

**Internationalizing the University of Minnesota:
Integrating Study Abroad
PRF ID: 266661
Year-End Report for the Bush Foundation, 2002-03
EXECUTIVE SUMMARY**

- This year the Crookston campus saw a dramatic increase in study abroad participation, in average duration of study, and in diversity of study abroad destinations.
- On the Duluth campus the Dean of the School of Fine Arts has set a goal of 100% student participation in study abroad for the majors in the school.
- The study abroad participation rate on the Morris campus continues to increase: from 25.1% in 1999-2000 to 46.8% in 2002-03.
- On the Twin Cities campus this year, attendance at Study Abroad First Step Meetings was up by 80% over last year.
- Strong development continues on resources to assist faculty, academic advisers, and study abroad advisers in their work with students.
- The Multicultural Study Abroad Group received national recognition through the American College Personnel Association for their efforts to increase students of color who study abroad.
- 49 faculty and advisers participated in study abroad site visits this past year.
- Diversity Scholarships were created to stimulate diversity in University Of Minnesota education abroad programs.
- 13 faculty from 11 different departments completed a series of workshops to internationalize on-campus courses facilitated by the Center for Teaching and Learning Services on the Twin Cities campus.
- Over 2000 sophomores, seniors, advisers and faculty participated in grant-related opinion surveys of study abroad.
- National and international recognition of the University of Minnesota's efforts continues.

INTRODUCTION

"And 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.

I think that Internationalizing the Curriculum is about transforming the student experience--transforming in a real sense the kind of contributions we make to the development of our students as they study with us, and also as they go out into the world.

Support for our students and continuing improvement of their university experience is a very big priority for us. A quality study abroad experience is an integral part of this student development agenda. Within this large institution and among its many important functions, we need to continue to find creative ways to support our study abroad curriculum integration."

President Robert Bruininks, University of Minnesota

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, 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 4 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.
- Develop new scholarships in collaboration with academic units.

PROGRESS TOWARD GOALS AND OBJECTIVES

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

One of our goals is to inform the University community about study abroad and enlist their support as allies. We are accomplishing that goal. We had 17 events within the first year of the grant. In the second year of the grant we have had another 6 major events. Overall we have reached over 300 faculty and advisers on all 4 campuses through our events. We provide a high quality experience for all faculty and advisers who participate and we pay attention to all the details in order for the events to run seamlessly and allow the faculty and advisers to focus on the content. The model we are creating of "Study Abroad Curriculum Integration" is innovative, and we must focus on content in order to sustain the work after the grant funding is gone.

The goal of the events has become to develop an innovative model for educating faculty and advisers about the benefits of and barriers to study abroad for students in order to engage the faculty and advisers as partners. The planning and development of study abroad curriculum integration with respect to the University's goals to increase the numbers of students who study abroad has essentially been like a start-up business. A plan exists but how that plan takes shape and becomes a model for others to replicate has been the true work of the Bush Foundation grant funded team over the past year.

We continue to create new content to present to faculty and advisers. New sessions and content that we developed this year for our events were well received by faculty and advisers. Examples include:

- Learning Outcomes/Rationales for Study Abroad
- How to Speak with Your Students about the Cost of Study Abroad
- Study Abroad for Psychology Students

This instructional design is appropriate for new adviser training, department meetings, and other content-based sessions that the curriculum integration team might offer on a continuing basis, in order to maintain the work of Study Abroad Curriculum Integration after the Bush grant is completed.

At the April 4, 2003 event for the Freshman/Sophomore Advising group, we asked faculty and advisers to give us concrete examples of how this grant process has helped them advise or mentor students. **The following are wonderful examples of what the faculty and advisers said:**

"Recently, a student came in specifically stating she wished to find a study abroad experience in which she might integrate nursing/health science and use her Spanish speaking abilities. 'Is there anything like this?' she asked. 'Well YES!' I enthusiastically replied, presenting her with concrete tools and information and talking about the various types of programs available. I referred her to the study abroad office for a First Step meeting. She was excited by my support and knowledge and affirmed her decision. I wouldn't have been able to provide this level of service, support and enthusiasm prior to

this process. I'd have simply had to shrug, say, 'I think so' and refer her to the study abroad staff."

"I was advising a pre-medical student regarding course planning. He was bored, with his stocking cap covering his forehead completely. When I described the Medical Practice and Biology track at Denmark's International Studies program, his cap suddenly came off, he was engaged and taking notes as if I was giving a lecture!"

"I have a student who has never been out of the country. She is considering going to South Korea, but is very nervous and unsure about the experience. Both my knowledge from the retreat and my experience on the site visit were extremely helpful when discussing the benefits of an international experience and also addressing her fears."

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.

On the UMTC campus, the vice provost for undergraduate education (to whom all of the undergraduate deans report), the director of curriculum integration, and other team members met during January through February with the deans from each college. The goal of these meetings with the deans was a conversation about the progress, issues, and problems related to study abroad curriculum integration from each college's perspective. The meetings provided a forum for discussion and celebration of how far we have come in each college. Issues of enrollment management and scholarship development were addressed. Each college identified some particular issues to work on, and overall, the deans gave their continuing support to our efforts.

A significant part of the Bush Foundation grant has been to develop innovative advising materials that faculty and academic advisers in the disciplines will use in communication with their students. One of the products of the group's efforts is the **Academic Interest Advising Sheet** to guide freshmen and sophomores toward an improved understanding of how study abroad will work toward their degree requirements. During the second year of the grant, we assessed with faculty and advisers how they were using these advising tools and what revisions needed to be made. They are now in use again this summer for new student orientation and will be used throughout the fall in freshmen advising appointments.

Departmental faculty and advisers continue to use the **Study Abroad Major Advising Sheets** as an important source of information for students, faculty, academic advisers, and study abroad advisers. In collaboration with key faculty and advisers, revisions were made to more than 10 sheets, 6 new sheets were produced, including one for the Carlson School of Management which serves all ten of their majors.

Many more disciplines from our second cohort group are moving toward completion of an advising sheet. One of this year's achievements has been the production of a set of content and layout standards that will allow advisers to use multiple sheets more easily. It has been a challenge to produce standard templates that will facilitate the production and advising processes while still leaving room for the academic department's extremely varied goals and learning

objectives. Template development, role definition, and process mapping have all helped set the proverbial table for the veritable feast of advising sheets on the horizon. The following table details the status of Study Abroad Major Advising Sheets with departments across the University.

Major Advising Sheets	College or Campus	2003 Status
Aerospace Engineering and Mechanics	IT	Original Version
Agriculture Education	COAFES	In Process
Applied Economics	COAFES	In Process
Art	CLA	Under Revision
Biomedical Engineering	IT	New
Business	CSOM	New
Chemical Engineering	IT	Under Revision
Chemistry	IT	Original Version
Child Psychology	CEHD	In Process
Civil and Geological Engineering	IT	Original Version
Clothing Design	CHE	Revised
Computer Science and Engineering	IT	Original Version
Early Childhood Education	UM-Crookston	In Process
Electrical and Computer Engineering	IT	Original Version
Environmental Horticulture	COAFES	In Process
Environmental Science	COAFES	In Process
Family Social Sciences	CHE	Revised
Fisheries and Wildlife	CNR	Original Version
Forest Resources	CNR	Original Version
Foundations of Education-Early Childhood Educ.	CEHD	In Process
Foundations of Education-Elementary	CEHD	In Process
Geology	IT	Original
Graphic Design	CHE	Revised
Housing Studies	CHE	Revised
Interior Design	CHE	Revised
Kinesiology	CEHD	In Process
Math and Statistics	IT	Original Version
Mechanical Engineering	IT	Original Version
Natural Resources & Environmental Studies	CNR	Original Version
Nursing (Short Term Options for Nursing)	Nursing	New
Nutrition	CHE	Revised
Pre-Health Sciences	CLA/CBS	New
Psychology	CLA	New
Retail Merchandising	CHE	Revised
Scientific and Technical Communication	COAFES	In Process
Sociology	UM-Duluth	In Process
Sociology	CLA	New
Wood and Paper Sciences	CNR	Original Version

We have begun to speak with students directly in the classrooms and have developed a module for classroom presentations that focuses on the curricular aspects of study abroad. During these presentations, we use the Academic Interest Advising Sheets and Study Abroad Major Advising Sheets that we have developed. The module is being used in freshmen seminars, career development classes, and first year courses for multicultural students. During 2003-04, we will

work with the vice president for first-year programs on the Twin Cities campus to pilot the study abroad module in many faculty-led freshmen seminars. It is hoped that this module will be available then for replication on other campuses.

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.

UM-Duluth has begun to develop a methodology for tracking study abroad course equivalencies. This will allow academic departments to better understand how credit from abroad will transfer into their students' degree programs. Duluth's work is the motivating force behind efforts to undertake this work on all 4 campuses.

Study abroad programs available on all 4 University campuses are now being promoted to students from all 4 campuses. Collaboration across campus lines was strengthened through the curriculum integration process. This sharing of programs strengthens the offerings, provides a larger pool of potential students, and expands the number of program offerings on each campus.

Finally, the **Freshman Study Abroad Scholarship** was developed in collaboration with academic units (mainly colleges) within the University and awarded to students to use towards studying abroad at some point in their undergraduate experience. Academic units and colleges provided matching funds and total award amount per student was \$1000. The scholarship may be used at any point during the student's University career.

Study Abroad Access and Enrollment

Study abroad enrollments have been tracked on the Duluth, Morris, and Twin Cities campuses as noted below. Crookston had no study abroad students until 2001-02. They are expecting 11 students for 2002-03. Note that Twin Cities' percentage is down due to successful campus-wide efforts to have students graduate in four years (this is an institutional mandate.)

University of Minnesota- All Campuses	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002
Total Studying Abroad	962	933	1187	1354	1382
As % of Total Undergraduate Enrollment	2.9%	2.6%	3.2%	3.7%	3.6%
As % of Total Undergraduate Degrees Granted	14.8%	13.8%	18.3%	21.5%	19.5%

University of Minnesota- Crookston	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002

Total Studying Abroad	0	0	0	0	1
As % of Total Undergraduate Enrollment	0%	0%	0%	0%	0%
As % of Total Undergraduate Degrees Granted	0%	0%	0%	0%	.4%

University of Minnesota-Duluth	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002
Total Studying Abroad at UMD	100	105	109	160	214
As % of Total Undergraduate Enrollment	1.5%	1.5%	1.5%	2.0%	2.6%
As % of Total Undergraduate Degrees Granted	8.9%	8.1%	8.9%	13.7%	17.5%

University of Minnesota-Morris	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002
Total Studying Abroad at UMM	103	113	88	129	127
As % of Total Undergraduate Enrollment	5.4%	5.9%	4.7%	7.0%	6.6%
As % of Total Undergraduate Degrees Granted	27.6%	32.8%	25.1%	40.2%	42.5%

University of Minnesota-Twin Cities	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002
Total Studying Abroad at UMTC	759	715	990	1,065	1040
As % of Total Undergraduate Enrollment	3.12%	2.76%	3.67%	4.00%	3.85%
As % of Total Undergraduate Degrees Granted	15.25%	13.93%	20.11%	22.20%	19.50%

Enrollment of Under-represented Students

Several activities were initiated in the first year of the grant to address increasing enrollment of under-represented students in study abroad. Efforts continue on all 4 campuses to ensure that under-represented students have access and support for study abroad.

The **Bush Diversity Scholarship** was created to stimulate diversity in University Of Minnesota education abroad programs. Diversity is defined to include geographic, academic, or ethnic diversity, outstanding special skills or talent, outstanding leadership achievements, unique work or service experience, or outstanding or extensive community involvement. Twelve awards are available.

Term	Total Awards Given	Amount of Each Award
May, Winter Break	4	\$ 750
Summer	2	\$ 750
Fall Semester	2	\$ 1,500
Spring Semester	2	\$ 1,500
Academic Year	2	\$ 2,000

Students of Color and Study Abroad

Accurate reporting on students of color continues to be problematic because students are currently self-reporting their ethnicity on the study abroad applications. Not all students of color thus are counted in our data. Several efforts are underway to improve the accuracy of the reports so we can better understand who is studying abroad. In addition, Crookston and Duluth have just begun reporting students of color data for study abroad.

University of Minnesota Crookston	01-02
African American	
American Indian/Alaskan	
Asian American or Pacific Islander	
Chicano/Latino	
White, non-Hispanic	1
<i>Total Undergraduate Students of Color to Study Abroad</i>	0
<i>Total Undergraduate Students of Color Enrolled</i>	69

University of Minnesota-Duluth	01-02
African American	
American Indian/Alaskan	2
Asian American or Pacific Islander	1
Chicano/Latino	
Other Hispanic	1
White, non-Hispanic	34

Multiracial	
Not Noted	176
<i>Total Undergraduate Students of Color to Study Abroad</i>	4
<i>Total Undergraduate Students of Color Enrolled</i>	391

University of Minnesota-Morris	97-98	98-99	99-00	00-01	01-02
African American	1	2	1	0	0
American Indian/Alaskan	8	2	4	10	4
Asian American or Pacific Islander	2	1	5	1	3
Chicano/Latino	2	1	0	2	0
White, non-Hispanic	142	185	155	196	217
<i>Total Undergraduate Students of Color to Study Abroad</i>	13	6	10	13	7
<i>Total Undergraduate Students of Color Enrolled</i>	287	303	291	284	291

University of Minnesota Twin Cities	97-98	98-99	99-00	00-01	01-02
African American	12	8	16	13	12
American Indian/Alaskan	0	1	3	0	5
Asian American or Pacific Islander	69	42	43	50	53
Chicano/Latino	17	21	18	21	17
Multiracial	7	19	18	28	10
<i>Total Undergraduate Students of Color to Study Abroad</i>	105	91	98	112	97
<i>Total Undergraduate Students of Color Enrolled</i>	3647	3862	3946	4018	4093

The Twin Cities campus study abroad office has organized an internal working group to address the efforts that the office could take in increasing student of color participation in study abroad. Morris staff and faculty are encouraging greater diversity in our study abroad student population through new multicultural study abroad scholarships and by conducting study abroad information and advising sessions in locations on campus that are frequented by our students of color. They have also formed a working group composed of faculty, staff and students and chaired by the director of our Minority Student Program. The group meets regularly and makes regular recommendations.

Multicultural Study Abroad Group

The **Multicultural Study Abroad Group (MSAG)**, is an all- campus advisory committee on students of color and study abroad. It was founded during the first year of the grant and is now comprised of 25 multicultural affairs and study abroad advisers from all 4 campuses. The advisers from the multicultural offices are active in the leadership of the MSAG committee.

This year the MSAG group has met several times, and developed several working groups: Publications/Marketing, Data Collection, Scholarships, and Programs. The Publications committee is working on a brochure called Diversity Issues in Study Abroad that will, in part, be based on the comments that students who have studied abroad have given on an evaluation by the same name, Diversity Issues in Study Abroad.

The Data Collection committee is working in collaboration with the Big 10 universities to determine a "best practices" approach to collecting data on students of color and study abroad.

The Programs committee has worked to identify study abroad programs that are family-friendly so that students who are also parents might take their children abroad also when they study abroad.

To our knowledge, no one else around the country is working to this extent to educate multicultural affairs advisers about study abroad and involve them in the process of increasing the numbers of students of color who study abroad.

One of our team members has been recognized by the University's Office for Multicultural Affairs office for this effort on students of color and study abroad. At the national level, recognition has come from the American College Personnel Association (ACPA), the professional association in higher education that has the highest participation of multicultural affairs leaders. In April 2003, one of our team members presented the work of the Multicultural Study Abroad Group at the ACPA national conference along with three of colleagues from multicultural affairs, and received a Certificate of Appreciation for this effort.

We maintain a web page on the Multicultural Study Abroad Group and have several requests nationally for more information on the work of this group.

Faculty Awareness

The Bush Foundation grant has provided for numerous meetings, events, and activities that have stimulated enthusiasm among faculty and advisers for the project and helped to solidify commitment to Study Abroad Curriculum Integration. Additional methods for involving faculty and advisers included site visits to study abroad programs and the Internationalizing On-Campus Courses pilot project.

Study Abroad Site Visits

Site visits are designed to help faculty and advisers understand study abroad processes, program types, and the overall student experience. Guided by a study abroad professional, faculty and advisers gain understanding of study abroad through experiencing a program first hand. After these experiences, they are more likely to promote study abroad to students, incorporate course work into their degree program or advising programs, and, in general, be a champion in their department for study abroad. Also, the structure of the site visits allow faculty and advisers to

learn the structures and processes of study abroad so they can assist students who want to go on any program, not just the ones they visited.

Combined with funding from the Department of Education's FIPSE grant, **62 faculty, advisers and staff from 42 different departments were supported to visit study abroad programs.** Fifty faculty and advisers were from the Twin Cities campus, 5 from Crookston, 2 from Morris, and 5 from Duluth. This year, visits were made to programs in Italy, Denmark, Senegal, Norway, Spain, England, Mexico, India, Kenya, Argentina, Brazil, Mexico, the United Kingdom, and Italy.

These visits were each approximately one week long and included sites that represent the variety of programs available to students. Study abroad professionals who worked in cooperation with overseas program partners facilitated the site visits. These groups tended to include faculty and advisers from a wide range of disciplines. One participant noted,

"I have a much clearer idea of how to assess the type and quality of a program. I'm already using some of this new knowledge with my consultations with students."

A group of business faculty and a group of science and engineering faculty and advisers also visited programs in the United Kingdom. While the group saw a variety of programs and institutions, the visits also included meetings with their peer faculty groups. This type of curricular site visit is aimed at helping our faculty and advisers understand how particular course work taken abroad can be integrated into the home campus degree plan. Through the visit, they can directly ask questions of their peers, see the host program's facilities, and meet students on-site who are pursuing course work in those disciplines. One science faculty member noted after the visit,

" I would think nearly any student could come up with a good set of courses to take for a semester or year, which should not unduly delay progress to graduation from the University of Minnesota."

Other curricular site visits included India, Senegal, and Kenya. The host program in all locations, Minnesota Studies in International Development (MSID) is very interdisciplinary, and showing faculty how the program is tailored for individual students is the focus of these visits. Faculty from Civil Engineering, Women's Studies, History, French, and Environmental Horticulture visited these sites. One participant learned that,

"Students majoring in Women's Studies could use program credit to fulfill their Women's Studies global perspectives requirement, as well as more general upper division credits. They would be encouraged to revise their MSID projects for the senior projects. Women's Studies allows students to choose between a research project and an experiential-based project, such as an internship. The MSID internship, with its academic component, fits the bill perfectly."

In addition to these group visits, some faculty were invited to visit a program or institution overseas on an individual basis, usually as an add-on to another already scheduled (and

otherwise funded) overseas trip. On these visits, faculty are expected to spend time focused on learning about the program, the curricular opportunities, the student support services, and extra-curricular opportunities.

An important component to the site visits this year was the development of a site visit pedagogy and process that maximizes participant learning. It is a central goal for the site visits to mimic the student experience so the participants learn through action. From application to discussions about re-entry the site visits are modeled after the processes that students go through when doing a study abroad program. For example, after being accepted for a site visit participants meet for an orientation. They are orientated to the country and culture, safety, packing, logistics, as well as basic information about the study abroad programs they will be visiting.

When replication of the student experience is not possible we approximate it by incorporating activities that let faculty and advisers know about the study abroad process for students. For example, before leaving campus for a study abroad program all students choose courses that they hope to take abroad. Once in-country faculty and adviser participants observe students learning subjects from chemistry to clothing design. They see resources such as labs, computers, and libraries that are available to the study abroad students. They can visit classes, meet faculty, and talk with students. Just before they depart for home the participants talk about the re-entry process.

Upon return to the United States, participants are required to submit a report to the curriculum integration team, in addition to sharing their experience with their colleagues and students.

Key to the success of this pedagogy is the role of the study abroad professional. There is a site visit coordinator that works with the groups from acceptance to requesting the reports after returning home. This person is constantly providing information about study abroad and assisting the participants in 1) using the specific program being visited to educate about study abroad structures more generally, 2) relating their experiences to those of their students, and 3) highlighting how students develop important skills such as critical thinking, comfort with ambiguity, and intercultural communication.

“While my own visit was exhilarating, it was when we had lunch with our family in Guadalajara and later stayed with our family in Cuernavaca that I appreciated our students' experiences. Listening to them using their Spanish, however marginally, and immerse themselves with a family made me realize how critical these terms abroad are.”

–Adviser in the Institute of Technology, UM-Twin Cities, who participated in the site visit to various programs in Mexico

Internationalizing On-Campus Courses

This past spring, the Morris campus International Programs Committee **developed guidelines for new immersion or capstone grants for faculty members** to develop study abroad programs as a culminating experience to on-campus courses. Typically, funding was for stipends and/or travel money to go abroad as part of the process of developing a new study abroad program. Four faculty members from 4 different departments were funded in spring 2003.

On the Twin Cities campus, the Center for Teaching and Learning Services is coordinating the "**Internationalizing the On-Campus Curriculum**" component of the grant for faculty on the Twin Cities campus. This project aims to integrate global perspectives and content throughout the undergraduate curriculum. This year, 13 faculty from 11 different departments completed the workshop series.

The majority of the participants in this project found it to be valuable and relevant to their needs. Participants stated that interacting with other participants made the project more valuable and that they will use the ideas from the workshops in their teaching. Participants were asked to list specific resources and activities that they found useful. These included:

- Speaking with colleagues in facilitated sessions
- Hearing other faculty share their experiences
- Receiving lists of references and resources
- The discussions, questions, shared ideas
- Cultural framework discussion
- Working in small groups
- Interacting with other faculty and Center for Teaching and Learning Services professionals.

The long-term impact of the project will be felt throughout the years as faculty develop new courses, revise their current courses and influence their colleagues. One participant observed, "This experience will impact the course design of other courses I teach, as well. I can readily say that I am a better course developer, if not teacher, from participating in this project."

Recruitment for faculty participants for the 2003-04 workshops is now underway and will be expanded to include faculty from all 4 campuses. Special efforts are being made to encourage faculty from the other campuses to participate.

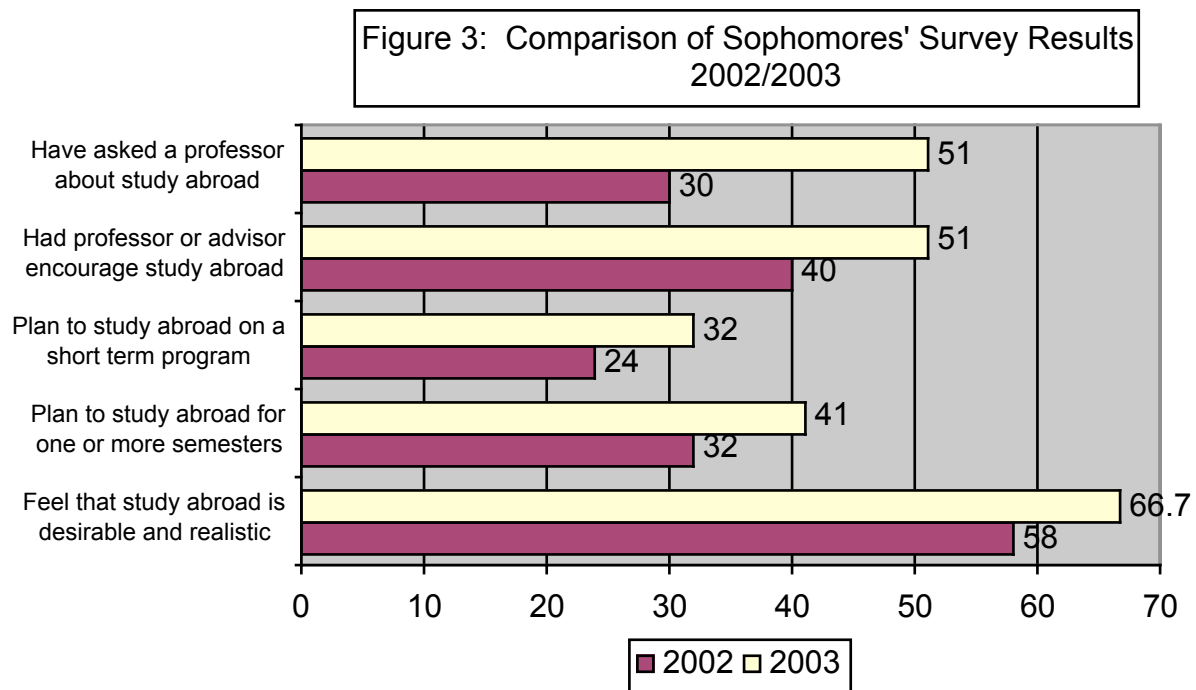
Project Evaluation

It was clearly stated in the grant if we were to effectively respond to the needs of students, faculty and advisers, we would need to understand their opinions and behaviors regarding study abroad. Nowhere has a more massive undertaking happened on collecting data from faculty, advisers, and students with respect to their views on study abroad.

Over the first year of the grant we created the evaluation timeline, methods, and established collaborative working relationships with partners such as the Office of Measurement Services to conduct **on-line surveys** and University Relations to conduct **focus groups** with students.

In the second year of the grant, we continued to survey students, faculty, and advisers. The surveys are intended to capture the attitudes and beliefs these groups hold about study abroad. Ideally over time, we would see a change in those attitudes and beliefs as study abroad curriculum integration took hold at the University. The student survey required consultation with the Twin Cities vice provost to ensure that our surveys were appropriate, as we would be surveying thousand of students randomly.

In the first two years of the Bush Foundation grant work, we have seen **an increase in students asking their advisers and professors about study abroad**. In addition, more advisers and faculty are telling their students about study abroad. This increase is demonstrated in the results of the sophomore surveys from the first two years of the grant as noted in the graph below. Fifty one percent of the 781 sophomores who responded to our survey in 2003 have asked a professor or adviser about study abroad. Whereas, a year earlier in 2002, only 30% of the 473 sophomores who responded to the survey had asked about study abroad.



Given the national attention on this project, we identified the need for creating a web page where our instruments and data would be located. All of our baseline data have now been collected, and we have surveyed over 250 faculty and academic advisers and over 2000 sophomores and seniors from all 4 campuses. The **Evaluation web page reflects our most recent data**, in order to keep our University and national audience updated.

The external grant evaluator, Mick Vande Berg from Georgetown University, has been instrumental during the past year in communicating the value of the curriculum integration work to our audiences during speeches that he has made during our events.

Finally, we have developed and implemented the methodology for evaluating all the events that happen with the Bush Foundation grant. This process has allowed our team to identify appropriate content for our model of study abroad curriculum integration, so that others around the country can replicate the model by building on our success. Evaluation of our events within the grant has also allowed us to assess what can be improved. Again, if our model is to be replicated at other universities across the country, this assessment information is valuable precisely because it ascertains positive and negative aspects.

Information Dissemination

Our on-going events as outlined in the grant are a major method of dissemination. In addition, we continue to be known across the nation and around the world for this approach to study abroad and have been asked to speak or consult at numerous institutions. This past year, our **Study Abroad Curriculum Integration team presented at numerous high profile conferences.**

In May 2003, Study Abroad Curriculum Integration team members were involved in various sessions and workshops at the national NAFSA: Association of International Educators conference. One activity included a major presentation from all 4 campuses at a session that drew over 85 attendees and highlighted the work that is unfolding with the project. The session also introduced the upcoming April 2004 international dissemination conference that we will be hosting. Also at NAFSA, a professional development workshop featured a component on curriculum integration that was developed by one of our team members.

In addition to the national NAFSA conference, presentations and papers were given at the regional NAFSA: Association of International Educators, Society for Intercultural Education, Training and Research, the Council of International Education and Exchange, and the National Academic Advising Association conferences. We co-presented with our MSAG colleagues at American College Personnel Association (ACPA), and with colleagues in the University's Office for Measurement Services regarding the evaluation work within the grant to AIRUM, the Association of Institutional Research and Measurement. The AIRUM presentation won Best Paper and was promoted to the national conference for presentation.

Our co-principal investigators on the grant have been very active in dissemination information about our progress also. Beyond formal presentations, they are being directly asked about our progress from organizations such as the Forum on Education Abroad. The co-principal investigators are also bringing forward our work during their regularly scheduled meetings with the Consortium for Institutional Cooperation, which is the organization representing the Big 10 universities plus Illinois. Our executive director is now active in the newly formed internationalizing campuses committee of National Association of State Universities and Land Grant Colleges.

We continue to work with study abroad program professionals in our offices and program providers in order to discuss the impact of greater departmental/faculty involvement in our field, in addition to the impact that increased numbers will have on systems. 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.

Reports on Study Abroad Curriculum Integration activities appear regularly in University publications. We continue to widely distribute the Global Adviser newsletter on the Twin Cities campus, and this year the Crookston campus developed a parallel publication. 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 site visits or create study abroad opportunities for their students are being recognized in department-specific publications.

Work is well underway on the **Bush Foundation grant-funded dissemination conference, “Internationalizing the Undergraduate Curriculum,” April 15-17, 2004.** This conference will highlight some of our best practices developed during the grant. Other institutions are invited to join the University of Minnesota in presenting sessions to show how other strategies and projects are in use nationwide.

Topics will include: evaluating study abroad outcomes, developing sustainable integration mechanisms, and the role of academic advising in study abroad planning, all presented within the context of the participants, processes, and products which have allowed study abroad curriculum integration to move forward at the University of Minnesota. Institutions are being encouraged to send teams to the conference, including upper-level administrators, academic advisers, faculty members, and study abroad professionals to highlight the need for intra-institutional cooperation to move forward in study abroad curriculum integration.

An informational brochure has already been distributed to colleagues nationwide. The “Curriculum Integration: Minnesota Conference Preview” session was presented this spring at the NAFSA: Association for International Educators national conference. Several study abroad organizations and program providers have also lent their financial support to the conference, enabling us to keep the registration fees very low. Supporting organizations include the Forum for Education Abroad, the Institute for the International Education of Students (IES), the Council for International Educational Exchange (CIEE), Denmark’s International Study (DIS), International Student Exchange Program (ISEP), and Arcadia University’s Center for Education Abroad.

UNANTICIPATED OUTCOMES

While we planned in the grant activities that we would be able to garner support from key constituents on- and off-campus, the level of support, awareness, and initiative from our partners continues to surprise us. Their levels of involvement and contributions have surpassed our expectations.

One such group is our executive leaders. Throughout the year the University’s highest decision-makers participated in our events, engaged in meaningful dialogue with us and with others on campus about our work, and showed tremendous willingness to address policy issues to achieve curriculum integration objectives.

The Twin Cities vice provost initiated and participated in meetings with the dean of every undergraduate college on the Twin Cities campus, listening intently and providing his guidance and support for moving ahead in the colleges. At Crookston, letters were sent by the study abroad director to all prospective and unconfirmed students about that campus’s commitment to study abroad to help nudge those students’ decisions toward that campus. On the Duluth

campus, the dean of the School of Fine Arts has committed to sending all of their students abroad. President Robert Bruininks spoke to the Freshman/Sophomore Advising group in April with an amazing understanding of the value of study abroad and the work ahead for the University, showing that he clearly supports our initiatives.

Another unanticipated result is the **strong interest among the 4 campuses in working together toward improving study abroad systems** (such as registration, grading, and emergency procedures) in order to have students participate in study abroad programs across all 4 campuses. To this end, there has been a working group formed with representatives from all campuses that met several times this year to discuss policies and procedures for sharing each other's programs. The group will convene for a one-day retreat this summer to finalize the planning on common policies and procedures. As we increase the numbers of students who study abroad, this type of systems-integration will be critical to streamlining our administrative processes across all 4 campuses.

The **overall response from advisers, faculty and students is beyond what we imagined possible by Year 2 of our grant activities**. We have heard from students at freshman orientation that they chose the University of Minnesota because of the strong study abroad program. On the Twin Cities campus the **“Go Global” session at new student orientation drew more students than the campus tour this year**. Faculty and advisers who have participated in our activities are actively training others in their departments and serving as resources for students. The work of the Multicultural Study Abroad group, as noted earlier, is unprecedented. Their level of awareness and quality of work on their projects together are unexpected and so valuable.

On the national front, the response we have received at our presentations and collaborations is certainly unexpected. Each presentation yields brings us new energy as **the issues we are tackling at Minnesota resonate so broadly with advisers, faculty, and administrators from across the country**. Session participants promise future collaboration, including attendance at the April 2004 conference.

Finally, the **responses that we have had to our student surveys** within the evaluation methodology were very successful this year. Responses were low last year and changes made to our methodology yielded surprisingly stronger results this year. Because of the Bush Foundation grant, we offered University bookstore gift certificates as incentives for survey participants. In this busy world, this strategy has significantly improved the response rate.

CHANGES BASED ON RESULTS

We realized this year that activities for the group we constituted in the first year, the **Undergraduate Departmental and Discipline Representatives (UDDR), should not be continued in the same format**. Instead, on the Twin Cities campus, we worked individually with departments and colleges, with their deans and other decision-makers. This allowed us to address specific issues directly with the deans and associate deans.

The **Morris** campus appointed **faculty discipline representatives** for each department and they have begun meeting with study abroad staff regarding curriculum integration. At the **Crookston** campus, department heads and other leaders were already very involved in the curriculum integration efforts and the **vice chancellor has direct communication with the department heads already regarding study abroad efforts**. At Duluth, staff continued to work directly with faculty, colleges and departments.

After the initial events and meetings where faculty who participated in our pilot efforts through the FIPSE project worked closely with faculty who are newer to study abroad, we saw that mentoring overall was difficult to sustain given faculty's busy schedules. Along the same lines, **we cancelled winter events for three of our groups in order to devote much more time to individual departmental needs**. This shows that our initial meetings and retreats were effective to garner support and that the departments were ready to move ahead with us on their own projects. These cancellations also saved considerable money that can be used in more effective ways.

We are instead having direct meetings with departments, and offering to host lunch meetings as an alternative method to the larger events we originally planned in the proposal. These smaller meetings have been extremely well received. One such case is the departmental meeting and luncheon that took place in January 2003 with the Psychology department on the Twin Cities campus. It had been several years since the faculty on their curriculum committee had met, and the fact that they were enthusiastic to meet about Study Abroad Curriculum Integration was a positive sign.

During the first year we realized that **study abroad site visits are a powerful tool for increasing faculty and adviser awareness of study abroad**. Site visits allow faculty and academic advisers to view firsthand appropriate curricular study abroad matches and perhaps alleviate any concerns they might have about study abroad. We devoted more funds in the second year to site visits and will do so again in the third year.

Several changes were made and are planned for the Internationalizing On Campus Courses workshops. Despite a very successful first year, not as many applications were received from the Twin Cities campus for next year's workshops. We suspect that because of the University's severe budget situation, faculty members are taking on little extra at this time. We decided to open the applications to faculty on the other three campuses. Next year's workshops will add the opportunity for faculty to make cross-disciplinary connections in a one-day retreat format. Also, we plan to support a Center for Teaching and Learning staff member's training for the Intercultural Development Inventory (IDI) to allow in-house facilitation of the IDI for workshop participants and as a sustained resource on campus (request to shift funds to support this will be coming in July 2003).

We plan to spend considerable efforts during Year Three in **conceptualizing a course equivalency database to track how coursework taken abroad can be articulated on our University campuses**. Work with faculty and advisers show us a clear need for a tool for students and advisers to help in their academic planning for study abroad. A centralized resource will be developed devoting some of Bush funded staff time toward the development and

collaboration with other University departments, other institutions across the U.S., and with our international partners.

We have found that researching courses and disciplines available overseas is time consuming and labor-intensive. We increased our student assistant time in Year Two to help with this research, freeing up more professional staff time to be used in working in their liaison roles with academic departments. We also found that we are using much less funds toward telephone, fax, and mail and request to use these funds elsewhere.

SUSTAINABILITY

As we move forward into Year Three of the grant, all efforts are undertaken with sustainability in mind. The **teacher-learner model and philosophy of partnership are touchstones** for all of the staff. We have shifted focus from gaining support on campus to harnessing that support into on-going, long-term changes. We are confident that study abroad curriculum integration is now and will continue to be an important feature of a University of Minnesota education far beyond the grant period.

As noted above, the high level of executive leadership support is one key to that success. Deans of all of the Twin Cities campus undergraduate colleges are fully supportive. University of Minnesota Office of Admissions is now highlighting study abroad in their materials and events for prospective students. Admissions has also partnered with us on new scholarship allocations for study abroad. Each campus is developing their own profile and system to plan into the future. On the Morris campus, for example, the study abroad discipline representatives will move the scholarship development work forward.

At the heart of our work in retreats and with individual departments is the examination of their curriculum, matching appropriate study abroad programs and curricula, and development and implementation of advising and communications strategies. Through that intensive process strong relationships are formed between colleagues in the department and in the study abroad office. After these initial activities, the **relationship with academic departments naturally evolves as these ties are maintained**. Collaboration on programs and initiatives, new advisers or faculty training, collaboration on committees, and revisions of communications follow, ensuring sustainability for both partners.

The Curriculum Integration team members will spend considerable time this year articulating this process in ways that enable the University and others to understand and sustain the work of Study Abroad Curriculum Integration. The curriculum integration website will move away from information about our events toward including study abroad tools and resources for staff and faculty. Some of the key items will include: a faculty tool-box for getting faculty involved in international programs, and Assess, Match, Motivate – a guide to working with academic departments for study abroad professionals.

On a national level, we are moving toward **describing our principles and processes** in professional training publications and resources. Our team members are involved in:

- writing the Advising Principles and Strategies chapter for NAFSA's Guide to Education Abroad, which will highlight curriculum integration principles and the need to advise with degree requirements in mind
- developing a new section on curriculum integration for NAFSA's Professional Development Workshop on Designing and Administering Study Abroad Programs
- articulating the need for multicultural perspectives in the international field in a proposal to the Society for Intercultural Education, Training, and Research's United Nations statement.

These forums help faculty and study abroad professionals from across the nation incorporate tested Study Abroad Curriculum Integration strategies and principles into work on their home campuses. The April 2004 conference will draw participants nationally and internationally, coming to Minnesota to learn from us and from each other.

FINANCIALS

Our financial report is attached.