

**Internationalizing the University of Minnesota:
Integrating Study Abroad
PRF ID: 266661
Year-End Report for the Bush Foundation, 2004-2005**

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**EXECUTIVE SUMMARY
2004 – 2005 Outcomes**

- Culmination of Bush Foundation grant period resulted in publication of monograph, “Internationalizing Undergraduate Education: Integrating Study Abroad in the Curriculum,” including articles focusing on University of Minnesota’s activities and other efforts around the nation regarding curriculum integration.
- University of Minnesota invited to participate as the successful curriculum integration case study for the national hearing and regional conferences of the Abraham Lincoln Commission on Study Abroad Fellowships. Commission’s recommendations will go to President George W. Bush and the U.S. Congress by December 2005.
- Institutional Research and Reporting finds that Twin Cities students who study abroad graduate at a higher percentage than those students who do not study abroad. Students of color and students who are less academic prepared also take less time to graduate if they have studied abroad. Cause and effect cannot be proven but the data speak for themselves.
- University of Minnesota invited to consult with other universities undertaking undergraduate curriculum integration of study abroad, including the University of Tennessee – Knoxville, the Georgia State University system, and Lehigh University.
- University of Minnesota’s Central Administration has committed to an additional \$100, 000 for study abroad scholarships, raising the commitment to \$325,000.
- The Associate Vice President for International Programs has committed \$80,000 for sustaining curriculum integration efforts for 2005-06.
- 489 University of Minnesota faculty, academic advisers, and student services staff have now participated in the internationalizing initiative since 2001.
- 2004 - 2005 survey findings indicate a 30% difference between faculty participating in Curriculum Integration and non-participants when it came to strongly encouraging their students to study abroad. In addition, **no** participating faculty and academic advisers **discourage** their students from studying abroad.
- The University funded the continuation of faculty and adviser workshops regarding curriculum integration, hosting 5 workshops in 2004-05 and committing to another 5 for 2005-06.

- International site visits for faculty and advisers to experience study abroad programs first-hand continue to be an effective method for educating the University community about study abroad. 14 faculty and advisers participated in study abroad site visits in 2004-05. The University is committed to sustaining this activity, with 23 faculty and advisers going on 4 site visits in 2005-06.
- The workshop series on internationalizing on-campus courses facilitated by the Center for Teaching and Learning Services on the Twin Cities campus was again successful. 10 faculty members participated in 2004-05. A web site will now be devoted to sustaining this faculty development activity.

Student Outcomes

- Across all 4 campuses, 2004-05 study abroad enrollments are estimated to be 2,333 students, compared to 1,354 students abroad in 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 480 students in 2004-05.
- On the Morris campus, study abroad enrollment has reached 45% of undergraduate degrees granted in 2004-05, the highest of any campus.
- On the Twin Cities campus, 1,617 students (one-third being freshmen) sought study abroad advising in fall 2004, in comparison to 921 students in fall 2001.
- More colleges and programs continue to develop scholarship funding for study abroad, including the College of Education and Human Development and the department of psychology on the Twin Cities campus.

Evaluation Outcomes

- 3 major surveys of study abroad and curriculum integration revealed findings to guide campus and college goal setting, with 3,546 students, faculty and advisers responding.
- On the Morris campus, where each discipline has a faculty adviser for study abroad, survey results show that 58% of seniors report that their advisers have talked with them about study abroad, compared to the 36% average response rate across the University system.
- On the Twin Cities campus in the Carlson School of Management, one of the early curriculum integration partners, 66% of seniors report that their advisers talk with them about study abroad, compared to the 39% average Twin Cities campus response.
- Within the College of Human Ecology, another early partner in curriculum integration which has completed all the study abroad major advising sheets for all undergraduate majors, 59%

of CHE sophomores report that they have received a study abroad major advising sheet from their college, compared to the 33% average Twin Cities response.

- 75% of seniors in the College of Agricultural, Food, and Environmental Sciences report that their professors mention study abroad during class, compared to the 56% average Twin Cities' campus response.

GOALS OF GRANT INITIATIVE

With initial 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

Events and Workshops

One of our goals is to inform the University community about study abroad and enlist their support as allies. We believe that we have accomplished this goal. We had 39 events from 2001-2005, and **we have reached 489 faculty and advisers representing all 4 campuses through our events and grant-supported activities.**

Throughout 2004-2005, there were 5 events held, 2 retreats with executive leadership, 2 kick-off retreats for new faculty and advisers, and 1 retreat devoted to sustainability of the curriculum integration effort. In addition, each campus began to hold events for faculty and advisers as a method of sustaining study abroad curriculum integration. An example of this is the 8 monthly brown bag lunch seminars held on the Twin Cities campus. In total, 169 faculty and academic advisers were reached in 2004-05 through events and workshops.

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 11 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. We continue to produce the **Intensive Language advising sheet**, creating in the first two years of the initiative.

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 are moving toward completion of an advising sheet. When the advising sheets that are currently in production are completed, there will be **110 advising sheets that cover 130 majors or disciplines**, meeting the needs of over 80% of students.

(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.)

Therefore, **we will have 122 curricular-related advising tools as products of grant-related activities.**

The following table shows the Study Abroad Major Advising Sheets, some of which are in process, which are on-line: <http://www.umabroad.umn.edu/academic/advisingsheets/index.html>

<p>Crookston</p> <p>Agricultural Education Business Management Early Childhood Education Horticulture Information Technology Natural Resources Sport and Recreation Management Sport Science Turf Management</p>	<p>Twin Cities</p> <p>Aerospace Engineering and Mechanics Agriculture Education Animal Science Anthropology Applied Economics Applied Plant Science Art Art History Biology Biomedical Engineering Biosystems and Agricultural Engineering Biomedical Engineering Business Career and Technical Education Chemical Engineering Chemistry Child Psychology Civil and Geological Engineering Clothing Design Communication Studies Computer Science and Economics Electrical and Computer Engineering English Environmental Horticulture Environmental Science Family Social Sciences Fisheries and Wildlife Food Science Forest Resources Foundations of Education— Early Childhood Education Foundations of Education— Elementary French and Italian Geography Geology German, Scandinavian and Dutch Global Studies Graphic Design Health/Pre-Health History Honors Housing Studies</p>	<p>Twin Cities, cont'd.</p> <p>Human Resource Development Individualized Degrees Interior Design Journalism and Mass Communication Kinesiology Leadership Minor Math and Statistics Mechanical Engineering Music Music Education Natural Resources and Environmental Studies Nursing (Short Term Options) Nutrition Political Science Psychology Physics Retail Merchandising Scientific and Technical Communication Sociology Spanish and Portuguese Technology Education Theatre and Dance Transfer Students Urban Studies Wood and Paper Sciences Women's Studies</p>
<p>Duluth</p> <p>Anthropology Art Art History Biology Chemistry Computer Science English Geography Geology Mechanical and Industrial Engineering Physics Political Science Psychology Sociology Theatre</p>		
<p>Morris</p> <p>Art History Biology Chemistry Economics English Elementary Education French Geology Liberal Arts for the Human Services Math Political Science Psychology Physics Secondary Education Sociology Spanish Statistics</p>		<p>University Wide</p> <p>Programs with a Multicultural Focus</p>

Study Abroad Scholarships

Study abroad scholarship development and awarding continues to be a major emphasis.

The University of Minnesota awarded a total of \$225,000 in study abroad scholarships in 2004-05 to 265 undergraduate students from all 4 campuses.

For 2005-06, the University of Minnesota's Central Administration has committed to an additional \$100,000 for study abroad scholarships, raising the commitment to \$325,000.

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 2004-05 will be available in late fall 2005 once summer 2005 enrollment figures are finalized.

Time to Graduation for Study Abroad Students

A recent study by the University's Institutional Research and Reporting office shows that Twin Cities campus students who study abroad graduate at a higher rate than students who do not regardless of college, freshman academic profile, or ethnicity. Graduation rates for students who study abroad are about 50% higher than overall graduation rates. Gene Allen, Director of the Office of International Programs, commented, "These numbers confirm that carefully planned study abroad opportunities do not need to delay graduation while the sense of purpose and self-confidence that students develop may enhance their commitment to timely graduation."

University of Minnesota—Undergraduate Study Abroad Statistics

University of Minnesota- All Campuses	1997-98	1998-99	1999- 2000	2000-01	2001-02 Bush Grant	2002-03	2003-04	2004-05 Estimate
Total Undergrads Studying Abroad	962	933	1187	1354	1390	1651	1868	2333
As % of Total UG Enrollment	2.9%	2.6%	3.2%	3.7%	3.6%	4.1%	4.6%	5.7%
As % of Total UG Degrees Granted	14.8%	13.8%	18.3%	21.5%	19.5%	22%	23%	N/A
University of Minnesota- Crookston	1997-98	1998-99	1999- 2000	2000-01	2001-02 Bush Grant	2002-03	2003-04	2004-05 Estimate
Total Studying Abroad at UMC	0	0	0	0	9	11	16	8
As % of Total UG Enrollment	0%	0%	0%	0%	.96%	1.0%	1.68%	.7%
As % of Total UG Degrees Granted	0%	0%	0%	0%	3.9%	6.2%	8.0%	N/A
University of Minnesota- Duluth	1997-98	1998-99	1999- 2000	2000-01	2001-02 Bush Grant	2002-03	2003-04	2004-05 Estimate
Total Studying Abroad at UMD	100	105	109	160	214	317	391	480
As % of Total UG Enrollment	1.5%	1.5%	1.5%	2.0%	2.6%	3.7%	4.5%	5.4%
As % of Total UG Degrees Granted	8.9%	8.1%	8.9%	13.7%	17.5%	22.9%	25.0%	28.2%
University of Minnesota- Morris	1997-98	1998-99	1999- 2000	2000-01	2001-02 Bush Grant	2002-03	2003-04	2004-05 Estimate
Total Studying Abroad at UMM	103	113	88	129	127	164	122	156
As % of Total UG Enrollment	5.4%	5.9%	4.7%	7.0%	6.6%	8.6%	6.6%	8.5%
As % of Total UG Degrees Granted	26.8%	32.5%	25.8%	40.9%	41.7%	47.6%	36.9%	44.7%
University of Minnesota- Twin Cities	1997-98	1998-99	1999- 2000	2000-01	2001-02 Bush Grant	2002-03	2003-04	2004-05 Estimate
Total Studying Abroad at UMTC	759	715	990	1065	1040	1159	1339	1689
As % of Total UG Enrollment	3.12%	2.76%	3.67%	4.00%	3.85%	4.2%	4.7%	5.8%
As % of Total UG Degrees Granted	15.25%	13.93%	20.11%	22.20%	19.50%	20.78%	22.0%	N/A

Enrollment of Under-represented Students

Efforts continue on all 4 campuses to ensure that under-represented students have access and support for study abroad. The system-wide Multicultural Study Abroad Group, comprised of 25 advisers from multicultural affairs units and study abroad offices, continues to provide leadership toward increasing the numbers of students of color who study abroad.

Over the past 3 years, the numbers of students of color who studied abroad more than doubled. In 2004-05, there were 260 of the University of Minnesota's students of color studied abroad, this is in comparison to the 238 of students of color who studied abroad in 2003-04 and 122 in 2002-03.

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. In 2004-05, the University provided funding for these on-going activities.

In addition, the University continued to support two other important methods for involving faculty and advisers, international site visits and Internationalizing On-Campus Courses.

Study Abroad Site Visits

During 2004-05, **14 faculty and advisers participated in site visits** made to Venezuela, United Kingdom, Thailand, Australia, and Denmark.

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.

Internationalizing On-Campus Courses

Morris' International Programs Committee **awarded emersion grants to 3 faculty members** in 2004-05 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.

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. This project aims to integrate global perspectives and content throughout the undergraduate curriculum. In 2004-05, **10 faculty members completed the workshop series.**

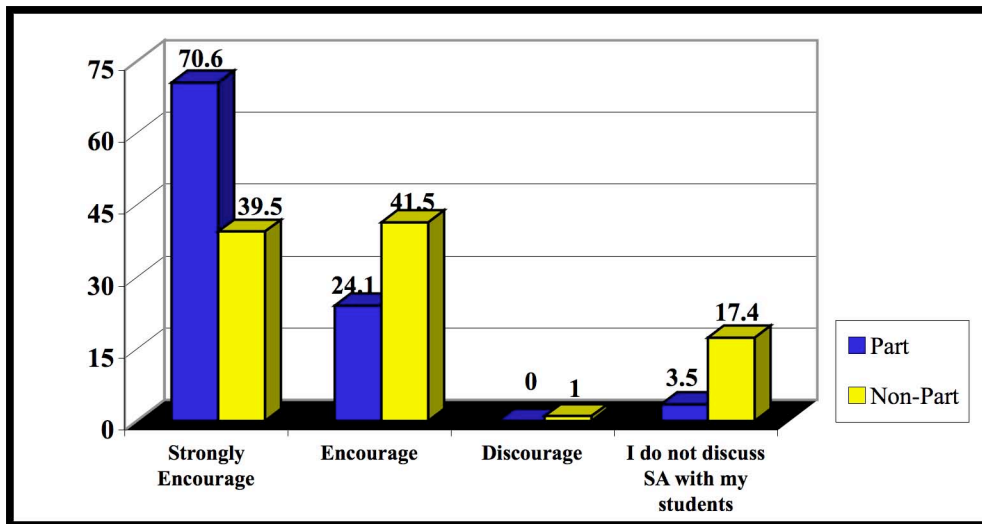
Project Evaluation

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.

In 2004-05, we continue to **survey students, faculty, and advisers with over 3,500 individuals responding to the surveys**. 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.

We surveyed both faculty and advisers participants and those faculty and adviser who have not participated in curriculum integration. There is a 30% difference between participants and non-participants, when asked if they strongly encourage their students to study abroad. In addition, **no** participating faculty and academic advisers who responded **discourage** their students from studying abroad.

Figure 1: Faculty and adviser participants in Curriculum Integration compared to the faculty and advisers not participating, responding to “How strongly do you encourage your students to study abroad?”



On the Morris campus, where each discipline has a faculty adviser for study abroad, survey results show that 58% of seniors report that their advisers have talked with them about study abroad, compared to the 36% average response rate across the University system.

On the Twin Cities campus in the Carlson School of Management, one of the early curriculum integration partners, 66% of seniors report that their advisers talk with them about study abroad, compared to the 39% average Twin Cities campus response.

Within the College of Human Ecology, another early partner in curriculum integration which has completed all the study abroad major advising sheets for all CHE undergraduate majors, 59% of CHE sophomores report that they have received a study abroad major advising sheet from their college, compared to the 33% average Twin Cities response.

75% of seniors in the College of Agricultural, Food, and Environmental Sciences report that their professors mention study abroad during class, compared to the 56% average Twin Cities' campus response.

There were 34 reports created to report the results of the 2004-05 surveys. All reports can be found at: <http://www.umabroad.umn.edu/ci/stats/survey/index.html>. The 3 overall reports of seniors, sophomores, and faculty/advisers are attached to this Bush Foundation grant report.

Information Dissemination

Internationalizing the Curriculum conference monograph

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. In 2004-05, the monograph of the conference was completed with 40 articles submitted by 72 authors who were presenters at the April 2004 conference. As of October 2005, 239 monographs have already been sold through the University of Minnesota bookstore and 200 have been distributed as complimentary copies.

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. Activities included:

- Presentation at 5 meetings of the Abraham Lincoln Commission on Study Abroad Fellowships
- Presentation at University of Tennessee – Knoxville College of Social Work
- Presentation at American Council of Academic Deans and Phi Beta Kappa
- Authorship of report on Forum on Education Abroad's curriculum integration survey
- Nomination to Advocacy chair for Forum on Education Abroad
- Nomination to Forum on Education Abroad's curriculum integration committee

University of Minnesota, Crookston (UMC) Report to Bush Foundation, 2004-2005

UMC created a Study Abroad Office in FY02 as part of the University of Minnesota “Internationalizing the University: Strengthening Study Abroad” Bush Grant. A ¼ time faculty coordinator and ½ time undergraduate peer advisor were hired to staff the office. In fall 2004, a new faculty member assumed the faculty coordinator position. The number of students studying abroad increased from none to 16 per year in the following three years. Several study abroad partnerships for UMC students were created within the University of Minnesota and with other colleges and agencies.

2005 Academic Year

In the 2005 academic year study abroad staff visited department meetings to discuss with faculty Study Abroad opportunities. Faculty was encouraged to attend University of Minnesota study abroad workshops. One workshop was designed for faculty who has been involved in Study Abroad programming and the workshop for faculty interested in becoming involved in study abroad. Faculty was encouraged to develop study abroad student advising sheets for each program.

Throughout the year global fairs were held for students with participation from study abroad program agencies and other college study broad programs. The spring semester global fair featured UMC students who had participated in study abroad the previous year. The student presentations were video taped and placed on the WEB.

During the year seven students studied abroad, three spring semester and four during the summer. They studied in University of Minnesota, IES, Morris (GSTT), UMC/Angers, and MAST programs. Fall semester one student is attending Oxford University which is a significant accomplishment.

The biggest challenge continues to be increasing faculty participation in study broad programming. Five faculty attended workshops, three completed program study advising sheets, one attended a study abroad site visit to another country, and one has developed a global seminar to be taught in summer of 2006. UMC has a faculty of approximately 50.

Continuing Strategies

The following strategies with funding support continue to be critical in integrating study abroad throughout the curriculum. Funding for activities has increased student and faculty participation in study abroad.

- Supporting faculty on international site visits
- Funding for faculty to create global study abroad seminars
- Scholarships for students while they study abroad
- Providing notebook computers for students while they study abroad

- Creating program partnerships with other colleges and agencies
- Conducting study abroad fairs for students

The Twin Cities Learning Abroad Office has been extremely important in helping UMC to develop a study abroad program. Long-term success with this initiative at UMC is contingent on continued support from and involvement with that office.

University of Minnesota, Duluth (UMD) Report to Bush Foundation, 2004-2005

The University of Minnesota Duluth (UMD) campus is in the process of hiring their first full-time director for the International Education Office (IEO). International Education will now report to the Office of the Vice Chancellor for Academic Administration. This action will give International Education a stronger and broader presence on the campus.

Study Abroad Statistics

Study abroad enrollments at the UMD continue to increase:

1999-2000	109 students	8.9% of total undergraduate degrees conferred
2000-2001	160 students	13.7% of total undergraduate degrees conferred
2001-2002	214 students	17.5% of total undergraduate degrees conferred
2002-2003	317 students	22.9% of total undergraduate degrees conferred
2003-2004	391 students	25.0% of total undergraduate degrees conferred
2004-2005	Estimate 450 students	studying abroad

Technology

The course equivalency database has grown dramatically to a document holding 3,000 courses, which have been reviewed by collegiate department heads. This document began as a simple spreadsheet. We now have a new database system, built in PHP (scripting language) and MySQL (open source database program) now accepts this data for immediate display on our website and meets a larger range of reporting needs.

Continued Collaborative Work between Departments and Units on Campus

Continued open dialogue with support offices on campus (Academic Administration, Registrar, Student Support Services, collegiate student affairs offices) to strengthen and maintain the infrastructure for study abroad.

Work continues on Major Advising Sheets. It is strongly anticipated that 15 sheets will be completed for use fall semester 2005.

The Vice Chancellor for Academic Administration has directed all deans that study abroad experiences within their collegiate units must operate through the UMD International Education Office. This has resulted in a dramatic increase in the number of faculty proposing short-term programs, and the overall discussion of study abroad

Broad Acceptance and Promotion of Study Abroad on the Campus

Collegiate units have appointed collegiate study abroad departmental representatives.

Study abroad is frequently featured on the UMD homepage, and IEO professionals are present at all campus-wide recruiting and informational events.

Collegiate websites have links to study abroad and internationalizing the campus. An example is the Labovitz School of Business and Economics website: <http://www.d.umn.edu/sbe/intopps.php>
Their International Opportunities page lists:

- U.S.D.E. Grant to Internationalize the Curriculum
- Study Abroad
- Internships Abroad (FYI – Several have gone through the CAPA program offered through UMTC)
- International Scholars
- Programmatic Efforts to Support International Education in LSBE
- Papers Presented at Conferences Abroad
- Faculty Research Based on Data from Non-U.S. Contexts
- International Consulting

Faculty are presenting study abroad options within their classes, calling on their own personal experience and encouraging students who have studied abroad to share their experiences. There has also been an increase in requests from faculty to have study abroad staff present information in their classes.

Directors in the Multi-Cultural Center continue to invite IEO staff to present study abroad information at meetings held by our multi-cultural student groups. This increase in opportunities to meet with our multi-cultural students has changed the format of the meeting from presentation to far more interactive. We have had an increase in the number of multi-cultural students who are studying abroad, and more multi-cultural students are making appointments to speak with a study abroad adviser.

Brown bags held by students and faculty regarding study abroad. Student and faculty attendance has increased at these sessions.

Conclusion

The work of Curriculum Integration has resulted in a profound culture change on our campus. Faculty and academic advisers now encourage students to study abroad within their major. Proactive program and course review has assisted in study abroad no longer being viewed by collegiate units and departments as an “add-on” educational experience. Rather, it is viewed as a viable and desirable part of a four-year plan. This has changed how students receive information from faculty and advisers regarding study abroad. This results in assisting students in viewing international study as a strong and viable option in pursuit of their degree.

University of Minnesota, Morris (UMM) Report to Bush Foundation, 2004-2005

2004-2005 marked the fourth and final year of the all-University Curriculum Integration Project designed to internationalize the University. The goals for 2004-2005 were to continue the project initiatives of the previous three years with emphasis on:

1. further integrating study abroad into the curriculum—so that students can include study abroad learning in their majors and still complete their degree in four years.
2. increasing the number (and percentage) of UMM students studying abroad during their undergraduate career;
3. offering study abroad scholarships to students from UMM and all-University sources;
4. completing the integration of UMM faculty and their disciplines (departments) into the study abroad process by increasing the number of study abroad major advising sheets and by strengthening the discipline study abroad advisers group at UMM;
5. continuing to offer the Emersion grants to faculty designed to encourage the offering of study abroad programs based upon the on-campus curriculum;
6. promoting study abroad in numerous campus venues through print publications as well as in meetings for students; and,
7. participating in all-University curriculum integration activity.

Overview

Study abroad enrollment in the fourth year of the Curriculum Integration Project at UMM was strong; approximately 44.7% of UMM students studied abroad in 2004-05 (utilizing the Institute of International Education [IIE] measures). Another encouraging measure, which emerged through the all-University graduating senior exit surveys, found that 33% of UMM graduating seniors reported that they had studied abroad during the course of their undergraduate careers. As importantly, the all-University assessment of the impact of the CI project on students and faculty (conducted by Ms. Gayle Woodruff in the Learning Abroad Center), showed a high level of awareness of study abroad and its value on the Morris campus. Indeed, the surveys indicated a considerable integration of study abroad at UMM as evidenced by the discussion of study abroad in faculty-student advising situations and in the classroom.

Past study abroad enrollments and heightened awareness seem to bode well for this year. Prospects for 2005-06 look promising based upon the enrollment in the past July in Paris program (in summer 2005), and with the programs in India (Winter Break 2005-06) and Italy (Spring Break 2006) that are already full. Global Student Teaching enrollment continues to grow as well.

Scholarships

One of the great (of many) successes of the Curriculum Integration Project has been the dramatic increase in the scholarship funds for study abroad at UMM and at the all-University level. UMM now has about \$19,000 in scholarship funds from UMM and all-University sources—up from “0” before the CI project. Further, we have a new multicultural scholarship. Funding is still not sufficient, but a great improvement over four years ago and it appears to be a sustainable commitment both at UMM and the all-University level.

Faculty Involvement

There has been slow but steady progress on the development of the study abroad major advising sheets in Morris. To date, 15 major advising sheets have been developed by faculty or are ready for final review. Those in the “completed or nearly completed” column include:

- Anthropology
- Chemistry
- Economics
- Elementary Education
- Secondary Education
- English
- French
- Geology
- German
- Latin American Area Studies
(LAAS)
- Liberal Arts for the Human Services
(LAHS)
- Physics
- Political Science
- Sociology
- Speech Communications

In addition to working on the advising sheets, the Discipline Study Abroad Advisers Group (DSAAG) has been instrumental in establishing a campus network of advising for study abroad. The group includes faculty representatives from most UMM disciplines (departments) as well as representatives of the Multi Ethnic Student Program (MSP), the Registrar's and Advising offices, and the Vice Chancellor for Academic Affairs and Dean of the College. This group meets periodically to simply review study abroad activity on the campus, to discuss ways in which we can better disseminate information about study abroad, to update them on study abroad happenings across the University and beyond, and to share matters of common concern with regard to study abroad.

The Morris Capstone Experience

The Curriculum Integration Project called for a "capstone" study abroad experience on the Morris campus. The response was to develop an "Emersion" grant for study abroad. Under the terms of this grant, faculty can apply for funds up to \$2500, to develop a study abroad experience based upon the on-campus curriculum. Typically, funds are given for an exploratory trip to a destination that will be the site of a future study abroad program (usually short term programs offered in winter or spring breaks or in the summer term).

Eleven Emersion grants have been awarded during the CI project (in three years of funding). The International Programs Committee, a faculty, staff and student committee of UMM's Campus Assembly, established the guidelines for the grant, solicits and reviews applications, and selects grant recipients. To date, Emersion grants have been awarded for the following:

Emersion Grant List

Name	Rank/Position	Discipline	Proposal Title	Year of Application	Amount Awarded
Ahern, Wilbert	Professor	History	Indigenes and Colonizers in the U.S. and New Zealand*	2003	\$2,500.00
Brugger, Keith		Geology	Design and Development of Field Protocols for Student-Directed, International Glaciological Research (Sweden)*	2003	\$2,000.00
Buchanan, Sarah	Asst Prof	French	"Introduction to Postcolonial Theory", a Study Abroad Course in Morocco*	2004	\$1,250.00
Koehler, Hope		Music	Beijing Music Festival and School	2004	\$1,500.00
Lawrence, Pareena	Assoc Prof	Economics	India's Progress towards Social and Economic Development*	2004	\$2,500.00
Panton, Clifford	Asst Prof	Music	Beijing Music Festival and School	2004	\$1,500.00
Parker-Aronson, Stacey	Asst Prof	Spanish	Cervantes's and Zayas's Spain*	2003	\$2,000.00
Parker-Aronson, Stacey	Asst Prof	Spanish	Brazilian Culture: From Slavery to Ethnic Diversity (06-07)	2005	\$2,500.00
Pelletier, Julie	Asst Prof	Anthropology	Variable Topics in Area Studies: New Zealand Maori*	2004	\$1,000.00
Pelletier, Julie	Asst Prof	Anthropology	Dreamtime in Australia: Comparative Indigenous Studies	2005	\$0.00

Rothchild, Jennifer	Asst Prof	Sociology	Nepal: Gender and Education in the Developing World	2004	\$0.00
Rothchild, Jennifer	Asst Prof	Sociology	Nepal: Gender and Education in the Developing World	2005	\$2,500.00
Schultz, Ray		Theatre	International Theatre Production: Performing at the Edinburgh Fringe Festival (Scotland)	2003	\$2,000.00

*Grants that have resulted in study abroad programs offered or to be offered.

Simply put, the CI project made the Emersion grants possible.

Summary

The Curriculum Integration Project has been a major “watershed” in study abroad for the University of Minnesota, Morris and the entire University more generally. At the all-University level, it brought attention to study abroad with support coming from the highest levels (the President and the Vice President for Academic Affairs and Provost). This created a climate of awareness across the University of Minnesota that simply did not exist except in theory prior to that time. It also introduced a level of cooperation in study abroad across campuses that resulted in a more knowledgeable (about study abroad options), professional (we developed a community of like minded colleagues) and institutional thinking (we thought about institutional--all-University--systems that encouraged or impeded study abroad) study abroad staff across the University. And, it dramatically increased the funds available for study abroad scholarships. And lastly, the University gained national attention for the internationalizing initiative.

At UMM, the evidence of the impact of the Curriculum Integration Project is equally compelling. The increase in the number of students going abroad, as well as the integration of awareness of study abroad among students and/or faculty is well documented over the past four years. Factors other than the Curriculum Integration Project also had their influence on elevating the importance of study abroad, but the hard “facts” provide convincing evidence for the critical importance of the Curriculum Integration Project. Finally, the project created an atmosphere of cross-campus sharing and collaboration rarely seen in University initiatives.

In sum, the Curriculum Integration project is clearly an example of money well spent.

University of Minnesota, Twin Cities (UMTC) Report to Bush Foundation, 2004-2005

Faculty, Administrator, and Adviser Engagement

- 8 Brown Bag lunch sessions on various aspects of education abroad were offered to advisers and faculty, 46 participants attended.
- 4 advising training sessions were held for UMTC advisers and faculty, 43 participants attended. A senior faculty member mentioned during a training session, "We should have been internationalizing 10 years ago! This is a great initiative, and about time!"
- Learning Abroad Center professionals continued to be trained on curriculum integration. 18 staff members are now involved with colleges as leads, liaisons, or researchers for curriculum integration or with outreach and advising responsibilities related to curriculum integration.
- The Center for Teaching and Learning Services, which has led the effort over the past 3 years to internationalize on-campus courses as part of the Bush Grant, will now be offering as a part of their regular faculty in-service workshops each August a session on how to internationalize courses. They are committed to making this a regular part of in-service training each year.
- Of the nearly 800 faculty and staff from all 4 campuses automatically subscribed to the Learning Abroad listservs, only a handful asked to be removed. Additional faculty and staff have joined the Learning Abroad listservs-- even though the listservs are not yet active.
- Learning Abroad staff continue to receive requests for letters in support of promotion (academic staff and faculty), tenure, and awards for UMTC colleagues who are education abroad collaborators.
- UMTC curriculum integration professionals received an invitation to speak at a University of Tennessee Knoxville faculty workshop.

Technology

- There were new offers for learning abroad to be part of the newest University technology initiatives: Portfolio, Parent website, Portal.
- Over 600 hours of programming time were donated to integrate U-wide education abroad systems into PeopleSoft, IMS, Admissions, etc.
- A visible and growing "study abroad" web presence is evident within the colleges and departments.

Multicultural Affairs

- Twin Crossings Spring 2005 edition (publication of Asian American Studies Program and Multicultural Center for Academic Excellence) was the "Study Abroad Issue" with articles by a student, a professor, and an academic adviser.
- New freshman seminar for multicultural students in 2005-06 will be devoted to international and intercultural issues and learning.

Study Abroad Major Advising Sheets

- Learning Abroad Center director heard many positive comments around the country about

Minnesota's major advising sheets.

- Major advising sheets are being reprinted regularly at the behest of departments, colleges, and Learning Abroad Center staff. Students are using the sheets. Over 38% of students who filled out the "Program Selection Evaluation" (UMTC students who have applied and been accepted on a learning abroad program) found them to be somewhat, very, or most helpful, and the percentage that found the sheets "not helpful" or "not applicable" has been shrinking with each semester.

Curriculum Integration Monograph

- Curriculum Integration monograph of April 2004 University of Minnesota conference is completed. Orders received from all over the world for publication.

Curriculum Integration Outreach to Students

- Learning Abroad Center presented 53 curricular-related sessions to students in 2004-05, and also invited to present 4 sessions on education abroad at UMTC CLA open house for incoming CLA freshman. The room was packed with students and parents covering every inch of the floor at each session and twice had to open up a second room that was equally packed.
- Curriculum Integration leads held Academic Focus Sessions for students by college, and First Step meetings were offered in colleges.
- Requests to speak in graduate level classes, such as Critical Issues in International Education. Ability to respond to these requests crucial to continued transformation at the University.
- Worked with various colleges on their International Education Week activities for November 2004.

Connecting with Alumni

- Study abroad was highlighted in College of Natural Resources alumni magazine.