

# **Internationalizing the University of Minnesota: Integrating Study Abroad**

*PRF ID: 266661*

## **Year-End Report for the Bush Foundation, 2001-02**

### **EXECUTIVE SUMMARY**

- 237 faculty and academic advisers from all 4 campuses of the University of Minnesota participated in one or more of the 17 Study Abroad Curriculum Integration workshops/retreats and have taken information back to their academic units for wider distribution.
- On the Twin Cities campus this year 2,000 more students came in to the study abroad office than the year before (an increase of 50%).
- Students studying abroad this spring from the Twin Cities campus increased by 17% over the year before. This despite the tragic events of September 11.
- The Crookston campus saw an increase from 0 students studying abroad to 11 students planning to study abroad this coming year.
- The Duluth campus developed a program between the UM Duluth American Indian community and the Aboriginal Studies Department at Curtin University of Technology in Perth, Australia. This year, 15 students and 6 faculty from UMD and 6 students and 1 faculty member from Curtin participated in the exchange.
- Morris developed a new scholarship web site that will be used by students on all 4 campuses.
- We have established a Multicultural Study Abroad Group with 15 members from all 4 campuses. They conducted focus groups for students of color, developed a program evaluation questionnaire that elicits information on diversity issues for students of color, and began refining the data collection process to better track students of color participation in study abroad.
- We have developed an excellent web site and materials (see attached packet) to assist faculty, academic advisers, and study abroad advisers in their work with students.
- We presented papers on aspects of curriculum integration at 4 regional, 3 national, and 2 international conferences.
- 30 faculty and advisers participated in study abroad site visits this past year.
- This spring the UM Provost designated \$225,000 as hard funding for study abroad scholarships.
- 12 faculty have been selected to internationalize their courses through a series of workshops this coming year sponsored by the Center for Teaching and Learning Services on the Twin Cities campus.

## **GOALS AND OBJECTIVES**

With seed funding from the Bush Foundation and matching and sustaining funds from the University of Minnesota, Study Abroad Curriculum Integration will strengthen the international dimensions of undergraduate education by supporting the full integration and articulation of study abroad programming into undergraduate major and minor programs across the University.

The project, launched in March 2001 with the help of University funding, and is being carried out with the support of the Bush Foundation and the University from August 2001 to July 2004 and sustained by the University following the grant period, seeks to:

- Develop innovative practices, materials, partnerships, and professional alliances that will allow faculty and academic advisers to integrate and articulate study abroad into the major and minor academic program of all 34,765 undergraduates enrolled at all four campuses of the University of Minnesota;
- Enhance undergraduate students' access to study abroad programming and increase annual study abroad enrollments by University of Minnesota undergraduates from 990 in 1999-2000 (on the Twin Cities campus) to 3,000 (on the Twin Cities campus) by 2004-05;
- Increase the enrollment in study abroad by at-risk students, especially those of limited financial means, students of color, and non-traditional students;
- Increase faculty awareness of the critical role that study abroad has in their students' degree programs, coursework, and careers;
- Develop new pilot efforts designed to contextualize the study abroad experience through the internationalization of on-campus courses; and,
- Evaluate and disseminate new insights, practices, and materials to colleagues nationwide.

## **PROGRESS TOWARD GOALS AND OBJECTIVES**

### **Development of Innovative Practices, Materials, Partnerships, and Professional Alliances**

Careful planning by the Study Abroad Curriculum Integration team, unflagging endorsement from the University's central administration, plus early and strong support from faculty and advisers from all four campuses have allowed us to meet our goals for the first year of the Bush Foundation Grant. After several years of planning and implementation of semester conversion and major system upgrades, including the institution-wide adoption of PeopleSoft, faculty and advisers at the University of Minnesota were eager to participate in a content-based activity like integrating study abroad into the curriculum.

One of our goals was to inform the University community about study abroad and enlist their support as allies. We have accomplished that goal.

- Two hundred and thirty-seven (237) colleagues from all 4 campuses attended one or more of our 17 workshops and retreats, some of which required a 2-day commitment. These 237 colleagues are, in turn, to share information with their departmental colleagues, thus widening the circle of understanding and commitment to study abroad.

- These faculty and advisers from all 4 campuses have reacted with enthusiasm to the concept of encouraging more of their students to study abroad.
- On the Twin Cities campus this year 2,000 more students came into the study abroad advising office than the year before (increase of 50%).
- Students studying abroad this spring on the Twin Cities campus increased by 17% over the spring before. Crookston has seen an increase from zero students studying abroad last year to 11 students planning to go abroad for next year.

Our main activities were accomplished this year through 4 different “working groups:” Freshman/Sophomore Advising group, Major Advising Group 1, and Undergraduate Department and Discipline Representatives. An Executive group was also formed which included the Vice Provost for Undergraduate Education, the Vice Chancellors of the coordinate campuses, the study abroad office directors, and the Bush grant team. A College Leads group was formed which included one designee selected by each college/campus dean. The Executive group and the College Leads group each met once during the first year of the grant. The Executive group is scheduled to meet again this July to review the first year's progress, and lay the foundation for the second year of the grant.

Besides the scheduled events for our various working groups, there were numerous discussions with subsets of colleagues and with individuals. This allowed us to carry forward the work in specific academic departments, disciplines, and advising offices. Individuals in these academic departments and on the coordinate campuses began collaborating on curriculum integration. For example, Duluth’s College of Science and Engineering and Twin Cities’ Institute of Technology have begun to work directly together now—visiting each other’s campuses for meetings about the curriculum integration process. In addition, Duluth’s Education faculty and advisers have begun a working relationship with Morris’ Education faculty, who have innovated new approaches to international student teaching options.

The Study Abroad Curriculum Integration web site has been a key resource during this first year of the grant. It was initially established to help University colleagues learn more Study Abroad Curriculum Integration and continues to serve as a reference point for people outside the University interested in our work. It became the source of information about upcoming retreats and events and an easy and effective way to communicate information among event participants. It serves as a historical record of our work. In addition, as we have developed resources for students, advisers, and faculty, the resulting documents have become available to all on the web both for viewing and as PDF files to download.

Discussion and work also began during the first year of the grant on publishing all study abroad programs available at each campus and these are now available to eligible students on any of the 4 campuses. Collaboration across campus lines was strengthened through this process and will result in promotional materials that represent all 4 campus options. This sharing of programs strengthens the offerings, provides a larger pool of potential students, and expands the number of program offerings on each campus.

To address the needs stated by advisers within the academic departments, numerous documents have been developed or revised this year.

- The Academic Interest Advising Sheets and Intensive Language Study Abroad sheets are advising tools being widely used in advising appointments and at orientation of new students across all 4 campuses beginning in the summer of 2002.
- Major Advising sheets have continued to be an important source of information for students, faculty, academic advisers, and study abroad advisers. This year, updates have been made to all of the Engineering advising sheets and sheets for all the majors in the College of Human Ecology have been developed. We will begin creating them for the Carlson School of Management this summer.
- The Internships Abroad handout is in the final stages of development and will be distributed to the career offices as well as advisers. Students in pre-professional majors who need work-related experience has necessitated creating an advising tool to help students find appropriate international internships. This handout will guide students in finding international internships and defining important characteristics to consider about internships abroad.
- The handout, Adviser Training on Study Abroad will facilitate the institutionalization of study abroad for new advisers and faculty. It has been distributed within the colleges to the appropriate individuals and is also available on our web site. The Overview of Study Abroad is used in conjunction with the adviser training handout or as a stand-alone piece to help departments understand all the options that are available to their students.
- The Assessing Curricula for Study Abroad worksheet is essential in training directors of undergraduate studies or department chairs on how to see their curriculum through a study abroad lens. It helps faculty address the questions--where, how, and when does study abroad fit into a student's academic career. Using this tool has helped faculty realize how lockstep some of their curricula are and the potential negative implications this has for the curricular development of their disciplines. It has also helped them work with students to determine how study abroad can fit with academic and career planning.

One of the unexpected results of the grant project during the first year was the development of bibliographic resources for faculty and advisers. Two substantial literature reviews were conducted on Internationalizing the Campus and Study Abroad Outcomes. From the literature reviews, materials were gathered and placed into a newly created Faculty and Adviser Resources section of the Global Campus' Resource Center. Resources that were available on-line were placed onto our web site and before each start-up event, selected readings were given as assignments to event participants.

It is evident from the literature review is that no other institution is approaching the idea of Study Abroad Curriculum Integration in the same manner or with the same depth as this project. This fact will hopefully be evident to our participants as they read the literature and begin to reflect upon the work that they are engaged in with Study Abroad Curriculum Integration at the University of Minnesota.

## Study Abroad Access and Enrollment

Study abroad enrollments have been tracked on the Duluth, Morris, and Twin Cities campuses as noted below.

<b>University of Minnesota- All Campuses</b>	<b>1997-1998</b>	<b>1998-1999</b>	<b>1999-2000</b>	<b>2000-2001</b>
Total Studying Abroad	962	933	1187	1354
As % of Total Undergraduate Enrollment	2.9%	2.6%	3.2%	3.7%
As % of Total Undergraduate Degrees Granted	14.8%	13.8%	18.3%	21.5%

<b>University of Minnesota- Duluth</b>	<b>1997-1998</b>	<b>1998-1999</b>	<b>1999-2000</b>	<b>2000-2001</b>
Total Studying Abroad at UMD	100	105	109	160
As % of Total Undergraduate Enrollment	1.5%	1.5%	1.5%	2.0%
As % of Total Undergraduate Degrees Granted	8.9%	8.1%	8.9%	13.7%

<b>University of Minnesota- Morris</b>	<b>1997-1998</b>	<b>1998-1999</b>	<b>1999-2000</b>	<b>2000-2001</b>
Total Studying Abroad at UMM	103	113	88	129
As % of Total Undergraduate Enrollment	5.4%	5.9%	4.7%	7.0%
As % of Total Undergraduate Degrees Granted	27.6%	32.8%	25.1%	40.2%

<b>University of Minnesota- Twin Cities</b>	<b>1997-1998</b>	<b>1998-1999</b>	<b>1999-2000</b>	<b>2000-2001</b>
Total Studying Abroad at UMTC	759	715	990	1,065
As % of Total Undergraduate Enrollment	3.12%	2.76%	3.67%	4.00%
As % of Total Undergraduate Degrees Granted	15.25%	13.93%	20.11%	22.20%

Crookston had zero students studying abroad in 2001-02. During the 2002-03 academic year, 7 Crookston students will be abroad in France, 1 in Ireland for a May Global Seminar, 1 in Australia for Spring Semester, 1 in Japan for Fall Semester, and 1 in Denmark in Fall Semester. Crookston considers this increase in access to study abroad a significant "tangible" result of the grant work.

Scholarship development has greatly aided students' access to study abroad, and during the first year of the grant, a University-wide study abroad scholarship application and set of deadlines were agreed upon and implemented by all 4 campuses. Just this spring, the Executive Vice

President and Provost agreed to move \$225,000 into recurring funding for study abroad scholarships.

For example, 54 percent of the Duluth undergraduate students studying abroad during the 2001-2002 academic year indicated that they received financial aid. In 2001-2002, there were 28 new scholarships awarded for study abroad. Work is being done to increase this number to more than 40 for the 2002-2003 academic year. We will work to get information like this from all campuses.

## Enrollment of At-Risk Students

Several activities have been initiated in the first year of the grant to address increasing enrollment of at-risk students in study abroad. Two new study abroad programs were developed which specifically recruited students of color for participation, a new advisory committee was formed to address multicultural study abroad, and discussion began about how to provide more information about "family-friendly" study abroad programs for student parents.

### *Students of Color and Study Abroad*

One of the grant goals is to increase the numbers of students of color who study abroad. Currently, only Morris and Twin Cities collect data on students of color who study abroad. Duluth will begin to collect data on students of color with the next round of study abroad applications. During 2001-2002, 1.9 percent of Duluth's undergraduates who studied abroad were students of color. This is 1 percent of Duluth's students of color population. Crookston reports that one African American student studied abroad several years ago.

<b>University of Minnesota-Morris</b>	<b>1997-1998</b>	<b>1998-1999</b>	<b>1999-2000</b>	<b>2000-2001</b>
African American	1	2	1	0
American Indian/Alaskan	8	2	4	10
Asian American or Pacific Islander	2	1	5	1
Chicano/Latino	2	1	0	2
<b><i>Total Undergraduate Students of Color who Studied Abroad</i></b>	<b>13</b>	<b>6</b>	<b>10</b>	<b>13</b>
<b><i>Total Undergraduate Students of Color Enrolled</i></b>	<b>287</b>	<b>303</b>	<b>291</b>	<b>284</b>

<b>University of Minnesota-Twin Cities</b>	<b>1997-1998</b>	<b>1998-1999</b>	<b>1999-2000</b>	<b>2000-2001</b>
African American	12	8	16	13
American Indian/Alaskan	0	1	3	0
Asian American or Pacific Islander	69	42	43	50
Chicano/Latino	17	21	18	21
Multiracial	7	19	18	28
<b><i>Total Undergraduate Students of Color who Studied Abroad</i></b>	<b>105</b>	<b>91</b>	<b>98</b>	<b>112</b>
<b><i>Total Undergraduate Students of Color Enrolled</i></b>	<b>3647</b>	<b>3862</b>	<b>3946</b>	<b>4018</b>

Race and Ethnicity categories above are consistent with University of Minnesota Office of Institutional Research and Reporting.

### *Program Development for Students of Color*

Duluth developed an exchange between the UM-Duluth American Indian community and the Aboriginal Studies Department at Curtin University of Technology in Perth, Australia. This program was extremely successful for the 4 undergraduates, 11 graduate students, and 6 faculty

participants as they interacted with and learned from the Australian Aboriginal community. It also provided a unique opportunity to introduce our Duluth and Fond du Lac area American Indian community and leaders to the opportunities and benefits of study abroad for American Indian students.

For students in the Office for Multicultural and Academic Affairs (OMAA) on the Twin Cities campus a civic engagement course was developed at the Cuernavaca, Mexico study abroad site. African American, American Indian, and Asian American students took this course as part of a 3-week May session program. OMAA provided travel grants to all 11 students who participated on this program and 3 of the students received additional University study abroad scholarships.

### ***Advisory Committee on Multicultural Affairs and Study Abroad***

At our September 2001 retreat for Freshman/Sophomore Advising, there was a great deal of enthusiasm for increasing the number of students of color who study abroad. To this end, several retreat participants decided to form a committee to advise on this goal. The committee, Multicultural Study Abroad Group (MSAG) is composed of 15 members from all 4 campuses. Each member serves students of color either in academic advising offices or through minority student program offices on all 4 campuses. Several study abroad staff also serve on the committee. The committee has met twice thus far. The formation of this advisory committee itself is an unexpected outcome of the grant work and will greatly aid in increasing the numbers of students of color who study abroad.

Other unexpected outcomes have resulted because of the formation of the MSAG committee. First, we determined that there was a need to collect data on students of color regarding study abroad rather than simply relying on anecdotal data. Secondly, the group has begun to collaborate with Diversity Institute on the Twin Cities campus to provide pre-departure orientation for students of color studying abroad. Finally, a questionnaire "Diversity Issues in Study Abroad" has been produced and is included in the Twin Cities study abroad program evaluations.

In addition regarding data collection, several focus groups have met to help us learn more about students' opinions and beliefs about study abroad. The general Student Survey of Study Abroad that is being administered for the Evaluation component of the grant has over-sampled for students of color in the hope of attaining representational data from this population. The MSAG advisory committee has responded favorably to the prompt collection of these data.

The data have begun to confirm what these practitioners suspected, that students of color are generally enthusiastic about studying abroad but lack the necessary information to proceed with the process. Perhaps this is because this population has historically not participated in study abroad, producing few family role models to help guide the students through the process. Indeed, the lack of knowledge and information that families of color have about study abroad is a major barrier to students of color studying abroad.

Students of color are also citing cost as a major barrier to study abroad. This is in part cultural. For instance, Vietnamese Americans and American Indians may have a cultural value that

discourages debt and associates studying abroad with incurring major debt. One of the primary goals of the Study Abroad Curriculum Integration project is to help all students understand that study abroad does not have to be expensive nor result in financial burdens or significant debt. As the work of the grant moves ahead toward accomplishing this goal, special attention will be given to ensure that students of color receive advice and accurate information about financing the cost of study abroad as well as emphasis placed on the value of study abroad as an educational experience.

Based on these initial results, we will focus more on collaboration with the academic advising units and support units on behalf of students of color. Specifically, study abroad staff will work directly with the students of color support units and academic advisers to develop a web page aimed at the families and parents of the students. The web page will have a multicultural perspective and address the concerns of both families and parents.

In addition, study abroad staff will work closely with units that advise students of color to ensure that early-on freshmen of color receive the above-mentioned information. Presentations will also be given to students in these departments. A Twin Cities campus pilot module will be developed which integrates study abroad into the Freshmen Seminar for all students including those participating in the Student Excellence for Academics and Multiculturalism (SEAM) program.

## **Faculty Awareness**

The Bush Foundation grant has provided for numerous events that have stimulated enthusiasm among faculty and advisers for the project and helped to solidify commitment to the project.

During the pre-award phase and the first several months of the grant the team worked to conceptualize the goals and objectives of each event, develop a group of "College Leads" who became the point people for each unit on campus, and recruit participants for the events. Over 500 faculty and advisers have been invited to the retreats and workshops, and 237 individuals have actually attended events or participated in site visits. (Please see the Campus Activity Report which is attached.)

The sheer number of faculty and advisers who were reached during these events and who gained exposure to study abroad has helped us to lay a foundation of knowledge about study abroad in many academic units and colleges at the University that previously had shown little interest in study abroad. This unexpected outcome has been gratifying. We did not envision that by "simply" bringing faculty and advisers together around the subject of study abroad that so much enthusiasm and support for the project would be generated. Sustaining this enthusiasm will be an ongoing goal of the project.

Through the events, we have begun to see collaboration between the campuses. During the Executive Retreat in July 2001, the vice chancellors for the coordinate campuses indicated that this type of collaboration across campuses has never existed before. Twin Cities faculty and advisers who are further along in the curriculum integration process have willingly shared their wisdom and methods with participants from other campuses. Faculty and advisers from all 4 campuses have come together to discuss their similar barriers to integrating study abroad into their undergraduate curriculum. Faculty and advisers have traveled to each other's campuses to share their curriculum integration ideas and expertise. The Crookston campus has made the study abroad catalog available to all faculty members.

Grant supported site visits for 30 faculty and academic advisers served to showcase the academic potential of several study abroad programs this year. These visits were designed to introduce participants to the strengths and possibilities of the particular programs visited, as well as serve as a foundation for them to begin to understand possibilities for their students through study abroad in general. Visits with grant funding were made to programs in Australia, England, Ecuador, Mexico, Iceland and Denmark that offer diverse options such as intensive language study, disciplinary themes such as sciences or international business, social change and international development, as well as internship and research opportunities. Faculty and advisers represented a wide variety of disciplines, including nursing, education, psychology, family social science, forestry, biology, geology, natural sciences and pre-health science advising, Spanish, and marketing. Faculty and advisers were asked to reflect on the quality of the programs as well as academic fit for their students, both substituting courses normally taught on their home campus and the additive value of the study abroad program. One participant, a biology professor said in his report, "I would recommend that UMM (Morris) students who take the DIS (Denmark) biology courses receive full credit . . . the combination of the (study abroad) marine

biology and ecology courses with the UMM Biology majors' core would make a very strong curriculum."

### **Internationalizing On-Campus Courses**

The Center for Teaching and Learning Services is coordinating the "Internationalizing the Curriculum" component of the grant for faculty on the Twin Cities campus. The Center hosted 3 workshops during the 2001-02 academic year with 35 faculty members attending. These faculty members represented a wide variety of academic disciplines including social work, nursing, dentistry, economics, and forest resources. In addition to the workshops, the Center accepted 12 projects from 13 faculty members for the 2002-03 workshops that will lead faculty through internationalizing specific undergraduate courses.

The Morris campus was not yet able to establish criteria and selection procedures for international capstone experiences funded by Bush Grant resources. By the time this project was moved up on Morris' International Programs Committee busy agenda, the academic year was nearly over. So, that project will need to be activated in 2002-03. At the same time, Morris did initiate two internationalizing capstone experiences for the First Year Seminar; these were in the spirit of our Bush project but did not use Bush funds.

### **Project Evaluation**

The grant incorporates evaluation as an on-going process throughout the entire project. Our initial results from the surveys we conducted this year are attached to this report. Comments from the grant's external evaluator are also attached. Our focus group summaries will eventually be posted to our web site.

The first year of the grant required both the planning and implementation of the evaluation instruments and methods. The grant originally outlined the need for conducting surveys to measure student, faculty, and adviser opinions about study abroad within the first year of the grant. In addition, the grant specified the need to evaluate events, make adjustments in the work of the project based on these event evaluations, and hold focus groups with students to further determine students' perceptions about study abroad. The Study Abroad Curriculum Integration team has managed to achieve the goals of launching both the Faculty/Adviser Survey and the Student Survey, evaluating the major events, and holding focus groups with students within the first year of the grant.

Work on both surveys began prior to the Bush Foundation grant process. Work continued under the Bush Foundation grant because the Bush grant funded an Evaluation Coordinator to focus specifically on the data collection of this project. Collaboration with the Office for Measurement Services on the Twin Cities campus allowed for both surveys to be finalized and administered within the first year of the grant. Both surveys are on-line and allow for downloading of data elements into the Office for Measurement Services database system. We have had 244 faculty and advisers who were invited to grant-sponsored events take the survey and over 100 faculty have taken the survey as a control group. These baseline data will be used in part to determine the faculty and advisers' initial beliefs about study abroad in order to measure change during the

grant process. Initial baseline data are summarized in the attached executive summary from the Office for Measurement Services.

The Student Survey was administered to a random sample of 1700 sophomores on all 4 campuses. At this point, 473 sophomores have responded to the on-line survey. These survey data will provide a baseline about sophomores' attitudes and beliefs about study abroad. Students will be surveyed during the entire grant period to ascertain changes in their attitudes and beliefs.

Several focus groups have also taken place during the first year of the grant, as specified in the grant proposal. With the assistance of a participant in President Mark Yudof's Emerging Leader program, focus groups were conducted in the fall and spring with 26 students who had studied abroad and students who had not studied abroad. Questions were asked to the students about their basic assumptions about study abroad and what they perceived to be barriers to study abroad. Results from these focus groups essentially validate the anecdotal information that students perceive study abroad as beneficial but not integrated to their major curriculum—at least on the surface. Upon probing the students who have studied abroad, students do indicate that they find a fit for their study abroad experience with their academic career. Results from this series of focus groups will be posted to the Study Abroad Curriculum Integration website.

Another series of focus groups was conducted with 24 students to determine their interest in learning about study abroad during a freshmen seminar. This focus group series investigated students' response to a proposed module on study abroad that will be launched in First Year Experience activities on the Twin Cities and Morris campuses. Students responded very favorably to the idea of learning more about study abroad during their freshmen seminars.

Finally, as previously discussed, the focus groups were conducted with students of color. Mainly Asian American students participated in these focus groups and more focus groups will be done in the second year of the grant to ensure that African American, Chicano Latino, and American Indian students' opinions are measured. The MSAG group will help recruit these students for focus groups.

Once the baseline data from both the surveys and the focus groups have been analyzed this summer, a determination will be made about how to proceed in the second year of the grant with evaluation. At this point, we would like to conduct the Student Survey again with sophomores and administer it to graduating seniors. We would also like to launch a Parent Survey if time permits.

The collection of qualitative data is crucial and has only been possible with the support of the Bush Foundation grant. Up to this point, only anecdotal information and quantitative data has been driving the goals for study abroad. We have been able to count the numbers of students who study abroad, but have known nothing substantial about student and faculty opinions and beliefs about study abroad. Study Abroad Curriculum Integration can only work if we know this qualitative information.

Finally, regarding the evaluation of the major events within the project, a computer-scannable evaluation form was created for each of our start-up events. Opinions were gathered about the appropriateness of the material presented and the methods of presentation. While events were all highly rated, each event we hosted improved based upon the evaluation of previous events. The evaluation portion of the grant has provided funding to evaluate our events electronically which has helped enormously since we have had 237 individuals participate in our events in the first year of the grant.

## **STATISTICS AND DEMOGRAPHICS**

Attendance at the major events for our 3 primary working groups was as follows (counts are duplicated headcount): Freshman/Sophomore Advising events, 243 total attendees; Major Advising Group 1 events, 75 total attendees; and Undergraduate Department and Discipline Representatives event, 91 total attendees. We developed an activity report to track who attends our events and which college, unit, and campus they represent. A copy of this report is attached.

Less directly engaged, but also involved, were faculty from the Morris campus in the following fields who joined in discussions about integrating study abroad into their majors: anthropology, psychology, sociology, political science, management, economics, philosophy, art, Spanish, French, German/Russian, history, geology, physics, mathematics, chemistry, and biology.

Staff also became involved with the integration work from areas throughout all 4 campuses such as Admissions and Financial Aid, Fund Development, International Programs, the Minority Student Program, and the Registrar's Office.

Finally, and most importantly, students were the direct and immediate beneficiaries of the project. They were the recipients of the new campus and all-University study abroad scholarship opportunities made possible from the University as a result of the Bush initiative. They will ultimately also benefit from improved advising about study abroad and the much-expanded study abroad options that will be applicable to major and degree requirements.

## **UNANTICIPATED RESULTS**

All 4 campuses agree that this year's activities have been positive, especially the enthusiasm and interest created among faculty and staff across their campus to internationalize the curriculum and to better promote study abroad. Although this support was anticipated, the high degree of interest was unexpected.

We also were pleasantly surprised that more than 80 key faculty from all 4 campuses spent an entire day with us learning about study abroad and curriculum integration during the Undergraduate Department and Discipline Representatives (UDDR) start-up event. Their attendance and commitment was obvious and will help us move our agenda forward in the months and years to come. It was especially gratifying to see the 3 Vice Chancellors and the Vice Provost at the UDDR event and to have President Yudof address the group over lunch and express his commitment and support for the project. In addition, one of the Vice Chancellors

addressed a very difficult funding issue that was raised at the event, saving those of us on the team from having to tackle it alone.

While we had anticipated strong support from central administration, starting with the President and Provost, their vocal support has been available even more frequently than we hoped. Their message and support has gone beyond just the curriculum and academic mission, but as well to integration of study abroad systems into the infrastructures of the institution, including financial aid, registration, admissions, and academic advising systems. For example, President Yudof taped a video "welcome" which we showed at our first events in the fall. He addressed the importance of study abroad to help students obtain an understanding of other cultures, especially in the face of the terrorist attacks of September 11, 2001.

We had not initially planned on gathering the Executive group together but when it occurred to us last summer to convene this group, they came, they talked, they were tremendously supportive and continue to be. Again, they said it was the first time that all 4 campuses had cooperated on a venture like this. The Vice President's office has given strong support to study abroad systems redesign that will provide the infrastructure necessary to sustain curriculum integration. The director of the University's Office for Information Technology and the lead for the University's PeopleSoft registration system will attend our next Executive retreat in July 2002.

Other unexpected outcomes not previously mentioned include our grant director being invited to be a member of the Council of Undergraduate Deans and this group now takes study abroad into account when decisions are made. Additionally, at Crookston later this summer the faculty member who is the study abroad coordinator and Bush grant lead will be moving to a new office area with space for a study abroad professional. This new space will provide an area for a Resource Center and a dedicated area on the Crookston campus for the Study Abroad office.

Overall, we have determined that many faculty and academic advisers knew very little about the possibilities (curricular and experiential) available through study abroad. The education abroad field should spend more time and effort in this area. Study abroad site visits will become more important to demonstrate to faculty and advisers exactly what study abroad is, and more "Study Abroad 101" types of workshops will help faculty and advisers who cannot go on site visits understand study abroad more.

We have also learned that there is a need for concise advising materials by topic, such as "study abroad programs with internships" and "study abroad programs with research possibilities" in addition to categorizing study abroad programs by curricular/major areas. The field of study abroad has traditionally sorted programs by country or language. We are paving the way for a new approach.

Finally, we have been surprised by the level of interest that the project has generated from other institutions and providers in the field of international education. We were aware that curriculum integration was an important agenda item, but the depth of the interest has been impressive. The Global Campus director serves on numerous institutional boards and committees, and virtually all have asked him to speak publicly about the project. In addition, requests have been made for presentations about the project at Consortium for Institutional Cooperation (the Big Ten schools

plus the University of Chicago) and meetings of study abroad directors over the past year and a half.

The expansion of study abroad into all majors (not just liberal arts or language) is an exciting challenge. As departments are educated about study abroad and see the high quality of the programs available to their students, they begin to see how it can fit into and enhance the education of their majors. This has resulted in a transformation of thinking -- **from** 'students in our major cannot study abroad and stay on track' **to** enthusiastically reviewing four-year plans to identify the types of courses needed and the best time for their majors to study abroad.

## **CHANGES BASED ON RESULTS**

We are moving ahead faster than anticipated with the Multicultural Study Abroad Group and will support ideas and initiatives that this group defines for us. We will continue to offer a retreat for Undergraduate Department and Discipline Representatives since about one-third of the faculty in this group are new to their positions each year and we wish to keep them apprised of our newest initiatives and challenges. They are the power players on each campus and can weave what they learn into a wide range of discussions within their departments, disciplines, colleges, and campuses. Finally, we will continue to have an annual summer Executive retreat for as long as that seems helpful.

We are making significant plans and have begun the process of integrating our databases and administrative systems with those of the rest of the institution, with full cooperation and support from the appropriate administrators. This includes both upgrading our own systems and establishing linkages with the various student services units which will make the study abroad processes more user friendly to both students and the colleges/departments on campus. This goes beyond the original objectives of the grant, and effectively expands the project from curriculum (academic) integration to institutional integration of study abroad.

## **PROJECT SUSTAINABILITY**

We see the 4-year grant process and its infusion of funds and energy as time to influence the advising, academic programming, alumni relations and development, and University systems to include and support study abroad activities. By integrating study abroad more fully into these institutional priorities, we will create the fundamental basis for long-term change and sustainability. Activities within individual events are designed to help participants plan for sustainability. For example, Freshmen/Sophomore advisers assessed their own publications and advising messages, looking for opportunities to insert study abroad messages. One of their assignments between meetings was to collect a list of these opportunities and report back to the larger group.

The fourth year of the grant guarantees a next step of sustainability. By the end of the fourth year, we should have sufficient students enrolling in study abroad to support the salaries of staff working on the project. In terms of next year, there is no doubt that momentum has been built and that faculty and advisers already on board will continue to participate through the next events and activities. We will move toward more departmentally based activities that will

engage more of our colleagues. We are also planning to highlight in upcoming retreats the good work that is being done at the departmental and office level so that others learn from these examples and are inspired to continue their own work.

If the project is successful, sustainability should be a reasonable goal to obtain. The primary concepts behind the project are to integrate study abroad into the curricula (including majors and minors) and now, into the infrastructure of the institution, and to make study abroad more affordable for students. Provided we are successful at establishing a close working relationship between the study abroad office and each academic department (and we develop permanent linkages with the systems, policies, and procedures of the appropriate student support units), then sustainability of curriculum integration becomes a matter of good maintenance.

A successful relationship with the academic units will include both faculty approval and endorsement for major/minor credit for specific study abroad programs and courses, and the development of advising strategies and materials which emphasize study abroad as integral to the majors, minors, and careers of their students. This should mainstream study abroad into the academic mission of the institution. In addition, a successful linkage of study abroad systems with those of the student support units on campus will provide for user friendly integrated processes for students, advisers, and faculty; which will effectively mainstream study abroad into the administrative infrastructure of the institution. Together, these two concepts should establish study abroad as integral to the undergraduate experience (rather than simply an enhancement or something extra), and essential to the institution.

Central administration has made good on its commitment to provide additional scholarship monies for study abroad, and has leveraged considerable influence on a number of colleges to allow their respective scholarship funds to be available for study abroad. For the foreseeable future, we anticipate that this trend will continue. The availability of scholarships and funding for students to offset the additional expenses associated with study abroad will certainly make study abroad more affordable for students.

As long as we are able to keep study abroad affordable and we successfully mainstream its activities (both academically and structurally) we should be able to sustain the project.

In short, we have put in place the infrastructure for improving study abroad and we will act upon the recommendations during the coming year and beyond. Further, we will continue the disciplinary discussions we began last year to identify the ways in which study abroad could be incorporated into specific disciplines/majors.

With specific regard to the Crookston campus, Crookston will need to begin considering how to assess a "Program Fee" to each of the students that study abroad so that some revenues are generated for long-term sustainability of a study abroad office at UM-Crookston.

## **OTHER OUTCOMES**

There is a palpable energy on campus around study abroad and curriculum integration that was there only in pockets before. It's on the minds of students from admission through graduation.

It's weaving its way into more and more University publications, such as parent and collegiate newsletters, web sites, orientation, adviser training, and faculty meetings. We have been asked to speak to the entire community college meeting held on the Twin Cities campus and to all of the high school counselors in the state. There, too, we found broad support for our work and these colleagues will carry the message back to high school and community college students.

Duluth's School of Business and Economics received a grant to assist them in internationalizing their curriculum. Internationalizing current on-campus courses is one focus of the grant, and another focus is seeking study abroad opportunities for their majors. They are currently concentrating on the use of UMD study abroad programs for their students. Duluth Bush grant staff are working with advisers and faculty in the school to gather more detailed information from foreign institutions. As we work with the school we would like to see broader use of University of Minnesota system programs.

At Morris the grant work has raised the visibility of the value of study abroad and encouraged more faculty to think about ways to encourage students to study abroad and to integrate study abroad into the curriculum. A second benefit at Morris is that we have a much better handle on the kinds of scholarship opportunities that are available across the country and how we make this information better known to students. In fact, the project has caused us to rethink how we can better present study abroad material of all kinds to students. In addition, the Chancellor has expressed a vision that every Morris graduate should have a study abroad experience.

There are many indications that study abroad is being institutionalized. One example is that various colleges have begun developing systems to deal with study abroad inquiries. This ranges from working with advisers who field student inquiries on study abroad to addressing faculty inquiries on leading students abroad, both of which are on the rise in many departments. The departments realize that they are not just doing this to meet the grant's needs but to better service their students and faculty.

## **INFORMATION DISSEMINATION**

Our on-going events as outlined in the grant are a major method of dissemination. We are becoming known across the nation and around the world for this approach to study abroad and have been asked to speak or consult at Penn State, University of California-Davis, and the University of Northern Iowa. We organized a poster session at this past year's NAFSA: International Educators conference with over 100 attendees. (A sample of the documents we presented at NAFSA are attached.) Conference papers have been accepted for NAFSA: Association of International Educators, Council of International Education and Exchange, National Academic Advising Association, British Universities Transatlantic Exchange Association, and the International First Year Experience. The Forum of Education Abroad is eager to co-sponsor our dissemination conference in April 2004 and other providers are lining up to do the same.

We have given presentations to our program providers in order to discuss the impact that greater departmental/faculty involvement in study abroad will have on study abroad providers. We believe that this kind of discussion should continue with all study abroad program providers, we want to work with them in partnership from the beginning to make sure that their program resources can continue to be useful to universities that undertake this process.

In addition, the Morris campus has developed a scholarship web site that includes a vision for expanding scholarship opportunities. This was presented at the April Freshman/Sophomore Advising event and will again be presented this summer in England. In Fall, 2002, Morris' Vice Chancellor for Academic Affairs and Dean and curriculum integration team members are tentatively set to give a presentation about the project at a national curriculum integration convention to be held in Calgary, Canada.

Reports on Study Abroad Curriculum Integration activities or from workshop participants appear regularly in University publications. Quick updates have appeared frequently in the weekly internal news digest for all campuses. Additionally, feature articles have been in various alumni magazines and the university faculty/staff newspaper. Another source of publicity has come through the colleges. Staff and faculty who participate in facilitated site visits and create study abroad opportunities for their students are being recognized in department-specific publications.

## **FINANCIALS**

Our financial report is attached.