



College of Food, Agricultural, and Natural Resource Sciences

“Integrating study abroad into the curriculum is a critical component of the higher education experience. It develops a global perspective and interweaves this broadened perspective into the disciplinary and general education the student obtains during their university experience. Study abroad develops intercultural competence and exposes students to the life-changing experience of learning abroad, which provides new ways of viewing the world and their role in it. In addition to a broadened global perspective, students learn, not just about the subject matter, but about themselves. Their view of their place in the world begins to emerge and they develop the skills to understand and work with those from different cultural backgrounds and with different viewpoints. Learning abroad is high-impact, profoundly life changing, and underscores what higher education is all about.”

**–Dr. Michael White, Associate Dean for Academic Programs and Faculty Affairs,
College of Food, Agricultural, and Natural Resource Sciences (CFANS)**

History of Curriculum Integration at the University of Minnesota

In the late 1990s, the University of Minnesota (UofM) began a pilot project to test new ways to integrate study abroad into the curriculum. It offered a model for interactions with other academic units. Meanwhile, the UofM leadership placed priority on providing international perspectives as part of the undergraduate experience. Past presidents Mark Yudof and Robert Bruininks enthusiastically supported study abroad as one way to integrate international perspectives into the curriculum. With encouragement from top administrators, the Learning Abroad Center (LAC) pursued grants to fund the development of this model in a way that could be shared with other institutions. The LAC received grants from the Fund for the Improvement of Postsecondary Education (FIPSE) and then the Bush

Foundation. The University expanded integration work to nearly every college on all UofM campuses (four at that time). The focus was on the long-term impact that a transformation of study abroad attitudes and behaviors could bring to our institution. Over the last 20 years, undergraduate experience abroad participation has grown from 861 to over 3,000, and learning abroad as a percentage of degrees granted reached 35% in 2019.

Career Integration

In 2012, the LAC developed a campus-wide committee to apply the methodology of Curriculum Integration to a specific focus on career planning. Once again, LAC partnered with campus colleagues to further integrate learning abroad into career advising structures and articulated individual program outcomes while further assisting students in maximizing career reflection and opportunities on site.

History of Curriculum Integration in CFANS

“All CFANS majors require an experiential learning component of their education prior to graduating, and a study away experience is a fantastic way to fulfill this essential college experience. These transformative learning opportunities are available to all CFANS students and help set them apart from other college graduates when applying for an employment opportunity or graduate school admissions.” **-Hal DeLaRosby, Ph.D., CFANS Director of Student Services**

Although the funding from the Bush Foundation Grant ran out long ago, the LAC has built a sustainable model that speaks to the success of the innovations that are still part of our work. CFANS continues to collaborate with the LAC to integrate learning abroad into the undergraduate student experience. As we continue to forge ahead, it's important to recognize the many CFANS collaborations. The following summarizes our efforts over the last 20 years to both celebrate and reflect on the continued successes and engagement in learning abroad efforts.

In 2001, curriculum integration efforts began in CFANS (formerly the College of Agricultural, Food, and Environmental Sciences; the College of Natural Resources; and the College of Human Ecology). Due to the collaborative nature of the college, CFANS and the LAC have a strong relationship that includes developing programs abroad focused on freshmen, specific majors, and interdisciplinary programs that broadly serve the college.

CFANS faculty and staff have worked closely with the LAC to create learning abroad materials and resources—including Major Advising Pages (MAPS)—to support the undergraduate student experience, address academic considerations, and develop international opportunities for CFANS students.

Since 2015, through a financial partnership with CFANS, one LAC staff member has operated in a split position—50% LAC, 50% CFANS Office of International Programs (OIP). The Global Campus Partnership (GCP) model continues to be a collaborative partnership between the LAC and CFANS OIP to further increase student participation and faculty engagement and develop meaningful experiences for students that count toward degree requirements.

Michael White, LAC Advisory Committee (LACAC) member, continues to strongly advocate, with the Office of Undergraduate Education, for the role of education abroad in ensuring curricular excellence.

Student Participation

Since 2000, undergraduate abroad participation has grown exponentially from 69 students to more than 152 in 2018–2019. CFANS continues its serious commitment to increasing the number of its students who study abroad.

Scholarship Information

CFANS provides its students with several opportunities to apply for scholarships and grants. These scholarships include:

- International Learning Grant (ILG): The ILG provides funding for CFANS undergraduate students in good academic standing who participate in international study, internships, work, or volunteer experiences as part of their academic degree program. The types of experiences that are funded range from two-week international field study seminars to academic-year study abroad programs. Typical award amounts are \$600 to \$900 for short-term programs, \$1,200 for semester programs, and \$2,400 for academic year programs. Students can apply this award to any study abroad experience that results in academic credit.
- Go Global Grant: This grant is awarded by the Office of International Programs to CFANS undergraduate students in good academic standing who participate in a CFANS study abroad program. OIP offers up to 20 \$500 awards every academic year.

- Diversity in Education Abroad Grant: This grant expands access to study abroad for historically underrepresented student populations in CFANS. All students who contribute to diversity in CFANS are invited to apply; racially/ethnically diverse and/or LGBTQIA students are strongly encouraged to apply. CFANS offers up to eight \$2,500 awards every academic year.
- Environmental Sciences, Policy, and Management (ESPM) Study Abroad Scholarship: This \$500 scholarship is awarded to ESPM students whose study abroad experience is a minimum of 3 credits or 16 days abroad.
- CFANS Passport Program: This program and grant pay for up to 15 students' first-ever passports.

CFANS students regularly receive funding from the Learning Abroad Center. Scholarships include the LAC Study Abroad Scholarship, Financial Need Scholarship, and Diversity Abroad Scholarship.

CFANS students are also eligible to apply for the innovative LAC Bridging Loan Program. "This program has made study abroad possible for underrepresented students and highlights a creative solution to an institutional economic barrier," according to former Senior Vice President for Academic Affairs and Provost, Karen Hanson. Since 2013, more than 240 UofM students have received funds to cover program deposits and flight booking costs. This enables students to pay for these predeparture costs later with their financial aid package without added interest or fees. In addition, the UofM received an honorable mention for the 2015 Heiskell Award by the Institution of International Education (IIE).

On-Site Program Engagement Opportunities

Since the late 1990s, the Learning Abroad Center has engaged more than 450 campus partners on program reviews, familiarization visits, and program development opportunities. Of those, 16 visits have involved CFANS faculty and staff. Locations visited include Australia, Costa Rica, Denmark, Ecuador, Italy, Kenya, Morocco, New Zealand, Norway, Thailand, and Venezuela.

Program Development & Opportunities Based on Curricular Needs

CFANS and the LAC have a strong program collaboration that includes a variety of program offerings. The college continues its serious commitment to increasing the number of CFANS students who study abroad. A particular emphasis has been on enhancing LAC programs to broadly serve the college. These programs include:

- Study Abroad in Dublin

- Study & Intern in Florence
- Study & Intern in London
- University Study in Ireland: University of Limerick
- University Study in Italy: Universita Cattolica del Sacro Cuore

CFANS Instructor-Led Programs

- CFANS has offered more than 100 instructor-led programs since 2000
- A number of faculty members and staff have led multiple groups abroad, including Gene Allen (Animal Science), Melvin Baughman (Forest Resources), Mark Bellcourt (CFANS Student Services/Office of Diversity and Inclusion), Linda Brady (Food Science & Nutrition), Gina Brewington (CFANS Student Services), Florencia Pech Cardenas (Fisheries, Wildlife, and Conservation Biology), Stephen Carlson (Forest Resources), Francis Cuthbert (Fisheries, Wildlife, and Conservation Biology), Dean Current (Forest Resources), Peter Cutter (Fisheries, Wildlife, and Conservation Biology), Hal DeLaRosby (CFANS Student Services), Emily Ehlinger (CFANS Office for Diversity & Inclusion), Sabine Engel (Institute on the Environment), Len Ferrington (Entomology), Bill Ganzlin (Student Services), Scott Graves (Student Services), Marcia Hathaway (Animal Science), Bill Hutchinson (Entomology), Mary Hockenberry (Horticulture), Bud Markhart (Horticulture), Chris Lenhart (Bioproducts and Biosystems Engineering), Lauren McCarthy (CFANS Student Services), Cynthia Messer (UMN Extension's Tourism Center), Krishona Martinson (Animal Science), Mary Meyer (Horticulture), Ranjan Muthukrishnan (Fisheries, Wildlife, and Conservation Biology), John Neiber (Bioproducts/Biosystems Engineering), Ray Newman (Fisheries, Wildlife, and Conservation Biology), Melissa Palmer (Animal Science), Claudia Parliament (Applied Economics), Robin Perez (CFANS Student Services), Jim Perry (Fisheries, Wildlife, and Conservation Biology), Gary Sands (Bioproducts/Biosystems Engineering), Jennifer Schack (CFANS OIP Marketing and MAST), Tonya Schoenfuss (Food Science), Chery Smith (Food Science & Nutrition), David Smith (Fisheries, Wildlife, and Conservation Biology), Cathy Solheim (CHE Dean's office), Peter Sorensen (Fisheries, Wildlife, and Conservation Biology), Susan Stafford (Forest Resources), Garrett Steede (Agricultural Communications and Marketing), Emily Steinweg (Bioproducts/Biosystems Engineering), Laurie Sugiarto (Bioproducts/Biosystems Engineering), Dawn Tanner (Fisheries, Wildlife, and Conservation Biology), Beth Mercer-Taylor (Institute on the Environment), Julie Tesch (Agricultural Education, Communication, and Marketing), Tommy Van Norman (CFANS Student Services), Beth Ventura (Animal Science), John Vreyens (Extension),

Margaret Wallenta (Student Services), Mike White (Animal Science), Dave Wilsey (Entomology)

Additional Faculty & Staff Engagement

Ongoing Adviser Engagement

LAC adviser training

Student scholarship review

U-Credit Abroad training

Committee Representation

Early curriculum integration efforts

- Freshman/Sophomore Advising Group
- Major Advising Group
- Undergraduate Department and Discipline Representatives

Recent Committee Engagement

- Career Integration Partnership Committee
- Career Integration Partnership Group
- COVID-19 Advising Leads
- Education Abroad Network Advisory Board
- Global Health Advising Collaborative
- Learning Abroad Center Advisory Committee
- Multicultural Study Abroad Group

Presentations

“Forming–Storming–Norming–Performing: Supporting the Diversity within the Group.”

February 2020 Excellence in Leading Learning Abroad Series

Dawn Tanner, Presenter

“Research and Instructor-Led Programs.”

February 2019 Excellence in Leading Learning Abroad Series

Dawn Tanner, Presenter

"Managing Group Dynamics and Student Behavior."
February 2018 Excellence in Leading Learning Abroad Series
Melissa Palmer, Presenter

"Intercultural and Experiential Learning, Journaling, Reflection."
November 2015 and January 2017 Excellence in Leading Learning Abroad Series
Mike White, Presenter

"Career Integration Workshops Onsite."
2015 Career Development Network, Minneapolis, MN
Sara Newberg, Co-Presenter

"Learning Abroad Groupies: Converting Career Professionals to Ambassadors of Learning Abroad Programs."
2014 Career Integration Conference, Minneapolis, MN
Sara Newberg, Co-Presenter

"Internationalizing the Undergraduate Experience for Agriculture and Natural Resource Students."
2004 Curriculum Integration Conference, Minneapolis, MN
Melvin Baughman and John Vreyens, Presenters

Publications

Anderson, Christine, Lorenz, Karl, and White, Michael (November 2016). "Instructor Influence on Student Intercultural Gains and Learning during Instructor-Led, Short-Term Study Abroad," in *Frontiers: The Interdisciplinary Journal of Study Abroad*, Vol. XXVIII.

Newberg, Sara et al. (2015). "Career Integration Onsite Workshops," in *Career Integration*: in C. Anderson, J. Christian, K. Hindbjorgen, C. Jambor-Smith, M. Johnson, & M. Woolf, eds., *Career Integration: Reviewing the Impact of Experience Abroad on Employment*, pps. 53-56, Learning Abroad Center, University of Minnesota and CAPA International Education Publications, Boston, MA.

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