

University of Minnesota

Using Study Abroad to Internationalize Professional Degree Programs at the Undergraduate Level

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1. Addressing a National Need

a. Magnitude of the Problem

A Rand Corporation study conducted in the 1990s has revealed that American college students at all levels lag significantly behind their foreign counterparts in their knowledge of other cultures and languages and in their ability to work effectively in professional situations demanding sophisticated understanding of cross-cultural issues and problems. These deficits are especially noteworthy at the dawn of a new millennium in which local problems, opportunities, and issues will increasingly be dealt with in a truly global context. Nationally, postsecondary educators are searching for new--and increasingly cost-effective--ways of integrating significant international content, foreign languages, and new and emerging computer and information technologies into the postsecondary curriculum in order to enhance students' understanding of the international dimensions of almost every field of study.

There is virtually universal agreement among postsecondary educators that study abroad is a highly effective instrument for enhancing students' understanding of international affairs. In 1997-98, approximately 140,000 American undergraduates study overseas as part of a formal program of study. At the University of Minnesota alone, more than 200 study abroad programs are made available to students, and some 967 undergraduates participated in these programs during academic year 1999-2000. Despite the widely held conviction that study abroad programs help students expand their intellectual horizons, gain greater (and more nuanced) insights into foreign cultures and international issues, build critical foreign language skills, and become more skillful dealing with foreign nationals in a variety of professional and interpersonal settings, two major barriers still prevent many American universities from increasing their study abroad enrollments: 1) the added financial cost imposed on students studying overseas, and 2) the delay in graduation incurred by students when they participate in study abroad programs that do not clearly and cleanly meet their major degree program requirements. The second of

these is a particularly serious problem for undergraduate professional degree students and those in science programs.

Many universities across the United States have obtained endowments and secured special state allocations in order to increase the number and size of scholarships for students seeking to study abroad and have, in many cases, minimized the additional costs associated with paying for airfare, living expenses, and other costs incurred by students abroad. At the University of Minnesota, for example, President Mark Yudof has made it a high institutional priority to enhance the quality of undergraduate education and to increase the numbers of students studying abroad. Major requests to the Minnesota State Legislature are pending to increase the pools of funds available for study abroad scholarships, central administration has allocated \$200,000 over 2 years in new monies to support students studying abroad, and many of the twenty-one colleges that comprise the Twin Cities campus of the University have already set aside new funding (out of their own tight budgets) to support even more study abroad scholarships and are requesting additional funds from alumni. These initiatives, part of a larger national trend among postsecondary institutions to help offset the additional cost to students of studying abroad, have contributed to increasing study abroad enrollments nationally.

Far less progress has been made nationally addressing the second major barrier to study abroad. In many postsecondary institutions—especially at large public universities whose study abroad operations serve large numbers of students in very diverse programs of study and whose faculty have historically been less directly engaged in the study abroad enterprise—study abroad programming has not been sufficiently articulated into on-campus major degree programs. This phenomenon is seen across the country. Faculty (especially those in the professional schools) often design major degree programs that are tightly scheduled and have room for very few, if any, course offerings that do not speak directly to the demanding requirements of those degree programs and national accrediting associations. Too often, professional programs do not allow sufficient time for students to enroll in study abroad programs that would significantly enrich and broaden students' perspectives. As a result, study abroad is often regarded as “an extra” or as a desirable but unrealistic option for students. In addition, professional advisors for tightly scheduled programs, which are among the most critical to our nation's long-term security and competitiveness (business, law, technology, healthcare), are often ill-prepared to assist students seeking foreign study opportunities. The problem is so serious in these fields, that the Committee on Institutional

Cooperation (CIC), an academic consortium of 12 Midwestern research universities, concluded at a meeting held in March in Chicago that:

“There is a need to mainstream international education, building bridges to programs that have not been associated with international education in the past (law, medicine, engineering). Our universities are turning out physicians, engineers, biologists who will work all over the world – and we have not succeeded in getting international and study abroad programs fully integrated into our professional colleges.”

The impact of this artificial bifurcation of academic degree programs and study abroad is profound. Students in a wide range of fields (especially in professional and science degree programs) are effectively denied access to study abroad programs that could introduce new perspectives into their studies, build on classroom theory, and prepare them to meet the challenges of the global world of the twenty-first century. This phenomenon is reflected in study abroad enrollments at the University of Minnesota. During academic year 1997-98—a year before pilot projects were launched at Minnesota to begin addressing this barrier—study abroad enrollments in most professional and science programs were significantly below levels found in non-professional and non-science undergraduate programs:

Figure 1

**Study Abroad Enrollment at the University of Minnesota
Professional and Science Programs**

College	Percentage Undergraduates Studying Abroad
School of Nursing	<5.2%
College of Education and Human Development	<5.2%
Institute of Technology	<5.2%
College of Agricultural, Food, and Environmental Sciences	8.8%
College of Natural Resources	8.8%
College of Biological Sciences	14.0%
College of Human Ecology	18.7%
Carlson School of Management	19.8%
College of Liberal Arts (non-professional/non-science)	21.3%

**estimates reflect the percentage of students who study abroad sometime during their undergraduate career.*

As Figure 1 above indicates, students pursuing degrees in non-technical, non-professional degree programs in our College of Liberal Arts were in some cases 2 to 4 times more likely to pursue a study

abroad option than were their counterparts in science and professional degree programs. Consultation with colleagues at other major research universities in the CIC—especially the University of Wisconsin-Madison, Purdue University, University of Iowa, Michigan State University--indicate that they, too, struggle with these disparities in enrollments. They note, as is the case at Minnesota, that students in technical and professional programs are keenly interested in study abroad, but that they often choose not to enroll because their advisors are not equipped to recommend existing study abroad programs that address the degree requirements of the on-campus major degree program and national accrediting associations without extending their graduation date. Students of means and traditional-age students tend to study abroad more, while students of limited means, students of color, and non-traditional students are effectively denied access to study abroad. It is these students—some of the most talented and yet at risk students in our nation—who cannot afford to delay their graduation in order to study abroad.

b. Background of the Proposed Project

The University of Minnesota is at the forefront nationally in its efforts to address the chief barriers to study abroad. In order to enhance the articulation of study abroad programs with on-campus major degree programs, to increase the effectiveness of rising institutional investments in study abroad scholarships, and to reach out to students who have historically had relatively low participation rates in study abroad, Global Campus—the central undergraduate study abroad unit at the University of Minnesota—launched a pilot project during academic year 1997-98. Beginning with the Institute of Technology (IT), the “Curriculum Integration of Study Abroad Project” has sought to increase student access to such programs through a number of initiatives.

In fall 1997 and in partnership with IT, Global Campus developed a general promotional brochure for study abroad that was targeted at students in the sciences and engineering as a way of introducing the notion of study abroad to students, academic advisors, and faculty. The broad distribution of this brochure throughout IT in fall 1997 was followed by a focus group meeting with a small group of IT students who had already returned from study abroad experiences. Out of this focus group came a new commitment on the part of the students to help recruit additional students for study abroad, new insights into why students in IT choose to study abroad and how they had overcome the obstacles to it, new understanding of how study abroad can best be integrated into the undergraduate IT minor and major

degree programs, and new ideas about how to improve academic advising at the departmental level in ways that would facilitate student participation in study abroad. It was clear from this focus group that faculty and advisors in IT and the study abroad office were ill-equipped to assist IT students to study abroad. To help academic advisors in IT gain a working familiarity with the array of study abroad options available to their students, staff in this pilot project began developing a database in fall 1997 designed to help advisors in IT sort through the hundreds of study abroad options available. This database was searchable by field of study. Building on this effort, project staff carefully examined all 170 foreign institutions to which University of Minnesota students have access through sponsored, bilateral exchange agreements and co-sponsored programs such as Denmark's International Study Program (DIS), Institute for Study Abroad (Butler University), and the International Student Exchange Program (ISEP).

Beginning in winter 1998, pilot program staff began collaborating with the directors of undergraduate studies in 10 different IT departments to identify study abroad opportunities that best fit the requirements of the on-campus minor and major degree programs offered in the Institute of Technology. In each case, program staff and IT faculty were able to identify a mix of English-language programs as well as one French-speaking, one German-speaking, and one Spanish-speaking option. Pilot project staff continue to work closely with faculty and staff in the Institute of Technology to determine which courses abroad will satisfy degree program requirements and to ensure the smooth transfer of academic credit from the study abroad program to the students' on-campus degree programs.

Building on these steps, project staff and IT faculty began in winter 1998 to design pilot materials for use by academic advisors in the Institute of Technology that were designed to help advisors link students to appropriate study abroad offerings. A special "Study Abroad Information Session" was held for IT students in an effort to raise awareness of study abroad and to demonstrate that students could participate in study abroad without losing time in their programs. Over 70 students attended this session, and several of these students followed up by making appointments to see study abroad advisors in Global Campus. In an effort to ensure the sustainability of the pilot effort, staff began in spring 1998 to collaborate closely with technical staff in Global Campus and IT to develop a web-based study abroad information site specially designed for IT students. Through this site, students in IT can now find information on study abroad options, read special advising materials, and explore how particular study abroad programs can best be integrated into university or college major degree requirements.

As a result of these pilot efforts, IT enrollments in study abroad programs have risen consistently in the last two years. Whereas only 12 students in IT studied abroad out of a graduating class of 800 in 1997, some 60 elected to do so in 1999-2000 – a five-fold increase over 3 years. Student evaluations and review sessions with IT staff reveal conclusively that students are responding to several factors, including the increase in information on study abroad, the enhanced academic advising that helps students become informed consumers of study abroad, and, most importantly, the fact that IT students can see for the first time a way to study overseas in a way that directly contributes to their progress towards the degree.

A second pilot initiative involving the College of Natural Resources has yielded similar positive results. As part of this initiative, pilot project staff and faculty pursued the same course as with the Institute of Technology, but also collaborated in the development of a new, three-credit, short-term faculty-led Global Seminar. This offering, developed especially to meet the particular needs of students in the College of Natural Resources, was held for the first time in Costa Rica in January 2000 and attracted 25 students (8 from the College of Natural Resources) and directly supported close faculty/student interaction around interdisciplinary projects. The impact of the pilot project and the special Global Seminar have been dramatic: in the period 1993 through 1998, an average of 5 students from Natural Resources studied overseas each year, whereas 25 students studied overseas during 1999-2000 and more have expressed an interest for 2000-01.

A third pilot project was launched involving the University of Minnesota's College of Human Ecology (CHE) in 1997. Unfolding along much the same lines as the related initiatives in the Institute of Technology and the College of Natural Resources, this project sought especially to address the fact that major degree programs in the College of Human Ecology are very tightly scheduled and students have few opportunities for electives such as study abroad. During 1998-99, the chairs of programs in CHE reviewed and approved a set of study abroad programs for integration into the CHE majors and gave preliminary approval to new advising materials that had been developed. Unfortunately, no specific courses offered abroad have been formally approved as substitutes for on-campus courses, and students must still gather their own information on classes overseas in the course of their pre-departure academic planning. As a result, design majors still take a considerable risk when electing to study abroad, as the approval of academic credit for courses taken abroad is still made after the students' return to Minnesota.

In summary, staff at Global Campus and 3 colleges at the University of Minnesota have made significant progress over the past 3 years in identifying key barriers to study abroad facing students in some of our most challenging scientific and professional degree programs. Through small, pilot efforts, staff have learned to ask the right questions and have realized some impressive early gains in helping to articulate more effectively study abroad into the targeted programs. This early success—the dimensions of which were unanticipated—have encouraged project staff to seek funding to expand the efforts underway here, to test these pilot approaches in larger colleges involving more students, to evaluate the effectiveness of each component of the models developed here, to develop broadly transportable approaches that can be used at other major universities across the nation, and to disseminate the tested models nationally through the development of a close-knit community of universities who all face the same challenges relating to the articulation of study abroad into the undergraduate professional and scientific curricula.

2. Proposed Activities

Given the promising results of these initial efforts, and in light of the demonstrably keen interest in these efforts among study abroad professionals nationally, project staff propose to expand the current pilot project into a full-scale initiative that will create new ways of articulating diverse study abroad programming with a variety of on-campus undergraduate professional or science major degree programs. In the course of doing so, the proposed project will establish a sustainable approach to increasing student access to study abroad and create a model for enhancing the overall quality of study abroad programming for large, public research universities.

a. Project Overview

The proposed project, carried out by Ms. Michelle Cumming (Coordinator of Collegiate Initiatives, Global Campus) under the direction of Professor C. Eugene Allen (Executive Director, Office of International Programs), and Mr. Al Balkcum (Director, Global Campus), will build directly on progress made through the pilot efforts at Minnesota over the period 1997 to the present. The project will unfold incrementally and in carefully defined stages over 3 years, and those study abroad professionals, college-based academic advising personnel, and key faculty in the University of Minnesota's Institute of

Technology and the College of Human Ecology who have been deeply involved in the development of the pilot project will serve as expert resource persons to colleagues in other colleges at the University of Minnesota as those colleges join the project. In addition, each college at the University of Minnesota will be partnered with a sister institution in order to disseminate lessons learned at Minnesota, to test those insights in other educational environments, and to foster the development of close communities of institutions dedicated to enhancing student access to study abroad.

With the University of Minnesota's Institute of Technology and College of Human Ecology in the lead owing to their experience over the past 3 years, the project will develop over several stages:



Each participating college at the University of Minnesota and each participating college at the project's partner institutions will proceed through each of these stages in a way that will allow the lead

colleges—Minnesota’s Institute of Technology and College of Human Ecology—to serve as mentors and resources to their colleagues. As the project develops at Minnesota, each participating college will establish its collaboration with its institutional partner, and these partnered colleges will be in regular e-mail contact and will meet face-to-face with each other at least once per year:

Figure 3

Cascading the Curriculum Integration of Study Abroad Program

College/Unit	2000-01	2001-02	2002-03
University of Minnesota Institute of Technology	Stage II	Stage III	Stage III
Northwestern University School of Engineering		Stage I	Stage II

University of Minnesota College of Human Ecology	Stage II	Stage III	Stage III
Purdue University College of Consumer and Family Studies		Stage I	Stage II

University of Minnesota Carlson School of Management	Stage I	Stage II	Stage III
University of Wisconsin School of Business		Stage I	Stage II

University of Minnesota School of Nursing	Stage I	Stage II	Stage III
University of Wisconsin School of Nursing		Stage I	Stage II

The choice of these particular colleges was done in a very thoughtful way. The first two units—the Institute of Technology and the College of Human Ecology—have already completed the first stage of the project during the pilot project phase and will be in a strong position to move forward while serving in a leadership position in relation to the other colleges and Minnesota’s institutional partners. The Carlson School of Management was chosen because of its strong commitment to international education, the complexity of its undergraduate programs, and its decision to create deep linkages with

targeted business schools in Eastern Europe and China. Finally, the University of Minnesota's School of Nursing was chosen for participation in this project owing to a growing interest at the School in developing international ties and the recognition that schools of nursing will increasingly need to prepare their graduates to work in a wide variety of domestic and international settings. The choice of institutional partners—Northwestern University, Purdue University, and the University of Wisconsin—Madison, was informed by their strong interest in the project, their shared concern about addressing a pernicious barrier to study abroad found at large research universities, and the prior existence of strong relationships and partnerships between them and the University of Minnesota.

b. Project Schedule

Beginning in fall 2000, a project working group will be formed consisting of the core project staff: C. Eugene Allen, Al Balkcum, and Michelle Cumming, college project coordinators Stephanie Costigan from Carlson School of Management, Sara Nagel from College of Human Ecology, Susan Kubitschek from IT, and Margo Marko from the School of Nursing, a project assistant and select faculty from each of the four colleges. This group will serve as the heart of the project at Minnesota and will oversee the development of the project across the University of Minnesota and as the project involves the 3 partner institutions.

The project working group will begin by reviewing the activities and progress made by the Institute of Technology and the College of Human Ecology to date over the course of a two-day retreat in October 2000. By most estimates, these colleges have completed Stage I of the project and will be prepared to move on to Stage II by the beginning of academic year 2000-01. The faculty and project staff from those colleges will share their experiences establishing the special focus groups, reviewing major degree programs and study abroad opportunities, visiting targeted study abroad programs, developing and using prototypical advising materials, and conducting special informational workshops for students. Project staff from the Carlson School of Management and the School of Nursing will receive direct assistance as they begin pursuing these activities in their own schools and they will spend most of academic year 2000-01 working on Stage I of the project in consultation with their colleagues in the Institute of Technology and the College of Human Ecology.

Throughout fall 2000 and winter 2001, the core project staff and the college project coordinators from IT and the College of Human Ecology will work on Stage II of the project. During Fall Semester 2000, they will hold 3 half-day training workshops for the academic advisors in those colleges during which they will review and enhance the advising materials developed over the course of the pilot project and prepare them for use in student advising. Out of these workshops will come more knowledgeable advisors, better supporting materials, and new insights on the part of project staff as to how best to improve the quality of academic advising as it relates to study abroad. Beginning in late fall 2000 and in early January 2001, and indeed throughout Spring Semester 2001, academic advisors in the Institute of Technology and the College of Human Ecology will begin adopting the new practices and using the new materials. In addition, detailed information on study abroad options as they relate to on-campus major degree requirements will be posted on each college's website for use by students as they plan their academic programs.

In January and February 2001, study abroad informational workshops—modeled on those developed during the pilot project—will be created and presented to student groups in IT and the College of Human Ecology. Faculty committees in both colleges will review reports developed by the faculty who conducted site visits of targeted study abroad programs during fall 2000 and will make final determination regarding the suitability of particular programs to serve as integral parts of the colleges' on-campus major degree programs. Finally, in spring 2001, select program and departmental chairs, administrators, advisors, and faculty will attend 2 half-day workshops designed to work out the details relating to how the University of Minnesota's central study abroad office (Global Campus) can most effectively collaborate with the colleges to facilitate the study abroad of students from IT and the College of Human Ecology.

Thus, by the end of academic year 2000-01, project staff will have spearheaded the development of a community of study abroad professionals, academic advisors, college administrators, and faculty involving 4 colleges at the University of Minnesota. Two of these colleges—the Carlson School of Management and the School of Nursing—will be under the close guidance of the college project coordinators from IT and the College of Human Ecology as they complete Stage I. They will, by the end of the year, have 1) held focus group sessions concentrated on major degree requirements and barriers to study abroad, 2) reviewed major degree requirements and several study abroad programs for their “fit,” 3)

supported faculty site visits to the most promising study abroad programs, 4) developed new, specialized academic advising materials designed to support students wishing to study abroad, and 5) created new publications on study abroad programs and created a new website to help students find out more about study abroad options that are fully integrated into their major degree programs. In the case of the Stage II schools—the Carlson School of Management and the School of Nursing—they will have trained their advisors and tested new advising practices and materials, made final decisions on study abroad programs to be integrated into various major degree programs, worked out details relating to the administration of study abroad programming, and recruited the first cohort of students for these study abroad programs.

In June 2001, in order to integrate fully our institutional partners into the proposed project, Minnesota will host an intensive all-project workshop in Minneapolis. This workshop will be key to linking together the 4 universities involved in this initiative and will be designed to establish a solid foundation for sustained collaboration around issues relating to access to study abroad. Project staff from Minnesota (Stage I and Stage II colleges) will be joined by study abroad professionals and select faculty and administrators from Northwestern University, Purdue University, and the University of Wisconsin—Madison. During the plenary session of this workshop, Michelle Cumming, C. Eugene Allen, and Al Balkcum will share Minnesota's experience with the project from the perspective of a central study abroad office and a central international office, while Susan Kubitschek, Sara Nagel, Stephanie Costigan, and Cheryl Robertson will impart their experiences from a collegiate perspective. Project staff from Northwestern, Purdue, and UW-Madison will describe their institutional structure, challenges they have faced in integrating study abroad into undergraduate professional and science programs, and opportunities they see for addressing this barrier to study abroad in the context of the proposed project. Break-out sessions attached to the workshop will support face-to-face meetings involving staff from 1) University of Minnesota's Institute of Technology and Northwestern University's School of Engineering, 2) University of Minnesota's College of Human Ecology and Purdue University's College of Consumer and Family Studies, 3) University of Minnesota's Carlson School of Management and the University of Wisconsin's School of Business, and 4) University of Minnesota's School of Nursing and University of Wisconsin's School of Nursing.

Out of this workshop will come the following: 1) a working review of the first year of the proposed project, 2) transfer of knowledge between Minnesota's Stage I and Stage II schools to

Northwestern, Purdue, and UW-Madison, who will be entering Stage I in fall 2001, 3) introduction to the project website, and 4) established modes of collaborating in the months that follow. It is envisioned that communications involving the 4 institutional partners will take place on 2 levels: on the website, project-wide issues, evaluations, and reports will be maintained as reference for all, while the direct college-to-college collaborations will take place using e-mail, long-distance telephone and fax, and through meetings of the CIC institutions throughout the academic years. At the end of the workshop, the Minnesota colleges will have learned from each other and will have shared knowledge, practices, and materials gleaned over the course of the preceding 12 months with colleagues who will attempt to adapt these new approaches for use at their own universities with the assistance of the Minnesota project staff.

In fall 2001—the second year of the proposed project—the initiative will be in full swing, Minnesota's Stage II schools (IT and the College of Human Ecology) will be prepared to move on to Stage III, the Stage I schools (Carlson School of Management and the School of Nursing) will move on to Stage II, and the institutional partners (Northwestern, Purdue, and UW-Madison) will launch Stage I of their projects. At IT and the College of Human Ecology, students will enroll in the study abroad programs identified during Stages I and II as suitable for integration into their major degree programs, and special evaluations will be developed for these students and their advisors in an effort to determine 1) the effectiveness of the study abroad program, 2) students' satisfaction with the program and the extent to which it allowed them to continue their studies unimpeded, and 3) advisor's approval of the content and quality of the study abroad programs. In winter and spring 2002, students will complete these evaluations and these documents will be examined by project staff, college staff, and select faculty. Special attention will be paid to the seamless transfer of academic credit and the degree to which credits earned overseas fulfill major degree requirements. Ensuring the smooth and complete transfer of credit and the application of those credits towards the undergraduate degree will be critical to the success of the proposed program and to the full integration of study abroad into the targeted major degree programs.

In order to maximize the sharing of knowledge and to encourage the development of close—and sustainable--collaboration across institutions, project staff at IT and the College of Human Ecology will work throughout academic year 2001-02 with their colleagues at the Northwestern School of Engineering and the Purdue College of Consumer and Family Studies. Through e-mail, periodic face-to-face meetings at the CIC, and telephone, the University of Minnesota college project coordinators will act as resource

persons to the project associates at Purdue and Northwestern, will share materials, practices, and knowledge gleaned over the course of Stages I and II, and will seek to gain greater understanding of the project model and the Minnesota experience by learning more about the challenges and new ideas produced at the partner institutions. In the end, even though the Minnesota staff will be leading the way, it is envisioned that the insights gained at all 4 project sites will enrich all partners.

In the case of the Carlson School of Management and the School of Nursing, project staff will be training academic program advisors, fine-tuning advising materials, reviewing faculty reports from their site visits to targeted study abroad programs, conducting the first recruitment of students for those study abroad programs, and working out the details as to how the colleges can best and most effectively work with Global Campus. In moving forward into these Stage II activities, the college project coordinators at the Carlson School of Management and the School of Nursing will (like their counterparts in IT and the College of Human Ecology) work closely in a mentoring relationship with their colleagues at the University of Wisconsin's School of Business and School of Nursing.

In June 2002—at the end of the second year of the proposed initiative—project staff will host a second intensive workshop in Minneapolis. All project staff will be in attendance—the core staff, the college project coordinators from Minnesota, and representatives from Purdue, Northwestern, and UW-Madison. The group will review the Stage III activities of IT and the College of Human Ecology (student/staff/project evaluations administered in the course of the first offering of fully integrated study abroad programs in IT and Human Ecology, the transfer of academic credit and the application of those credits toward major degree programs, and the effectiveness of the new advising practices and materials). It will also review the Stage II activities of Minnesota's Carlson School of Management and the School of Nursing (the training of academic advisors, the fine-tuning of new advising materials, faculty reports regarding study abroad site visits, collegiate decisions on acceptable study abroad programs, the first recruitment of students for the targeted study abroad programs, and the fine-tuning of the mechanics of collaboration between the colleges and Global Campus). Project collaborators will also review Stage I progress made at Northwestern, Purdue and UW-Madison. Special break-out sessions involving the direct college-to-college partnerships will allow for a more extensive transfer of knowledge and will allow the participating colleges to deepen their partnership as they address a barrier to study abroad that they all share.

During the third year of the proposed project—academic year 2002-03—the initiative will move forward and project partners will be in a strong position to begin drawing sound conclusions and sharing their insights nationally. Minnesota’s Institute of Technology and College of Human Ecology will build on their Stage III activities by exploring more study abroad options that can fit neatly into on-campus major degree programs, fine-tuning the new advising practices and materials, and monitoring carefully student/advisor/study abroad staff satisfaction with the study abroad options, the transfer of academic credit, and the application of those credits to major degree program requirements. Minnesota college coordinators and select faculty will work closely with their colleagues at Northwestern and Purdue to assist those schools as they undertake the Stage II activities described above. Minnesota’s Carlson School of Management and School of Nursing will proceed to Stage III while assisting UW-Madison’s School of Business and School of Nursing with their Stage II activities.

Throughout academic year 2002-03, project staff will present findings and insights gleaned from the project at appropriate national conferences and will expand the project website to include these papers, the updated advising materials, and other documents designed to help major research universities around the nation adapt the lessons learned at Minnesota and its partner institutions for use in their own environments. In June 2003, it is envisioned that all project staff will gather in Minneapolis for a review of activities and progress made during 2002-03 and will issue a call nationally for others to attend. This workshop will feature the actual public review of all 3 stages at all 4 institutions, the papers presented at prior national conferences, and additional working papers developed by project staff from all 4 universities.

3. Significance of the Proposed Project

a. Potential of the Proposed Project to Increase Understanding of an Educational Problem

As noted above in Section I, this project seeks to address one of the most pernicious major barriers to study abroad faced by thousands of undergraduates enrolled in our nation’s large research universities. By building directly on a pilot project launched at Minnesota that has shown some early signs of dramatic success, the proposed project envisions the creation of a public laboratory to expand the concepts developed during the pilot project and to test them in a variety of disciplinary, collegiate, and institutional environments. Out of these extended experiments and as a result of careful documentation

and sustained evaluation, the proposed project will afford educators new insights into the articulation of postsecondary curricula and the impact of unarticulated curricula on student access to study abroad. The staged, incremental approach to testing the concepts developed at Minnesota and the deep involvement of nationally recognized experts in the field as project evaluator and project consultant will allow project leaders constantly to assess the efficacy of each component of the project and to make key adjustments at every step of the way. It is envisioned that the matrix of distinct but interrelated experiments over 4 universities will produce new understanding of best practices in advising, the transfer of academic credit, collaboration between colleges and central study abroad offices, and the integration of diverse study abroad offerings into the undergraduate curriculum.

b. Building on Existing Strategies

As noted above in Section I, the genesis of this project is a need recognized nationally by faculty in undergraduate professional and scientific programs and staff in centralized study abroad operations that students pursuing minor and/or major degrees in these programs effectively have less access to study abroad because of the lack of articulation between study abroad programs and on-campus degree programs. The approach described here—to which Northwestern University, Purdue University, University of Minnesota and the University of Wisconsin-Madison are contributing significantly—builds directly on the Minnesota pilot project that was begun in 1997 and is still underway. The concepts developed over the course of those three years are being imported directly into this project, and funding is being sought effectively to expand the scope of the project, to test the concepts in a variety of educational settings, to measure the effectiveness and transportability of the practices developed here, to provide for regional and then national dissemination of the lessons learned at Minnesota, and to promote the development of discipline-to-discipline academic alliances that will prove critical to long-term success in addressing the barrier described in this application.

c. Importance of the Anticipated Results

Successfully addressing the issue of access to study abroad promises to have a significant impact on higher education in the United States. More and more students in some of our nation's most important and critical undergraduate programs will have considerably better access to study abroad, thereby

contributing to the development of new and enhanced domestic capacities to deal effectively with the rest of the world in the increasingly global and interconnected twenty-first century. New opportunities will open to students in tightly scheduled programs and to students of limited financial means (who cannot delay graduation in order to study abroad), and students in technical and professional fields will be better equipped to work with foreign nationals both domestically and overseas. Based upon the limited statistics available through Minnesota's pilot project, it is anticipated that study abroad among students in these fields who are enrolled at large research universities will increase by several times and the quality of the study abroad programs subscribed by such students will rise. By addressing a problem that directly affects thousands of students in some of our nation's largest universities, the proposed project will not only have a broad impact it will also change the way these students are taught. In the long run, the articulation of study abroad programming deeply into the targeted curricula will support and encourage faculty to integrate international perspectives, nuances, and practices into their teaching and will play an important role in preparing our students to work effectively on a global scale.

Finally, it is anticipated that rising numbers of students in the professional and technical fields will pursue foreign language training as they target particular study abroad programs and prepare to go abroad to locations where English is not the native language. This development—a natural and often-seen positive externality at institutions where study abroad programming is made increasingly available to students—will have a profoundly positive impact on the effectiveness of our professionals and scientists in the decades to come. Whereas most professional meetings are conducted in English around the world, much of the most important relationship-building that is so critical to the conduct of business internationally takes place outside of the board room or the laboratory. By equipping our graduates to operate in these informal spheres, this project promises to increase their effectiveness in very significant and often subtle ways.

d. Potential Replicability

This project has been designed from the beginning as a laboratory for testing concepts that are highly transportable and nationally replicable. The insights and practices developed and evaluated at Minnesota will be shared with project colleagues at Northwestern University, Purdue University and University of Wisconsin-Madison, and where they will be adapted for use in different educational

environments. By the end of the project period, as project leaders at all 4 participating universities share the results of their experiments with colleagues nationally, the concepts and practices here will have been rigorously tested and evaluated and project staff will already have had considerable experience replicating them for use in their own universities. The integration of cross-university application of the project into the project design itself represents a major strength of this proposal, as project leaders will emerge as experts available to help colleagues across the nation as they, too, attempt to borrow the ideas incubated at Minnesota and its partner universities.

4. Project Evaluation

Owing to its potential to serve as a model for replication by other universities nationally, evaluation will be interwoven into the proposed project from the very beginning. An evaluation team consisting of 1) core project staff (C. Eugene Allen, Al Balkcum, and Michelle Cumming), and 2) an external evaluator (Maryelise Lamet) will assume primary responsibility for evaluation. Under the direction of Ms. Lamet and with the assistance of a graduate student assistant, this team will establish ways of evaluating the following:

Figure 4
Project Evaluation Matrix

Faculty site visits [Stage I]

Returning faculty will complete an evaluation form to measure the extent to which they found the site visits useful and to determine how staff can best prepare faculty to make the best use of their time, to ask the most penetrating questions, and to address the broadest issues possible.

Measuring success: Degree to which faculty are able to glean insights into the study abroad programs in order to determine their suitability for targeted major degree program

Development of academic advising materials [Stage I and Stage II]

Project staff and academic advisors in the participating colleges will meet twice each year to review the effectiveness of the new academic advising materials, random students will complete questionnaires, and select faculty and departmental chairs will be interviewed.

Measuring success: Degree to which students and advisors find advising materials useful and informative

Development of publications and website [Stage I, Stage II, Stage III]

Throughout the course of the proposed initiative, project staff will work closely with college project coordinators to develop new written publicity for targeted study abroad programs as well as the website. The effectiveness of these materials will be measured by the extent to which students are documented as having inquired about study abroad after having been exposed to these materials and the website.

Measuring success: Degree to which students make formal inquiry about targeted study abroad programs as a result of exposure to the written materials and website.

Informational workshops for students [Stage I]

Students participating in the special informational workshops on targeted study abroad opportunities will complete a questionnaire designed to measure students' satisfaction with the format, scope, and content of the workshops.

Measuring success: Degree to which students find informational workshops to be useful and information and degree to which students who actually apply for study abroad indicate that the workshops played a role in their decision to do so.

*Figure 4 continued***Training of academic advisors [Stage II]**

Academic advisors engaged by the proposed initiative will complete evaluation forms at the end of each training segment (approximately once per year) to measure their satisfaction with the process and to solicit suggestions for improvement of the training. Select faculty in each participating college will be asked to complete a questionnaire designed to measure their observations of the new advising practices, and select students will be asked to complete an evaluation form as well.

Measuring success: Degree to which academic program advisors, faculty, and students find the new advising practices useful, informative, and supportive of the goal of increasing student enrollment in study abroad programs.

Recruitment of students [Stage II]

Project staff, working together with college project coordinators, will maintain complete records on the numbers of students who attend the informational workshops, who inquire about study abroad, and who actually decide to participate in a study abroad program.

Measuring success: Degree to which enrollment in study abroad programming rises in each of the participating colleges as measured against the overall “background” rises or falls in such enrollment in baseline colleges.

As students from the targeted colleges begin to enroll in study abroad programs in increasing numbers, it will be critical as well to measure the quality of the students’ experiences and the degree to which students experience a seamless transfer of academic credit from abroad and an integration of those credits into their major degree program. To measure these components, project staff will support Maryelise Lamet as she reviews the materials outlined in Figure 4 above and will help her interview students, academic program advisors, Global Campus advisors, select faculty, and key undergraduate program directors in the participating colleges.

In order to ensure that the proposed project clearly becomes a nationally replicable model, project staff will regularly post all available data on the evaluation of each component of the project on the project’s website. It is anticipated that that website will contain:

Figure 5
Sample Profile of Project Website

🕒 **Focus Group Sessions**

Format, notes on content and approach, goals, project staff observations and critiques.

🕒 **Study Abroad Programs and Major Degree Programs**

Lists of major degree programs per college and the study abroad programs that are approved for integration into those programs.

🕒 **Faculty Site Visits to Study Abroad Programs**

Faculty reviews of targeted study abroad programs from the perspective of disciplinary faculty measuring the appropriateness of these programs for integration into on-campus major degree programs.

🕒 **New Advising Materials**

Discipline-by-discipline posting of new materials as they are developed and evaluated. Student evaluations (unattributed) of new advising materials.

🕒 **Special Publications**

Discipline-by-discipline posting of special publications, brochures, and other publicity.

🕒 **Informational Workshops for Students**

Format, notes on content and approach, hand-outs, goals, and student evaluations (unattributed).

🕒 **Training of Academic Program Advisors**

Format, content, and goals of the training sessions, participants evaluations (unattributed).

5. Notes on Project Management Plan

The integration of evaluation practices and instruments throughout the course of the proposed project will play a significant role not only in assisting in the analysis of the effectiveness of the approach envisioned here and in facilitating a planned dissemination of results that will be useful to educators across the nation, but will also provide clear and meaningful signposts to ensure that the project is progressing in a satisfactory manner. The intellectual core of the project—C. Eugene Allen, Al Balkcum, and Michelle Cumming—have clearly defined tasks, as do the college project coordinators and the representatives from the project partner institutions (see above, Section 2). To assist project staff in

maintaining its tight timeline, an external consultant to the project—Michael Vandeberg will keep in contact with the project throughout each academic year and will visit Minneapolis each June to review progress made and to help in planning the next year of activities.

6. Quality of Key Project Personnel

a. Key Personnel

Detailed information on the qualifications of key project personnel is available upon request.

b. Non-Discriminatory Practices

The commitment on the part of Global Campus to non-discriminatory employment practices is unsurpassed at the University of Minnesota, and Global Campus embraces enthusiastically all University policies regarding non-discrimination. Search committees are designed to be gender-balanced and to have strong representation from ethnic and racial minorities. Once a search committee is selected and approved, the chair of the committee develops a complete job description which is reviewed to make certain that it is neutral in terms of gender, race, handicap, and ethnicity. The position announcement is then published broadly and in specialized newspapers serving ethnic and racial minorities and women. Whenever possible, individuals known to our staff from underrepresented populations are contacted personally and encouraged to apply. Once the pool of candidates has been determined, Global Campus works to make certain that the pool is as racially, ethnically, and gender diverse as possible. Following this review, the search committee reviews all candidates' applications and selects a small group for interviews. All applications from protected populations receive special review at this point, and, if any member of these groups is not chosen for an interview, Global Campus documents the reasons for their

exclusion. After interviews are held, a candidate is selected; if this person is not a member of a minority or a woman, written justification must accompany Global Campus' request to extend an offer of employment. This process, which is designed to ensure that qualified women and minorities receive full consideration for all positions, has helped Global Campus assemble a staff consisting of 40 women and 8 men, including 7 minorities.

7. Adequacy of Resources

Global Campus is strongly positioned to take the lead with this challenging project. It provides a broad range of services and resources, including 1) a staff of 4 full-time and many part-time professional advisors to help students define and clarify their goals, 2) assistance in finding the most appropriate study abroad program to meet a student's individual needs, and 3) one of the most extensive libraries in the nation containing reference books, program brochures, web accessibility, and evaluations of programs. Students receive counseling most directly on 200 programs sponsored by the University of Minnesota and other universities around the country involving study in 8 nations in the Middle East and Africa, 15 nations in the Americas, 14 nations in Asia and Oceania, and 27 nations in Europe. Global Campus assists students to register for the study abroad program of their choice (whether based at Minnesota or elsewhere) and advises them on issues relating to financial aid and the transfer of academic credit. In addition, Global Campus maintains an internet page that provides interactive information on study abroad programs, foreign entry and visa requirements, exchange rates, and information on using products such as railpasses, hostel memberships, and international identification cards.

Under the direction of Al Balkcum, Global Campus offers a broad range of study abroad opportunities, including short-term intensive language programs completed within a single term; area

studies programs that focus on the host country or region and often have a language component; integrated study abroad programs that include study in the student's major entirely within the mainstream of foreign universities; and academic field study programs that are highly interdisciplinary but dominated by a tight thematic focus and an emphasis on field study. Finally, the University is especially proud of its highly developed, nationally-recognized strengths in providing students with intensive language and area studies programs, academic field study programs, and opportunities in the developing world; half of our students studying abroad choose these types of programs. Perhaps no other institution in the country can boast of the variety of academic field study programs and programs to the developing world that are available to our students.