



Global Citizenship: Best Practices across the Nation Workshop
March 30-31, 2006
Lehigh University, Bethlehem, PA 18015

**Session II: Strategies for Creating Innovative International Opportunities for
Student Engagement beyond Traditional Study Abroad Programs**

Summary prepared by
Lauren Fuhry and Kofi Appiah-Nkansak, edited by Laura Milton

Advisor
Erica Smith-Caloiero, Director of Study Abroad

The moderators first wanted colleges present to share various initiatives they had developed and the innovative features of those programs. The representative from the University of Rhode Island stated that her abroad program was innovative because it fully integrates the study of Spanish, German, or French, and Engineering. It started twelve years ago and faculty at partner foreign universities cooperate effectively. The school received a grant from the NCF for the collaborative work between an engineering professor and a German professor. In addition to that, students live together on campus in a learning environment in what is called a Cultural House.

The Yale representative mentioned that her school used to have a very small study abroad program because Yale students did not want to leave the wealth of resources at their school in order to go abroad. In fact, the university discouraged study abroad. However, in 2002 a committee revised the curriculum and made a recommendation that every student should study abroad. The school worked on securing funds for summer

programs abroad since students preferred those –an initiative they called the International Work Program. The Program funded 142 students at total of a \$625,000 initially. Students used the money to study or intern abroad. So far, Yale has also funded \$1.5 million for student self-designed projects abroad. The ultimate aim of the Program is to take five to six hundred students abroad each year, and they hope to be able to raise up to fifty million dollars in aid for students studying abroad during the summer.

The University of Minnesota said that their students participate in grassroots development programs similar to the Peace Corps. Students also receive, in suitably sized sessions, robust classroom preparation before they go abroad. This approach creates a real dialogue between global and local, between theory and practice. Minnesota students also immerse deeply into local culture and analyze global and local forces.

Kalamazoo’s representative explained that their students take a half-credit course on campus prior to studying abroad, and complete the second half upon their return. While abroad, students use technology to study with a campus professor; during their internship in a rural village, each student remains in contact and continues an academic dialogue with a professor through email. In addition, there are several student-run symposia that help to keep an international atmosphere on campus. They realize that studying abroad is not the same thing as internationalizing the campus community, and Minnesota believes this program is helping bridge that gap.

According to their representative, Penn’s program started in the Wharton School of Business and has evolved over the years. Students apply to the program when they apply to UPenn. Twenty-five to thirty percent of program members each year are international students, which is very important for the internationalization of the program.

This year, the program accepted fourteen international students from nine different countries. Students live together in their first year, and also take a course called “Comparative Capitalist Societies,” in which they choose a specific topic to focus on. Each member of the program chooses a target language in which they must have intermediate proficiency at the time of acceptance. Students are under faculty mentorship and write papers that are published by the end of their freshman year. All students must participate in a local social project after the first year. Some students then engage in service-venture projects abroad after their first year, such as working with microfinance in Bangladesh. In their third year, students participate in intense research, as well as immersion programs abroad. The ultimate goal of the Penn program is for students to be as comfortable in a high-profile corporate boardroom as on a farm interacting with peasants, by the time they graduate.

Haverford, a small liberal-arts college, offers fully-funded summer internships. This summer, five percent of the total student population is benefiting from this opportunity. Students from all departments apply to the program, and there are many different specialized areas to work in. They are required to take a course prior to departure and two courses in the fall upon their return, in order to reflect on, integrate, and apply their newly acquired knowledge. Also, they must design a website and write an article for the newsletter upon their return. Haverford’s program also funds students to invite various speakers to their campus. Students maintain continuous connections by, for example, returning to the same region to work. The faculty members involved are key in keeping the initiative visible on campus and promoting it; alumni donations have also been instrumental in increasing the breadth of the program. The funding allowed the

faculty to put in place a much more transparent candidate selection process. The idea of taking knowledge and applying it through service resonates with Haverford's Quaker tradition.

Villanova's program was born out of a marketing initiative designed to differentiate itself from other schools and developed into a freshman study abroad program with a built-in internship component in London. It is very focused on cultural immersion. One of the main goals of the program is for it to initiate a process of transformation among students.

Rutgers also has a study program with an integrated course component. The school partners with other universities to go abroad to countries such as South Africa. Through intensive coursework that integrates students with peers from other countries, students find themselves feeling like "the other." The program was born out of an entrepreneurial push to market the university, combined with a push from interested faculty. The faculty want to lead by example, and also have the goal of making their students comfortable in both the boardroom and the village.

The Indiana University at Bloomington focuses on videoconferencing with schools around the world because many students lack the funds to study abroad. Students actually developed this program, and are the main force in fund-raising for their own international service learning experiences, which the university has revoked previous funding for.

A common theme in the seminar was the question, "How can we expand this to the whole university?" Worcester Polytechnic Institute said that their students recruit peers to join their programs, and the number of participants doubled from 150 to 300

when this initiative started. The Institute focuses on faculty interest – particularly on faculty with interest and connections in particular parts of the world. Faculty, especially those who lead study abroad programs, receive extensive training on how to avoid extreme exhaustion and maintain engagement. Haverford receives on-site assistance from their alumni working in Guatemala when they ran a trip there. Yale is having difficulties getting its faculty involved; alumni are being very helpful in offering up internships, but until faculty begin to get more engaged, the program will continue to struggle. The speaker from Indiana also is struggling to utilize the international students and faculty on campus, despite the success of video-conferencing in being a less expensive method of exposing students to international interaction.

With regards to working to encourage students on campus grow into global citizens, Kalamazoo said they send 100 of their faculty and staff abroad for an overseas experience. Faculty and staff write an essay to apply for this opportunity. They put effort into this because they realize that although the students are the main focus, the faculty are the ones who will be staying at the school for years to come, building the culture. WPI pointed out that students want faculty role models, as well. Juniata joined forces with a global company to provide a curriculum to students already working in international service, and reflection is one of the main focuses of Juniata's program. At Lehigh, 80 young people from over 35 countries gather on campus for six weeks each summer for the Global Village Program. Through this, students are exposed to the world and become interested in learning more about all aspects of it. The program currently has over 800 alumni all over the world. The Pennsylvania Governor's School for Global Entrepreneurship program, which the university hosts, brings high school students from

all over the world to study together during the summer. Lehigh's speaker also mentioned that terrorism is not affecting their programs negatively.

The results of a Yale study indicated that alumni giving, school support and other factors depended mainly on faculty – they had to buy in and care deeply. Lehigh asked for suggestions on how to implement effective structures that pull faculty to work together. Villanova stated that they had called a meeting of all faculty and staff who are involved in the international arena to brainstorm on what they can do to improve their work collectively. They considered the idea of a dean for international, but decided that would only lead to more bureaucracy. UNC created a new position of Vice Provost of International Studies, but it is still not one comprehensive strategy to unify the campus. They have monthly meetings and international website with faculty listings and more. This proposal was funded by alumni since there was no state money to sponsor it.

Penn's new provost came in with an H-1 visa and immediately took on international affairs by creating an International Task Force. The Rhode Island representative concluded that the situation depends on who is in office and which deans are in charge at any given time. The next topic of discussion was about innovative programs that had withered and died.

Lehigh has a very well settled organization in Shanghai which attracts students from all majors to do internships in the city. The professor in charge decided it could not be dependent her alone so she invited colleagues from the Colleges of Business and Engineering to help. The three of them are always involved together – cycling in and cycling out throughout the summer. The Shanghai program is growing and involves lots of hands-on monitoring. Students get better internships in Shanghai than they would in

the U.S. A Lehigh representative added that it was easier when faculty signed up for just a couple of weeks rather than took up the whole chunk upon themselves. To support her argument that third party agencies were not very helpful, the WPI representative said that when first-year students from her school were caught up in the Madrid bombings, their third party agency did little to help. Alternative spring breaks at Indiana died mainly because of lack of funding, so they now pair students up with programs already set up. Yale had a long-standing partnership with another university, but no students were participating in it. Because there was no outside support, the faculty involved changed their minds about participating, and the program died.

Macalester's international studies faculty taught a half-course for students going abroad, and continued to instruct students while abroad via the web. This innovative program that the faculty member involved loved failed after one trip for several reasons. First, the registrar did not allow double registration – both for home and abroad – during the academic term. Furthermore, once students went abroad, they preferred to benefit from and concentrate on their new locality and did not want to log on and talk to a professor every other week. Lastly, the professor in charge of the program was not tenured, which seemed to affect his or her drive to continue the new program. University of Minnesota said that they have continually tried for cross-cultural communication, but in other countries there is no course similar to theirs. They now have a one-credit course like the half-credit course, which has so far so successful that it will be required of all students who study abroad next fall.

The final topic was success stories. Haverford stated that there is a definite need for interested faculty to keep signing on, but the transition between faculty members can

potentially go wrong. There is the question of how to move beyond the original focus of the program, as in the person, place, concentration, etc. Involving faculty from different backgrounds and areas of study from the start can be helpful in this regard. UPenn found that allying itself with the development office is important, but not totally necessary. Only if you can sell the program will it last, and to keep the program from fading, the infrastructure can't be tied to just one person. For instance, the UPenn program has an external advisory board from all over the world. Finally, the representative pointed out the simple fact that money helps.

Rhode Island expressed the successfulness of acquiring funds from companies that hire their students to help set up the programs they need. Without this source of money, the programs could not exist. Villanova pointed out that student interest is a fundamental factor; despite the strength of a new program they had in Panama, there was not enough student interest to keep the program alive. Minnesota began with a group of ex-Peace Corps faculty that met and reminisced about their experiences, and asked the question, "What is Minnesota doing about development?" A proposal was requested, and the Minnesota Studies in International Development was born. It has never depended on just one person. Some of the early problems were that every year, a different faculty member was sent, so some years that were better than others, and not much carry-over existed. Now there are on-site faculty, a much more successful approach. Evolution of the program is necessary.

One representative mentioned that choices students make concerning whether and where to study abroad tend to be heavily influenced by parents at their school. Parent involvement seems to vary from one school to another.