to your department? How important are such outcomes as self-confidence, empathy, or flexibility versus more traditionally academic outcomes? Would you like students to gain practical experience abroad through internships or service learning? Is the improvement of research skills a high priority? As an aid to your thinking on this subject, the "Learning Outcomes for Studying Abroad" sheet gives examples of the sorts of things you might wish to consider. It does not purport to be an exhaustive list.

Page 2- Academic Considerations for (major) Students

This section shall be customized to the extent desired by the department. Examples are available of many different strategies. See www.umabroad.umn.edu/academic/advisingsheets/

Recommended learning outcomes

- xxxxxxxxxxxxxxxxxxxx.

Academic Planning

General Education Requirements

- Students may take general education requirements through study abroad. Use the Liberal Education Database...

Major pre-requisites

- xxxxxxxxxxxxxxxxxxxx.

Major courses

- xxxxxxxxxxxxxxxxxxxx.

Courses outside the major

- xxxxxxxxxxxxxxxxxxxx.

Best Times to Study Abroad

Freshman

- xxxxxxxxxxxxxxxxxxxx.

Sophomore

- xxxxxxxxxxxxxxxxxxxx.

Junior

- xxxxxxxxxxxxxxxxxxxx.

Senior

- xxxxxxxxxxxxxxxxxxxx.

Once you have selected a program

(Major) students planning on studying abroad will need to start working on their **Academic Planning for Study Abroad (APSA)** form as soon as they have chosen a program.

- The APSA form is handed out at First Step Meetings. Once you have chosen the courses that you want to take abroad (always choosing more than the amount you intend to take), have descriptions for those courses, and have begun filling out the APSA, you will meet with your adviser
- Be sure to meet with your adviser at least **three months prior to departing** for your program. One of them must approve any (major) courses or major elective courses you wish to take to ensure that they will be counted toward your degree requirements. Bring your transcripts, APSA, and the course descriptions.

To complete the APSA process you will also need a signature from a college adviser.

- **Term:** Are there particular times that work better than others for your major or minor? Do you especially encourage full-year study abroad? Semester? Summer or short-term? Are there some enrollment options that are especially difficult for your students to work in with their on-campus programs? (for example, some programs whose majors include many sequence courses might feel that an academic year works better than a semester; some exceptionally requirement-laden majors might feel short-term or summer study is best.)

- **Class standing:** Are there particular times in a student's undergraduate career that work better than others? For example, it has been traditional in this field to encourage the junior year abroad; yet some engineering departments have found that the sophomore year (when students are taking mostly foundation courses in math and sciences) or the senior year (when there is more room for electives within the major) work better than the junior year.

- **Academic environment:** Closely related to the three preceding sets of questions, are there particular academic environments that your faculty especially encourage students to consider? Should they seek options that give them lots of field experience? Options that mainstream them into classrooms in host-country universities? Study abroad centers operated by American institutions and set up on an American academic system? We do not expect you to be experts on study abroad options. Feel free to ask us for help as needed.
- **Fulfilling requirements:** How amenable is your department to the use of study abroad to fulfill major requirements? Is there a limit on the number of courses or credits from outside the department that can be applied? Are there particular courses or types of courses that you want the student to take on-campus? Are there requirements that you especially like to see students fulfill through study abroad? Will you want to see students take overseas equivalents of particular courses in your curriculum, or do you want to say something about establishing course equivalencies versus satisfying categories of requirements without having to match up courses? Do these courses need to be taken for a grade or is pass/fail acceptable?
- **Senior project or honors thesis:** Can students use research abroad to complete a senior project or Honors thesis? If so, what kind of prior consultation do you recommend? With whom? Can the student request advice via email while in the field? Is the senior project linked to a particular course? If so, is that course compulsory? Should students take it before or after the study abroad?
- **Internships:** Does the department encourage internships abroad? Will it consider credit toward the major or minor for such internships? If so, what criteria will determine whether or not an internship is appropriate for major or minor credit?

- **Pre-approval of courses:** Are there particular steps a student should take before leaving in order to plan for study abroad credits to fit into the student's degree program? How flexible are you when a student returns from a study abroad experience with a course that was not pre-approved?

Program Suggestions (pages 3–X)

The largest portion of most major advising sheets consists of a list of programs that the department would like to highlight for students. The selection and wording of this list is often the most time-consuming part of most SAMAS development. As you begin work on your SAMAS you will want to ask yourselves several questions:

- **What does it mean for a program to be on your list?** Although for no department is the list meant to be prescriptive or restrictive, some consider these programs to be strongly recommended, whereas others consider them to be illustrations of the sorts of programs that work well for their majors. Often departments that view them as strongly recommended tend to have tight, requirement-laden majors, whereas majors with more electives (for example, many liberal arts majors) often think of the list as just illustrative. You can explain, either on the first page, within the academic considerations section, or in an introduction to the list, what it means to your department.
- **How should we organize our list?** Most departments have chosen to organize their SAMAS by geography or by the nature of the academic experience. Departments that choose to organize their SAMAS by geographical regions usually choose the same groupings as the Learning Abroad Catalog (Africa and Middle East; the Americas; Asia and Oceania; and Europe). For an example of organization by the type of academic experience, see the Sociology SAMAS; for an example of a geographical organization, see the Psychology SAMAS. Although these two alternative organizing principles have proved the cleanest and most popular, others could be used as well, for example, language of instruction, type of major requirement to be satisfied, or class standing most appropriate to each subset of programs.
- **How can we promote a diversity of programs?** All programs listed for your major should be good academic fits and should promote desired learning outcomes. Within those constraints, we hope that you will seek a diversity of academic environments, locations, languages, costs, and developmentally appropriate levels of immersion.

Departmental or College-Sponsored

Programs may be listed in this category if your department or college administers your own programs for students

Study (major) at a Host-Country University

Study in a university alongside degree-seeking students from the country where you are studying. Some programs consist entirely of host-country university study, others combine it with special courses aimed at non-native students. Study at a host-country university works especially well for students interested in experiencing a different academic system and for students who want to select classes from a wide variety of offerings, including coursework toward their major or minor. While the destinations chosen here emphasize English language instruction, students with sufficient language skills can study in almost any host country-language (over 70 countries available). There are opportunities to study in English in over 30 countries, including universities in Asia, Europe, and Africa. Visit the Learning Abroad Center to learn more options.

Country

Institution

Program Description

Course Equivalencies?

Program Features?

Look into Study Abroad Centers

Center-based programs are developed for non-native students. Some are just for US students, others for a mix of US and other international students. Many of these programs combine customized classroom-based courses with opportunities for field study, internships, and/or the option of taking some classes in a host-country university. The program listed here is simply an example of the sort of opportunities available through the Learning Abroad Center.

Gain Valuable Field Experience

Many programs offer opportunities to get out of the classroom and into the community, whether through internships, service-learning, field research, field trips, or experiential assignments. In some programs these are a minor complement to classroom-based instruction, in others it is the core of the educational approach. These programs can be focused on specific curriculum (e.g., an urban studies program) or can be highly interdisciplinary.

Accelerate your Language Learning

Almost all study abroad programs in non-English-speaking countries offer language courses in the host language, but some programs are specifically designed to offer extremely intensive language study. You might be able to complete an entire year of language study in a summer or get three semesters of credits in one semester's study. The following are examples from a long list of options; see the Learning Abroad Center for more details.

Program Sponsor Websites

To learn more about these programs, come to the Learning Abroad Center and use our resources and advisers, or visit the website that corresponds with the program sponsor listed in parentheses with each program description.

- **How do we learn enough about the programs to make a considered judgment?** The Curriculum Integration staff in the Learning Abroad Center will provide you with a study abroad catalog plus supplemental program information. The latter might include brochures, catalogs, website print outs, course descriptions, or recommendations from partner institutions that sponsor the programs. Some departments have even requested individual syllabi for selected courses. CI staff can also help you assess the non-curricular dimensions of the decision. For example, when you are choosing among several similar programs of roughly similar academic quality and fit, you will probably want LAC's assessment of such factors as program cost, type of housing arrangements, quality of on-site support services, etc.
- **How much help can we get in making our selection?** That is up to you. Although the ultimate selection of programs for the list is always up to the department, some departments have asked CI staff to take quite an active role in recommending programs for consideration, or in drafting significant portions of the SAMAS. Others have preferred to limit CI staff involvement mostly to the provision of program materials and the editing of the SAMAS while departmental faculty and/or advisers take full responsibility for selecting programs. CI staff are comfortable with whatever point on this continuum the department prefers. The CI Team will do what it can to facilitate the production process and will normally do the initial drafts descriptions of the programs selected.

Case Studies

UMTC Psychology

Study Abroad Major Advising Sheet

Holly Hatch-Surisook

The Department of Psychology began the development of its first Study Abroad Major Advising Sheet as one of two pilot study abroad curriculum integration departments within the College of Liberal Arts in the summer of 1999. A small group of (then) Global Campus and Department of Psychology faculty and staff began discussions of the curriculum integration process for the psychology undergraduate program. While the Psychology SAMAS product has undergone several iterations, the guiding principles that determined which programs would be included on our short list of those suggested to psychology students has not changed dramatically over time.

Because psychology students' interests are broad, their academic foci are diverse, and the number of psychology majors is large, the Department of Psychology took a flexible approach toward program selection and inclusion in the original SAMAS. We wanted students to explore study abroad possibilities that reflected geographic diversity, diversity of program type, a variety of options for language of study, and a range of the level of independence required of the student. Because flexibility with respect to these features was important to us, a number of the programs on the initial list did not even offer psychology courses. When there was a geographic region or language of study that seemed

under-represented on our list of options offering psychology-specific classes, we sought programs with features that could enhance our students' learning via alternate mechanisms: experiential learning, language acquisition, or broad education in the liberal arts.

The first product included an attractive variety of programs, but the format was cumbersome. It was a large spreadsheet (8-10 pages!) that included detailed programmatic information – primarily duplicated from the Global Campus catalog – and lacking additional guiding principles or suggestions for students' use. The current (Spring 2005) version of the Psychology SAMAS offers students much more: minimal detail regarding features of each program, with an emphasis on those factors that landed the specific program on the Department of Psychology short-list. As the sheet evolved over time, we've both added and subtracted programs as new programs have been developed and others identified as unlikely choices for our major population. Still, we've retained some programs on which we've never sent a student abroad in order to press students to truly consider the breadth of global opportunities that are possibilities for them. Through the sheets, we'd like to communicate to students that study abroad for psychology majors takes a wide range of formats, and that we encourage that. We want our students to stretch themselves—not just to study abroad, but to consider how they will incorporate that study abroad experience into their studies of psychology, even when they may not take a single psychology course while overseas.

Sometimes printed information isn't enough to fully convey this message to students. Advising staff use the Psychology SAMAS in individual appointments with students to frame discussions of study abroad in conjunction with a psychology major. The SAMAS sheet provides both important academic considerations for psychology students and some concrete examples of study abroad possibilities to which students can respond. They can then adapt their individual plans in response to the information and options presented. Psychology advising staff have completed training sessions with Learning Abroad Center staff in order to instill confidence about our knowledge of the programs we're presenting to our students. But we don't see our role as guides in program selection; Learning Abroad Center staff are the experts in that area. Our role is to guide our students toward viewing their potential study abroad experience as an integral part of their major program, regardless of the nature of the study abroad experience. We are particularly enthusiastic about students who consider experiential learning, research possibilities, or completion of their senior project in conjunction with their study abroad experience.

The Psychology SAMAS is also useful as a staff training tool for new advisers and the study abroad peer intern. Though psychology advising staff regularly include discussions of study abroad in our academic conversations with students, the depth of these conversations varies considerably, as does the depth of study abroad program knowledge upon which we are required to draw. Thus, the SAMAS sheet helps guide us as we discuss study abroad options with students and reminds us of the range of student goals and study abroad outcomes that could result. The study abroad peer intern spends only a single semester as a complement to the psychology advising staff. Thus, this psychology major/recent study abroad returnee must quickly learn the department's approach to study abroad for its students and be able to communicate both general and specific information to psychology peers who seek the intern's specialized, experience-based knowledge. The SAMAS sheet serves as a guide for the intern, too, who is attempting to apply new knowledge and skills in interactions with peers considering study abroad experiences.

The Psychology SAMAS is constantly reviewed by Psychology Advising staff and periodically updated by

Learning Abroad Center communications specialists. This partnership works well: each group brings its expertise to the process of continually refining and updating this important tool. Ultimately, the success of the SAMAS lies not in the number of students who choose each of the programs listed, but in the total number of psychology students who study abroad and the portion of those who fully integrate the experience into their conceptualization of their degree program in psychology.

UMC Early Childhood Education Study Abroad Major Advising Sheet Soo-Yin Lim-Thompson

Faculty and advisers play a crucial role in motivating and supporting study abroad experiences, and assisting interested students in the integration of study abroad experiences into their program of study. Many students have reported that they have learned about study abroad opportunities through different avenues: faculty members, advisers, friends, and staff. Therefore, advisers, faculty and staff need information and materials that pertain to students that are interested and seeking international experiences during their undergraduate education. To this end, the Early Childhood Education faculty at the University of Minnesota, Crookston campus (UMC) decided to create a study abroad advising sheet for their students, parents, faculty and staff, and advisers to use that communicates cohesive shared values and knowledge about international experiences, and helps in early planning and preparation for students considering study abroad.

The question "What should be included in a study abroad advising sheet that pertains to early childhood?" was the first question to answer during the early stage of the development process. The process of developing an advising sheet is dynamic and non-linear. Each academic program has taken different approaches on developing and designing their advising sheet. Below is just one way of addressing the fundamentals of creating a framework for a study abroad advising sheet:

Purpose and Goals

What is the purpose, and what are the goals that you would like to achieve in a study abroad advising sheet? Some examples that UMC has considered are:

- To transmit/articulate the values of study abroad experiences and knowledge of curriculum integration in their major.

- To address common issues that are factors students consider regarding study abroad experiences.
- To develop a plan on how study abroad can be integrated into the curriculum.
- To provide information about study abroad programs.

Audience

Who is my audience who will read and use the advising sheet? The advising sheet may solely focus on the needs of students or it can be for a variety of groups that are interested about or work with study abroad issues, such as students and their parents, faculty and staff, and academic advisors.

Selection of Study Abroad Programs

Which programs should I select for my students? There are literally thousands of programs to choose from and knowing your students' needs and interests and students' program/major requirements will assist you to narrow down some choices. UMC is the smallest campus of the University of Minnesota system and the students choose to come to this campus because of its campus and classroom size, rural setting, and more opportunities for personal interaction between faculty and students. The majority of the students also do not speak a second language. The Early Childhood Education courses at UMC are offered once a year in a sequential format and courses taken abroad must meet the Minnesota Board of Teaching standards. The faculty will examine the course description and syllabus of the host institution to ensure course compatibility with those at UMC.

Collaboration and Networking

Whom should we contact to provide the necessary information that was discussed earlier? The process of developing an advising sheet is a collaborative effort. There is a need and many opportunities to network with various constituencies both on and off the campus. One can build extensive international networks with study abroad programs and professional educators; share existing resources and ideas with different campuses of the University of Minnesota learning abroad programs, admissions, registration, financial aid, scholarships, students' with disabilities, insurance, and many more. This allows you to efficiently and effectively gain information, consult, and work closely with people relating to study abroad. The study abroad retreats and meetings with other

University of Minnesota faculty and staff also provide a listening ear and support on the endeavor you are trying to embrace and promote.

It is also beneficial to look at different academic advising sheet models and strategies used. The gathering and analyzing of information further helps formulate goals about what information students, parents, faculty, and academic advisers need and how information can be presented and communicated effectively. By incorporating ideas within your advising sheet framework, you also address the relevant and critical issues of study abroad content, context and students. Networking with others becomes an inevitable component to the success of gathering and providing study abroad information for a variety of stakeholders.

Dissemination of the Study Abroad Advising Sheet

How are the study abroad advising sheets being used? The study abroad advising sheet can be used in a variety of ways:

- Marketing and recruitment tool for your program/major that targets potentially interested students and their parents. This will require collaboration with the admissions office regarding the types of materials sent to potential students at home or given out during campus visits.
- Motivational and awareness tool for study abroad opportunities that focuses on incoming freshmen, transfer students, and parents. Freshman orientation week should include a session on visiting the study abroad office, and provide study abroad information and opportunities. The First Year Experience program will further provide information as a reminder of the variety of study abroad opportunities offered on campus.
- Informational tool for students and faculty to elicit and engage discussion on the important issues regarding international education and experiences during class or outside class time. Study abroad advising sheets should be available in several locations, such as the study abroad, admissions, registrar, and departmental offices.
- Advising tool for faculty to use as general guidelines and suggestions for integrating study abroad into each year of the student's degree program.
- Planning tool for students and advisers to provide early planning so that it maximizes students' international experience and minimizes any potential delay in graduation.

The success of the dissemination of study abroad information requires a shared understanding of the department and institution goals and values on study abroad curriculum integration, networking, and support from colleagues.

Early Childhood Education Conclusion

The process of developing a study abroad advising sheet is a collaborative effort that requires networking with other professionals to efficiently and effectively gather information that addresses the relevant and critical issues of study abroad content, context, and students. The advising sheet can also serve many purposes: as a marketing and recruitment tool for potential students and their parents; to motivate students' interests about international experiences; to provide awareness of study abroad opportunities offered on campus; to elicit in and out of classroom discussions on issues about international education; to act as an advising tool for faculty or advisers to provide guidelines on how to integrate study abroad into their program of study; and last but not least, to provide the careful planning and preparation that is key to motivating students for study abroad.

Once the advising sheets are completed there is more to it than leaving them on the shelf to collect dust. The success of disseminating information about study abroad opportunities available to students and encouraging students to gain international experiences requires collaboration, networking, and support from campus administration and colleagues.

The UMC Early Childhood Education study abroad advising sheet is available on-line at: <http://www.umabroad.umn.edu/academic/advisingsheets/crookstonECE.pdf>

UMTC College of Human Ecology Study Abroad Major Advising Sheets Kim Hindbjorgen

Background

The College of Human Ecology's (CHE) Career Center and (then) the Global Campus began working on the Study Abroad Major Advising Sheet in 1999. Looking back we believe that these major advising sheets were an impetus for change in how we thought about study abroad in the college. It could be said that the product (the SAMAS) ended up pushing the process.

The first step was to work with CHE's faculty program chairs to identify and get approval for possible study abroad sites to list on the SAMAS. Almost all of the eight undergraduate degree programs in CHE are very tightly scheduled and the curriculum is very sequential. In addition, almost all programs require an internship. As a result, students have few opportunities for electives in their programs and the idea was to find programs that would meet specific degree requirements. It was important to find faculty-endorsed programs that would not delay student graduation.

As discussions continued and preliminary drafts of the SAMAS evolved, it became clear that in order for study abroad to be considered and accepted as part of the undergraduate experience, oversight of the process had to be housed in an area that worked with existing advising structures and program materials. In 2001, responsibility for these sheets moved to CHE Student Services, and a 30% time study abroad coordinator was named to be in close contact with students, academic advisers, the assistant and associate deans, and faculty. This coordinator was to meet with every student who planned to study abroad to gain understanding of curricular needs and to track where students were going abroad.

The SAMAS were handed out at prospective student appointments, at orientation and were used extensively in advising appointments. Faculty and academic advisers could initiate a study abroad discussion with their advisees and were then able to refer a student to the study abroad coordinator.

The SAMAS also became a self-starting tool for students to initiate study abroad preparation. The students were able to review the SAMAS and possible study abroad sites prior to meeting with the study abroad coordinator or their academic adviser.

SAMAS as a Recruitment Tool

In a 2003 College of Human Ecology pre-orientation questionnaire students were asked the following:

Have you ever traveled, studied, worked or volunteered abroad?

No 40%
Yes 60%

Are you planning on studying abroad before you graduate with your undergraduate degree?

No 25%
Yes 75%

It was clear that students entering the college expected to study abroad during their undergraduate program. We found in prospective student advising appointments and at recruiting events that students and their parents expected academic materials to articulate study abroad into the undergraduate professional curricula without delaying graduation. The SAMAS gave us an opportunity to enhance our recruitment efforts and show that our students had access to study abroad opportunities.

Fine-Tuning Advising Practices and Materials

With the increase of students studying abroad, we continued to review our advising processes and considered developing or enhancing materials that addressed commonly asked questions or concerns from students and faculty about study abroad. We also asked the faculty program chairs to provide a statement that we could use on the advising sheet, communicating why study abroad was important in their specific field. For example, the graphic design program chair effectively states why study abroad is important in the discipline, "International experiences through global study are invaluable to graphic designers, who communicate across communities, countries, continents, and cultures."

As we continued to make adjustments to the SAMAS, it was decided that an "academic considerations" page should be established with assistance from advisers and faculty in the college. This would further define the specific guidelines for studying abroad in each of our programs. We hoped that this page would become an academic planning tool for more effective and efficient study abroad advising. We also thought that this page could be easily updated when changes in the curriculum occurred.

Before we could finalize the academic considerations page we had to define the best time to study abroad. Students were still receiving mixed messages about when or if they could really go abroad and graduate in four years. In order to remedy this we decided to articulate the time line of their study abroad experience into our Four Year Plans, the official program curricula that all the undergraduates at the University of Minnesota are expected to follow to ensure their on-time graduation. We asked the faculty program chairs' input in determining the optimal timing for study abroad. Placing study abroad information on the Four Year Plans sets an expectation that students can and should study abroad (see website at www.UMabroad.umn.edu).

CHE Conclusion

The SAMAS project proved to be timely and the SAMAS is now an expected communication piece for our student population. With assistance and guidance from the Learning Abroad Center, we have honed our study abroad advising techniques and will continue to follow their advice. The collaboration between CHE and the Learning Abroad Center has allowed us to articulate study abroad into the undergraduate professional curricula thereby enhancing the undergraduate experience abroad.

Overall Conclusions

The Study Abroad Major Advising Sheets have been a principle outcome of the curriculum integration initiative at the University of Minnesota. They have become a key advising tool for use by faculty, academic advisers, and study abroad advisers. The sheets provide specific academic guidelines for students as well as a selection of programs that work particularly well for their major. The sheets also have a marketing function and provide the opportunity to communicate the message to students that it is possible to study abroad in their chosen major and graduate on time. Finally, the advising sheets have provided an opportunity for critical collaboration between the study abroad offices and the academic units throughout our campuses.

On-Line Tools for Program Matching

- www.hero.ac.uk/rae/Results/
Latest UK government Research Assessment Exercise results for UK universities.
- www.shafc.ac.uk/publications/qa/intro.html
Teaching quality assessment reports for Scotland.
- www.elwa.org.uk/elwaweb/elwa.aspx?pageid=613
Teaching quality assessment reports for Wales.
- www.qaa.ac.uk/revreps/subjrev/bysubname.htm
Teaching quality assessment subject reports for England.
- education.guardian.co.uk/universityguide2003
The Guardian newspaper university guide for UK universities.
- www.thegoodguides.com.au/
The Good Universities Guide for Australia
- www.asiaweek.com/asiaweek/features/universities2000/index.html
Asia Week's Best Asian Universities Guide

For more program matching resources see website at www.UMabroad.umn.edu/ci/matching/.

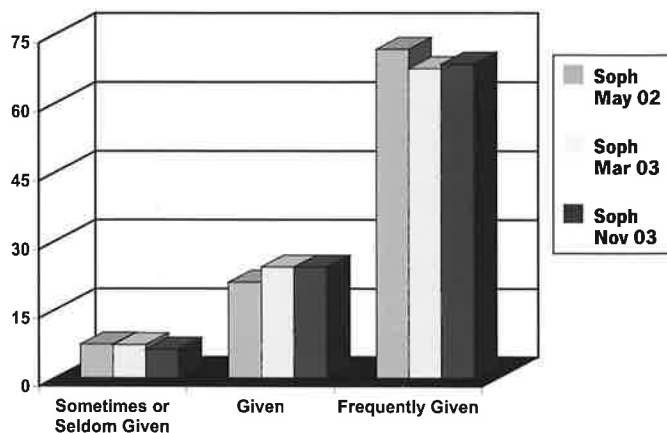
Addressing Student Finances

Higher education administrators must address student finances in nearly every facet of institutional life. When analyzing student achievement, discussions must include the number of hours typical students work during the week and how many they devote to their studies. The rate of participation in extracurriculars, activities that add so much to the richness of campus life and to student development, are certainly impacted by student financial considerations. So it is no surprise that some of the stickiest administrative challenges surrounding study abroad curriculum integration are related to student finances.

In the following paper we discuss strategies to address student finances as a barrier to increased student participation in education abroad. We do so by analyzing evaluation data, give details long-range planning as a strategy, and addressing both the cost and resource sides of the financing issue.

Before beginning the Study Abroad Curriculum Integration initiative, the University of Minnesota had anecdotal evidence that the cost of study abroad was one of the major barriers to increased participation, and evaluation surveys of the student population have confirmed that to be true. Sophomore perceptions of cost as the primary barrier to studying abroad were confirmed over the course of the three surveys illustrated in Chart 1. Over 60% of sophomores frequently described cost as a barrier to their participation.

Chart 1: Cost as a barrier to study abroad (sophomores)



(For more data and to read survey questions see: www.UMabroad.umn.edu/ci/stats)

Similar results were attained from senior surveys (Chart 2), where more than 70% of survey respondents frequently gave cost as a barrier to their participation. It is worth noting that the percentage of students who identified with cost as a barrier increased from sophomore to

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the efforts to internationalize the curriculum.

- Faculty and academic advisers motivate and mentor students. They encourage initial interest, communicate the value of the experience, and provide guidance on broad planning strategies.
- Study abroad advisers know program details and financial resources. They must create useful tools to help students plan academically and financially.
- Financial aid administrators provide institutional and governmental aid options within the regulatory framework. They must communicate with students about their financial aid options for study abroad.
- University administrators look for ways to contain program costs so that students can find cost competitive options. They must also obtain and administer increased scholarships, as the availability of scholarships not only increases student resources, but can also increase student's planful behavior.

Faculty and Advisers

In order to reach faculty and advisers, the University of Minnesota has developed an educational module used at workshops, training sessions, and brown bag luncheons called "Talking to Students About the Cost of Study Abroad." This module provides basic information about faculty and adviser roles, and includes basic nuts and bolts about how students can improve their planning for study abroad by looking at both costs and resources. It is available on the web at www.UMabroad.umn.edu/ci/componentmodels/finances. This same sort of information has been disseminated through a series of articles in the Global Adviser newsletter, distributed to faculty and staff on the UMTC campus.

Faculty and Adviser Roles

Through this training faculty and academic advisers are encouraged to integrate study abroad into discussions about degree planning, as examples in the classroom, and when talking out career options within the field. Students will internalize the academic, personal, and career-related value of study abroad when they hear it from a respected figure.

While assisting students with goal setting and broad planning, advisers and faculty also play a role in empowering students to make decisions and holding them

accountable for their actions. They can give assignments and make students responsible for informing themselves. This motivates students to maximize opportunities that meet their interests.

Finally, faculty and academic advisers assist students in fitting study abroad coursework into their overall degree plan. If study abroad fits into the degree program, students will graduate on time, and timely graduation is fundamental to the student's perception of study abroad as cost-effective. In this role faculty and advisers hold the key to overcoming a central myth in student perception of study abroad costs. Accurate and early academic planning can make study abroad more cost effective and fit seamlessly, with great benefit for the students academic and career goals. Students can study abroad and graduate on-time.

Study Abroad Advisers

Study abroad advisers partner with faculty and academic advisers by providing specific expertise on programs, scholarships, and financing strategies. The Learning Abroad Center addresses student finances explicitly at numerous steps in the program selection process. At First Step meetings, in our Advising Handbook, when meeting individually with a program selection adviser, or in Financial Aid and Scholarships group advising sessions, all students who are considering study abroad get financial planning resources and information.

First Step

All students who are considering study abroad attend a thirty-minute First Step Meeting. This required orientation to study abroad program selection educates students on differentiating among study abroad programs, from program features to administrative structures. It includes a section on academic planning to meet degree requirements with study abroad coursework. This section explicitly encourages students to meet with their academic advisers, and provides a tool (the Academic Planning for Study Abroad or APSA form. See www.umabroad.umn.edu/academic/academicPlanningForm.pdf) to facilitate discussion between students and their advisers. The final section of the meeting is dedicated to financing study abroad. The following financial planning steps are emphasized in the First Step:

- Research programs early to be able to choose from the full range of programs.

- Compare complete study abroad costs with the comprehensive cost of study on campus.
- Research and apply for scholarships.
- Prepare for up-front costs and consider opportunity costs.
- Apply for financial aid. Talk with the Office of Student Finance.
- Save!

Advising Handbook

The Advising Handbook (see www.umabroad.umn.edu/academic/advisingHandbook.pdf) is a written resource that students receive at the First Step meeting. The First Step meeting functions as a verbal outline and reinforcement of the Advising Handbook, which students retain after the meeting. The Advising Handbook includes a number of in-depth financial planning tools and resources:

- A program budget worksheet that helps students research, record, and compare complete cost information from a number of programs.
- Creative ideas for saving, raising money, and reducing costs on study abroad.
- Scholarship search web resources and application tips.
- A list of potential up-front costs (confirmation fees, airfare, etc.) with an estimated timeline.
- Information about the benefits and challenges of working while studying abroad.
- A financial aid FAQ which prepares students to interact effectively with the Office of Student Finance; this section specifically addresses timing and eligibility.

Program Selection Advising

After the First Step meeting, students are encouraged to work one-on-one with a program selection adviser. Students come to program selection advisers at many different places in the planning process. Increasingly students are planful. They have spoken with their academic advisers and seen the "Study Abroad in Your Major" advising sheet for their major. These students will often have a very different set of issues and even a different vocabulary than students who may be thinking about study abroad in terms of destination only or students who have not spoken to an academic adviser about study abroad.

The study abroad adviser asks the open-ended

questions to flush out the student's goals and curricular needs while also identifying student concerns. While working with a study abroad adviser, students start seeing the options that meet certain aspects of their expressed interests. Advisers help students set realistic expectations, and part of that discussion is often about financial concerns. Study abroad advisers can introduce lower cost programs, for instance, and advise on scholarship options.

The study abroad adviser also probes about academic fit and career goals. Student conversation on these issues often provides a glimpse at the student's developmental readiness for different types of study abroad challenges. It is also a chance for the program selection adviser to emphasize that study abroad can fit in the degree program and, as emphasized earlier, timely graduation makes study abroad affordable.

The Cost Side

In addition to using long-range planning to address the perception of cost as a primary barrier to study abroad, the University of Minnesota addresses the cost side of the issue directly in three ways. First, we strive to offer a menu of programs that includes broad cost diversity; second, we have a philosophy of cost transparency and completeness; and third, we have devised administrative strategies aimed at containing student costs.

Students need to have an accurate and complete understanding of the true comparative costs associated with their choices, so that they can make an educated cost/benefit analysis. A version of Chart 3 (on pg. 185) is found in the Learning Abroad Catalog, on the Learning Abroad Center web site, and in a number of our publications. It is used in faculty and adviser training. The chart is meant to illustrate the need to compare bottom-line costs, not solely tuition and fees, when comparing study abroad costs to on-campus costs.

Many students and parents err, assuming that a \$6,750 study abroad program fee is going to mean a much more expensive semester than their \$4,115 tuition bill on-campus. This chart teaches them to look at all the components that go into the official cost of attendance as calculated by the Office of Student Finance. In this case, the cost of room and board on campus, included in the program fee for the semester abroad, makes the semester abroad virtually equal to a semester on campus.

Although we emphasize that this is only one example, representing one low-cost option, it is an important example, for it directly addresses the perception that study abroad is not affordable.

Chart 3: 2004-2005 Semester Budget Comparison

“Apples to Apples”		
Sample Cost for:	UM-Twin Cities Undergraduate Resident	Study Abroad Program
Tuition and Fees/ Program Fee	\$4,115	\$6,750
Books and Supplies	\$435	\$100
Room and Board	\$3,474	0 (included in program fee)
Transportation	\$50	\$1,100
Personal/Misc	\$838	\$1,300
Total	\$8,912	\$9,260

As a follow-up to Chart 3, Chart 4 provides a broader look at the cost variation among study abroad opportunities. This chart includes a sampling of semester-length and co-sponsored programs, and all figures used for the comparison are the complete costs, the cost that would be listed on the bottom of Chart 3, or at the bottom of a student’s comparative budget worksheet. Within a thousand dollars or so of a resident UMTC student budget there are a number of opportunities to consider.

Several trends become obvious when working with comparative program costs. Larger urban centers in Europe and Asia are generally more expensive than regional centers. Exchanges, which generally provide fewer student support services, are usually less expensive. Short-term programs can provide an international experience for fewer total dollars, but the price per credit is generally more expensive than a semester or year-long experience. These sorts of generalizations can provide the foundation for advice that a program selection adviser may offer a student for whom the cost of a program is the determining factor.

Chart 4: Complete Program Cost Comparisons

2004-2005 semester cost estimates	
IRSEP Malaysia (Reciprocal Exchange)	\$3,400
UM-Crookston	\$7,053
UM-Morris	\$8,303
UMTC Mérida, Venezuela	\$8,430
UMD Exchange in Sweden	\$8,704
UM-Duluth (resident)	\$8,786
UM-Twin Cities (resident)	\$8,912
UMTC Buenos Aires, Argentina	\$9,170
CIEE Dominican Republic	\$9,615
UMTC Cuernavaca, Mexico	\$9,695
IT Exchange in Korea	\$10,058
Denmark International Study	\$10,555
MSID India	\$11,100
UMTC University of East Anglia, UK	\$12,517
UMTC University of Wollongong, Australia	\$12,885
UMTC Montpellier, France	\$13,600
UM-Duluth (non-resident)	\$13,970
UM-Twin Cities (non-resident)	\$14,727

Program Choice

The Learning Abroad Center catalog has used some variation of the tag line “Over 250 programs in over 60 countries” for a number of years. Besides sounding impressive, there are financial and curricular reasons to promote this diversity of programming rather than relying on the more limited number of programs administered by one of our campuses. Multiple program providers offer students more options and the competition seems to work to contain costs. And, the diversity of undergraduate majors at the University of Minnesota dictates a need for many programs, as academic fit saves money.

Transparency and accuracy of cost information allows students to “shop” in a marketplace for the program that best meets their needs. Complete cost estimates are available on-line and in program binders to assist students planning for Learning Abroad Center sponsored programs. Students considering exchanges and co-sponsored programs use a budget worksheet analogous to the complete cost estimate. Program selection advisers often assist students in pulling together complete cost information if it is not readily available.

Administrative Strategies

A fundamental administrative strategy to address program cost is to keep program cost separate from tuition. This strategy keeps the study abroad office somewhat insulated from the vagaries of administrative changes while providing administrative flexibility. It provides incentives for the study abroad office to contain program costs in a market-driven model, and contained program costs become increasingly cost competitive in the inflationary environment of higher education.

Another administrative strategy has been to bundle enrollment from all four campuses. The larger enrollment has helped programming on all four campuses by pooling students to make more of our own programs financially viable. With co-sponsors, the larger and more consistent participation rate has led some to offer across-the-board fee-reduction "scholarships" for University of Minnesota students. Increased enrollment also lowers program overhead costs per student, and that reduced cost can be passed on to students.

Both sides of the financing equation are helped by these strategies, as scholarships and financial aid resources are more effective in boosting participation when program costs are held in check.

The Resource Side

On the resource side of the issue, the study abroad office relies on parents to recognize the message from the University that study abroad is an important component of a University of Minnesota undergraduate degree. We rely on the expertise of financial aid administrators to work with students in planning financially for their study abroad, and we work with administrators across campus to make study abroad scholarships a priority.

Financial Aid and the Office of Student Finance

The financial aid administrators and study abroad professionals at the University of Minnesota have enjoyed a strong collaborative and cooperative relationship for years, and the relationship has been strengthened during this period of increased attention to study abroad. Increased student financial planning means an increased financial aid workload, and the Office of Student Finance (OSF) has responded by creating a staffing model that increases the number of

staff trained and committed to working with students who are planning to study abroad.

The basics of financial aid remain the same for all students, regardless of their intent to study abroad. Students (together with their parents) fill out the FAFSA (Free Application for Federal Student Aid). This federal application is processed at the US Department of Education, and the resulting calculation, based on all the income and asset information requested in the FAFSA, is returned to the student and any institution the student chooses.

This calculation is called the Expected Family Contribution (EFC). That number is the dollar figure that the federal government expects students and families to spend toward their education. The University of Minnesota receives an EFC from each student who plans to apply for financial aid here. The amount of federal aid a student is actually awarded depends on the Cost of Attendance (COA) (the bottom line from Chart 3), the student's grade level and previous borrowing, and their EFC.

The SACE process

When students decide to study abroad something changes in the formula. The COA is no longer accurate, and must be replaced by the actual cost of the study abroad program they have chosen. At the University of Minnesota, Twin Cities we communicate that change between OSF and the Learning Abroad Center via a Study Abroad Cost Estimate (SACE). OSF then certifies the change in cost and adjusts the student's record. An increased cost means increased eligibility, and increased eligibility usually means more loans, although scholarships are available and can realistically fill some of the eligibility gap. A decreased COA means decreased eligibility.

This process runs quite smoothly, but the process itself does not make study abroad affordable. Students who qualify for grant funds are able to use those grant funds, but many students, especially those for whom this may be their first time as a financial aid recipient, do not realize that federally subsidized student loans are the form of financial aid they are likely to receive. The earlier a student begins the financial planning process, the more likely they are to understand their options and the more likely they are to have determined the option that best suits their needs.

The Office of Student Finance promotes and encourages study abroad

The Office of Student Finance has made a concerted effort to promote and encourage study abroad.

The office has increased the number of financial aid advisers with specific expertise in study abroad. Advisers schedule face-to-face meetings with financial aid recipients who are planning to study abroad to customize their financial aid package to fit their plan.

Financial aid advisers make use of materials that OSF has developed in conjunction with the study abroad office and other academic units, such as the "Financial Aid for Study Abroad" brochure. They are also regular attendees at Learning Abroad fairs, study abroad orientations, and other campus functions, and they meet each semester and cross-train with study abroad advisers to ensure that lines of communication are open and accurate information is being offered to students on both sides.

For some students the programs offered through the Learning Abroad Center do not meet their needs. The University of Minnesota is open to accepting credit from options outside the list of vetted and promoted programs. Students who choose these so-called "outside programs" start with the Learning Abroad Center. They are usually self-directed and independent students who have a very specific experience in mind. These students must take care of most aspects of planning for the "outside program" all by themselves. OSF works directly with the student and the host institution via a "consortium agreement," where the student pays the host-institution directly, and OSF releases financial aid upon receiving proof of enrollment. The University of Minnesota, Twin Cities includes campus-based aid in award packages for these students, encouraging students to choose the programs that best fits their needs.

How academic and study abroad advisers can help

From the perspective of the financial aid adviser, academic and study abroad advisers can be very helpful by encouraging early planning, but they warn against providing too much detail or specifics about financial aid. Study abroad advisers are encouraged to refer students to OSF early in the process, and then provide the long-term planning message and communicate the benefits of study abroad. It is also very helpful to have advisers who know about some scholarships that are available for students. Finally, students who get scholarships need to know to inform

OSF right away, as overpayment can lead to billing if a student's aid package, including the unreported scholarship, student loans, and other aid, exceeds their cost of attendance.

Scholarships

Scholarship development has been a major factor in the success of study abroad curriculum integration at the University of Minnesota. The Archibald Bush Foundation grant that funded so much of the initial project was used to leverage University scholarship dollars. That was the major central administrative contribution to the project. Administration chose to support scholarships intentionally. Scholarships support and motivate students. They are a carrot that starts students on the road to planning for study abroad early.

In managing scholarship development the University has sought to diversify students access to scholarship money, and also leverage the money available to build collaborative efforts across campus. The study abroad offices award in-house scholarships each term, while admissions scholarships are awarded to newly admitted students and can be redeemed within four years. These help recruit outstanding students, and students who are predisposed to the idea of study abroad, but none of this would have been possible had administrators not invested funds up-front in development.

Up-front investment

A grant writer was contracted to help put together the Bush grant, a development officer was assigned half-time for the Office of International Programs to prospect for additional scholarship donors, and the Senior International Officer, the President, Chancellors, and other key administrators invested time and effort up-front and throughout, envisioning and encouraging this project. This administrative investment, combined with a commitment to addressing student finances, has led to a real increase in resources available to support students in study abroad.

Build University-wide collaboration

Once funds were allocated for scholarships, they were used to build upon the collaborative work in progress. Intentional commitments were made to involve faculty and staff. They were recruited to read and rate in-house scholarship essays. Funding partnerships were developed with colleges and departments, and faculty and advisers promote the availability of

scholarships to students. Recently, more departments have committed funds to study abroad scholarships without soliciting matching funds. They are starting to see the benefits of sponsoring these scholarships on their own.

Study abroad scholarships have also been a fulcrum for partnerships with the Office of Admissions. Admissions has found study abroad scholarships to be a powerful recruiting tool for outstanding students, and that success has led more units to expand their commitment to study abroad scholarships. Admissions awarded 40-50 \$1,000 scholarships in 2004. In addition, all scholarships awarded by admissions can now be used in support of study abroad.

Minimize administration

For our in-house scholarships the philosophy has been to minimize administrative costs and offer a large numbers of smaller awards. In order to ease administration we do not require recommendations, we do not pull transcripts, and the awards are not need-based.

Scholarships are based on an essay, and that essay focuses on integration: how does the chosen program fit into the student's academic, career and personal plans?

Promote recipients and donors

Scholarship recipients are highlighted at an annual dinner along with donors, and student awards and donors are noted in newspapers, alumni magazines, and student periodicals.

Reach target audiences

An in-house diversity scholarship was added to the mix. The General Counsel of the University cleared the language in the diversity scholarship. Diversity is defined broadly to include geographic, academic, or ethnic diversity, outstanding special skills and/or talents, outstanding leadership achievements, unique work or service experience, and outstanding or extensive community involvement. Preference is given to students of color and international students seeking experiences in a new culture. Awards are somewhat higher than the standard in-house scholarship.

In conclusion, we have learned a few basic lessons in the process of focusing on study abroad scholarships:

- First and foremost, any expansion of financial support for study abroad is helpful in motivating students.

- Award scholarships as simply as possible.
- Publicize study abroad recipients and donors (while respecting FERPA).
- Be sure that the donor community understands the special significance of the study abroad experience in student development.
- Get colleges and academic units committed to expanding support for study abroad.

Conclusions

The University of Minnesota recognizes that the cost of study abroad remains a primary barrier to meeting our participation goals, but we are working together as an institution to overcome that barrier. We are letting students, administrators, advisers, and faculty know that study abroad programs can fit into the undergraduate degree both academically and financially. The key to good fit is motivating student planning. The earlier students begin to research study abroad options, the more time they will have to compare programs, search for aid, and find creative funding sources. As we modify and create developmentally-appropriate planning tools, we must keep financial planning at the forefront. By making intentional moves to contain costs, and add to resources while we offer planning services, we are making great strides in addressing student finances.

Students of Color and Study Abroad

Introduction

While most agree that studying abroad can be a life changing experience for undergraduate students, this has not translated into an increase in the number of students of color who study abroad.

Nationally, less than 10% of the students who study abroad are students of color. At the University of Minnesota, 11% of the students who studied abroad between 2001-2004 were students of color. The overall student of color enrollment at the University of Minnesota, including all four campuses, is close to 15%.

When the University of Minnesota constructed its grant proposal to the Bush Foundation to internationalize the undergraduate curricula, the goal of increasing enrollment of students of color in study abroad was included. However, no concrete plan was outlined in the grant as to how the University would work to reach this goal.

The individuals who wrote this paper are several of the committed University of Minnesota community members who have taken it upon themselves to create the means for reaching this goal. All are members of the Multicultural Study Abroad Group.

Framing the Context: Formation of the Multicultural Study Abroad Group

At the September 2001 curriculum integration retreat for advisers of freshmen and sophomores (part of the University's Bush Foundation grant), interest emerged regarding the participation of students of color in study abroad programs. In particular, advisers noted that students of color face particular barriers to study abroad and that the University should seek to explore those barriers and address them.

From that retreat, the Multicultural Study Abroad Group (MSAG), with representatives from all four campuses, was formed to explore this aspect of study abroad. The group has defined itself as follows: MSAG is made up of University of Minnesota professionals who actively support the University's goal of increasing the numbers of students of color who study abroad by: working to overcome barriers, promoting the benefits of study abroad, and providing resources that address the needs of students of color.

The initial members included representatives from numerous University units:

Crookston campus

- Learning Abroad Center
- Multicultural Programs

Authors

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Rickey Hall

Rickey Hall is Director of Recruitment and Multicultural Services at the University of Minnesota, Twin Cities, School of Public Health. Formerly he was the Director of the Minority Student Program at the University of Minnesota, Morris. Hall was the founding Chairperson of the Multicultural Study Abroad Group. He is also a doctoral student in Educational Policy and Administration.

Patrick Troup

Patrick Troup is the Director of the Multicultural Center for Academic Excellence, Office for Multicultural and Academic Affairs, at the University of Minnesota, Twin Cities. He did his graduate studies at the University of Leuven, Belgium. Troup states, "Students should study abroad because it creates a foundation of lifelong learning and, more importantly, allows the student the opportunity to see different components of themselves in order to create a better self."

Rudy Hernandez

Rudy Hernandez is currently responsible for the admissions and academic advising in the General College of the University of Minnesota, Twin Cities. He previously worked in the University's Office of Admissions and the Office of Student Financial Aid. His 20 years of experience at the University of Minnesota has contributed significantly to the Study Abroad Curriculum Integration effort. Hernandez is a founding member of the Multicultural Study Abroad Group.

Duluth campus

- African American Center
- Office of International Education

Morris campus

- Minority Student Programs

Twin Cities campus

- African American Learning Resource Center
- American Indian Learning Resource Center
- General College
- Learning Abroad Center
- Martin Luther King advising community
- Multicultural Center for Academic Excellence
- Office for Multicultural and Academic Affairs

During the group's first year (2001-2002), members worked to identify the barriers to study abroad that students of color face. The group anecdotally identified the following barriers: financial concerns, family considerations, fear, cultural barriers and concerns, academic concerns, and lack of marketing and recruitment directly to students of color. In order to move from the anecdotal to the actual identification of barriers, the group advocated for qualitative and quantitative assessment. Several concrete methodologies were undertaken during 2001-2002, some as part of the evaluation process of the internationalizing initiative: surveys of sophomores and seniors regarding study abroad curriculum integration were over-sampled by including all sophomores of color and seniors of color in the surveys, and focus groups and a literature review were conducted. In the following section, barriers determined through these methodologies will be explained.

The group established four working groups that aimed to focus in the following areas: web and written materials, data collection, programs and outreach, and scholarships and financing of study abroad. The outcomes within the first two years of the group's inception were significant and included:

- Information gathered from surveys and focus groups
- Web site devoted to the group's activities and outcomes
- Brochure: Multicultural Students and Study Abroad
- Advising material: Learning Abroad for Student Parents
- Advising material: Study Abroad Programs with Multicultural Focus

- Outreach to freshmen of color
- Development of Diversity Scholarships for study abroad
- Shared resources and expertise between study abroad advisers and staff in multicultural units

Barriers to study abroad for students of color

Barriers to study abroad for students of color are both real and perceived. Barriers can be financial in origin, or, a lack of awareness that may cause a student to overlook an education abroad opportunity. Or they may be mental barriers (Hurd, 2002) where an education abroad opportunity is perceived as "too expensive, too difficult to coordinate and too foreign" (p. 6). In some cases, as with those of immigrant families, cultural attitudes may prevent a son or daughter from leaving the family unit to study independently in another country.

Uncovering the Barriers

There are a variety of ways to uncover the hidden barriers to studying abroad. Academic research, such as Thúy Doãn's study on Asian Americans and Study Abroad, notes the impact of cultural and immigration background on participation (Doãn, 2002). These cultural barriers include the cultural tolerance of debt (incurred by many who study abroad), the importance of family support for students' study abroad endeavors, and the cultural inappropriateness of studying abroad due to family obligations and gender expectations. Multicultural students are also affected by their family's and their own cultural biases.

For example, many students' families only approve of study abroad to a heritage site because of the drive to preserve the culture and because there will be family members on site who can offer support and ensure the student is behaving properly while away from parents. Some sites of political significance, such as Hanoi, Vietnam, need to be considered when promoting study abroad to various student populations. Vietnamese refugees and their parents attach strong emotions to this site, and therefore require additional care when encouraging participation in this site. Sites such as Hanoi do not necessarily need to be eliminated, but advisers need to find a way to discuss the benefits of studying at such an emotionally charged site.

Focus groups conducted by the Learning Abroad Center (Twin Cities campus) have also reinforced the notion that family is at the center of many multicultural students' educational choices, although students often did not overtly state that their parents have this much influence. Students mentioned that it would help if there were more prestige attached to an education abroad opportunity. The Learning Abroad Center also found that students had many misperceptions of study abroad, and assumed it was too much work to apply the courses toward degree requirements.

Another manner in which the education abroad office can address concerns and expectations of multicultural students in relation to an education abroad opportunity is to develop a survey of returning multicultural students that inquires about the experience abroad. By doing so, education abroad advisers and students can come to understand how host nationals perceive and interact with multicultural students in a variety of settings. Such information can also assist multicultural students in being realistic about the treatment they may receive in the host country as well as ways to react to such comments and behaviors.

For example, an African-American student at the University of Minnesota described on her Diversity Issues in Study Abroad Survey how, in her homestay family's neighborhood in Milan, some of the locals thought she was a prostitute since African women are perceived to be prostitutes in Milan. She also described how she handled this situation. She decided to talk to shop owners and other neighbors and let them know that she was a U.S. American student studying in Milan. In this way, prospective learning abroad multicultural students can understand not only the way they may be treated but also how they can respond to any blatant racism or negative response. Finally, such information may be posted on a web site or shared with other pertinent offices on campus to share this valuable information.

Finally, outreach activities help build relationships with advisers in other offices that serve multicultural students. This outreach also puts education abroad advisers in an environment where students feel more comfortable revealing personal concerns. For example, students are more willing to talk about their cultural concerns, such as parental disapproval, when study abroad advisers are providing services at a multicultural student advising office that offers a warm,

welcoming, and student-centered environment. Occasionally, a student will also mention barriers on their own, such as in application essays, so it is important to pay attention to what students are communicating in a variety of forms.

Challenges to determining and addressing barriers

Focus groups of multicultural students and outreach to multicultural centers are ways in which to inform education abroad professionals of barriers to study abroad. Challenges remain though. Multicultural students may be apathetic and not even consider inquiring about education abroad as they see it as not pertinent to them. They may be apprehensive about the subject matter as they do not know if someone in the education abroad office will be able to address their needs or concerns. Students may not be aware of or consider how their ethnic identity may affect their experience abroad and therefore not address the issue with their advisers or professors. Professors, academic advisers, and deans must be educated about the barriers for multicultural students and encourage all students to consider education abroad.

Understanding the demographics of the study abroad population is very important in finding out which exact ethnic populations are being served. In many cases, ethnic categories on study abroad applications do not properly represent the diversity of ethnicity of our student population. Many students also do not reveal their ethnicity. By not knowing the population we are serving and their needs, education abroad advisers cannot learn more about the barriers and how to address them. At the University of Minnesota, on all four campuses, we have seen increases in the past ten years in the Hmong student population, as the state of Minnesota now has the second highest Hmong population per capita in the United States. Minnesota has also seen significant African immigration from Somali and Nigeria. All of these student populations face different barriers than other minority populations that have been in Minnesota for several generations.

The culture of the education abroad office must also be addressed if barriers are to decrease. How open are education abroad offices to learning about multicultural students' concerns and barriers? Are there any multicultural staff members in education abroad offices? Are we open to working with multicultural

student centers on campus? How do we maintain the momentum and relationship with those offices? What information can or should we share with those offices? Finally, public policy can limit our attempts to address barriers to multicultural students. For example, scholarships for multicultural students may not be possible at public institutions due to strong reactions against affirmative action programs. Are there other ways to address public policy issues such as creating an "under-represented student scholarship" that includes engineering students and male students? Challenges must be first identified and then addressed.

Principles to consider when addressing barriers to an education abroad experience with multicultural students

Understanding barriers is only part of the puzzle when addressing barriers with students of color. When advising multicultural students, it is important to apply this knowledge of barriers in a culturally sensitive way. Perhaps the most important principle to keep in mind is that general categories such as African American, Asian American, and Chicano/Latino do not accurately represent specific ethnic groups within these categories. Instead, take time to inquire about the student's specific situation or background because the student may not identify at all with a particular group. Advisers must also be willing to make mistakes and learn from them.

In general, an adviser who makes a sincere effort and expresses genuine concern will likely gain respect and appreciation from most students, because it shows the student that the adviser has the sensitivity to ask those difficult questions that no one else will ask. Doing research on your target population is beneficial and allows the adviser to approach situations from alternative perspectives and to be more aware that there could be other meanings to what students are sharing through their conversations with you. Students are often not aware of how their ethnic identity and background influence their thoughts, actions, and decisions. This is especially important to understand while discussing study abroad with students because advisers may be able to see connections between barriers and other issues when the student may not find the relationship apparent. Advisers can use what they know about possible barriers to engage students in the program selection and advising process. For example, knowing that parents of many cultures

are highly involved in the lives of their children, an adviser may open up an opportunity for dialog during a conversation by asking, "How do your parents feel about you studying abroad?" When not asked, students will usually not volunteer this information, but are often relieved that someone in the study abroad office "understands" enough to ask. Advisers may also encourage dialog by sharing written materials such as the survey mentioned above or articles written by students of color who have studied abroad. These principles help the adviser build rapport with the student and help them see their study abroad adviser as someone who has the capability of and interest in understanding their situation.

Impact of this work on the University of Minnesota

The Multicultural Study Abroad Group stated from the beginning of its inception that its goal was not to make change overnight, or over the course of even a year or two. It sought to establish a long-term commitment to the University and in turn did not expect to see change in the short-term. Little increase in the numbers of students of color who studied abroad was seen in the first couple of years of MSAG's work. However, in 2003-2004, there was a significant increase in study abroad enrollments by students of color. The largest increase was seen on the Twin Cities campus, where numbers rose from 106 students in 2002-2003 to 212 students in 2003-2004.

The impact of the group's work has spread to affect the operations of several units that work with the largest student of color populations, the General College and the Office for Multicultural and Academic Affairs.

Within the General College, several advisers serve on MSAG and many other advisers and numerous faculty members have been involved since 2001 in the University's overall initiative to internationalize the undergraduate curricula. Through General College advisers' and faculty members' attendance at workshops and participation in site visits abroad, both designed to increase their understanding of study abroad, General College has become a role model for other units at the University on how to integrate study abroad into the undergraduate experience.

General College is a freshmen-admitting college, and serves as a point of access to the University for students who are not admissible to other freshmen

admitting colleges. There is significant enrollment by students of color in General College. Advisers and professors have learned how to speak with confidence to their students about study abroad, and developed a standing committee within the college called Learning Abroad Initiatives. The dean has earmarked about \$15,000 annually for education abroad scholarships. The college also hosts weekly advising sessions led by study abroad advisers from the Learning Abroad Center.

Another unit which has seen a culture shift in how it approaches study abroad for students of color is the University-wide Office for Multicultural and Academic Affairs (OMAA). A significant outreach effort has occurred in OMAA's freshmen seminar program, SEAM – Student Excellence in Academics and Multiculturalism. SEAM offers learner-friendly communities for first year students where students enroll in a common set of University classes. Once a week during the first semester of their freshman year, SEAM students meet with the faculty mentor of their cohort to discuss topics such as learning skills, career decision making, and learning goals. In the roughly dozen of SEAM cohorts offered annually, Learning Abroad Center advisers have, since 2001, engaged freshmen of color in a 50-minute module designed to provide critical thinking about study abroad. The module has allowed freshmen to consider the barriers to study abroad and envision the benefits of study abroad. Given that each SEAM cohort is comprised of approximately 20 freshmen, nearly 800 freshmen of color have been exposed to study abroad within their first semester on campus due to this innovation.

Conclusion

The University of Minnesota's work has been about building resources and tools to help increase the numbers of students of color in study abroad.

From our student surveys that we are conducting as part of the Bush Foundation grant efforts, we have started to see some noticeable changes in how the students are responding to our efforts. Students of color are less frequently giving "delay in graduation" as a barrier to study abroad (Chart 1).

There is also change happening within ethnic groups, as we see in the Chicano/Latino student population (Chart 2).

Chart 1: Delay in graduation as a barrier (students of color)

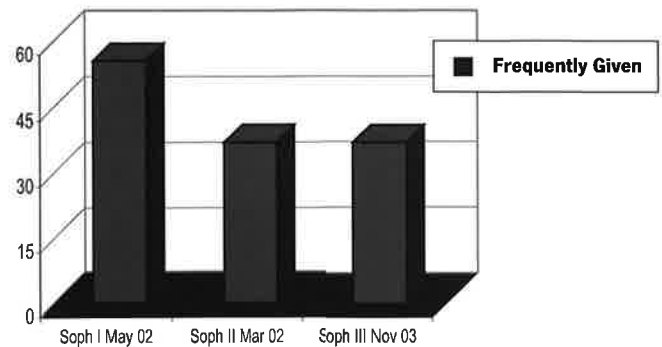
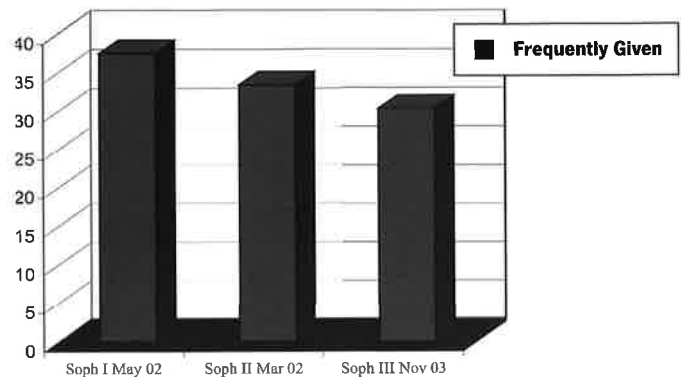


Chart 2: Delay in graduation as a barrier (Hispanic students)



We have limited the scope of our effort so that we can be focused and our stakeholders remain committed.

We have used the "teacher-learner model" that allows colleagues inside the study abroad offices and in offices around campus to shape the effort.

By remaining focused on the student of color population, we have been able to begin to assess the breadth and common characteristics of our students, while remaining cognizant and aware of the diversity within the student of color population.

As our work moves forward, we will continue to set some attainable goals for our group to keep momentum going, and we realize that our goal is not based on numbers alone, but that may lead to positive outcomes and good study abroad matches for students.

Awareness is growing that study abroad is a functional mechanism for providing an international component to undergraduate education. Access to study abroad for all students at the University of Minnesota is a part of the design of our work, and the Multicultural Study Abroad Group has provided a solid foundation for the work to continue.

Our hope is that our model can be transferable to other student populations and other campuses. Please feel free to contact any of us with your questions or ideas.

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Using Folio Thinking to Help Students in the Re-entry Process and Optimize Career Success

Introduction

All students returning from an experience abroad undergo a readjustment process. In this article, we consider re-entry for science students and how assembling a portfolio can help students make the transition home. Science and health science students have specific concerns about putting what they have learned abroad into the context of their future careers. We describe an electronic portfolio tool and consider how the “folio thinking” involved in creating a successful portfolio can help students sort through and process the components of an international experience. “Folio thinking” prompts students to reflect on their new competencies and accomplishments, and guides them to describe these skills in ways that are relevant to their academic programs and career preparation once they have returned home.

Using Folio Thinking to Help Students in the Re-entry Process and Optimize Career Success

While language and humanities majors have always participated in study abroad in significant numbers, fewer science, and especially pre-health sciences, majors have opted for study abroad experiences. One very positive outcome of the Curriculum Integration initiative at the University of Minnesota is that increasing numbers of science students are considering and electing study abroad. Exciting opportunities are available around the world, including unique programs involving field work. Students can meet requirements for degrees at their home institutions with both classroom and field study completed abroad.

Science students have very specific concerns about how their work abroad will apply toward their majors. They want to be able to integrate work abroad into their overall academic plans, and to do so they need to make careful preparations before departure. Science students are also looking for ways to integrate the experience abroad into their career planning. Assembling a portfolio can be a useful tool for students as they seek to demonstrate how experience abroad fits into their development as professional scientists.

To begin this discussion on the re-entry process, we invite faculty members and academic advisers to reflect on their own experiences abroad. Whether it was an undergraduate study abroad program, research abroad, or simply an extended period traveling, working or living abroad, the following questions help us look back on the outcomes of an international experience.

- What kinds of personal growth did you experience?
- What things did you learn about yourself?

Authors

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Christine Swanson is an Academic Adviser to science and pre-health science students in the College of Liberal Arts, University of Minnesota, Twin Cities. She experienced re-entry herself, returning in 2000 from two years teaching at the University of Buca, Cameroon, West Africa.

Kathie Peterson

Kathie Peterson has many years of experience as an Academic Adviser to science and health science students at the University of Minnesota, Twin Cities, first in the College of Biological Sciences and now in the Health Careers Center. Peterson participated in site visits to the DIS program in Denmark and to Costa Rica. She holds a master's degree in zoology and will complete a PhD in Educational Policy and Administration in the fall.

Paul Treuer

As an Associate Professor at the University of Minnesota, Duluth, Paul Treuer has been working on electronic portfolios the past eight years. He has helped with the design and implementation of the University of Minnesota system electronic portfolio software. Treuer is also one of the co-founders of the Open Source Portfolio Initiative (OSPI), a national organization committed to creating non-proprietary, open source, electronic portfolio software.



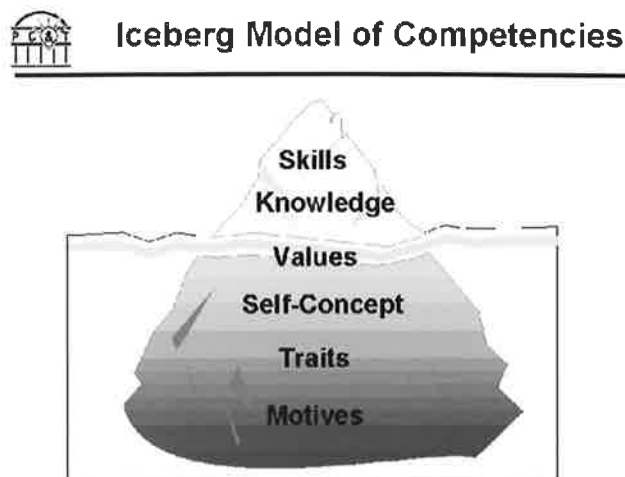
- What kinds of professional skills or knowledge did you gain?
- What did you learn to do better? How does that benefit you now?
- When you returned home, how had you changed? Which changes turned out to be permanent?
- Did you make any life changes as a result of this experience? (e.g., choice of academic major, career choice, etc.)
- How have you integrated the interests, skills, and knowledge acquired abroad into your overall professional life? In what ways?

Re-entry Begins Before Departure

Successful re-entry after an experience abroad begins before departure. Two models demonstrate some of the reasons why this is so. The student handbook at the University of Minnesota (2003) offers a model of cultural adjustment (Figure 1). It suggests that the ups and downs of learning to live in a new culture continue after the student returns home. Students may find they have new ideas about who they are and what they want to do. It may be difficult for family and friends to understand some of the new questions the returnee is asking about things that used to be considered settled matters. Returnees may even look at their home country in new ways, having experienced American culture and politics from a different vantage point. Although it is not possible to predict the changes a student may experience, advisers can talk with students about the possibility that returning home to what was once a familiar environment can be at least as challenging as adjusting to new surroundings.

The “iceberg model” (Figure 2) illustrates that some of the competencies students may develop abroad will appear in their portfolios. Others are points for reflection.

Figure 2: The Iceberg Model of Cultural Adjustment

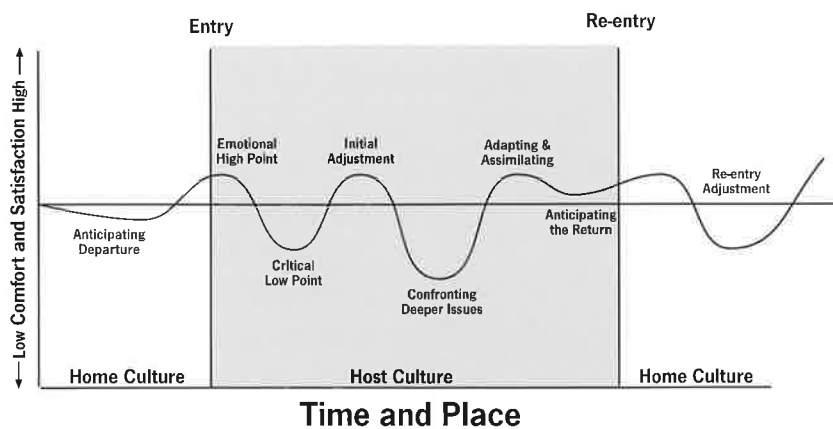


MIT Performance Consulting and Training (1999)

tion that lie below the surface, affecting the choices students make following a sojourn abroad. Students will include skills and knowledge developed abroad in their portfolios. Portfolios may include documentation of language proficiency, research methods learned, academic papers written, and presentations made. Beneath the surface are self-image, traits, and motives, which may have been affected by the time spent abroad.

Some of these changes can be powerful indeed. Having seen and done new things, returnees may have ideas about what they want to do that are quite different from their thinking prior to the international experience. Advisers can help students brainstorm what these changes may mean, both personally and

Figure 1: A Model of Cultural Adjustment



University of Minnesota Learning Abroad Center (2004)

professionally. In a very concrete sense, advisers can be prepared to help students find ways to follow up on new interests at home. There may be courses, community service projects, or opportunities for directed research that can help returnees work through the meaning of the changes they have experienced. It is helpful for students to begin assembling a portfolio before departure, add to it while abroad, and organize it in a reflective manner after returning.

Bringing the Experience Home

Academic discussions of the value and outcomes of study abroad typically focus on relevance to the student's major, issues of academic planning, credit transfer and degree completion. Those subjects are being addressed in other papers in this monograph. The focus of this discussion, specifically as it relates to folio thinking, is on students, their academic choices, and their career preparation. In the context of academic advising, there are three important questions common to all college students:

- Where will I attend college?
- What major will I choose?
- What will I do with that major? In other words, how will my academic experiences prepare me for a "good job?"

The study abroad opportunities we provide for students are important influences in each of these decision areas.

Increasingly we find that college applicants factor in opportunities for study abroad as an important criterion in selecting a college. Many new freshmen now arrive on campus with the intention of studying abroad at some point in their academic experience. As faculty and academic advisers, we know that students often make significant changes in their academic programs upon return from study abroad. It is not so much that they experience something negative about their chosen major as that they learn something new about themselves that prompts them to reconsider their academic interests and goals. It would be interesting to know how many students are prompted to change their majors as a result of their study abroad experience.

Career decision-making and career preparation are very much on the minds of our students, and in fact "preparation for a good job" is an important impetus for attending college for most students. What is the

role of study abroad in helping students with career decisions and preparation? We know that students cannot select a career they have never heard of, or have no knowledge of. Their choices are limited by what they have been exposed to. The broader their exposure, the more they have to choose from. Study abroad experiences are incredibly broadening.

As faculty and advisers, we know that our students should be making career decisions based on what they know about themselves. In other words, what will they enjoy? What will they be good at? What kind of work will they value? Despite our belief that careful exploration, planning, and preparation is the right way to make an important career decision, we only have to look at ourselves and those around us to discover that the "decision" is more often the end result of a series of circumstances. It is based on what we know and experience when. How did you get to where you are today? Is it the result of carefully researched and well-laid out plans? How did your personal experiences influence your choice? If your career path followed a well-described plan, you may be in the minority of adults.

Experiential learning and internships, for example, are all the rage now in career advising circles. Why? Because we know that these experiences prepare students well for work. Experiences abroad prepare students for life and that includes the work they will choose to do. These experiences are a good deal more than just exploring a specific kind of career field and trying to embellish on the skills that will make us successful in that role. In this respect, we can promote study abroad as the very best kind of experiential learning.

The process of reflection—both examination and assessment—to determine what has been learned and gained from a study abroad experience, has been in need of a strategy and a tool to facilitate the determination of concrete outcomes. The strategy we propose is folio thinking. The tool that will accomplish the process is the portfolio.

Electronic Portfolio Software can be used to Document Study Abroad Learning

Electronic portfolios are web-based tools designed for storing, accessing, and selectively displaying educational, professional, and personal records. They are ideally designed to document learning outcomes and associated reflections resulting from study abroad experiences.

The University of Minnesota electronic portfolio, based on the Open Source Portfolio, includes an integrated collection of up-to-date official records as well as data, multi-media learning documents, and reflective statements. The information within each person's electronic portfolio is managed by that person in such a way as to allow him/her to create multiple portfolio presentations, creating specific viewing permissions to each presentation for one or more individuals through secure authentication. The user selects information and documents to include in each presentation type based on the intended purpose.

The U of M electronic portfolio serves as an excellent tool for students studying abroad because it is portable, insofar as it can be accessed from any computer connected to the internet. Furthermore, it provides students with access to academic records as well as works in progress. University of Minnesota students studying abroad are guided to use the electronic portfolio system in three phases, pre-departure, study abroad, and during the re-entry phase. As an example of the range of uses of electronic portfolio, Table 1 provides a sample of some of the portfolio presentation types students are encouraged to consider as part of the study abroad experience. By populating their portfolios prior to departure, students guarantee themselves access to documents and resource information useful for advisement, study, employment, and learning from study abroad activities.

While studying abroad, students can update and supplement these materials, as well as share subsets of this information with family, friends, advisers, teachers, and potential employers and/or graduate programs. The ability to selectively share materials through a secure portfolio system allows for purposeful sharing of materials that otherwise would not be shared through email or on the web. Up-to-date transcripts, for example, can be shared with advisers through portfolio in such a way that students can get accurate advice based on current information despite being separated by great distances.

A number of learning processes specific to the sciences can be augmented through the electronic portfolio. A few examples follow. A student involved in a research project can continue work on the research project while studying abroad, collecting, recording, and analyzing data in the research section of their portfolio. Collaboration on this and other projects can be done through portfolio even when the student

is traveling without a computer, since a networked computer through a university lab or internet café will access the portfolio. Students can seek unique health or other science-related volunteer activities while studying abroad, experiences unavailable through other means. The volunteer service section of portfolio is suited for documenting these experiences while they are taking place. Attendance at lectures, workshops, or conferences relating to the sciences can be documented during study abroad experience in the professional development area of portfolio. Thus, science students can strengthen their professional portfolio in many ways while studying abroad.

Science students benefit to the same extent as all other students from study abroad. The electronic portfolio presents a framework for thinking about the study abroad experience so that experiences are optimized through folio thinking, a process by which students self-assess and document their own unique learning outcomes. By documenting the study abroad experience around advising, career development, academic program checklists, as well as study abroad artifacts and reflections, science students can seek out and document unique learning available through the study abroad program. As noted above, many of these experiences serve to guide, enhance, and strengthen educational, career, and professional expertise in the sciences.

Table 1: University of Minnesota Electronic Portfolio Presentation Types Relevant for Study Abroad

U of M Profile	Each student and his/her adviser(s) have automatic viewing privileges to the U of M Profile within the electronic portfolio. This profile contains up-to-date personal records relating to contact information, demographics, academic planning, course registration, transcript, and degree audit.
Program Checklists	Academic Program Portfolio Checklists have been developed for identified degree programs at the U of M Duluth campus. For example, the Chemical Engineering Entry Wizard* contains a checklist prompting users to enter learning artifacts required for Chemical Engineering program admission, graduation, and professional program standards assessment.
Career Portfolio	The career portfolio is a general entry wizard prompting students to record career assessment scores, career goal statements, resume, cover letter, and other documents developed as part of career exploration.
Study Abroad Portfolio	The U of M Study Abroad program checklists identify demographic, contact, legal documents, registration records, travel planning documents, photo galleries, and other study abroad goal and reflective statements students are encouraged put in their portfolios before, during and after studying abroad.
*“Entry Wizard” is a set of prompts used to enter information into portfolio for a specific purpose.	

References

Massachusetts Institute of Technology, Performance Consulting and Training (1999). <http://web.mit.edu/career/www/workshops/competencies/model.html>

University of Minnesota, Learning Abroad Center (2003). Know Before You Go: Preparing for Learning Abroad. <http://www.umabroad.umn.edu/academic/studenthandbook.pdf>

The open Source Portfolio Project. <http://www.theospi.org>

Authors

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Lynn C. Anderson, Associate Director of the Learning Abroad Center at the University of Minnesota, Twin Cities and the Director of Curriculum Integration, holds a BA in German from Hamline University, and MAs from the University of Minnesota in German and ESL. Anderson was the faculty adviser for the SPAN program to Germany in 1981, 1988, and 2003. She worked in student services in the College of Liberal Arts at the University of Minnesota, Twin Cities for 19 years. She is principle author of the chapter "Advising Principles and Strategies" for *NAFSA's Guide to Education Abroad for Advisers and Administrators*.

Christopher J. Stordalen

Christopher J. Stordalen has been working for the Learning Abroad Center for 3 years in technology. He is Information Technology Manager, overseeing technical support, technology systems development, and network administration. Stordalen holds a BS in Education from North Dakota State University.

Carol Threinen

Carol Threinen is a Program Associate and Bush Curriculum Integration Grant Lead in the Office of International Education at the University of Minnesota, Duluth. Threinen's career at the University spans over 30 years. Prior to joining the International Education Office staff, she served as Administrative Director in the Office of the Vice Chancellor for Finance and Operations.

Information Management Systems for Curriculum Integration: Not just for Geeks!

As we strive to increase the diversity and number of students studying abroad, systems and technology on our home campuses must support our efforts. Course evaluation databases, student tracking systems, and web-based application processes are essential. We will describe some of the goals, challenges, budgetary considerations, and solutions.

Background and Goals

Lynn C. Anderson

There are multiple reasons to improve information management systems on our campuses to include education abroad. As curriculum integration helps us increase the number of students studying abroad, the existing education abroad office and campus colleagues and systems can become overburdened with the additional workload associated with this higher enrollment. In order to improve our access to information for and about our students at the University of Minnesota, we decided to eliminate our shadow systems and develop new systems and links within the University's enterprise tracking mechanisms—PeopleSoft and the data warehouse. Our goals were to: streamline current processes; increase access to data for administrators, faculty, and advisers; save faculty, student, and staff time; track information for a student studying abroad; and improve access to in-country contact information. As part of the application and acceptance process, we needed to track information about students' housing requirements, emergency contacts, special needs, coursework, and special program electives.

We anticipated that the project would help us by eliminating: duplicate data collection and entry, duplicate processes, and excessive workflow practices. We could do this by utilizing the student bio/demographic data already entered into PeopleSoft from the time a student first inquires about the University. This information could be used for study abroad applications, cost estimates that go to the Office of Student Finance, registration, grades, and billing.

Administrators, faculty, auditors, and academic advisers, in addition to education abroad professionals, all need data about our students abroad. We wanted to provide access for our colleagues to track individual and groups of students abroad by major, college, year in school, ethnicity, gender, GPA, time to graduation, and the students' study abroad program. We wanted to be able to run reports, track trends, and evaluate our efforts.

Initially we hired a project manager, a developer, and a server administrator to develop a system that would link with PeopleSoft and the data warehouse. We upgraded our equipment and compiled a 50-page

business plan that our developers needed to ascertain the scope and details of our office operations. We mapped the process flow of our functional areas to make sure we included all necessary fields. We tried to anticipate every possible need for every bit of data. After 18 months, and having spent \$150,000, we realized that the scope and scale of the development was beyond our means and needed to be done by the University developers.

We met with upper-level administrators within the University who agreed that, given the University's goal of increasing the number of students who study abroad to 50% of each graduating class, our system needs were indeed a priority. The strong support of these upper-level administrators has remained crucial as we have collaborated with colleagues, on all four of our campuses, in Admissions, the Office of Student Finance, the Office of Enrolled Student Services (registrar), and the Office of Information Technology. While our goals remain the same, our approach to our systems upgrade has changed dramatically and we eagerly await the launch of our new system in fall 2005.

Upgrading your Systems

Christopher J. Stordalen

There are two major choices when deciding how to move forward with a new information management tool—either purchase an existing solution or develop your own. The latter may present two options as well. These are: full development within your own office or department; or, if available at your institution, integrating into a larger enterprise system.

At first we decided to hire a developer and develop our own solution. We were focused on developing a searchable education abroad programs database. The main objective was for students, staff, and faculty to be able to narrow down their program options using a searchable database with a web interface that organized programs by location, major or area of study, language requirements, cost, program type, program expectations, etc.

After significant development we found that the scope of the project exceeded our resources. We then researched available solutions and found none that met our needs ('Studio Abroad' was not complete enough to meet all of our needs at the time), so we decided to embark upon a strategy to integrate into the University of Minnesota's enterprise management system—PeopleSoft.

Developing your own solution

Building your own solution can be a good choice in certain instances. If this is the choice that is made, a solid commitment to technology staffing to design, build, and maintain the custom solution must be made. The possible positions and responsibilities to consider, depending on your needs are: Business Analyst, Project Manager, Database Developer, Web Developer, Application Trainer, Server/Network Administrator. Not all of these job titles necessarily need an individual, full-time staff member, but the work that each entails will be needed for a successful solution to be built. Depending on your situation, you may hire a consultant firm to handle some or all of the planning and development.

If providing for some or all of these duties in-house, there will most likely need to be some investment in on-going training for current or newly hired staff to complete these jobs effectively—good training is worth the cost. Planning and development time are saved when people have the proper knowledge, especially for complex technological development that affects the entire workflow and productivity of the organization.

A second commitment will be to the proper software and hardware for the intended solution. Upper-level administrators from the office or department need to be informed about their choices for this technology, even if you have competent technology staff. On-going training will most likely be needed here as well. Any new system is not completed when it goes live. It is the beginning of on-going development that if planned, upgraded, and maintained well, will continue to benefit your organization long into the future.

Integrating into a larger system

The benefits can be great in working with existing systems, especially at large institutions that have an enterprise solution in place. A primary issue is elimination of duplicate entry by students and staff for applications and other needed forms and documents. Also, everyone in the institution can view and access (when appropriate) the same data.

In addition, you will probably have a body of technical professionals to help implement your needs into the larger system—developers for certain, but also analysts and project managers. Another benefit to mention is that your development costs may be

covered because you are part of the community at your institution.

There are some possible drawbacks. A larger system often can be more cumbersome. The enterprise solution is not tailored strictly to your needs—it is serving a larger body of users. So features, navigation, design, etc. may not be exactly how you like them. It is important here to stay focused on the overall goals of the development. Also, if you have a developer on staff, you may be used to enhancements being made quickly. Integrating into a larger system will require more patience, and more planning, when requesting fixes and modifications to the solution once it is in place.

Preparation and Planning

It is very important to lay the political groundwork and establish strong support in multiple high-level areas in your institution to make sure that, as development needs change for the institution, your needs are part of all upgrades and new initiatives.

Planning is going to be the key to a successful development and implementation process, it is also the most time-consuming and difficult part. It is important to decide on a strategy of development. The Project Management Institute (www.pmi.org) is a good place to start for information on different strategies for planning projects. Again, if you are part of a larger institution, seek out help from the technology staff. They may have insights to give, or may require certain planning processes to be followed. Also they may have staff to assign to your project.

In the course of the planning, expect to develop a business plan—how your office gets its work done. It will be important to address the overall goals of the organization and how the new development will aid in meeting (or exceeding) those goals. Workflow diagrams should be developed. The project stakeholders and a list of the decision makers for each area will need to be identified and documented. Staff members in each area listed, with an overview of their particular part in the workflow, may be helpful or required. A plan for supporting new staff, hardware, software, etc. in the budget must be completed.

Also, this planning will include identifying office functional areas. For instance, we identified that our office had two over-arching function categories: administrative-focused functions and student-focused functions. Within these items, there are functional

areas like finance, programming, communications, advising, recruitment, etc. Some of these may be present in both of the parent function categories, where some may fall only in one or the other. The next step is to document what types of data, and eventually what individual pieces of data are collected for each functional area and why. Are there duplications that don't need to be present in certain areas of the process? Are there missing pieces that need to be added to the process to make the connection between functional areas smoother?

The current systems and processes in place will need to be documented and discussion will need to take place regarding what is working well, what is lacking, and what processes can be discarded. Decisions must be made about what pieces of information are tracked and at what part of the process. Why are they tracked? Are they still needed? In the same way? Can the collection of information or other processes be streamlined?

Once these discussions have occurred and decisions are made, the new processes will need to be diagrammed, including new workflow diagrams, and how decision makers and other staff members fit into the process. Example designs and layouts for the new system should be made.

Once the development planning has been completed, testing should be done on the development. Testing is crucial and should not be rushed or short-changed. It is a good idea to utilize the staff that will be using the solution in the testing.

Also, an implementation strategy should be decided on. You may have multiple phases to implement at different times. What is the timeline and strategy for this? How will the training of your staff be accomplished? What are the documents needed for the initial training? Are there different levels of training? Who needs what type of training?

Once the initial training is done, there should be some way for users to get help on the new system. Options could be a help database, a searchable PDF or word processing document, a spreadsheet, or searchable web pages.

Another example of items to think about is the different access levels for staff and how this is accomplished, especially if you are integrating into an enterprise system. Also, when and how will the product go 'live?'

Finally, a major issue is to have 'buy-in' from the staff who will use this solution daily. Keep them informed of decisions and timelines, and involve them in the planning process. This will insure that the solution will meet their needs and will make the transition from the current process to the new process smoother.

Although these are most likely not all of the considerations to be made, they are some of the major issues that should be addressed as you look to the development of a new information management system that will successfully meet your needs.

Course Equivalency Review and Database Development

Carol Threinen

Background

The University of Minnesota, Duluth (UMD) is a campus of the University of Minnesota. We are a medium-sized comprehensive university located in northeastern Minnesota. The campus has 10,000 students, 8,600 of whom are undergraduates.

When former University of Minnesota system President, Mark Yudof, set a goal of having fifty percent of University of Minnesota undergraduates study abroad during their undergraduate career, UMD administration accepted this as a system goal. UMD has a 25-year tradition of study abroad. Within the last three years, we have experienced significant growth in campus study abroad student enrollments. In 1999-2000, UMD had 109 undergraduate students study abroad. During the 2003-2004 academic year, 390 undergraduates studied abroad.

The University of Minnesota, Twin Cities has been instrumental in the work of the Bush Foundation Grant for Internationalizing the University of Minnesota: Integrating Study Abroad. Each campus has had the flexibility to handle the work of the grant in slightly different ways. The basis for UMD's curriculum integration (CI) actions is rooted in the information we gained from faculty and staff during the discussions, presentations, meetings, and retreats held in conjunction with the grant.

The information gleaned from the CI meetings made it apparent that the infrastructure for study abroad processes (foreign course review, advising, registration, grading, and billing) would not successfully sustain a significant increase in the number of UMD students studying abroad. Key individuals from the offices of

financial aid, student support services, registrar, and academic administration met together to identify problems and streamline the current procedures. The interactions between these areas were identified and impacts were clarified. We then began our discussions and development of a proposal for changes in current practices. Once the group members (including those involved in grading, registration, billing, etc.) were comfortable with the proposed changes, each member presented the information in their own work area. This helped to convey the level of input and support for the changes. All recommendations were approved and instituted. This has resulted in better communication between our offices when problems arise. It is important to have representatives from each area present as the discussion of change is occurring. We tried meeting as a smaller group only to find that decisions we had made adversely impacted an area that was not represented.

UMD Course Equivalency Review and Database Development

The outcome of the UMD campus meetings was that proactive course review and a uniform process for foreign course review and approval was necessary. A process was then designed to provide more individual department control and uniformity in foreign course review. The process also kept in mind the needs of students, faculty advisers, academic advisers, and the Academic Progress Audit System (APAS; similar to DARS/Darwin) used by the University of Minnesota system.

All foreign courses go through a campus review process and are stored in our database. The first decision we made in the development of the database was in regard to the information we wanted to capture:

Course Database Fields

- Foreign Course Indicator and Number
- Foreign Institution
- Foreign Course Title
- Foreign Credits
- Approval All Students Taking the Course at this Foreign Institution
- Approval for a Specific Student Taking the Course
- UMD Foreign Studies Number
- UMD Equivalency

- Sponsoring Program
- City and Country of Study
- UMD Department Reviewing/Approving Course Information
- Name of UMD Department Head
- Date of Approval

A form was then developed to accommodate these fields. It was determined that all correspondence regarding departmental foreign course review would be sent to the department head. This action affords the department more centralized control over course review. The UMD International Education Office sends department heads a memorandum (Document A) requesting course review. The memorandum also includes a list of the courses at this foreign institution that have previously been reviewed and approved by their department. Enclosed with the memorandum is an International Education Office Course Equivalent Sheet (Document B) attached to the foreign course syllabus or other course information.

Information obtained from the signed Course Equivalent Sheet is entered into a database. Courses that have been approved “. . . only for the student named above” are entered into the course database, and this information is not made public. Course equivalents that “. . . can be used for this course at this foreign institution in the future” are entered in the database, and this information is displayed publicly on our website: www.d.umn.edu/ieo/equivalencies.htm. (see abbreviated version Document C). Students, faculty, and advisers are able to use this information to determine program and foreign course selection prior to departure. In the event that a student is unable to enroll in the foreign course once they are on site, the student and his or her adviser can access the database for other course options.

Courses on the website are shown as either a direct equivalency or as no direct equivalency but approved for credit. For example:

FSt 2033, Acct 2002

Principles of Management Accounting

This course has been found to be a direct equivalency for a course offered on the UMD campus. The title within the FSt number makes it apparent to a student and their adviser as to how this course may fit in the degree plan of the student.

**FSt 3129, Aboriginal Studies 011
(counts/Anth major)**

This course has been found to have no direct equivalency on the campus. A UMD department has reviewed the course and determined that it is accepted at the 3000 level and that it counts within the Anthropology major.

The course equivalency database began as a simple Microsoft Excel spreadsheet. We then moved to Microsoft Access. Our new database system, built in PHP (scripting language) and MySQL (open source database program) now accepts this data for display on our website and meets a large range of reporting needs.

UMD Campus Culture Change

The work of CI has resulted in a profound culture change on our campus. Faculty and academic advisers now encourage students to study abroad within their major. Proactive program and course review has assisted in study abroad no longer being viewed by collegiate units and departments as an “add-on” educational experience. Rather, it is viewed as a viable and desirable part of a four-year plan. This has changed how students receive information from faculty and advisers regarding study abroad, and it assists students in viewing international study as a strong and viable option in pursuit of their degree.

Conclusion

Technology will continue to be an important tool in assisting the University of Minnesota in the management of data related to opportunities in educational experiences abroad. From tracking initial interest to on-line student applications to posting the final grades on a transcript, technology can assist students, faculty, and staff as they work through the process together from start to finish.

Building sustainable data management capabilities for efficiency and accurate reporting is an investment in the future of your study abroad office. Effective use of technology frees time for staff and faculty to do what is most important—working directly with students.

Date:

TO: Department Head
Department of Management Studies

FROM: Michael Sunnafrank, Director
International Education Office

SUBJECT: Course Equivalencies

Fall semester 2004, Julie Smith will be studying at Curtin University of Technology, Perth, Australia, through the UMD Study in Western Australia. Curtin University of Technology is a quality institution that offers a broad range of courses covering almost all majors at UMD. Our student participation in the program continues to increase, and a number of students are interested in the courses offered in your discipline. We are asking that you review the attached information to determine whether or not there is a course equivalency in the curriculum offered in your department. Please be advised that a special topics number cannot be assigned to this course as it would require a curriculum proposal.

Curtin University of Technology courses previously reviewed and approved by your department:

1866 Retail Mktg&Distribution311(v.6)	FSt 3222 MktgGrpB Retail Mktg & Dist
3522 Strategic Management 313	FSt 4026, MgtS 4481 Strategic Management
4436 Human Resource Mgmt (or Curtin 8800)	FSt 3064, MgtS 3801 Human Res Mgmt
8800 Employee Relations 200 (or Curtin 4436)	FSt 3064, MgtS 3801 Human Res Mgmt
4438 Human Resource Mgmt (Train&Dev) 212	FSt 4025, MgtS 4841 Training & Develop.
4439 Human Resource Management (Comp) 301	FSt 4024, MgtS 4831 Compensation Syst.
9764 Consumer Behavior 102	FSt 4022, MgtS 4731 Consumer Behavior
9807 Marketing Research 200	FSt 3066, MgtS 3711 Marketing Research
10848 Management (10852 also to get 1 equiv)	FSt 3063, MgtS 3401 Org Behavior
10852 Organizational Behavior (10848 also to get 1 equiv)	FSt 3063, MgtS 3401 Org Behavior
10850 Marketing 100	FSt 3061, MgtS 3701 Principles of Mktg
11018 Organisational Strategy and Change 300	FSt 4023, MgtS 4421 Managing Change
12968 Sports Marketing (MktgGrpB)	FSt 3316 MktgGroupB Sports Marketing

Please consider whether or not each course fulfills a major, minor, elective or liberal education category requirement. When signing your approval on the International Education Office Course Equivalency Sheet, we are asking that you designate that students participating in the UMD Study in Western Australia at Curtin University in Perth be able to use this specific course equivalency in the future.

Kindly forward your response to Carol Threinen (110 Cina Hall) by Friday, March 19, 2004. Do not hesitate to call if you have questions or need additional information.

Enclosures

**INTERNATIONAL EDUCATION OFFICE
COURSE EQUIVALENT SHEET**

Beginning Fall Semester 2001, all UMD students who study abroad will be registered for Foreign Studies credits (FSt). The equivalent UMD course will be listed as part of the FSt number on the student's transcript. If there is no equivalent UMD course, the Foreign Studies course will be listed with the title of the course taken at the foreign institution.

Please forward completed form to : International Education Office, 110 Cina Hall

UMD Department: Management Studies

Name of Student: Julie Smith

Study Abroad Program Name: UMD Study in Western Australia

Foreign Institution: Curtin University of Technology

City and Country of Program: Perth, Australia

Course Information:

Foreign Course Number and Title: 12613 International Marketing 250

Number of Foreign Credits: 25 (4 UMD credits)

I have reviewed the study abroad program course materials and conclude that the course is equivalent to:

UMD Course Number and Title: MgtS 3781 International Marketing

This course fulfills:

<input type="checkbox"/> Liberal Education Requirement	<input type="checkbox"/> Minor Requirement
<input type="checkbox"/> Major Requirement	<input type="checkbox"/> Elective Credit

_____ There is no suitable equivalent UMD course number. I suggest utilizing the following Foreign Studies designator:

FSt 1000 level numbers have been assigned to Lib Ed courses _____ FSt 3xxx

_____ FSt 2xxx _____ FSt 4xxx

Signature

Department Head Signature

Date

X My signature designates that this course equivalent can be used for this course at this foreign institution in the future.

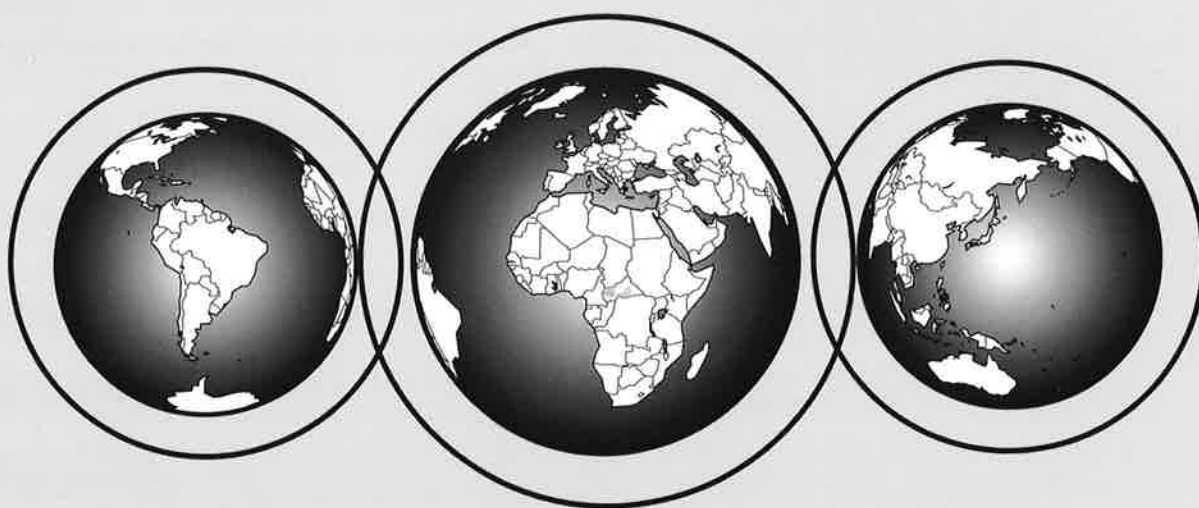
_____ This equivalent can be used only for the student named above.

UMD Study in Western Australia Curtin University of Technology in Perth, Australia

The following courses have been given direct equivalencies (UMD departmental designator, number and course title are shown) or have been approved for credit by a department on the University of Minnesota Duluth campus. Inclusion of courses on this sheet does not guarantee that a course will be offered every term. Check with our office to determine whether or not a course will be offered during the term you will be studying at Curtin.

<u>UMD Direct Equivalencies</u>	<u>UMD FSt # Foreign Course Number and Title</u>		
Acct 2002, Principles of Mgmt Accounting	FSt 2033	11013	Accounting (Managerial) 101
Art 1500, Jewelry and Metals	FSt 2070	300469	Jewellery Design 191 (OR 300471)
Art 1500, Jewelry and Metals	FSt 2070	300471	Jewellery Design 291 (OR 300469)
Art 2900, Visual Literacy	FSt 1904	10004	Design Context 191 (v.3)
Art 2911, Graphic Design I	FSt 2039	306956	Visual Communication 291 (v.1)
Art 3600, Photography II	FSt 3135	303427	Design Photography 291 (OR 306915)
Art 3600, Photography II	FSt 3135	306915	Design Photography 391 (OR 303427)
Art 3290, Graphic Design II	FSt 3290	306959	Visual Communication 292 (v.1)
ArtH 1304, History of World Art II	FSt 1906	1780	Visual Culture-Intro to Visual Culture 191 (v.6)
ArtH 4491, Directed Study in 19th-20thCent Art	FSt 4046	303837	Visual Culture-The Body 301 (v.2)
Ast 1040, Introductory Astronomy	FSt 1500	7318	Astronomy 101
Ast 1051, Freshman Seminar:New Solar System	FSt 1510	7329	Planetary Science 101
Biol 1011, General Biology I	FSt 1401	1754	Cell Biology 101 (v.5)
Biol 1012, General Biology II	FSt 2190	307573	Biology of Organisms 102
Biol 2201, Genetics	FSt 2050	10723	Genetics 231 (v.3)
Biol 5601, Plant Physiology	FSt 5025	6769	Plant Physiology 212 (v.3) (and FSt 5026)
Biol 5602, Plant Physiology Laboratory	FSt 5026	6769	Plant Physiology 212 (v.3) (and FSt 5025)
ChE 2001, Introduction to Environmental Eng	FSt 1402	ChE 376	Chemviron Systems (v.2)
ChE 3111, Fluid Mechanics	FSt 3060	ChE 221	Fluid Mechanics
ChE 3211, Chemical Engineering Laboratory	FSt 3233	302250	Chemical Engineering Laboratory
ChE 3231, Properties of Engineering Materials	FSt 3386	ChE 225	Engineering Materials (v.2)
ChE 3241, Principle of Particle Technology	FSt 3426	ChE 324	Fluid and Particle Processes (v.2)
Chem 1113, Intro. Gen, Organic,& BioChem I	FSt 1404	7230	Chemistry 117 (v.5) (and FSt 2225)
Chem 1114, Intro to Gen, Organ,&BioChem	FSt 2225	302417	Biochemistry 202 (v.7) (and FSt 1404)
Chem 1152, General Chemistry II	FSt 2226	7040	Chemistry 102 (v.6)
Chem 3322, Biochemistry	FSt 3457	2828	Principles of Biochemistry 281(v.3) (and FSt 3458)
Chem 3324, Biochemistry Laboratory	FSt 3458	2828	Principles of Biochemistry 281(v.3) (and FSt 3457)
Chem 4341, Biochemistry	FSt 4125	8804	Biochemistry 231 (v.8) (and FSt 4126)
Chem 4363, Biochemistry Laboratory	FSt 4126	8804	Biochemistry 231 (v.8) (and FSt 4125)
Chem 4342, Molecular Biology	FSt 4123	8363	Biochemistry 232 (v.6) (and FSt 4124)
Chem 4364, Molecular Biology Laboratory	FSt 4124	8363	Biochemistry 232 (v.6) (and FSt 4123)
Chem 4641, Physical Chemistry I	FSt 4058	8025	Physical Chemistry 201 (v.4) (and FSt 4059)

Section 5: Closing Plenary



UNIVERSITY OF MINNESOTA

**Internationalizing Undergraduate Education:
Integrating Study Abroad into the Curriculum**

The State of the Art Crossroads of Curriculum Integration

Author

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Abstract

With the Curriculum Integration project, the University of Minnesota has successfully tackled a challenge that has eluded the field of international education for many decades. With this project the University of Minnesota has provided the profession with a road map for how to bring together the stakeholders from throughout the institution to touch on the core mission of education abroad. They have succeeded in conducting an institution-wide conversation on how to mesh the academic components of programs abroad with degree programs on campus so that study abroad is not considered an isolated parenthesis or an end in itself. This paper reviews the various issues related to curriculum integration and charges other institutions to learn from the lessons gained from this landmark project.

(Editor's note: Kathleen Sideli gave the following comments at the closing plenary of the April 2004 CI conference.)

The State of the Art Crossroads of Curriculum Integration

I was flattered when I was invited to be the closing speaker for the conference. But I also felt humbled since I couldn't imagine that there would be anything left to say after three stimulating days. And I was right. But, since I never tend to be at a loss for words, I'll do my best to make some relevant comments this afternoon.

I think we all agree that we have witnessed a landmark project here. This conference will long be remembered as a defining moment in education abroad. But we have come to expect our colleagues at the University of Minnesota to be trailblazers in our field. I believe most of us are aware of many of their previous accomplishments, including the Access Abroad project for students with disabilities, their longstanding support for work and internships abroad, their advances in cross-cultural communication issues, including the *Maximizing Study Abroad* series, their emphasis on socially conscious experiential programs, and their involvement with a national grant on outcomes assessment, to name just a few noteworthy innovations.

And, of course, I would be remiss if I didn't mention some of the special individuals who have not only made this project possible, but have also had a wider impact in the field. Gene Allen has enthusiastically embraced education abroad with a depth of commitment that is visible in every aspect of this project. Al Balkcum's creative vision and endless talent for taking on seemingly impossible tasks have made him a much sought-after member of national boards and organizations. To keep up with his national commitments while heading up one of the largest study abroad operations in the nation has required Herculean



efforts. Of course, I must also mention the staff of the Learning Abroad Center, starting with Lynn Anderson, the Director of the Curriculum Integration Project, who somehow managed to juggle her regular job as Associate Director while managing this enormous project. If I start to name the rest of the staff, with their many accomplishments, I will use up my allotted time! Suffice it to say that we are in the company of respected leaders and I want to be sure that I thank all of them today, on behalf of all of us here as well as others around the world who have benefited from their work.

With the Curriculum Integration project, which was so generously funded by the Bush Foundation, the University of Minnesota has brought to fruition something that many of us have only fantasized about for years. They have shown us how to bring together, on a regular basis, stakeholders from throughout the institution (and in their case, a multi-campus system), to touch on the core mission of education abroad. They have successfully conducted an institution-wide conversation on how to mesh the academic components of programs abroad with degree programs on campus so that study abroad isn't an isolated parenthesis or an end in itself. Instead, such programs must be considered an important step in the pedagogical process students go through on their way to the rest of their lives. The world situation demands this of us now more than ever.

Since I tend to be an analytical person, I thought about my own learning curve regarding what we now refer to as 'curriculum integration.' I wondered how far back in our field the concept could be traced and when I had become cognizant of the concept myself. Thanks to Bill Hoffa, who has been working on the history of our field, I was able to access some historical documents. It may come as a surprise to some of you that many of the issues we've been pondering this week were actually raised at a special meeting held by concerned college administrators, foundation and federal representatives, faculty members and program providers who gathered on the campus of Mount Holyoke College in mid-January 1960. One of the propositions they tackled was that "programs are often inconsistent with home institution curriculum, and not representative of the whole academic program of the college or even of one department."¹ They also lamented that there was "no such thing as exact measurement of the academic value of overseas study."²

One of the propositions they put forth was that a

*...well-conceived and carefully-structured program of foreign study at the undergraduate level should not constitute an interruption of study but rather an integrated part of the student's four-year experience. The students' previous studies should give them the proper preparation and orientation; their studies after their return should be so geared to the foreign program that they will derive full satisfaction and profit from the foreign experience.*³

We then jump ahead thirty years to May of 1990, when the National Task Force on Undergraduate Education Abroad issued a report that had 'forging curricular connection' as one of its core recommendations. The report stated that "students that do not study abroad give as reasons their perception that it did not fit with or was not required by their major, might prolong their degree period, and was not encouraged or was even explicitly discouraged by their faculty advisors."⁴ And the report goes on to make four recommendations to strengthen study abroad's connections with home campus curricula:

1. students should have greater access to information on study abroad opportunities;
2. faculty members and advisors should have sufficient information on courses students wish to take abroad in order to counsel them on courses that will count towards the degree and to encourage them to study abroad;
3. in order to integrate study abroad more closely into home campus curricula and reduce the sense of alienation many returnees experience on returning to campus, faculty should attempt to build on students' international learning by developing or modifying courses in which such students tend to enroll; and
4. colleges and universities should encourage an academically related experience abroad as an option in all degree programs.⁵

So, here we are, fourteen years later at what I am calling the "State of the Art Crossroads of Curriculum Integration." This week we have finally been given a road map to chart our way through the maze of curricular integration challenges that have long been espoused as the way to accomplish the lofty but essential goals of our field. Perhaps now we can finally achieve them.

When I began to think of my journey through this same maze, I recalled my own study abroad experience, although I may have been an extreme case (those of you who know me will appreciate that the word 'extreme' is probably an appropriate term for me most of the time). I say extreme here because I was the first undergraduate at my small Catholic college who ever studied abroad so there weren't any institutionalized policies and procedures to guide me. However, I clearly remember that the main question I posed to my faculty advisor and the dean, both Dominican nuns, was whether my courses in Madrid would count towards my two majors and general education requirements. To bolster my case, I kept requesting information from the program provider, a prestigious Jesuit institution. Did I ever see a course description? No. Did I ever see a syllabus? No. And, of course, I wasn't able to use any of my financial aid for the program.

What I now call this entire experience, going back and forth between the Dominicans and the Jesuits, was 'faith-based curriculum integration.' Why? Not because there were religious institutions involved but because the only response I got to my questions to my department about the fit with my degree requirements or to the provider about the availability of courses was 'Trust us, it'll work out.' Ah, I see some of you recognize faith-based curriculum integration. You look calmly at the student and say, "Trust us, you'll probably get credit"; "Trust us, you'll probably find the course you need"; "Trust us, you'll probably satisfy that requirement"; "Trust us, you'll probably become proficient in that language"; "Trust us, you'll probably be able to take the next course in your major sequence when you get back"; "Trust us, you'll probably do okay academically." Have you heard enough? If the Minnesota project has taught us anything, it is that it's time to get rid of faith-based curriculum integration! (And 2004, in my opinion, seems a very good year for terminating faith-based initiatives!).

The leaders in the field knew we needed curriculum integration in 1960, and students like me knew we needed it in 1970, and the National Task Force knew we needed it in 1990, and our own professional experiences have pointed us in the same direction for years. What better time than now for this conference to have shown us stimulating examples about how far we have come in this area. Yet, even in the midst of our successes we may have only scratched the surface.

My own professional and personal experiences tell me that we, indeed, still have far to go.

Since I have followed the concept of curriculum integration quite closely in my own professional situation at Indiana University and throughout the field, when the time came for my own daughter to choose a study abroad program last year, I felt fairly confident that she wouldn't encounter the perplexities that had confronted me. (By the way, I got my daughter's permission to use her as an example today since I didn't want to be violating any FERPA regulations!).

After incessant prodding on my part for almost a year, early last fall she finally started to explore study abroad options at her institution, one that has distinguished itself on a national level in education abroad. However, she circumvented my repeated advice to go talk to the study abroad advisors first (any parents in the room today will not find this surprising). Instead, she went to a science professor to inquire how and where she could study abroad for at least a semester and stay on track for graduation with her pre-med Biology major, Spanish major, chemistry minor and Honors certificate. Does anyone want to guess what the professor said? "Not recommended; too complicated; transfer issues too unsure; stick to a summer program." Now picture the conversation I have with my daughter when she recounts this to me. And just imagine my response. Not a pretty picture. But, who do you think she believed? Her mother, who has what some would think of as considerable professional experience in this area OR the professor?

This story has a happy ending, mainly because in addition to being extreme, I happen to be forceful, opinionated, convincing, and, maybe most importantly, persistent. After I produced sufficient evidence to counter her professor's very misguided but well-meaning advice, my daughter finally believed me. At this moment she is studying in Madrid, completing courses in chemistry, geology, honors and Spanish and is still exploring volunteer work in a health-related placement. And she had all her courses pre-approved ahead of time, with ample syllabi and course descriptions and was even able to apply 50% of her institutional scholarships to program costs.

If my daughter were here, she'd say, "Your point?" Well, my point is probably pretty obvious. How many of our undergraduates can speed dial, 24/7, their own private study abroad professional? How many, instead, end up walking away from a well-meaning but unin-

formed trusted professor or advisor and give up their dream of studying abroad? Our education abroad offices and our providers may have the best systems in place for curriculum integration—with staff to help find the right program for the right majors, requirements that allow course substitutions, forms for advising and credit transfer, and other facilitative policies. But if the curriculum integration mission doesn't reach through every rank of the college or university community, then our best efforts will fall short of our goals. Our mission, then, is enormous since we have to go forward and be sure our message reaches each and every staff advisor, each and every faculty member, each and every chair, each and every dean. A tall order if there ever was one, particularly if they don't remain convinced of the value of education abroad.

Some of us are lucky enough to be on campuses that are already committed to multilevel internationalization and curriculum integration. A recent publication of ACE gives somewhat optimistic national data about faculty and institutional commitment to internationalization as well as student interest. (Those of you who know my obsession for data collection can now stop wondering how I was going to work 'data' into my comments today!) Of the 752 institutions that received the survey, 78% of the 4-year institutions had guidelines that ensure that undergraduates can participate in approved study abroad programs without delaying graduation and 75% of them highlight international education programs and activities in student recruitment literature.⁶ And of the 1,027 faculty members who responded to the survey, about 60% agreed that students should have a study abroad experience some time during college and a similar number of student respondents also thought they should be required to study abroad.⁷ 85% of the faculty surveyed thought institutions should require all students to take courses covering international topics.⁸

One of the very discouraging survey results, however, was that fewer than 10% of the institutions specify international experience as a consideration in faculty promotion and tenure decisions, a depressing reality that hasn't budged over the decades. That blunt fact may shape the attitudes of our faculty more than anything else they're hearing or thinking about study abroad. True internationalization has far-reaching implications.

Nevertheless, despite the somewhat encouraging survey results about student, faculty and institutional attitudes about study abroad and other internationalization efforts, what if our students, like my daughter, happen to talk to the faculty members who are among the 40% who don't think study abroad is essential for students? Is our goal then to convince 100% of our faculty and staff about the merits of study abroad? If so, then the majority of us need some guidance. And that is why we came to Minneapolis.

There are valid theories that explain how education abroad professionals have become islands unto themselves, caught between our two primary areas of focus: student services and academic mission. Joe Mestenhauser has described this phenomenon in an article entitled, "A Systems Perspective," from *Rockin' in Red Square: Critical Approaches to International Education in the Age of Cyberculture*, where he explains that we are considered "facilitators of learning and enablers of knowledge transfer but are not regarded as educators, but rather service providers." He outlines in a methodical way that only a strong commitment by universities to mainstream international education and accept internationalization as a mega-goal can provide the force necessary to overcome the present barriers. He calls for new policies that "will avoid both the stifling effects of centralization and the fragmentation associated with decentralization and take into account pedagogical as well as administrative principles."⁹ Based on his advice, we have to break out of our self-imposed or structural exiles to bring our hard-earned lessons to our campus colleagues, even if they are initially resistant. Perhaps the strongest statement in his lengthy article is the following: "Reforming international education does not necessarily mean spending more money but rather making better use of existing resources."¹⁰ He goes on to say:

*Consider, for example, how differently our universities would look if most students recognized the gap between what they know and what they need to know and took international education seriously. They would fill all language courses presently offered, require new courses, crowd study abroad programs, befriend international students, attend special lectures, read newspapers and journals with world coverage, seek self-study opportunities. Faculty would be continually meeting their students' demands by revising their syllabi, searching for international materials and improving their own international competencies.*¹¹

While this utopian image of Professor Mestenhauser may seem far from our reach, what we're taking away from here this weekend is a wealth of credibility and concrete examples of successful good practices that should help us in our efforts to improve internationalization and curriculum integration on our campuses. We're fortunate that the University of Minnesota not only had the creative vision to mount this project, but also the generosity to share their experiences with us as well as give us a platform to share our own challenges and successes with one another.

Within the project itself they created a learning environment for the participants that made the end results quite impressive. They brought together multiple layers of stakeholders and posed questions, without dictating answers, since they didn't have preconceived notions of how optimal curriculum integration would work. What resulted was brilliant synergy and shared learning and teaching among all who were involved. I witnessed this firsthand during my visit to their final major advisor workshop in February. It was clear that these multi-level conversations about weaving education abroad throughout the institution—policies, courses, advising, requirements, etc.—energized the players and created the type of environment that will foster ongoing support and commitment for the shared mission of educating students to be able to function in our complex modern world.

But each of us has to frame this challenge in the way that best works for us and our campus or institutional culture. Our task is to start this conversation soon at our own institutions, if we haven't already done so. Of course, we find ourselves without the unique resources that made the Minnesota project possible. Nevertheless, the ideas we've heard about at the various sessions should serve as catalysts to spring us to action in the coming weeks and months. First we have to figure out if we need a top down or a bottom up approach. Depending on the institution, it may work best to have the president or provost initiate campus discussions on this issue. Or perhaps we should first bring together a focus group of faculty and/or advisors to brainstorm some strategies. Or we could hold a meeting for key administrators, ostensibly to discuss the results of this conference but then to develop a plan of action. Or we need to find out the best conduit to the curriculum committees on campus. We also need to work with third party providers and

our partner institutions abroad to let them know how they can facilitate these processes.

As we have seen here at Minnesota, curriculum integration works best when there is institutional commitment to the concept. So, we should use their success to our own advantage. We know how institutions like to benchmark themselves against one another so we should leverage the results of this project to our own benefit. Our imaginations should be in overdrive on the way home as we ponder the different directions we can take. What matters is that we take action. This is not a conference where we should be satisfied with having absorbed information. No. The success of this conference will be the results that come from the information we apply to our own circumstances. We owe it to our students! Even though I used myself and my daughter as examples today, I can assure you that, throughout my 25 years of advising, the students have always sought guidance with curriculum integration. They have asked the right questions. They have requested transparency in our processes and policies. They have yearned for study abroad to make academic sense. It is a shame that it has taken academia so long to respond.

Although our colleagues 44 years ago framed the propositions that we're still tackling here today, I think I can say with some assuredness that we have finally begun to make some headway on them. Perhaps by the time I have a grandchild study abroad, it will be an easier route to follow since by then it will be considered an integral component of his or her degree program. And then I won't have to meddle at all, which is a good thing since by then I should be rocking away somewhere in blissful retirement!

Before I close today, I wanted to mention that at the time that Minnesota was getting involved with this project, a number of education abroad professionals got together to create the Forum on Education Abroad, precisely to create a group where national conversations about the academic issues related to education abroad could be discussed. One of our stated goals from day one was curricular development and academic design. It is the Forum's intention to help the field ponder together issues that should no longer be marginalized or unexamined, like standards of good practice, learning outcomes and curriculum integration. If you've enjoyed this conference, with its intense focus on the pedagogical side of education abroad, then I hope you'll help us continue this

conversation with other members of the Forum. We're having a conference in Santa Fe in November, back to back with the CIEE conference, where we will continue focusing on these topics. I might add here that it is no accident that the University of Minnesota had a major role in the creation of the Forum, with Al Balkcum serving as a member of the Founding Board of Directors and currently on the Executive Committee. And the University of Minnesota, in addition to being a National Charter Member of the Forum, has the largest number of associate members than any other institution or organization.

As has been evidenced with the Curriculum Integration project and this conference, the Learning Abroad Center at the University of Minnesota has set the bar higher in the field on a number of fronts. I hope you will join me not only in thanking them but in showing your gratitude by rising up to the standards they have set for us. Thank you.

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