

UNIVERSITY OF MINNESOTA
Study Abroad Curriculum Integration

International Education for Undergraduates

Freshman/Sophomore Advising group
Overall Evaluation of Bush Foundation grant
components and outcomes
September 2001-April 2003

During the past 20 months, the Bush Foundation grant for study abroad curriculum integration has had a series of retreats, workshops, and activities for faculty and advisers who advise freshmen and sophomores at the University of Minnesota. You have been a valuable contributor to these events.

In order to provide evaluation to the Bush Foundation and improve the work of curriculum integration both here at Minnesota and nationally, we ask that you take several moments to complete this evaluation.

Please complete this evaluation and bring it to the April 4 event. This document will be used during discussion and will be collected.

The annual report to the Bush Foundation is due in June. Data will be reported in aggregate to the Bush Foundation. We will preserve your anonymity with respect to open-ended questions.

Thank you!

Section 1: Open-Ended Questions. Please be as specific as possible.

1. In thinking back over the course of this project, please comment on the timing of the retreats and events for study abroad curriculum integration (e.g., Did the intervals in between events allow you to accomplish study abroad work back in your department? What were

the pros and cons of the longer off-campus retreats? Of the shorter events?)

I enjoyed the fall event in 2001 at Ruttger's. I thought it created a lot of positive energy for the program and gave us a nice working group. The only problem I found is that it seemed hard to get that energy back in any of the following events. It was not that the energy disappeared but some of the faces, energy and ideas did.

I found that the time on tasks or projects between meetings to be appropriate. The harder part is keeping the agenda high enough on the list so that is wasn't lost to other pressing programs, events or tasks.

In general, I thought the shorter events seemed to work well but I think anytime you have a campus event you immediately begin to have to compete with complex or demanding schedules. Getting away from the phone or e-mail, or the last minute meeting to discuss this important topic helps get people focused.

2. What were the advantages and/or disadvantages of meeting and working with colleagues from other campuses and departments?

It was nice to gather and share ideas and success stories. The enthusiasm staff had for international study and travel was also contagious. My only frustration that some of the faces that were part of conversations changed in subsequent meetings. That hampered some of the continuity.

I am also remembering that the meeting that we did in the Rarig TV studio did not feel very productive to me. There were a number of folks in our group who could not attend our session and it felt pretty sparse and very Twin Cities focused.

3. Since your initial involvement in this project, how has the overall **content** of the retreats contributed to your role with study abroad curriculum integration? Please comment on content level, pacing, amount, appropriateness, etc.

I changed colleges in the midst of this process and my involvement changed pretty dramatically. I have appreciated being able to continue to be involved and am seeing some encouraging signs in my new college. I am hopeful we can get some things up and running for our students.

4. Since your initial involvement in this project, how have the **activities** been relevant to you

given your role with study abroad curriculum integration?

Part of my initial involvement was to help move my college along in increasing international study and travel for our students. We had a tradition of faculty who were well connected internationally but the rate of student participation was pretty low. There seemed to be great opportunities to be tapped both programatically but also in terms of plain old student development. The activities of the program helped stir an interest and enthusiasm in faculty and I think we were poised to turn that into student participation.

5. What could the study abroad staff have done differently between retreats and workshops to assist and support your work with study abroad curriculum integration?

I appreciated the work that the staff did and I would compliment them on being available and committed to what they were doing. One suggestion might have been to have regular meetings with the folks you wanted to connect with. In many respects, regular meetings can be draining, sometimes even time-wasters. On the other hand, when I know that I have something to get done, or I am expected to have something ready for someone at a meeting, I usually get it done. They can be helpful in keeping things moving. I know what the staff/time investment is, but I think that the payback can be significant.

Section 2: Components and Outcomes of the Bush Foundation grant project.

Please rate how helpful the following components or outcomes have been to your overall understanding of study abroad and ability to move study abroad curriculum integration forward in your unit.

0 = Unable to Rate (don't remember learning or doing this, or didn't participate)

1 = Not Helpful

2 = A Little Helpful

3 = Somewhat Helpful

4 = Quite Helpful

5 = Very Helpful

RATING	COMPONENT OR OUTCOME
0	Learning about the Bush Foundation grant process of Study Abroad Curriculum Integration
4	Learning about the support of study abroad

RATING	COMPONENT OR OUTCOME
	by high level University officials
4	Learning about the national perspective of study abroad curriculum integration
5	Receiving campus updates during retreats on the progress of study abroad curriculum integration
5	Learning about benefits of and barriers to study abroad from results of focus groups with students who have/have not studied abroad
5	Learning about benefits of and barriers to study abroad from results of student surveys on study abroad
5	Learning about benefits of and barriers to study abroad from results of adviser and faculty surveys on study abroad
4	Learning, in general, about the value of study abroad
5	Learning, in general, about study abroad outcomes
5	Learning about internationalizing higher education efforts
5	Learning about trends in study abroad
5	Learning about study abroad program structures
4	Learning about study abroad registration, grading, and other student service systems
5	Learning about how students select study abroad opportunities
5	Learning about financing study abroad, including scholarships dedicated to study abroad
4	Learning about multicultural issues in study abroad
4	Learning about Maximizing Study Abroad: student strategies for language and culture learning while studying abroad

RATING	COMPONENT OR OUTCOME
5	Learning about how to talk with students about the cost of study abroad
4	Learning about how international experiences can be incorporated into students' career development
5	Learning about studying abroad for students with disabilities
4	Learning about how to present study abroad during First Year Experience classes or Freshmen Seminars
3	Learning about how students can incorporate study abroad into their University on-line Portfolio
4	Learning about advisers' and faculty roles in students' re-entry from study abroad
0	Learning more about study abroad structures by participating in an international site visit
3	Meeting in discipline-specific Academic Clusters
1	Meeting by Interactive TV to discuss the development of general study abroad advising tools (Academic Interest Advising Sheets)
5	Discussing with colleagues freshman/sophomore advising as it applies to study abroad
5	Hearing colleagues speak about bridging academic advising and study abroad
5	Discussing with colleagues the advising culture within your unit
4	Developing study abroad advising tools in collaboration with colleagues from all 4 campuses
4	Discussing with colleagues how you are talking with new students about study abroad
4	Meeting with your own campus colleagues during retreats to discuss how study abroad curriculum integration will function on your

RATING	COMPONENT OR OUTCOME
	campus
4	Hearing faculty perspectives on study abroad
0	Reading study abroad scholarship applications
0	Internationalizing one of the courses that you teach on-campus
5	Meeting individually with study abroad staff in between events
4	Informally talking with colleagues about study abroad around the bonfire at Ruttgers!

Your Campus: Crookston, Duluth, Morris, Twin Cities

Twin Cities

Name (for tracking purposes and in the event that we need to contact you to clarify your open-ended answers): **Mark Bultmann**

Department: **College of Education and Human Development, Student and Professional Services (and previously College of Agricultural, Food and Environmental Sciences)**

THANK YOU FOR YOUR COMMITMENT TO INTERNATIONALIZING THE UNIVERSITY OF MINNESOTA!