



# **The Role of Administrators, Faculty, and Advisors in Cross Border Education**

**Transatlantic Degree Programs  
Workshop, September 2007**

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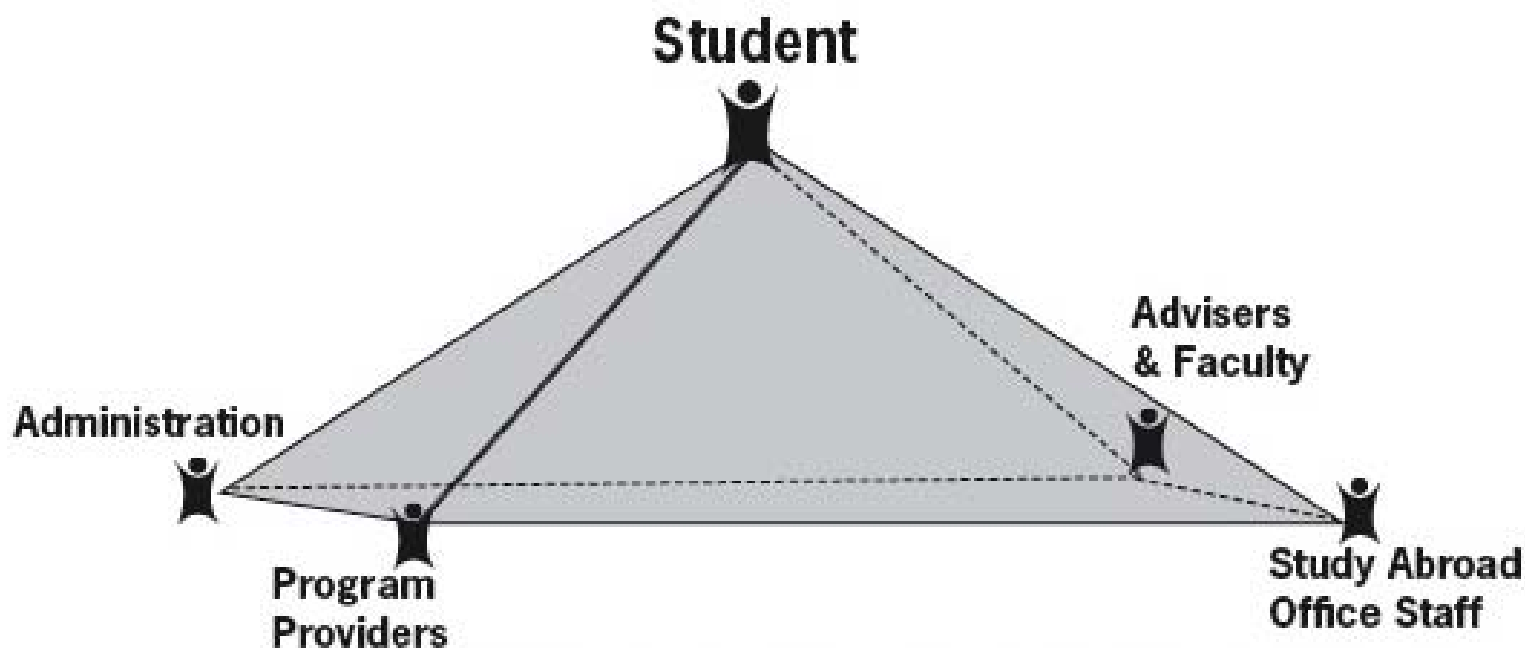
Director, International Center

University of California, San Diego



# Support

## The Four Corners of the Great Pyramid Support Student Planning for Study Abroad



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# Guiding Principles

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- Partnerships
- Partners are teachers and learners
- Ownership outside of study abroad offices
- Work within existing structures
- Long-term impact



# Stakeholders and Issues

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- Administrators
- Faculty
- Academic advisors



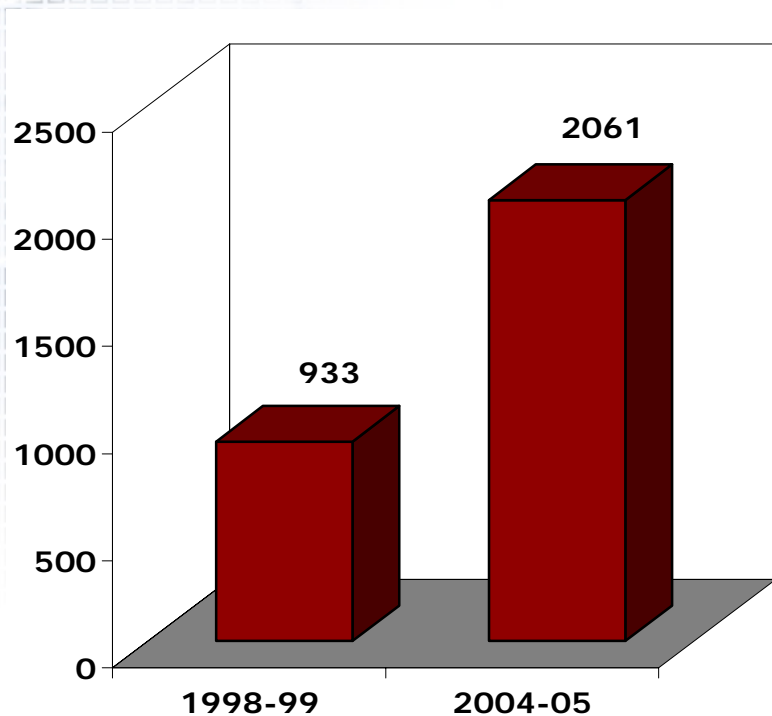
# Administrators: Institution

- Institutional issues: reputation, rankings, accreditation, time to graduation, data
- Doing the right thing by students: student satisfaction, preparedness for graduate and professional schools, preparation for careers, preparing global citizens, students well-educated for the 21st Century
- Alumni: advocates for the institution, donors, mentors, employers
- Solving challenges: housing, limited enrollment classes/majors, enrollment management/tuition flight

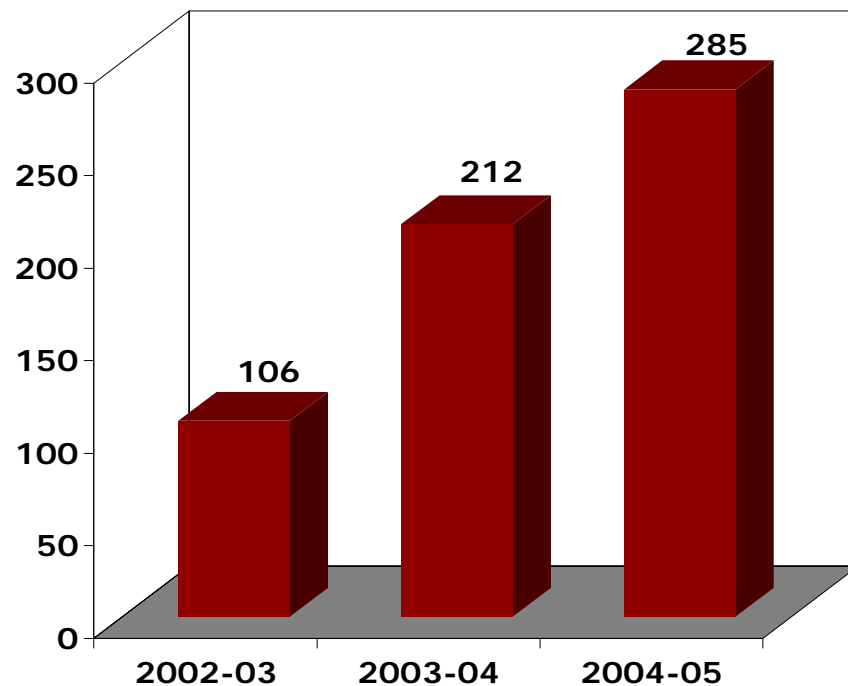


# Undergraduate Enrollment

## Undergraduate Enrollment in Study Abroad



All Students



Students of Color



# Time to Graduation

	<b>4 years</b>	<b>6 years</b>
<b>No study abroad experience</b>	31%	58%
<b>Study abroad experience</b>	46%	91%



# Faculty: Curriculum

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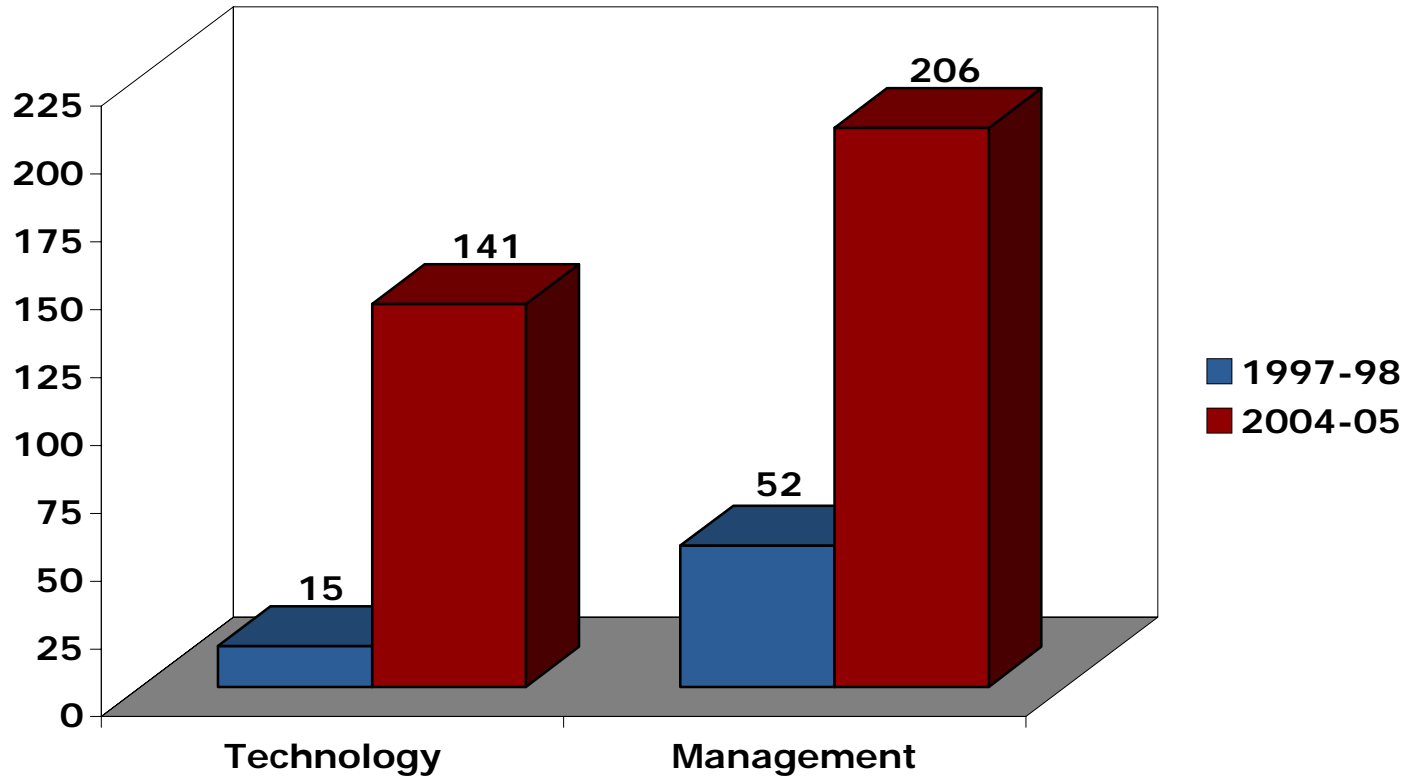
- Institutional and doing the right thing by students: important but not the focus
- Curriculum integration: learning outcomes, access to special educational opportunities, replacement or additive courses, internships, research
- Assess and match: education abroad options, syllabi and course description review
- International education engages on-campus students : on-campus courses, presentations, World Hunger Day, on-campus international events





# Professional Schools

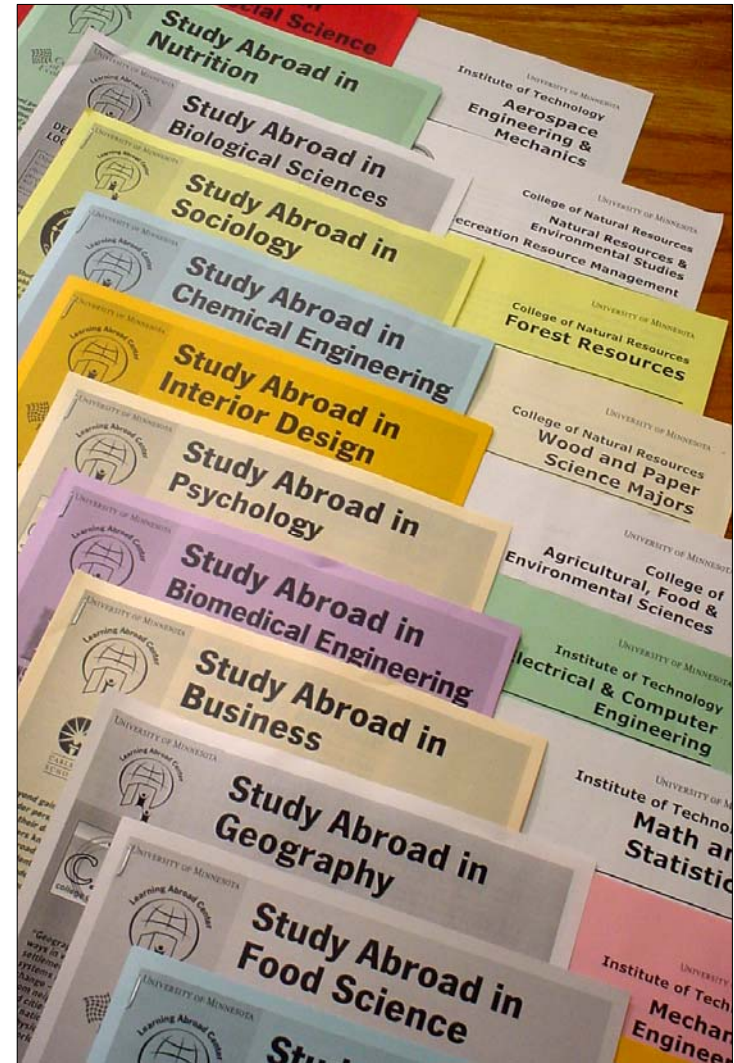
## Professional Schools' Study Abroad Enrollment





# Resources

## Study Abroad Major Advising Sheets





# Study Abroad Major Advising Sheets

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- Reflect academic considerations and program selection priorities of each department based on learning outcomes
- Starting point for students
- Advising tool for academic departments and study abroad offices



# Curriculum Integration Methodology

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**Step 1: Assess**

**Step 2: Match**

**Step 3: Motivate**

**Step 4: Evaluate**



# Curricular Assessment

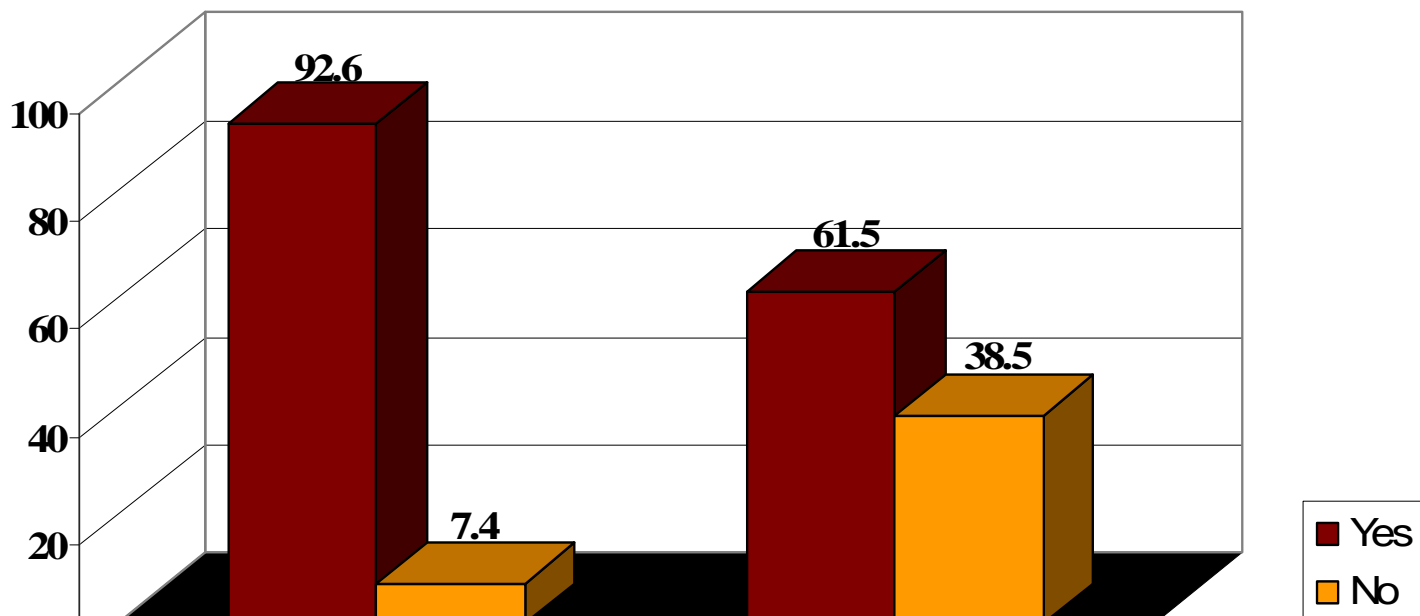
- Consider pre-requisites, electives, major requirements, etc.
- Is sequencing of courses critical?
- Are there courses that CANNOT be taken abroad? (Why not?)
- Is there flexibility in the curriculum?
- Is fine-tuning necessary to facilitate study abroad?
- Are there options abroad that provide opportunities not available on-campus?



# Survey

## I am aware of my unit's study abroad goals.

*Faculty and Advisers—March 2006*





# Internationalizing On-Campus Courses

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- Center for Teaching and Learning
- Intentional course design
- Beyond content, transforming learning
- What are the values that drive your curricula?
- Interests additional students in education abroad
- Transformational experience for faculty



# Advisors: Students

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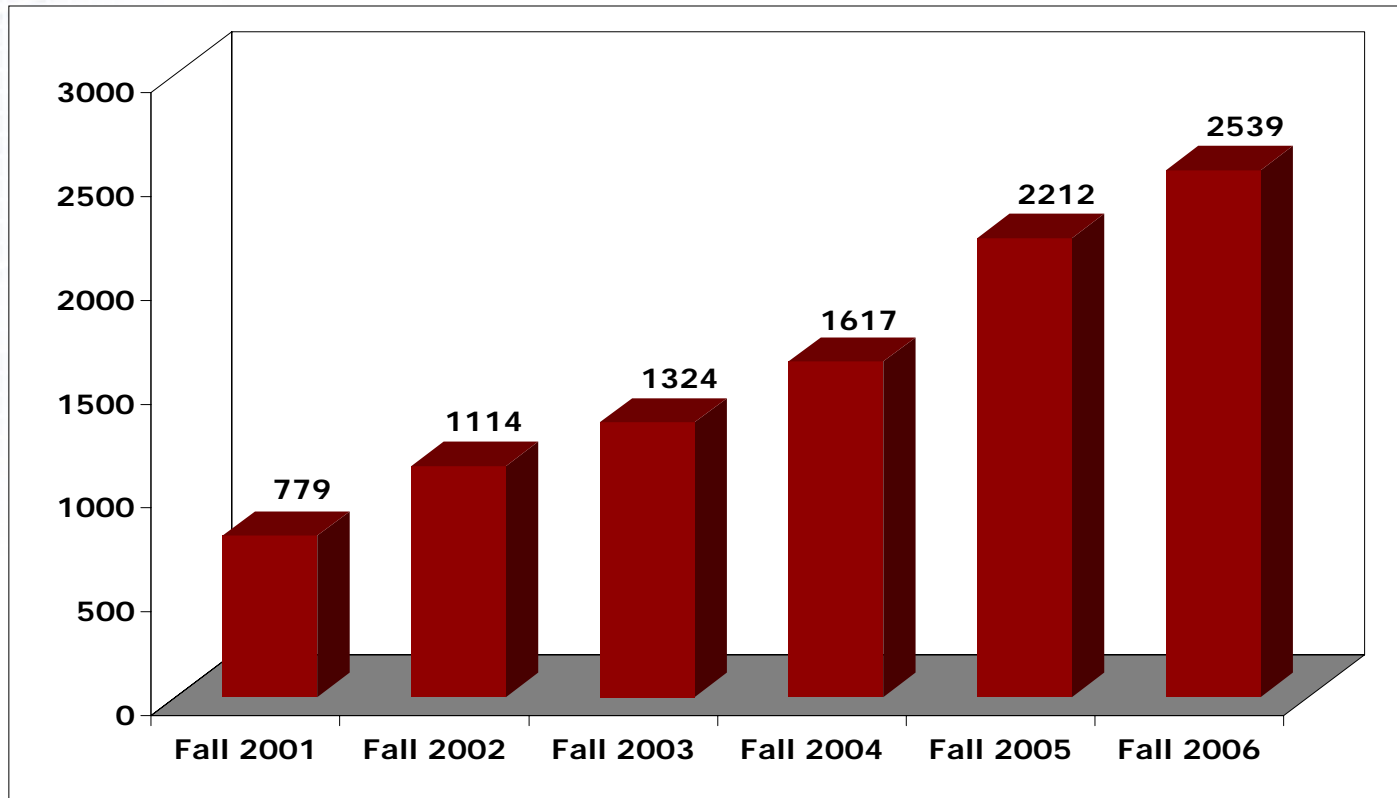
- Doing the right thing by students: whole person, life changing, personal, academic, and career development
- Academic advising: orientation through graduation, general education, language requirements, academic planning
- Engagement: true allies, training, lunches, site visits, emails and postcards from students, their materials and websites





# Advising

## Total Students Advised on Study Abroad (UMTC)

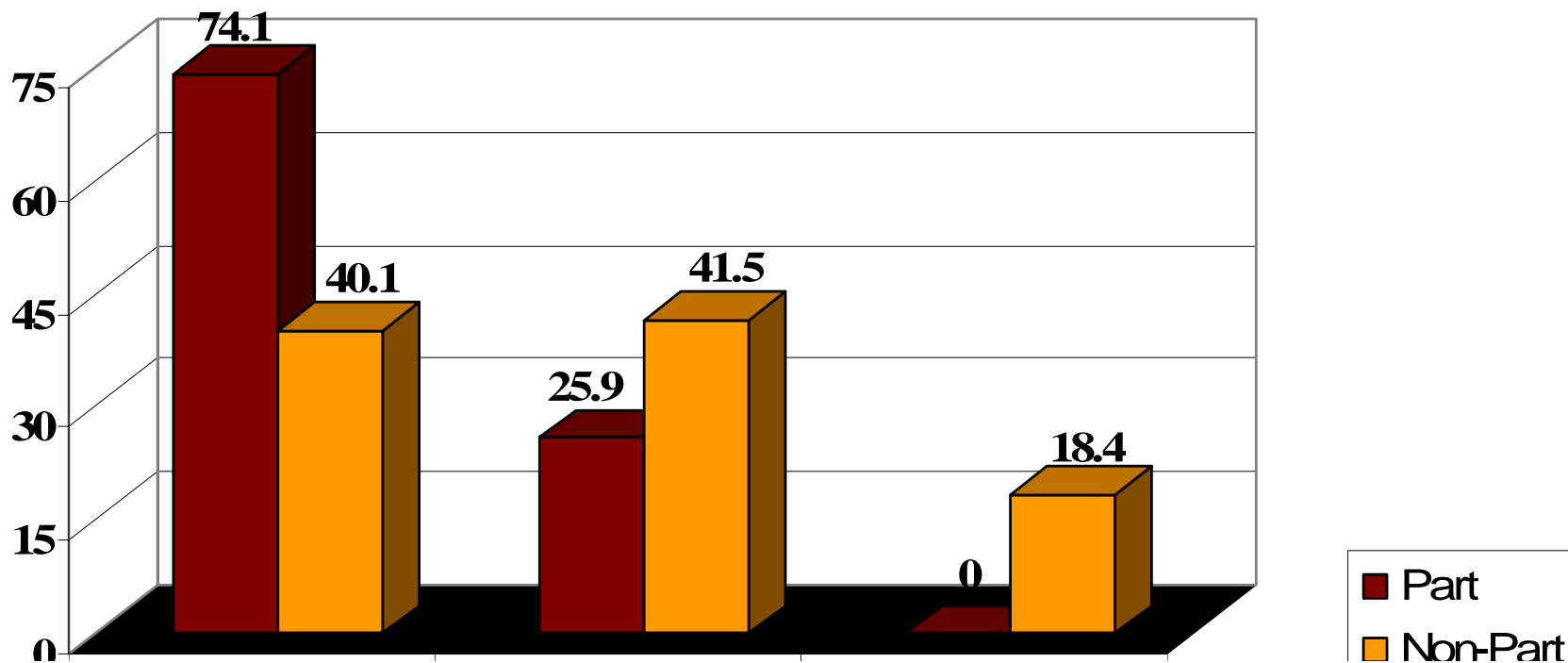




# Survey

## To what degree do you encourage your students to study abroad?

*Faculty and Advisers—March 2006*



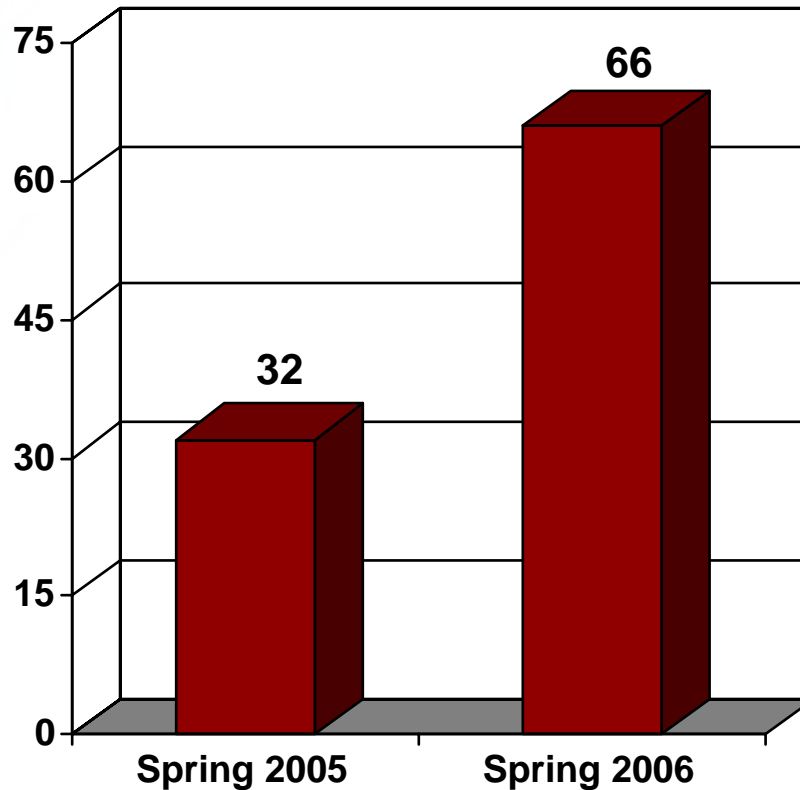


# Survey

**While at the University of Minnesota, I plan to study abroad.**

*Sophomores*

**Twin Cities Campus**





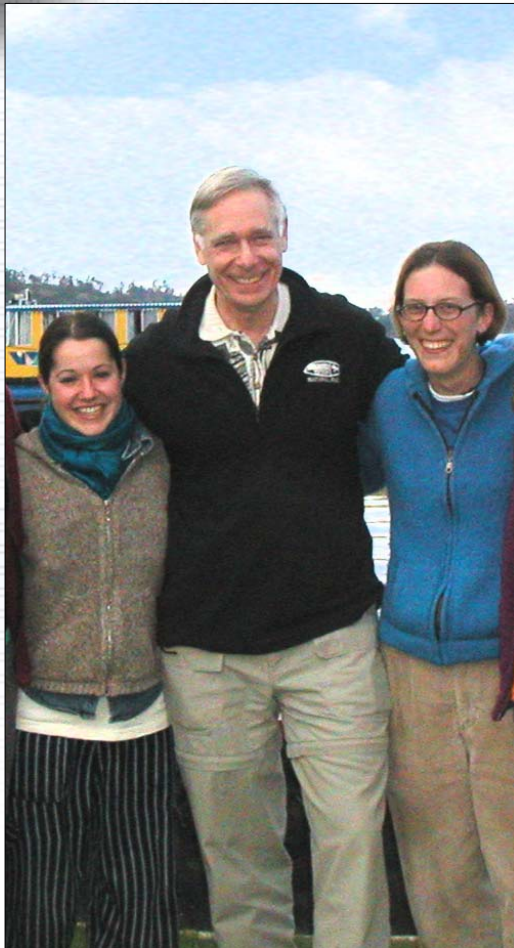
# Questions and Discussion



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# University of Minnesota



President Bruininks visits study  
abroad students in Ecuador

“...(A)s 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.”

*President Robert Bruininks  
Addressing advisers and faculty  
April 4, 2003*



# One University–Four Campuses

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- **Crookston:**
  - polytechnic institution with 1,700 students
- **Duluth:**
  - comprehensive regional university with 11,000 students (grad & undergrad)
- **Morris:**
  - liberal arts college with 1,800 students
- **Twin Cities:**
  - major research institution with 65,000 students (grad & undergrad)



# Curriculum Integration Addresses...

## “The 5 F’s”

- Finances
- Fit
- Faculty and Adviser Support
- Fear
- Family and Friends





# Perceived Barriers

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*6,000+ U of MN Students,  
Professors, and Advisers Surveyed*

- Study abroad costs too much
- Study abroad coursework doesn't fit
- Students don't want to leave their families and friends
- Students don't feel ready to live in a foreign country



# Activity Components of CI

- **Workshops** for faculty/advisers in related disciplinary groups on four campuses with 204 undergraduate majors
- Develop **Major Advising Sheets** as joint effort of faculty/advisers and study abroad professionals
- Facilitated faculty/adviser **Site Visits** with mixed groups
- **Expand Scholarships** in numerous ways
- Assist selected faculty with **Internationalization of their Courses**
- To facilitate CI, **make needed changes** in advising, websites, marketing, awarding of some study abroad scholarships, and in information technology & databases



# Vision for Expanding Study Abroad at U of Minnesota

- Necessity of preparing students for global era
- Need to broadly engage students, faculty/advisers and key administrators on all four campuses
- Improve the student experience through study abroad & further internationalization of the curriculum
- Make major use of non-U of M study abroad programs
- Create a diversity of short-term (3-wk) Global Seminars
- Goal of 50% of graduates with study abroad experience
- Create some long-term institutional change **through study abroad**



# Why Make Study Abroad A Major Focus of Expanding Campus Internationalization?

- ✓ Very direct & meaningful way to impact students & their global perspectives—Study Abroad is frequently identified as their best educational experience!
- ✓ Engages faculty/advisers through workshops, site visits, short-term programs & internationalization of courses
- ✓ Provides opportunity to establish networks & partnerships across majors, departments & campuses
- ✓ Study abroad alumni on campus contribute in new ways to classes & global perspectives
- ✓ AND NOW we know that study abroad is associated with **decreased time** to GRADUATION & **increased GPA's!!**



# Factors That Facilitated the Project

- Strong support of two presidents and key administrators on four campuses
- Global preparation of students was widely recognized imperative
- Ability to obtain \$1.2m in two grants and more than this in internal support & continuing internal support after grants
- Study abroad office **funded through program fees** - NOT tuition or state \$
- Expansion of study abroad scholarships in multiple ways and partnerships from ~\$100,000 to more than \$1m
- 265 programs in 60 countries are key to serving all students in a research university



# Unanticipated Outcomes

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- Site visits: faculty and adviser engagement
- Collegiate and departmental support despite resource constraints (enrollment management, not tuition flight)
- Growth of short term programs (central and collegiate)
- Influence of IOCC and faculty who led programs on other courses they teach, other colleagues, and department engagement
- Departmental and collegiate articles and websites



# Unanticipated Outcomes

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- Students of color
- GPA before and after study abroad
- Time to graduation
- Collaboration across campuses
- Support from: Admissions, enterprise level systems, Registrar, Financial Aid
- CI methodology used and adopted by others
- Other systems doing CI: University of California, University of Georgia, Big Ten
- Willingness of program providers to tweak programs and provide fee reductions