

Establishing an Institutional Vision for Education Abroad Programs....

Possible Prescriptions for Maintaining Focus

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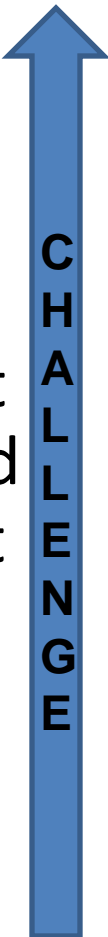
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Study Abroad Program Models

- Study abroad programs categorized as:
 - Full resident credit
 - courses approved by UM academic departments
 - Approval usually by Undergraduate Director or Associate/Assistant Chair in department
 - Partial resident credit and partial transfer credit
 - courses approved by UM academic departments (resident) or academic advisers (transfer)
 - Full transfer credit
 - Courses approved by UM academic advisers

Study Abroad Program Models cont'd

- Exchanges offer advanced students the opportunity to directly enroll in courses with host nationals
- UM programs with classes including host nationals but without intensive language focus
- UM or partner programs without classes including host nationals but with access to host campus resources and immersion activities; some opportunities to take target language courses with host nationals for proficient students
- Faculty-led short term programs provide an international living and learning experience



President's Promise

“Through the President’s Promise, each student has the chance to engage in a special experience and offers this opportunity for extraordinary personal growth. Some students achieve their growth through hands-on research, study abroad or internships in the public and private sectors. Others take on leadership roles or find fulfillment in community service programs.”

Strategic Plan - Strategic Initiative

Engaging the Global Community

- “An academically rich and personally rewarding experience abroad will become a normal part of a student’s university experience”
- UM “will be an international center, the State’s window to the world, and a catalyst for educational, research and scholarly partnerships around the globe.
- UM “will dramatically enhance its international character and reach... and increase opportunities for domestic students to study, work and do service abroad and to gain a deep understanding of other cultures and societies.”
- “The Maryland community is determined to be exemplars of innovation and creativity.”
- “As a major asset to the State of Maryland, the University’s mission is to foster the education, critical thinking, and intellectual growth of its students...and the effective engagement of its students, faculty and staff with the surrounding world.”

Consequences of Strategic Plan

- Reorganization of international programs
- Mission statement of EA
- Professional development goals of EA staff
- Advising
- Selection of partner institutions and programs
- Evaluation of courses and programs
- ARHU proposal and curriculum integration
- General Education proposal

Mission Statement

- Education Abroad provides international, academically-based experiences in support of students' personal, professional and intellectual development. Our programs are designed to promote intercultural competence, disciplinary scholarship and foreign language acquisition. Education Abroad inspires and informs students, equipping them with the knowledge and skills to effectively engage with local and global communities and become culturally perceptive citizens. These outcomes are cultivated and sustained by:
 - Identifying and developing safe, affordable, academically rigorous, geographically diverse, culturally challenging and transforming study abroad programs across a wide range of disciplines
 - Advising students in the selection of suitable programs
 - Preparing students to maximize learning opportunities while abroad and upon their return
 - Administering high-quality study abroad programs in partnership with UM faculty and staff and colleagues from other institutions
 - Integrating study abroad with campus curriculum, programs and activities
 - Increasing student participation in study abroad
 - Advocating for international education to enrich UM's institutional identity

Curriculum integration at UM

- Internationalize UM degrees and curricula without straining existing departmental resources
- EA seeks additional resident credit approval for targeted study abroad programs
- Study abroad courses that are approved for UM resident credit would factor in UM GPA
- EA will design study abroad advising sheets and/or websites tailored to specific majors

ARHU Curriculum Integration

- EA-ARHU seek to approve XXXX courses for UM resident credit
 - Students currently receive a U.S. transcript to transfer USAC credits into UM for XXXX courses
 - ARHU has identified UM course numbers that could be consistently used across the college
- UM faculty and staff on XXXX programs
 - Site visits, student enrollment, teaching

General Studies Proposal

- Cultural competency and real knowledge of the meaning of human diversity and the functions of a pluralistic society (6 credits)
- Cultural Competency
 - Fulfilled through either “Global Perspectives,” a prerequisite to studying abroad; “Intergroup Dialogues,” both content-based and built on dialogic pedagogy; or “Cultural Competency,” which is similar to “Intergroup Dialogues” but removes the dialogue portion for students who are uncomfortable.
- Understanding Pluralistic Societies
 - Strengthens the current requirement by emphasizing human diversity and the functioning of pluralistic societies

Owning Buildings Abroad

- Wake Forest owns residential properties in London, Venice, and Vienna
- Each Wake Forest “House” serves as the base for residential, semester-long study abroad programs taught by a Wake Forest professor
- The first building (in Venice) leased from the U.S. government in 1971 and purchased in 1974; London since 1977, Vienna since 1999

The Wake Forest program model

- A different Wake Forest professor teaches two courses at a “House” each semester
- Two or three courses taught by local faculty
- Small classes (10-20 students)
- Intense bonding experience, with fellow students and with a professor (and his/her family)
- Opportunity for faculty
 - Professors routinely report that teaching in Europe was a highlight for them and their families

Financial Challenges

- Recruiting students is essential
- Owning properties also means that you own the problems
 - Full cost of upkeep/maintenance, local staff
 - Faculty and student satisfaction
- Budget pressures/constraints
- This type of international experience was unique in the 1970's; in recent years, more programs have emerged, new models

Student Life Challenges

- Wake Forest students have a tendency to clump together, in the “bubble”
- Increasing the level of interaction with local students and the community is CRITICAL
- Students need more than encouragement to get out; structured interaction also important
- Reducing your institution’s visibility (as in times of war or conflict) means being less visible; this can be perceived as negative

The Long View

- Owning buildings abroad, maintaining focus, and responding to the market are critical
- Investments of money, time, and energy (by many individuals) needs to come from long-term needs and strategy
- Wake Forest has adapted, due to changes in financial models, staff, faculty interest, and student interest

Elon University

- Private liberal arts university in Elon, NC
- Opened 1889; Affiliated with UCC
- Approximately 4,995 undergraduates
- 50 undergraduate majors
- 671 graduates in business, education, physical therapy and law
- 70% of 2009 graduates studied abroad

Four Major Areas of Internationalization Focus

- Experiential Learning (including study abroad, leadership, internships and international service learning)
- The Academic Curriculum (including faculty and student research)
- International Students and Faculty
- Faculty and Staff Development

Commitment to Internationalization is Recognized in Multiple Plans

- Internationalization of the Campus Plan, developed in 2002. Elements of it were also included in:
 - Academic Affairs Priorities
 - Institutional Priorities, endorsed by the Elon President and senior staff
 - Elon's current and new current strategic plans which has been approved by the President and Board of Trustees.

Commitment to Internationalization is Supported by Fac & Staff

- All mobile short term programs require 2 leaders – opportunities for fac and staff (recruitment)
- Facstaff trips organized to some Centre locations
- Facstaff can use student some flats during winter
- Fac exchanges (in past and future)
- Top administration talk about “international”
- SA is a main reason students choose Elon

Reasons for High Participation Rates

- Structure of General Degree Requirements
 - 4 -1-4 curriculum (fall, winter, spring)
 - Winter term tuition included in fall tuition
 - Arts and Science general degree requirements
 - 8 credits in each: Expression, Civilization, Society, Science
 - Most short term study abroad courses are GST (interdisciplinary) and thus can count as one of the general degree requirements

Reasons for High Participation Rates (2)

- Strong faculty involvement
 - Propose and design study abroad courses
 - over 54 per year lead short term courses
 - work directly with International Centre
 - help with student recruitment
 - head pre-departure orientations for fac-led
 - Faculty standing committee (Study Abroad Committee) approves short term study abroad
 - International Centre Advisory Comm
- Oversight by Curriculum Committee
 - insures that all majors can study abroad

Reasons for High Participation Rates (3)

- Satisfies Experiential Learning Requirement
- Language proficiency requirement
 - Can be satisfied by study abroad in an appropriate level language program
- Study abroad requirement in 2 majors
 - Language (semester required)
 - International Studies
- Scholarships require SA or fund part/all
- ICIC office devoted to SA (Centralized)

Challenges

- Very fast growth (fac, staff, students, sa office)
- Loss of some fac and staff benefits
- Too many fac proposals, how to re-assess “old” programs
- Centres – too many/too few faculty apps
- Huge rise in petitions for non-approved programs
- Huge rise in indep study, research, internships, and other “trips”

Challenges (2)

- Shift in semester programs, so serves majors
- Logistical issues with new 1 cr. pre-departure for WT programs (next reentry); when either to add to summer or semester?
- Move to new software - implications
- Faculty Fellow position (and role)
- “Access to study abroad” & assessing “global competencies” – new strategic plan

Challenges and Opportunities of Globalization 2.0

Globalization 1.0

- New commitments to internationalization
- New courses and faculty
- New language in mission statements
- More emphasis on study abroad, and creation of new programs
- Often driven by enthusiasm or pressure more than by coherent strategy

Limitations of Globalization 1.0

- Low integration between study abroad and curriculum
- High variation in quality of program/experience
- Insufficient pre- and post- experiences reinforced stereotypes and unhealthy levels of disorientation

Globalization 2.0

More specific international education goals

Specific strategies for achieving those goals

Clearer priorities about
regions/languages/topics

Honest assessments of necessary resources

Stronger assessment tools

Stronger pre-departure orientation and post-
abroad reintegration curricula

Globalization 2.0 (cont'd.)

Clearer criteria for evaluating study abroad programs and assessing their effectiveness

Stronger connections between study abroad and curriculum – “vertical alignment”

Davidson College's Experience

Strong historical commitment to study abroad; few restrictions on student choice

No official approved program list

No requirements about relationship between study abroad and major

No restrictions on fall/spring term participation

Financial aid applicable to Davidson and non-Davidson programs

Sixty-five percent study abroad participation

Davidson College's Experience (cont'd.)

New Strategic Plan

International education and study abroad appear prominently in the document

Interdisciplinary, team-based planning approach

Includes teams focused on study abroad, a more globalized curriculum/faculty and a new “depth experience” requirement that study abroad could satisfy

Likely changes include:

- an approved study abroad programs list
- clearer criteria and procedures for assessing programs, including our own
- new emphasis on programs that are connected to languages and majors taught on campus
- new restrictions on student choice of programs and terms

Challenges

- 1) New priorities, or more strategic approaches to old ones, can disrupt established procedures and distributions of resources. The perception is as powerful as the reality.
- 2) Closer integration between study abroad, curricular changes and experiential learning initiatives can blur lines of authority and create pressures for new kinds of knowledge in the study abroad office.

Challenges (cont'd.)

- 3) Globalization 2.0 creates opportunities for study abroad offices to do exciting new things, to become *teachers* in ways that they may not be now:
- students
 - faculty
 - administrators

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