

**Internationalizing the University of Minnesota:
Integrating Study Abroad
PRF ID: 266661
Year-End Report for the Bush Foundation, 2003-04**

EXECUTIVE SUMMARY

National Outcomes

- National and international recognition of the University of Minnesota’s efforts in study abroad curriculum integration reached a zenith at the grant-supported conference “Internationalizing the Curriculum” – which drew approximately 400 registrations.
- “I think we all agree that we have witnessed a landmark project here. This conference will long be remembered as a defining moment in education abroad.” Kathleen Sideli, keynote speaker, conference on Internationalizing the Curriculum, April 2004.

Faculty and Staff Outcomes

- Over 400 University of Minnesota faculty, academic advisers, and student services staff have now participated in the internationalizing initiative.
- Over 76% of the University of Minnesota faculty and advisers participating in the initiative now report they have a good to excellent understanding of study abroad, this is up from the 38% who reported this level of understanding at the beginning of the initiative.
- The Crookston campus has seen 40% of its 55 faculty members participate in the internationalizing initiative.
- International site visits to experience study abroad programs first-hand have become one of the most effective methods for helping faculty and staff learn about study abroad. 27 faculty and advisers from 24 different units participated in study abroad site visits this year.
- The series of workshops on internationalizing on-campus courses facilitated by the Center for Teaching and Learning Services on the Twin Cities campus has proven to transform how faculty view themselves as educators. 12 faculty members from 9 different departments on two different campuses participated this year.
- On the Morris campus, faculty study abroad advisers have been designated for each discipline.

Student Outcomes

- Across all 4 campuses, 2003-04 study abroad enrollments are reported, thus far, 2059 students, which is a 44% increase from 2000-01 (year prior to implementation of Bush Foundation grant.)

- On the Duluth campus, study abroad participation has grown from 160 students in 2000-01 to approximately 400 students in 2003-04, an increase of 150%.
- On the Morris campus, study abroad enrollment has reached 49% of undergraduate degrees granted.
- On the Twin Cities campus, 1855 students sought study abroad advising in fall 2003, in comparison to 921 students in fall 2001.
- The Multicultural Study Abroad Group completed its brochure on “Multicultural Students and Study Abroad.”
- Diversity Scholarships were awarded for the first time on the Morris and Twin Cities campuses to stimulate diversity in students studying abroad.

Evaluation Outcomes

- On the Crookston campus, which had no study abroad enrollments prior to 2001, sophomores reported in May 2002 that 9.1% had asked their professors or advisers about study abroad. In November 2003, 26.8% of Crookston’s sophomores reported they had asked about study abroad.
- On the Morris campus sophomores reported in November 2003 that 63.6% had asked a professor or adviser about study abroad.
- As of January 2004, 65.4% of faculty and advisers participating in grant-related activities strongly encourage their students to study abroad.

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, April 2003

GOALS AND OBJECTIVES

With funding from the Bush Foundation and matching and sustaining funds from the University of Minnesota, Study Abroad Curriculum Integration is strengthening the international dimensions of undergraduate education by supporting the full integration and articulation of study abroad programming into undergraduate majors and minors across the University.

The project, launched in March 2001 with the help of University funding, 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;
- Evaluate and disseminate new insights, practices, and materials nationwide; and,
- 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 had another 6 major events. In 2003-04, we hosted 7 events for faculty and advisers. Overall, in all three years of the initiative, **we have reached 408 faculty and advisers representing all 4 campuses through our events and grant-supported activities.**

We continue to strive toward providing a high quality experience for all faculty and advisers who participate and we pay attention to all of the details in order for the events to run seamlessly and allow the faculty and advisers to focus on the content. As will be demonstrated later in this report, we have received high praise from many of our event participants regarding the content and presentation of our events. The model we are creating of "Study Abroad Curriculum Integration" is innovative, and **we must focus our future training efforts on the delivery of study abroad and curriculum integration content in order to sustain the work after July 31, 2005.**

The original goal of the events was 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 goal to increase the numbers of students who study abroad has essentially been like a start-up business. A plan existed but how that plan takes shape and becomes a model for others to replicate has been the work of the Bush Foundation grant-funded team during the initial years of the initiative.

We now find ourselves working within an environment at the University where "study abroad" has become very visible. Thus we are moving from our original goal of educating faculty and advisers, to a goal of sustaining momentum in order to reach the long-term goal of changing the culture of our four University campuses to one that fully embraces study abroad in all aspects of the undergraduate experience.

Thus, during 2003-04, we continued to create new content and learning modules 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. An example of new sessions is a pilot series of Advising Training workshops held 4 times in May 2004, that streamlined all of the content that we had been honing for the past 3 years into a 2-hour session for 80 faculty and advisers. These workshops were designed to be sustainable, and will be offered on a regular basis now through the Learning Abroad Center.

We believe that this instructional design would be 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.

2003-2004 Events and Meetings

The events held during the past year focused on a third cohort of faculty and advisers (referred to as Major Advising Group 2), emphasizing sustainability. While we continue to create new content to present to faculty and advisers, we are able to draw on the content used in earlier events as we are working with a new cohort. **We have developed a high level of expertise in the construction and delivery of content regarding study abroad and curriculum integration that is innovative in the field of international education.**

Our fall retreat was held on September 19, 2003 and was entitled “Integrating Study Abroad Into Your Students’ Curriculum.” We hosted 87 faculty members and academic advisers from all 4 campuses at this event. Examples of content innovated for this faculty and adviser audience include:

- Choosing Study Abroad Programs for Academic Disciplines
- Developing Academic Considerations for Study Abroad
- Re-entry: Integrating Students’ Study Abroad Experiences Back Into Their Degrees and Careers

Our spring retreat with this cohort, and with the Bush grant funding, was held on February 6, 2004 and was entitled, “Dissemination of Study Abroad Curriculum Integration”. We hosted 58 faculty members and academic advisers from all 4 campuses for this event. The event focused on departments’ and units’ best practices and also on working on an action plan for sustainability. Our goal in 2004-05 is to post best practices to our web site.

The following post-workshop quotes are wonderful examples of how these events, and this initiative, have impacted faculty and academic advisers:

“I have learned about programs, ways to encourage reluctant students, national trends in study abroad, and the life-changing benefits of study abroad. Curriculum Integration has been one of the most significant projects that I have contributed to as an adviser. It is an honor to be a part of this ground-breaking experience.”

“I have a new arsenal of advising tools at my disposal. I know more about how programs work, the issues that face students and the resources available. I have gained confidence and authority in the area of study abroad. Also, I was fortunate enough to participate in a site visit -- wow!”

“I was committed to the goals of this project. What surprised me most was the effectiveness of retreats of increasing awareness of and support from faculty. Having you in place has made it possible for UMM to take great strides forward. Thank you!”

“I am better able to discuss financing study abroad with students. I have had the opportunity to gain an understanding of the value my department faculty place on study abroad. I have helped students gain unique study abroad experience that combine research with campus based faculty and study abroad.”

Besides the scheduled events for our various working groups, there were numerous discussions with subsets of colleagues on all four campuses. In particular, **the Twin Cities curriculum integration team visited the Crookston, Duluth, and Morris campuses this year in order to meet with faculty in specific discipline-related meetings.** This allowed us to carry forward the work in specific academic departments, disciplines, and advising offices, and work with those individuals who have not been to attend our events. During these full-day visits, meetings were held with 22 departments. Following these meetings, departments continued the development of advising materials in collaboration with curriculum integration team members. Departments we met with include:

- Crookston - Natural Resources, Agriculture Education/ Animal Science, Sport and Recreation Management, Business Management, Golf and Turf Management, Horticulture
- Duluth - Sociology/Anthropology, Health, Physical Education and Recreation, Psychology, Biology, English, Computer Science
- Morris - Spanish, Education, Psychology and Liberal Arts for the Human Services, Economics, Art History, Geology, English, Physics

On the Twin Cities campus, additional work was done with faculty members and advisers in the following colleges, departments, and advising offices:

- African American and African Studies
- Anthropology
- Art
- Agricultural Education
- Animal Science
- Applied Economics
- Applied Plant Science
- Biosystems and Agricultural Engineering
- College of Biological Sciences
- College of Liberal Arts Advising Communities
- College of Natural Resources
- Economics
- English
- Environmental Horticulture
- Environmental Science
- Food Science and Nutrition
- Foundations of Education: Early Childhood
- Foundations of Education: Elementary
- General College
- Geography
- Global Studies

- History
- Kinesiology
- Multicultural Affairs
- Nursing
- Recreation and Leisure Studies
- Scientific and Technical Communication
- Sociology
- Spanish and Portuguese
- Urban Studies
- Women's Studies

Other meetings this past year contributed to the on-going work of study abroad curriculum integration. For example, on the Twin Cities campus, the curriculum integration project director's membership on the Council for Undergraduate Deans, allows for a continued dialogue with associate deans for academic affairs regarding study abroad policies and procedures. In addition, the University's former advisory committee on study abroad has taken a new form as the Learning Abroad Center Advisory Council in which all associate deans now participate.

Innovative Advising Tools and Methods

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 faculty and advisers' efforts is the **Academic Interest Advising Sheet** to guide freshmen and sophomores toward an improved understanding of how study abroad will work for their degree requirements. The eleven Academic Interest sheets were **successfully used again this year in new student orientations and freshmen advising appointments, and have become commonplace in many advising units.** This tool has staying power, as it is a general introductory advising piece, as opposed to one that is tied to curricular details.

Departmental faculty and advisers, as well as study abroad professional, continue to see the **Study Abroad Major Advising Sheets** as an important source of information on study abroad. Many more disciplines from our second cohort group are moving toward completion of an advising sheet. When the advising sheets that are currently in production are completed, there will be **77 advising sheets that cover 97 majors or disciplines.**

(NOTE: The UMTC Carlson School of Management has decided to create one advising sheet representing all 12 undergraduate majors. The current UMTC Biology sheet currently serves all 8 majors within the College of Biological Sciences, and the current Kinesiology sheet serves the 3 majors in the School of Kinesiology.)

We have created several niche advising materials also, such as the Health/Pre-Health Science and Programs with a Multicultural Focus sheets, and are working on one for Honors students. We continue to produce the Intensive Language advising sheet, creating in the first two years of the initiative. Therefore, **we will have 91 curricular-related advising tools as products of grant-related activities.**

The following table details the status of the Study Abroad Major Advising Sheets. The advising sheets are located on-line at: <http://www.umabroad.umn.edu/academic/advisingsheets/index.html>

Major Advising Sheets	Campus	2004 Status
Aerospace Engineering and Mechanics	Twin Cities	Original version
Agriculture Education	Twin Cities	New
Agricultural Education	Crookston	In Process
Animal Science	Twin Cities	New
Anthropology	Twin Cities	In Process
Applied Economics	Twin Cities	New
Applied Plant Science	Twin Cities	In process
Art	Twin Cities	Revised
Art History	Morris	In Process
Biology	Twin Cities	Original version
Biology	Morris	In Process
Biosystems and Agricultural Engineering	Twin Cities	In process
Biomedical Engineering	Twin Cities	2003 version
Business	Twin Cities	Under revision
Business Management	Crookston	In Process
Chemical Engineering	Twin Cities	Revised
Chemistry	Twin Cities	Original version
Chemistry	Morris	New
Child Psychology	Twin Cities	New
Civil and Geological Engineering	Twin Cities	Original version
Clothing Design	Twin Cities	2003 version
Computer Science and Engineering	Twin Cities	Original version
Early Childhood Education	Crookston	New
Economics	Twin Cities	New
Economics	Morris	New
English	Twin Cities	New
English	Morris	New
Electrical and Computer Engineering	Twin Cities	Original version
Elementary Education	Morris	In Process
Environmental Horticulture	Twin Cities	New
Environmental Science	Twin Cities	New
Family Social Sciences	Twin Cities	Under revision
Fisheries and Wildlife	Twin Cities	Original version
Food Science	Twin Cities	2003 version
Forest Resources	Twin Cities	Original version
Foundations of Education-Early Childhood Educ.	Twin Cities	In process
Foundations of Education-Elementary	Twin Cities	In process
French	Morris	In process
Geography	Twin Cities	In process
Geology	Twin Cities	Original version

Geology	Morris	New
Global Studies	Twin Cities	New
Graphic Design	Twin Cities	2003 version
Health/Pre-Health	Twin Cities	Original version
History	Twin Cities	In process
Honors	Twin Cities	In process
Horticulture	Crookston	In Process
Housing Studies	Twin Cities	2003 version
Information Technology Management	Crookston	In Process
Interior Design	Twin Cities	2003 version
Kinesiology	Twin Cities	New
LAHS	Morris	New
Math and Statistics	Twin Cities	Original version
Math	Morris	In Process
Mechanical Engineering	Twin Cities	Original version
Programs with a Multicultural Focus	U-Wide	New
Natural Resources	Crookston	In Process
Natural Resources & Environmental Studies	Twin Cities	Original version
Nursing (Short Term Options for Nursing)	Twin Cities	2003 version
Nutrition	Twin Cities	2003 version
Political Science	Twin Cities	New
Political Science	Morris	New
Psychology	Twin Cities	2003 version
Psychology	Morris	New
Physics	Twin Cities	New
Physics	Morris	New
Retail Merchandising	Twin Cities	Under revision
Scientific and Technical Communication	Twin Cities	New
Secondary Education	Morris	In Process
Sociology	Duluth	In process
Sociology	Twin Cities	2003 version
Sociology	Morris	In Process
Spanish	Morris	New
Sport and Recreation Management	Crookston	In Process
Sport Science	Crookston	In Process
Statistics	Morris	In Process
Turf Management	Crookston	In Process
Urban Studies	Twin Cities	In process
Wood and Paper Sciences	Twin Cities	Original version
Women's Studies	Twin Cities	In Process

KEY: "Original Version" indicates document was produced prior to 2000-01. "Revised" indicates revision of original version. "Under Revision" indicates an original document that is now under revision. "2003 Version" indicates document was completed in 2002-03. "New" indicates document was completed in 2003-04. "In process" indicates a new document that was begun in 2003-04.

Documents: Original Version = 14
Documents: 2003 version - 10
Documents: Revised = 2
Documents: Under Revision = 3
Documents: New = 24
Documents: In process = 27

We have **continued to speak with students directly in the classrooms using the 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. The module is being used in freshmen seminars, career development classes, "Orientation to..." classes, and first year courses for multicultural students. This past year, we spoke with students in classes such as "Orientation to Health Sciences," and introductory classes in Animal Sciences, Environmental Horticultural, and Commanding English.

On the Crookston campus, the director of First-Year Experience holds a joint appointment with the Learning Abroad office, and is able to coordinate recruitment and promotional activities between the two units.

This year, we met with the vice president for first-year programs on the Twin Cities campus to discuss piloting the study abroad module in many faculty-led freshmen seminars in fall 2004. It is hoped that this module will be available then for replication on other campuses.

The Learning Abroad Center's **Curriculum Integration web pages were redesigned** in the past year. The main goal of the redevelopment was to make better use of the assets created during the curriculum integration initiative. We also wanted to focus on the process and the products. Finally, we wanted to incorporate the curriculum integration work into the greater web site wherever possible. The new web pages are at: <http://www.umabroad.umn.edu/ci/index.html>

We defined three main audiences for the web content. Students use the academic planning tools such as "Study abroad in [your Major]" advising sheets, and the Liberal Education equivalency database. Advisers and faculty are an important target audience. We provide both "Resources for Advisers," a section containing a wide variety of advising tools and "Departmental and College Resources," a section geared toward facilitating curriculum integration interactions with academic units.

We have recognized the importance of the external audience and taken the mantle of national leadership in the realm of curriculum integration. The "Integration Models and Components" section breaks down the functional processes that used in the Minnesota model of curriculum integration. Educational institutions are free to borrow and modify these resources to fit their own needs. The link is: <http://www.umabroad.umn.edu/ci/componentmodels/index.html>

Finally, the section entitled "Statistics and Research Resources" is useful for both internal and external audiences, as it provides bibliographies, evaluation examples, and the University of Minnesota's study abroad statistics.

The **Crookston campus** has continued to develop its learning abroad web site, and has produced a fall semester and spring semester **newsletter on study abroad which is sent out to all students, faculty, and staff electronically.**

Duluth has made routine the systematic of 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 database now holds over 1,100 courses from 70 institutions abroad.** Duluth's work with its course equivalency database is the motivating force behind efforts to undertake this work on all 4 campuses.

In order to take the use of technology a step further, representatives from all 4 campuses have met multiple times this past year via Interactive TV to discuss study abroad policies and procedures such as on-line registration using a "Multi-U" approach, billing, and grade entry. This allows students to move easily between study abroad offerings on each campus and is streamlining our administrative procedures.

Finally, **study abroad scholarship development and awarding continues to be a major emphasis.** The **Freshman Study Abroad Scholarship**, which was developed in collaboration with colleges within the University and awarded to students to use towards studying abroad at some point in their undergraduate experience, **has become the most-requested scholarship, according to the Office of Admissions.** Learning Abroad Center funds, totaling between \$40,000 - 50,000, will be awarded by Admissions each year to incoming freshmen. For the 2003-04 incoming freshman cohort, 67 freshmen were awarded this \$1000 scholarship, which may be used at any point during their University career.

Of the \$100,000 allotted to study abroad scholarships because of the University's cost-sharing with the Bush Foundation grant initiative, **an additional 204 scholarships were awarded in 2003-04 across all 4 campuses.** These scholarships range in amounts of \$500 to \$1500.

Study Abroad Access and Enrollment

There has been a steady increase in study abroad enrollments since the inception of the Bush Foundation grant activities. The following chart shows study abroad enrollments as a percentage of undergraduates enrolled on each campus, and as a percentage of undergraduate degrees granted on each campus. Final enrollments figures for 2003-04 will be available in early fall 2004.

University of Minnesota- All Campuses	1997-98	1998-99	1999-2000	2000-01	2001-02 Bush Grant	2002-03	2003-04 Estimate
Total Studying Abroad	962	933	1187	1354	1382	1647	1884
As % of Total UG Enrollment	2.9%	2.6%	3.2%	3.7%	3.6%	4.1%	N/A
As % of Total UG Degrees Granted	14.8%	13.8%	18.3%	21.5%	19.5%	22%	N/A
University of Minnesota- Crookston	1997-98	1998-99	1999-2000	2000-01	2001-02 Bush Grant	2002-03	2003-04 Estimate
Total Studying Abroad at UMC	0	0	0	0	9	11	16
As % of Total UG Enrollment	0%	0%	0%	0%	.96%	1.0%	N/A
As % of Total UG Degrees Granted	0%	0%	0%	0%	3.9%	6.2%	N/A
University of Minnesota- Duluth	1997-98	1998-99	1999-2000	2000-01	2001-02 Bush Grant	2002-03	2003-04 Estimate
Total Studying Abroad at UMD	100	105	109	160	214	317	400
As % of Total UG Enrollment	1.5%	1.5%	1.5%	2.0%	2.6%	3.7%	N/A
As % of Total UG Degrees Granted	8.9%	8.1%	8.9%	13.7%	17.5%	22.9%	N/A
University of Minnesota- Morris	1997-98	1998-99	1999-2000	2000-01	2001-02 Bush Grant	2002-03	2003-04 Estimate
Total Studying Abroad at UMM	103	113	88	129	127	160	140
As % of Total UG Enrollment	5.4%	5.9%	4.7%	7.0%	6.6%	8.8%	N/A
As % of Total UG Degrees Granted	26.8%	32.5%	25.8%	40.9%	41.7%	49.2%	N/A
University of Minnesota- Twin Cities	1997-98	1998-99	1999-2000	2000-01	2001-02 Bush Grant	2002-03	2003-04 Estimate
Total Studying Abroad at UMTC	759	715	990	1,065	1040	1159	1328
As % of Total UG Enrollment	3.12%	2.76%	3.67%	4.00%	3.85%	4.12%	N/A
As % of Total UG Degrees Granted	15.25%	13.93%	20.11%	22.20%	19.50%	20.78%	N/A

Enrollment of Under-represented Students

Several activities, which were initiated in the first and second years of the grant, to address increasing enrollment of under-represented students in study abroad were continued this past year. Efforts continue on all 4 campuses to ensure that under-represented students have access and support for study abroad. In this third year of our efforts, there is an understanding that the work of **increasing enrollments of students of color in study abroad will require a long-term, sustained effort**. The on-going work will be focus on the issues and identify practical and sustainable solutions.

One significant issue identified by our evaluation efforts within the Bush Foundation grant has been that students of color perceive cost to be a significant barrier to study abroad as do many students. For this reason, the **Bush Diversity Scholarship** was awarded for the first time on the Morris and Twin Cities campuses in 2003-04 to stimulate diversity of students able to participate in University Of Minnesota education abroad programs. Diversity has been defined by the University's General Counsel 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

In 2003-04, 2.4% of the University of Minnesota's students of color studied abroad, this is in comparison to the overall 4.1% of University of Minnesota students who studied abroad in 2003-04. (122 of the University's 4,996 students of color studied abroad in 2003-04.)

Accurate reporting on students of color and study abroad continues to be problematic because students self-report their ethnicity on the study abroad applications. In addition, an increasing number of students do not fit into the federally-defined ethnicity categories used by the University of Minnesota. In particular more **multiethnic and multiracial students are not served by the current federally defined ethnicity categories**, and from an anecdotal standpoint, we know that these students are less inclined to identify themselves as under-represented minorities or have a difficult time checking the category that best identifies them.

Several efforts are underway to improve the accuracy of the reports so we can better understand who is studying abroad. The main strategy for improving data accuracy will be to pull ethnicity data out of the University's student records data, which was piloted in May 2004 and will be fully operational in spring 2005. The most important outcome to date is that all four campuses

are now reporting data on ethnicity in study abroad so that, over time, appropriate benchmarking is possible and we are able to act in unison system-wide to address ethnicity-reporting issues.

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 met 4 times. The **group created a Mission Statement** intended to guide sustainability of the group's future efforts. The Mission Statement reads,

The Multicultural Study Abroad Group (MSAG) is made up of University of Minnesota professionals who actively support the University's goal of increasing the numbers of students of color who study abroad by: working to overcome barriers, promoting the benefits of study abroad, and providing resources that address the need of students of color.

Members of the group outlined its history and organizational model, in order to present its work at the April 2004 conference on Internationalizing the Curriculum. Several other major collaborative efforts within the group this year produced significant outcomes.

The Publications committee **completed the brochure entitled "Multicultural Students and Study Abroad."** The brochure is available on the curriculum integration web site at: <http://www.umabroad.umn.edu/ci/groups/msag/index.html>

The Programs committee worked to identify study abroad programs that are family-friendly, so that students who are also parents might take their children abroad when they study abroad. The committee **created an advising tool, "Family Friendly Study Abroad Programs."** This committee also began work on another first-of-its-kind advising tool, **a new publication "Study Abroad Programs with a Multicultural Focus."**

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.

We continue to maintain and update a web page on the Multicultural Study Abroad Group and continue to have requests nationally for more information on the work of this group, located at: <http://www.umabroad.umn.edu/ci/groups/msag/index.html>

Additional Work to Increase Under-represented Enrollment

The Twin Cities campus study abroad office continues to have meetings of the internal working group to address the efforts that we could take in increasing student of color participation in study abroad. In addition, Twin Cities study abroad staff are heavily involved in activities within

the General College, the Martin Luther King office, and the Office for Multicultural Affairs. Outreach activities to these units include:

- presenting 50-minute modules to freshmen of color first-year seminars
- attending International Committee meetings in General College
- conducting first step meetings and study abroad advising on-site within units serving students of color

The Morris campus staff and faculty continue to encourage greater diversity in the study abroad student population through the new multicultural study abroad scholarships and by conducting study abroad information and advising sessions in locations on campus that are most frequented by students of color. Morris continues to have meetings of the working group composed of faculty, staff and students and chaired by the director of Morris' Minority Student Program.

Overall, it is acknowledged that the work to increase study abroad enrollments by students of color will be a long-term effort. Through the strong collaborative efforts of the study abroad offices and the advisers for multicultural students during the past three years, a systematic foundation is being laid for future positive outcomes.

Faculty Awareness

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

Study Abroad Site Visits

During this past year, **27 faculty and advisers from 24 different departments participated in site visits** with 21 faculty and advisers from the Twin Cities campus, 3 from Crookston, 2 from Duluth, 1 from Morris. Group site visits were made to France, Spain, and Costa Rica.

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.

Site Visit Pedagogy

Site visits are designed to help faculty and advisers understand study abroad processes, program features, and the overall student experience. They 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 academic unit for study abroad.

Also, the structure of the site visits allows faculty and advisers to learn the structures and processes of study abroad, in general so they can assist students who want to go on any program, not just the ones they visited.

The site visits continue to use **a 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, studios, 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 and an evaluation 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 who 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.

For our “facilitated” site visits, the study abroad professional accompanies the faculty and advisers abroad, providing for continuous learning. In addition to these facilitated group visits, some faculty members 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. We provided the faculty with a small stipend to cover on-site expenses. 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. Faculty visited New Zealand, United Kingdom, Sweden, Australia, Denmark, Norway and Argentina.

Participants continue to react very positively overall to the study abroad site visits:

“One of the most important lessons that I learned from participating in the Study Abroad Site Visit Program was that my own study abroad experience as a student was not typical. I

participated in an excellent summer program to Santiago, Chile. However, it was a very small program (only 5 students) with an informal staff and support structure. This was my first experience with witnessing a large study abroad program. I was consistently impressed by the quality and depth of support that these programs provided for their students. I do not think that students have any reason to feel intimidated or apprehensive about participating in a study abroad program given these observations.”

“I feel that the firsthand knowledge that I gained from this site visit will help me more effectively encourage students to participate in study abroad programs.”

“It was truly a learning experience. We always comment that students who study abroad come back with a broader understanding of the world, and an appreciation for differences in people and cultures. **After only one week in Spain, I feel I have come back with a greater appreciation of our world – and can only imagine what effect an entire semester abroad can have on students!**”

Internationalizing On-Campus Courses

The Morris campus International Programs Committee **awarded emersion grants to 5 faculty members** in 2003-04 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 continued coordinating the "**Internationalizing the On-Campus Curriculum**" (IOCC) component of the grant for faculty on the Twin Cities campus. Faculty members from Crookston, Duluth, and Morris were invited to participate this year and 2 faculty members from Duluth were accepted into the program for 2003-04. This project aims to integrate global perspectives and content throughout the undergraduate curriculum. This year, 12 faculty members from 9 different departments completed the workshop series.

The **success of this component of the grant activities has become one of the biggest surprises for us**. The magnitude of change happening for the faculty members who participated in the workshops on internationalizing their on-campus courses has been the most gratifying aspect of this component’s success. **Faculty report they have been transformed as educators** through this experience, which has bound them as a community of learners devoted to improving their own pedagogical techniques and approaches to the classroom.

“This has been the most rewarding grant experience of my career. I have benefited from many kinds of grants and awards for both research and curricular development – but this grant is in a class by itself for the simple reason that it has a soul.”

“Among the many benefits to being a participant in this program, the one that most stands out for me is the improvement in my effectiveness as a teacher. This applies not just to

teaching with a culture-based approach, but to course design, communication with students, useful resources, and effective activities.”

A primary goal of the IOCC Program is to **have faculty participants experience a process that will help them better understand their own cultural perspectives as well as to enhance their ability to design learning opportunities that improve cultural competence in a global context.** Specific program outcomes are that participants engage in the following behaviors:

- Help generate a community culture that acknowledges the importance of internationalizing undergraduate courses.
- Question their own implicit assumptions about course content, course design, and global perspectives in their disciplines.
- Create a multi-disciplinary venue to talk about issues related to teaching and learning as well as to designing and delivering an internationalized course syllabus.
- Present an internationalized course using teaching strategies that actively engage students and assess their learning through self-reflection and critical thinking.
- Transform their classroom culture and teaching practice through an enhanced understanding of internationalization, curriculum design, and active learning.

Another primary goal of the IOCC Program is to **have undergraduate students better understand their own cultural perspectives in order to perform more effectively in a global context.** Upon completion of an internationalized course, it is assumed that undergraduate students will demonstrate the following behaviors:

- Understand the importance of learning about international perspectives.
- Question their own implicit assumptions about course content and the best ways to learn.
- Think about course content critically and globally.
- Enhance their awareness and appreciation of their international peers .
- Consider integrating a study abroad component into their program of studies.

This past year, evaluation was conducted on the Cohort I participants (2002-03) which involved mid-semester reports, Small Group Instructional Diagnosis (SGID) in internationalized courses, student responses to specific questions added to Student Evaluation of Teaching (SET) forms, and follow-up interviews with instructors who taught their internationalized courses.

Several significant responses were garnered from the Student Evaluation of Teaching forms. Using a 5-point Likert scale, with 1 = Strongly Disagree and 5 = Strongly Agree, the students responded to the following questions:

Question (1=Strongly Disagree 5=Strongly Agree) N=39	Mean
1. The course materials and assignments encouraged me to consider international perspectives.	4.00
2. This course encouraged me to question assumptions surrounding international perspectives in my field.	3.90
3. This course increased my ability to think critically about international issues in my field.	4.08

4. The class environment fostered an awareness of international issues and perspectives.	4.10
5. The instructor integrated internationalized perspectives into the course.	4.33
6. <i>Answer if you have studied or lived abroad or if you are an international student:</i> This course reinforced the value of my international experience.	4.10
7. This course increased my interest in studying international issues and concerns.	3.85
8. The international dimensions of this course enriched the content and my interest.	3.78
9. This course motivated me to have an international experience.	3.63

Faculty from the 2002-03 cohort who taught their classes and participated this year in evaluation activity were also positively influenced by this component of the Bush Foundation grant efforts.

<i>Now that you have taught the course,</i>	Mean Strongly Disagree=1 Strongly Agree=5
1. The information and resources from the workshops were valuable to how I developed the course.	4.0
2. The information and resources from the workshops were valuable to how I assessed the course and student learning.	3.5
3. I have changed in my approach to teaching and to curriculum development as a result of participating in the workshops (syllabus, instructional materials, teaching strategies, assessment techniques).	4.3
4. Meeting with multi-disciplinary faculty groups affected / influenced my thinking about internationalizing curriculum.	4.7
5. My own perspectives about internationalizing changed as a result of being involved in the internationalizing project.	4.0
6. I observed a “transformation” in my students’ intercultural perspectives and in their ability to accept and interpret culturally different content	3.8

A full report from the Center for Teaching and Learning Services is attached.

There are 10 faculty participants for the 2004-05 workshops. Because of travel logistics for coordinate campus faculty, the 2004-05 cohort will once again be composed solely of Twin Cities faculty as originally proposed in the Bush Foundation grant proposal.

Project Evaluation

Background and History

Evaluation has been integrated into our activities from the very beginning and is designed to provide both quantifiable and qualitative data. Our evaluation efforts have focused on two areas. First, we have focused on the effectiveness of our approach, especially in our workshops and with the collaboration between our working groups. Secondly, we are measuring the impact and efficacy of our efforts **on** the University of Minnesota and the extent to which our efforts achieve the goals outlined in our grants.

We are using focus groups, on-line surveys, workshop evaluations, and enrollment data collection as our evaluation methods.

On a basic level, we are counting the students who are being advised about study abroad and those who actually are studying abroad. These numbers are a general measure of our initiative's success. As noted earlier in our data charts, the **number of students studying abroad within the entire University system is on the rise, especially for 2003-04 for which final numbers are still being tabulated.**

But, while counting is important, this method lacks the qualitative information we need to ensure that curriculum integration becomes institutionalized within our University. Our President, Robert Bruininks, has told us that even if it takes 10 years to reach our numeric goals, we, as an institution, should keep striving to transform the culture of the University toward one that embraces internationalizing.

Thus, in addition to simply counting students, we are using focus groups, on-line surveys, and workshop evaluations to reveal issues and monitor for results. We would like to think of our **evaluation activities as a process improvement** effort, as we are still learning how to move forward with this initiative.

It was clearly stated in the grant that 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.

In the first year of our work, we conducted focus groups with students to reveal major themes regarding their perspectives of study abroad. In addition, 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 and third years of the grant, we have **surveyed 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 approved, as we would be surveying thousand of students randomly.

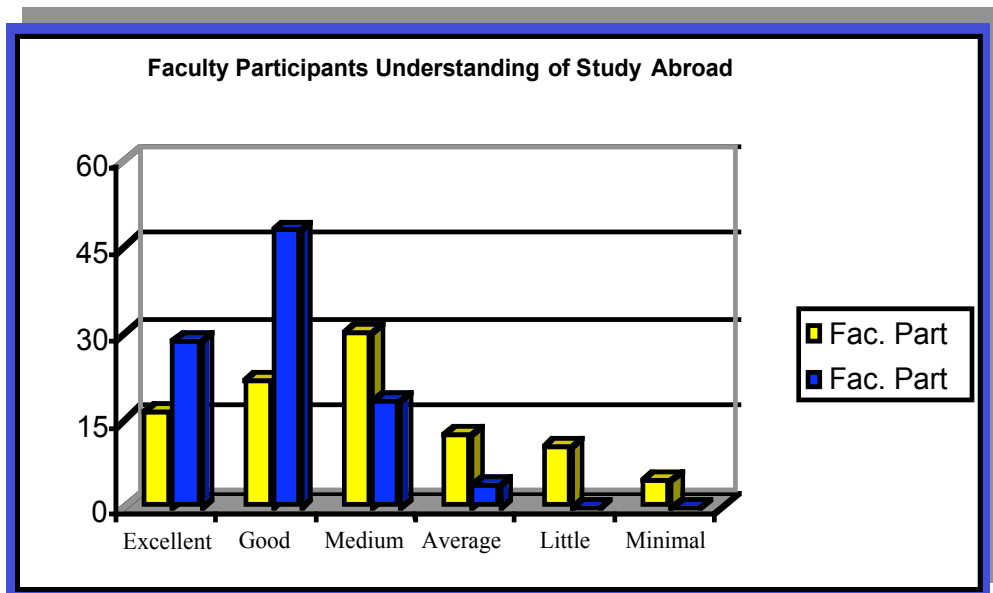
We have administered the survey to cohorts of sophomores and seniors over the past 3 academic years, and intend to continue administering the survey to monitor changes over time. **The response rate for the sophomore survey was 16% in the first year, and has averaged 25% since then. The average response rate on the senior surveys is 20%.**

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

Finally, another valuable evaluation method is the **continuous evaluation of our workshops with faculty and advisers** using quantitative and qualitative methods. Overtime, we have made adjustments in our workshop pedagogy and structure based upon the evaluations completed by our faculty and adviser participants. Our participants know that we read every single comment they write, and we believe that our current model accurately reflects our teacher/learner principle.

Evaluation Results

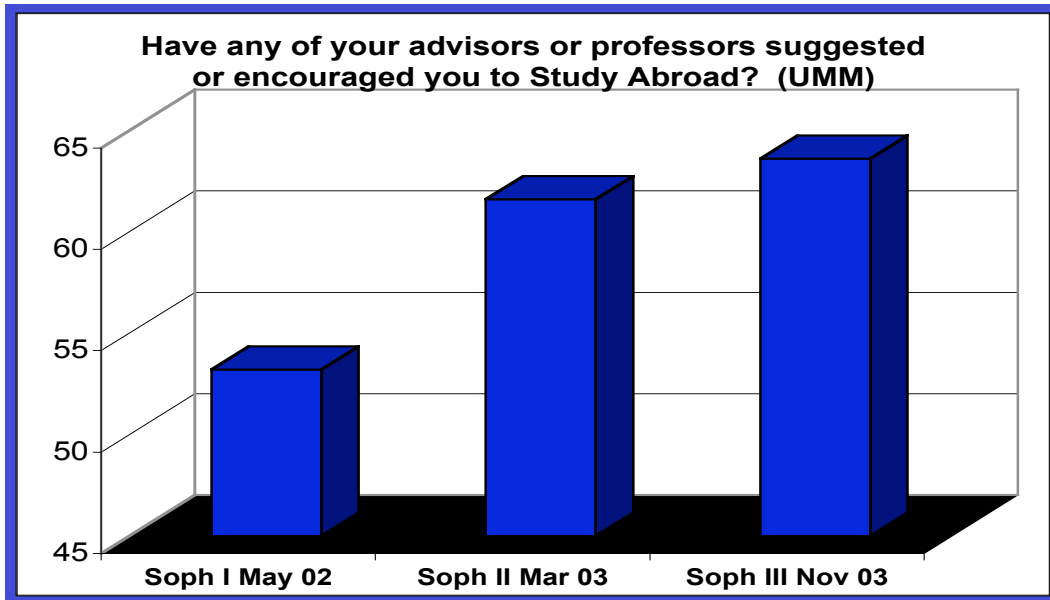
As we see from the data reflected in our faculty surveys, over the past several years faculty and advisers are gaining a better understanding of study abroad. **Over 76% of the faculty and advisers participating in the initiative now report they have a good to excellent understanding of study abroad,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



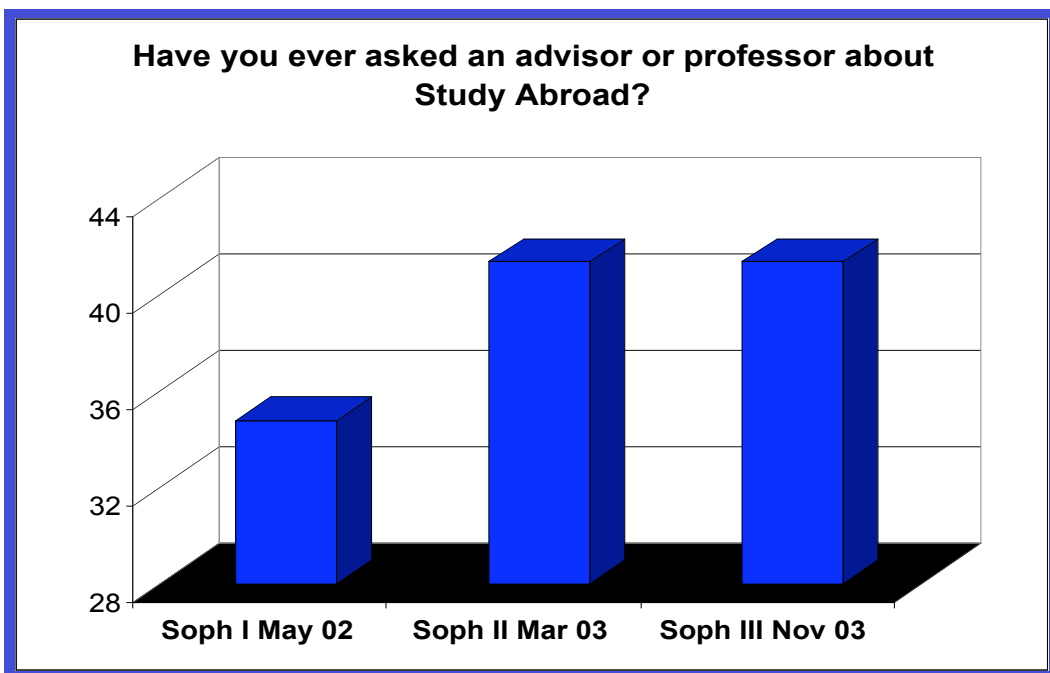
In the above graph, the gray bars represent the faculty participants' views in 2001, and the dark bars represent their views in 2004.

When faculty and advisers began this initiative, they were asked if students could use credit earned from study abroad courses toward requirements in the major. Over 40% were uncertain as to the answer to this question. At this point in the initiative, only 6% of the faculty and adviser participants are uncertain.

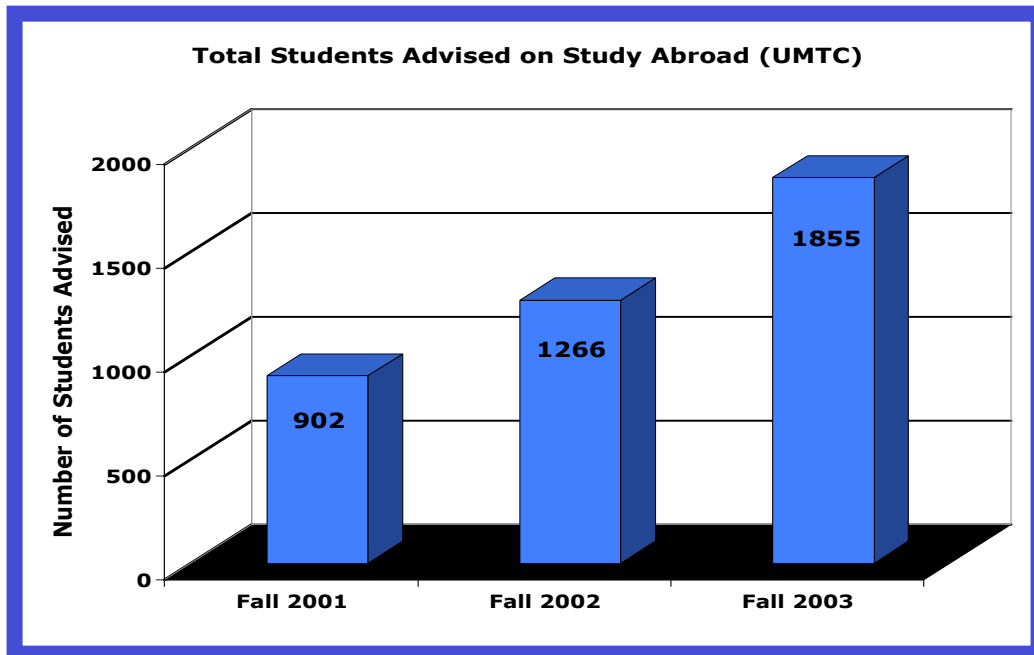
As faculty and advisers become more confident, they are talking more proactively with their students about study abroad. Students report that faculty and advisers are increasingly talking with them about study abroad. On the Morris campus for example, where over 20% of the faculty and advisers have been engaged in curriculum integration, we see that **sophomores on the Morris campus report that over time, more professors and advisers are talking with them about study abroad**



We see a change in the sophomore data indicating that sophomores are acting upon the messages they receive from the institution about study abroad. More sophomores are asking their professors and advisors about study abroad.



Over the past 3 years on the Twin Cities campus, there has been a **twofold increase in the number of students advised in the study abroad office, from 902 students in 2001 to 1,855 students in 2003.**

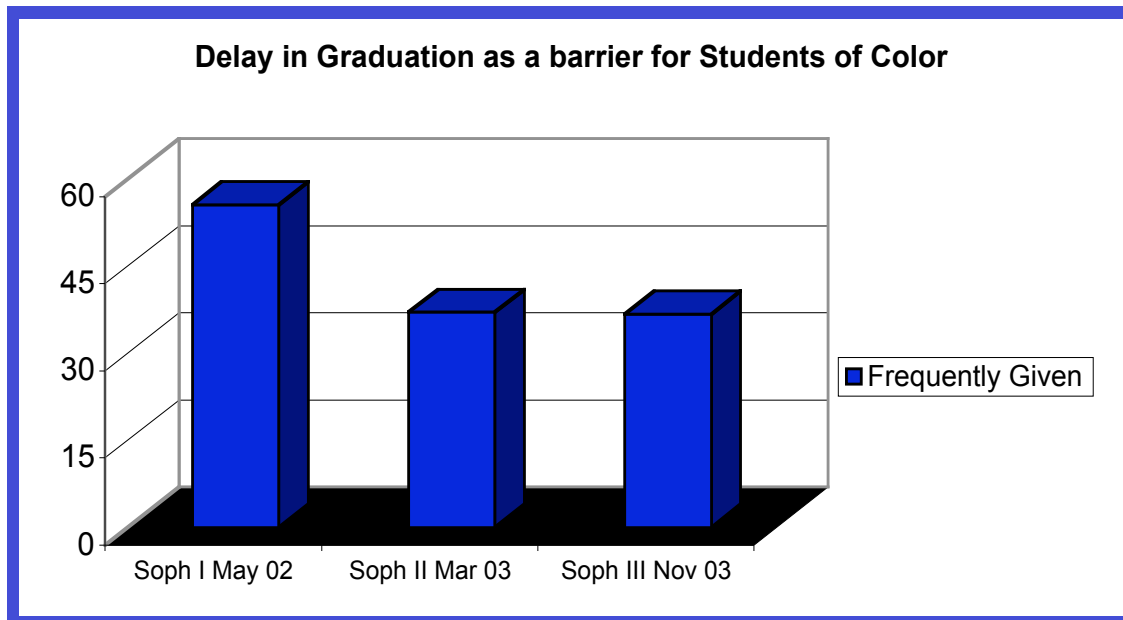


Increases in advising contacts likely reflect an increase in the visibility of study abroad due, in part, to more faculty and advisers talking with their students about study abroad.

The message of **planning for study abroad**, in order to integrate study abroad coursework into the degree so that students may graduate in a timely manner, has been one of the core messages that we, collectively, as a University are institutionalizing through this initiative.

The Carlson School of Management, on the Twin Cities campus, is one example of where this message is communicated by the dean, faculty, and advisers to freshmen. Over the past two years, Carlson freshmen have been told during orientation that study abroad is expected of them. Note: the message is that students are “expected,” not “required” to study abroad. **We have seen a dramatic increase in students from the Carlson School of Management seeking study abroad advice in the Twin Cities study abroad office.**

Since our Bush Foundation grant also included the goal of increasing enrollments of students of color who are under-represented in study abroad at the University of Minnesota, we have over-sampled for students of color in our surveys to identify their perceived barriers to study abroad.



We are seeing a **decline in students of color perceiving delay in graduation as a barrier to study abroad.**

Given the national attention on this project, we identified the need to create a web page where our instruments and data would be located. All of our baseline data have now been collected, and the **Evaluation web page reflects our most recent data**, which keeps our University and national audience updated.

The external grant evaluator, Dr. Michael Vande Berg from Georgetown University, has been instrumental in communicating the value of the curriculum integration work to our audiences during speeches that he has made during our events and at our national conference during this past year. Our internal evaluator, Dr. Thomas Dohm, has been a crucial member of the University of Minnesota team working to ensure valid and accurate evaluation methodologies and analysis of our work.

Information Dissemination

Our on-going events, as outlined in the grant, are a major method of dissemination. In addition, we are increasingly 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 planned and delivered the first conference on Internationalizing the Curriculum, drawing nearly 400 registrations from 120 institutions all over the world.**

Internationalizing the Curriculum conference

The Internationalizing the Curriculum Conference was held in Minneapolis on April 15-17, 2004. The conference mission was to share strategies and lessons learned in our extensive effort to incorporate study abroad into undergraduate majors while at the same time offering colleagues around the country the opportunity to present their ideas and work related to study abroad curriculum integration.

Although registrations were close to 400, 386 people actually attended the conference. We had to turn away additional registration due to capacity limitations. Participants were mainly from the US but also Australia, Canada, Denmark, France, Mexico, Spain, and the UK. In our experience, successful study abroad curriculum integration requires the involvement, support, and efforts of upper-level administrators, academic advisers, faculty members, and education abroad professionals. Institutions were encouraged to come as a cross-functional team and were offered a discounted conference fee if they did so. Over 30 institutions sent teams of four or more and several institutions sent two or three teams of four participants. Participants included 50 academic advisers, 70 upper-level administrators, 80 faculty, and 160 study abroad professionals (including 30 study abroad program providers).

Supporting organizations included the Forum for Education Abroad, the Institute for the International Education of Students (IES), Council for International Educational Exchange (CIEE), Denmark's International Study (DIS), International Student Exchange Program (ISEP), Arcadia University's Center for Education Abroad, and Butler University's Institute for Study Abroad.

The 3-day event began with a plenary session that highlighted the University of Minnesota's involvement in curriculum integration. Walter Mondale and University President Robert Bruininks were keynote speakers during our opening dinner. Forty-two 90-minute breakout sessions were held over 2 days. Of the 42 sessions, 24 focused on the curriculum integration initiative at the University of Minnesota. We presented the following sessions, often teaming with a colleague or two from another institution:

- Creating a New Culture: International Programs and Study Abroad as Partners in the Campus-wide Contextual Learning Curriculum
- Best Practices for Internationalizing Business Curriculum
- Redefining Study Abroad for the Liberal Arts Students
- Internationalizing On-Campus Courses, The Minnesota Course Development Model
- Curriculum Integration on a Shoestring
- Executive Leadership for Curriculum Integration
- Science and Engineering Study Abroad
- Students of Color and Study Abroad
- Academic and Study Abroad Advisers Team Up: Integrating Academic and Program Selection Advising
- Holistic Strategies for Addressing Student Finances
- Expanding and Promoting Learning Abroad Opportunities for Health Science Students
- True Confessions: C.I. Anonymous

- Applying Courses for Major/Minor Requirements: A Case Study from France
- Integrating Integration: Strategies for Collaborating and Communicating on Integrated Study Programs
- The Role of Cohort Models of Study Abroad and Curriculum Integration
- International Experience in Teacher Education: Rationale, Legitimacy, Procedures
- Using “Folio Thinking” to Help Students in Re-entry Process to Optimize Career Success
- Evaluating Campus Efforts to Internationalize the Curriculum
- Materials, Modes, and Motivation: Curriculum Integration as a Communication Strategy
- Internationalizing the Undergraduate Experience for Agriculture and Natural Resources Students
- Obtaining and Managing a Grant
- Information Management Systems for Curriculum Integration: Not just for Geeks!
- Major-Specific Advising Materials: Collaboration, Production, and Use
- Site Visits: An Educational Tool

Another 18 presentations focused on topics other than the University of Minnesota initiative. Presenters represented institutions such as Indiana State University, Carleton College, the California state university system, and Michigan State University. Presentations by our colleagues from across the country and globe included:

- Academic Integration of Study Abroad Programs at the University of California
- Successful Integration of Core Curriculum with Cultural Immersion Programs: A Multi-Phase Core Course for Study Abroad Students
- International Correspondents: Using Study Abroad Students as Long-Distance Classroom Resources
- Bringing it Home: Follow Up Courses for Study Abroad Returnees
- The Forum on Education Abroad Survey on Curriculum Integration
- Undergraduate Research, Study Abroad and Internationalizing the Curriculum
- Bringing the International Home: Kalamazoo College’s Program in Intercultural Communications
- Learning from Learning to Enhance International Learning
- Round Pegs/Square Holes: Integrating Experimental, Interdisciplinary Learning Programs into Mainstream Departments
- Cracking the Hard Nut: Integrating Education Abroad into the Liberal Arts Curriculum of a Large Research University
- Interdisciplinary Learning, Internationalization, and Study Abroad
- Curriculum Integration: Cultural Challenges on the Home Campus
- Integrating Language and Culture Learning Strategies into the Classroom at Home and Abroad
- Measurable Gains, Immeasurable Benefits: The Short- and Long-term Outcomes of Language Immersion Programs
- Curriculum Integration of Study Abroad at Indiana University
- Curriculum Integration at All Levels – Multiple Strategies to Achieve a Common Goal
- Developing and Integrating Discipline-Specific Study and Intern Abroad Programs into the Academic Curriculum on Campus
- Study Abroad in Non-Traditional Study Abroad Disciplines: The IES Example

Kathy Sideli, president of The Forum on Education Abroad and associate dean of International Programs at Indiana University, addressed the conference participants in the concluding keynote and **spoke to the University of Minnesota’s landmark study abroad curriculum integration efforts,**

“Within the project itself they created a learning environment for the participants that made the end results quite impressive. They brought together multiple layers of stakeholders and posed questions, without dictating answers, since they didn't have preconceived notions of how optimal curriculum integration would work. What resulted was brilliant synergy and shared learning and teaching among all who were involved.

I witnessed this firsthand during my visit to their final major advisor workshop in February. It was clear that these multi-level conversations about weaving education abroad throughout the institution--policies, courses, advising, requirements, etc--energized the players and created the type of environment that will foster ongoing support and commitment for the shared mission of educating students to be able to function in our complex modern world.”

A comprehensive evaluation was conducted on the conference, and **conference participants commented positively on the University of Minnesota initiative with study abroad curriculum integration.** They also commented positively on how attending the conference would positively affect the work on their home campuses with internationalizing undergraduate education.

“ Seeing the success of the University of Minnesota, and having a team from my university makes me optimistic that we have the support to make progress towards our goals back home.”

“ I have learned many things at this conference. I am not a study abroad professional. However, I am a naturalized citizen of the USA and have deep interest in internationalization of curriculum. I teach economic development and am interested in integrating study abroad with these courses. Gathered a lot of information to initiate my project.”

“That Minnesota faced as many of the same problems my institution faces and prevailed with organization, commitment, and clearly established modes of action.”

“We will utilize work U of M has already done for us, i.e., department handouts will act as prototype but also a lot of homework has been done on universities in our program.”

“I have become convinced that the first and foremost factor to make or break study abroad efforts is the cultural context of the organization. This might be a potential barrier to overcome for us.”

“Mainly, I have fodder to take to higher-level administrators to help to bring this into the forefront of our short and long term goals.”

“This CI team is very generous in sharing their models, tools, etc. I know some of this is likely a requirement of their funding sources, however there is clearly a commitment to and spirit of sharing. Thank you!”

Additional Information Dissemination Activities

In addition, Study Abroad Curriculum Integration team members were involved in various sessions and workshops to disseminate the University of Minnesota model. Included in these activities were invitations to be workshop leaders and presenters at conferences and trainings such as the Council on International Education and Exchange resident director training and Project Kaleidoscope on Academic Learning conference for internationalizing the curricula of science, technology, engineering, and mathematics.

Our co-principal investigators on the grant continue to be very active in dissemination information about our progress and to be directly asked about our progress from organizations such as the Forum on Education Abroad. The co-principal investigators bring forward our work during their regularly scheduled meetings with the Consortium for Institutional Cooperation, which is the organization representing the Big 10 universities plus Chicago. Our executive director is now active in the newly formed internationalizing campuses committee of National Association of State Universities and Land Grant Colleges and has developed a position paper on internationalizing for state universities and land grant colleges.

We continue to work with study abroad program professionals in our offices and program providers around the world in order to discuss the impact of greater departmental and faculty involvement in our field, in addition to the impact that increased numbers will have on systems and office workload. 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 the Study Abroad Newsletter on the Crookston campus. Brief updates have appeared frequently in the weekly internal news digest for all campuses.

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 provide us with a strong foundation for internationalizing the undergraduate experience. **Their levels of involvement and contributions have consistently surpassed our expectations.**

One such group continues to be 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 executive group offered its own session during our conference on Internationalizing the Curriculum, and several of our executive leaders spoke during the conference plenary session and other break-out sessions.

A sustainable, long-term outcome is that the **Executive team agreed this year to commit to on-going meetings.** They are funding a meeting of faculty from all four campuses this fall to kick off a new set of undergraduate majors in addition to a meeting in December 2004 for the Executive team to discuss sustainability. The Executive team is comprised of the vice provost for undergraduate education from the Twin Cities campus, the vice chancellors for academic affairs from the Crookston, Duluth, and Morris campuses, the executive director of the Office of International Programs, and the directors and curriculum integration team members of each campus' study abroad offices.

The **overall response from advisers, faculty and students continues to be more than what we originally imagined for our grant activities.** For example, over 80 faculty and advisers attended a pilot series of training sessions offered in May 2004 on study abroad, citing that they want to "remain current on study abroad policies and procedures" and "continue to serve their students who are increasingly asking about study abroad."

In addition to their interest in study abroad, faculty and advisers across all four campuses have demonstrated an enthusiastic willingness to work together. One such example is the collaboration between faculty at Crookston in Early Childhood Education with Morris faculty in Education. The curriculum integration work done by Crookston education faculty members is now being shared with Twin Cites and Duluth Education faculty.

We continue to be amazed with the **responses that we have had to our student surveys** this year. Because of the Bush Foundation grant, we continued to offer University bookstore gift certificates as incentives for survey participants. In this busy world, this strategy has significantly improved the response rates as noted earlier.

On the national front, the response to our national conference was beyond our expectations and we realize that **the issues we are tackling at Minnesota REALLY DO resonate broadly with advisers, faculty, and administrators from across the country.**

Another unanticipated result is the **strong continued 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, as mentioned earlier, the working group on registration, financial aid, and billing has moved forward this year in streamlining processes and developing a Multi-U registration, billing, and tracking system which was piloted May Session 2004.

While the willingness to work together to improve technology systems is a positive, unanticipated outcome, **the failure to recognize in our original grant proposal the technology**

needs and costs related to this meaningful effort has been one of our greatest limitations.

We have not been able to make the necessary investment in information technology systems, even though we have already invested approximately \$500,000. Information management systems, mainly databases, will be the next step needed to address the concerns expressed by faculty and academic advising staff regarding study abroad curriculum integration.

Another challenge that has presented itself is one of staffing. **On the Crookston campus, the study abroad office consists of .75 FTE on 9-month appointments.** The director of study abroad splits time with other campus duties, including a full-time teaching load, while the study abroad advising position is shared with the director position of First Year Experience programs. Maintaining a new study abroad office and expanding curriculum integration efforts will continue to be a challenge for the Crookston campus.

CHANGES BASED ON RESULTS

The end of Year 3 of the study abroad curriculum integration initiative represents the entry into Year 4 –the cost sharing year of our efforts and the continued movement toward sustainability. Year 4 will be the year in which we, as an institution, see how viable our model has become and how deeply our first 3 years of efforts have taken us.

We realize that on the **Twin Cities** campus, our work within the **Council for Undergraduate Deans** will be critical for us to continue the dialogue with associate deans on issues regarding study abroad and curriculum integration. The work with the Council has replaced the efforts we envisioned for the Undergraduate Department and Discipline Representatives group originally outlined in the grant proposal.

The **Morris** campus appointed **faculty to the discipline study abroad advisers group** for each department and they have begun meeting with study abroad staff regarding curriculum integration. At the **Crookston** campus, the Student Fees Committee is now awarding **\$3 per student to the Learning Abroad office from student fees.**

At **Duluth** as work progresses on integrating study abroad into the curriculum, **long-standing study abroad programs have been reassessed and enhanced and some new programs have been developed to fill the curricular voids.**

On the Twin Cities campus, the Learning Abroad Center's operations have changed, for instance in the area of technology. On the Crookston, Duluth, and Morris campuses, study abroad operations are changing and expanding. **Our four study abroad offices have realized that we need to do our work more efficiently, thus making the need for databases and improved information technology imperative.**

This past year, we have directed energy toward meetings with departments, and offered to host lunch meetings and trainings as an alternative method to some of 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 with the College of Education and Human

Development faculty and advisers, to orient them to study abroad and curriculum integration. These were all individuals who had not attended any of our larger events.

We continue to realize 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. While we had fewer site visit funds available in the third year, we were able to more methodically select faculty members and advisers for site visits, paying attention to the long-term investment we would be making in these individuals. Two examples of this long-term investment were sending Crookston's director of the Center for Learning Foundations to a site visit in France and Twin Cities' assistant dean of the College of Education and Human Development to visit universities in the UK and France.

Several changes were made and are planned for the Internationalizing On-Campus Courses workshops. As mentioned earlier, faculty from the coordinate campuses were invited to the Twin Cities campus to participate in the workshops. Although the two faculty members who participated from the Duluth campus found the experience to be very beneficial, it was decided that for 2004-05 to return to the original plan of piloting the effort with Twin Cities faculty.

We planned to spend considerable effort during Year Three in conceptualizing and researching a course equivalency database to track how coursework taken abroad can be articulated on our University campuses. While strong progress was made on the Twin Cities campus, at this point, only the Duluth campus realizing this goal. More work on all four campuses is required in Year Four toward this goal.

We have found that researching courses and disciplines available overseas is time consuming and labor-intensive and that our evaluation activities required significant data collection and analysis. Thus, we increased our student assistant time in Year Three to help with this research, freeing up more professional staff time to be used in working in their liaison roles with academic departments. We added more hours to our evaluation research assistant position also, allowing for an improvement in data collection and analysis of our evaluations.

Again as in previous years, we also found that we are using much less funds toward telephone, fax, and mail and used these funds elsewhere.

SUSTAINABILITY

As we move forward into Year Four of the grant, we continue to have sustainability in mind as we plan for this year and upcoming years. The **teacher-learner model and philosophy of partnership have been demonstrated to be effective in the past three years of innovating our model**. 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 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 study abroad on new scholarship allocations for study abroad and permits students to use any scholarships now for study abroad which greatly expands scholarship support for study abroad. Each campus is developing their own profile and system to plan for 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 the curricula, 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 adviser or faculty training, collaboration on committees, and revisions of communications follow, ensuring sustainability for both partners.

The General College on the Twin Cities campus provides a good example of how collaboration has continued between various units and the study abroad curriculum integration team, and has moved toward sustainability. **General College has created a planning committee for learning abroad initiatives and has drafted a statement of purpose and goals and objectives.** The committee will continue to meet in order to create and act upon an action plan. Amazingly, this initiative came directly from the College itself. Many faculty members and academic advisers in the College have participated in grant-sponsored activities during the past three and they see their planning as a natural next step to ensure that study abroad curriculum integration is maintained within their college.

On the Duluth campus, all 5 collegiate units are now planning for study abroad, and **study abroad has been placed into the Duluth campus compact** submitted to central administration.

On a national level, we are moving toward being recognized as leaders in study abroad curriculum integration and internationalizing the undergraduate experience. In her closing remarks at our international conference in April 2004, Kathy Sideli stated,

“As has been evidenced with the Curriculum Integration project and this conference, the Learning Abroad Center at **the University of Minnesota has set the bar higher in the field** (of international education) on a number of fronts. I hope you will join me not only in thanking them but in showing your gratitude by rising up to the standards they have set for us.”

Colleagues around the country are adapting components of the University of Minnesota’s curriculum integration model to meet their own campus’ needs. For example, Michigan State University has hired a curriculum integration coordinator for their study abroad office and

Minnesota's study abroad major advising sheet template is serving as a template for Michigan State's advising tools.

Finally, our team members are involved in numerous projects nationally and are invited to participate in activities due to the knowledge gained during the past several years with innovating study abroad curriculum integration. Several examples of these activities are:

- collaborating with the Forum on Education Abroad to create dialog sessions on Curriculum Integration for the Forum's November 2004 conference
- serving on the Advocacy and Curriculum Integration committees of the Forum on Education Abroad
- collaborating with Georgetown University and Dickinson College on a Title 6 grant assessing the outcomes of study abroad
- publishing 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
- participating in the Global Dimensions of Student Development commission for the American College Personnel Association
- developing a new section on curriculum integration for NAFSA's Professional Development Workshop on Designing and Administering Study Abroad Programs.

These forums help faculty and study abroad professionals from across the nation incorporate Study Abroad Curriculum Integration strategies and principles into work on their home campuses.

FINANCIALS

Our financial report is attached.