



— *Second Annual* —

# Internationalizing the Curriculum and Campus Conference



**March 25, 2011**

Carlson School of Management Building  
Twin Cities Campus

***Organized by the Global Programs and Strategy Alliance***

*Co-sponsored by the Center for Teaching and Learning,  
Instructional Development Service (UMD),  
and the University Libraries*

**GPSAlliance**

UNIVERSITY OF MINNESOTA

# Welcome!



Welcome to the Second Annual Internationalizing the Curriculum and Campus Conference. It gives me great comfort and motivation to know that so many of us are pursuing the same goal of comprehensively internationalizing this world-class university, but in our own unique ways. You are among friends and colleagues here, and your contribution to a climate of cross-cultural understanding throughout the state of Minnesota, as represented by our five campuses, is deeply appreciated. Now, more than ever, it is critical to our success as citizens of the world that we provide our faculty, students, and staff with opportunities to think beyond stereotypes and gross generalizations. I encourage you to take full advantage of the poster presentations and the live sessions, and take the time to meet someone new. The University of Minnesota is a dynamic, global marketplace of ideas, people, and beliefs. Let us each benefit from the depth and breadth of one another's experience. Have a wonderful time, and thank you for all that you do to internationalize the University!

Meredith McQuaid  
Associate Vice President and Dean  
Global Programs and Strategy Alliance



A major outcome of our first annual conference last year was a working definition of “global competency” for the University. Conference attendees last year were asked to define this term. Based upon the responses, the following definition was created:

*Globally competent University of Minnesota faculty, staff, and students will demonstrate the skills, knowledge, and perspectives necessary to understand the world and work effectively to improve it.*

Each of us, within our own disciplines and units, is encouraged to reflect upon the components of this definition. Consider how to apply this definition to your work, research, teaching, and outreach. We thank you all for your continued enthusiasm and motivation to internationalize the U. You are the Global U!

Gayle A. Woodruff  
Director, Curriculum and Campus Internationalization  
Global Programs and Strategy Alliance



# Schedule

## 9:00 – 9:30 am

Poster Fair, Refreshments, and Registration

*CSOM Atrium*

## 9:30 – 10:20 am

### Session 1:

- Peer Programs to Internationalize the Curriculum and Campus *1-147*
- Integration of Study Abroad in Animal Science Curriculum *2-215*
- International Undergraduate Students' Classroom Experiences and Implications for Teaching *3M Auditorium*
- The Role of Foreign Languages in Internationalizing the Curriculum *L-114*

## 10:30 am – 11:20 am

### Session 2:

- Beyond Curriculum Integration: Collaborations Between Education Abroad and Career Services *1-147*
- Students Crossing Borders: A Cross-Cultural Community Built Across Campus *2-215*
- Building Cross-Campus Partnerships to Strengthen Initiatives on Campus: Lessons Learned from Hosting a South African Study Abroad Program *3M Auditorium*
- Internationalization and Writing *L-114*

## 11:30 – 11:45 am

Welcome – Gayle Woodruff and Meredith McQuaid

*3M Auditorium*

## 11:45 am – 1:00 pm

Poster Fair and Lunch

*CSOM Atrium*

## 1:00 – 1:50 pm

### Session 3:

- Inspiring Global Leaders to Tackle Global Issues *1-147*
- Faculty-Led, Student-Driven Study Abroad *2-215*
- Infusing Intercultural into Your International: Examples, Outcomes, and Participant Dialogue *3M Auditorium*
- Internationalizing the Morris Campus through Partnerships with Chinese Higher Education *L-114*

## 2:00 – 2:50 pm

### Session 4:

- International Experience as a Teaching Pedagogical Principal: The Case of EDPA 8087 *1-147*
- Internationalizing the CFANS Curriculum: Views from the Faculty *2-215*
- Intercultural Competence: Engaging Difference within a First-Year Interdisciplinary Classroom *3M Auditorium*

## 2:50 – 3:20 pm

Poster Fair

*CSOM Atrium*

## 3:20 – 3:30 pm

Wrap-up and Evaluation

*3M Auditorium*



# Honoring Our Colleagues

## *Thank You*



**Vincent Magnuson**, vice chancellor for academic administration at the Duluth campus, will retire this year. Vice Chancellor Magnuson has provided significant support for the study abroad curriculum integration initiative over the past 10 years and has been an advocate for internationalization. He joined UMD in 1968 as an assistant professor in the chemistry department. Prior to his appointment as vice chancellor in 1996, he served as the acting vice chancellor and as the department head in the Department of Chemistry.

## *In Memory*



Our friend and colleague **Tom McRoberts** passed away on October 11, 2010. Over his 34 years at the University, Tom played an important role in international programs on the Morris campus and helped establish the campus's Center for International Programs. Tom was tireless in his efforts to expand learning opportunities, aiming to broaden the horizons and unlock the world for the students whose ambitions he helped to fuel. Tom contributed significantly to the University's study abroad curriculum integration initiative in addition to the deepening of the international student presence on the Morris campus. Tom's legacy can be found in the countless Morris graduates who embody the meaning of "global citizenship." The world is a better place because of Tom's commitment to international education.



# Sessions

## Session 1: 9:30 – 10:20 am

### **Peer Programs to Internationalize the Curriculum and Campus**

*Room 1-147*

This session will provide information on the impact of mentoring programs in promoting cross-cultural learning and understanding as a path to internationalizing our campus. Panelists will present and discuss the International Buddy Program and the Cross-Cultural Discussion Group program. The presenters will share a current literature review and the outcomes of these programs at the University of Minnesota, Twin Cities. Findings at the UMTC campus will be based on a case study, focus groups, and a survey carried out to assess the impact of these programs. Included will be a panel of former and current participants of these programs.

**Presenters:** Grace Machoki, International Student and Scholar Services (UMTC); Catherine Clements and Bethany Schowengerdt, College of Liberal Arts (UMTC)

### **Integration of Study Abroad in Animal Science Curriculum**

*Room 2-215*

The International Ag Products, Processing, and Marketing course (GnAg 3404) was designed to provide our agriculture students with a study abroad experience while opening the door to international students who would like to study at UMC. This session is a panel discussion of the junior-level, three-credit course, which was prepared and implemented in three phases. The first phase consisted of adapting the course learner outcomes of an existing course (GnAg 3403) to meet the criteria of the international experience. During the second phase, Dr. Harouna Maiga visited the French National Agronomic Research Centers and various teaching facilities to explore opportunities for academic collaboration. Dr. Maiga, Terrill Bradford, and Charles Lariviere returned to France to gain more insight about French agriculture, business, and European marketing systems to set up the course objectives. The third phase consisted of traveling to France with 16 students from UMC for 10 days and the implementation of the class. The presenters will share their experiences with this phased course development and their efforts to internationalize this course on, and beyond, the Crookston campus.

**Presenters:** Harouna Maiga, Terrill Bradford, and Charles Lariviere; Agriculture and Natural Resources (UMC)

### **International Undergraduate Students' Classroom Experiences and Implications for Teaching**

*3M Auditorium*

What are the experiences of international students in the classroom? How can we help these students tap into their full potential? Join us as we share survey results from 232 international undergraduate students at the University of Minnesota, Twin Cities. In addition to sharing these enlightening results, we'll discuss the implications for teaching and learning, and how to develop strategies for engaging international students in their college experiences.

**Presenters:** Beth Isensee, International Student and Scholar Services (UMTC); Mike Anderson, Minnesota English Language Program (UMTC); Jeff Lindgren, Center for Teaching and Learning (UMTC); LeeAnne Godfrey, College of Education and Human Development (UMTC)



## **The Role of Foreign Languages in Internationalizing the Curriculum**

*Room L-114*

This session presents a discussion among members of the College of Liberal Arts Dean's Foreign Languages Workgroup, which met over summer 2010 to analyze the existing second language offerings at the University of Minnesota, Twin Cities and to make recommendations regarding the distribution, relevancy, integration, and financial tenability of the foreign language curriculum. Members of the workgroup will present their recommendations and discuss their greater implications for the undergraduate student experience. What is gained by the CLA foreign language requirement? How can we capitalize on the requirement to enhance programs throughout the University and to internationalize the curriculum? What is the framework for foreign language curricula and how does it fit in with the Liberal Education theme of Global Perspectives?

**Presenters:** Dan Soneson, Ana Paula Ferreira, Rick McCormick, and Eileen Sivert, College of Liberal Arts (UMTC); Klaas van der Sanden, Institute for Global Studies (UMTC)

### **Session 2: 10:30 – 11:20 am**

## **Beyond Curriculum Integration: Collaborations Between Education Abroad and Career Services**

*Room 1-147*

As we become ever closer to reaching the goal of 50 percent of University of Minnesota students who have had an international experience during their undergraduate career, what are the implications for education abroad and career services professionals? The panel will explore the following questions during this session: What initiatives are currently taking place by individual offices to help students as they simultaneously plan their study abroad experiences and their career search processes? How can we advance those efforts pre- and post-study abroad? According to data collected in the U of M's Employer Survey of 2008, as well as research done by Michigan State in the same year, how do employers perceive the value of students' education abroad experiences? How can we help employers understand the relevancy of international experiences in undergraduate students' preparation for the workforce and particularly for entry-level positions? In addressing these questions, panelists will reflect on the challenges and successes they have experienced. Further generation of questions and ideas from the audience is desired.

**Presenters:** Roxanne Rawson and Katie Selby, Carlson School of Management (UMTC); Blythe Cherney, Learning Abroad Center (UMTC)

## **Students Crossing Borders: A Cross-Cultural Community Built Across Campus**

*Room 2-215*

Housing & Residential Life on the Twin Cities campus has implemented numerous initiatives to internationalize on-campus housing in recent years. Fall 2010 marked the opening of a residential community designed around U.S. and international student roommate pairings to create intentional opportunities for cross-cultural interactions. These efforts, supported by the Global Programs and Strategy Alliance and the Office of Student Affairs, are changing the ways in which our students live and learn together and are demonstrating the positive outcomes possible by providing a safe and supportive on-campus environment. Introduction of a common Leadership Minor course during spring 2011 has the potential to fully integrate students' academic endeavors with their co-curricular experiences in housing. This session will provide an overview of the community (including the voices of students), outline the University partnerships that have been essential to its development and success, and provide a forum for conversation about the future of this program and other living and learning communities.

**Presenter:** Kevin Dostal Dauer, Housing & Residential Life (UMTC)



## **Building Cross-Campus Partnerships to Strengthen Initiatives on Campus: Lessons Learned from Hosting a South African Study Abroad Program**

*3M Auditorium*

The University of Minnesota, Twin Cities campus hosted 10 South African undergraduates on a two-week leadership and diversity program as part of a larger program at their home institution. This collaborative project was designed and delivered by a cross-campus team composed of staff and faculty from International Student and Scholar Services; the Office of Equity and Diversity; College of Food, Agricultural, and Natural Resource Sciences; Office for Student Affairs (Leadership Minor); Global Programs and Strategy Alliance; and American Studies. Graduate and undergraduate students were recruited to partner with the South Africans, with the goal to create ongoing exchanges between members of the two campuses. This team approach exemplifies an effective strategy for integrating international students throughout campus. Join us for an informative discussion with members of the curriculum team as we discuss the successes and ways to apply the model to improve the international student experience, and to increase the international experience of our students and departments.

**Presenters:** Anne Phibbs and Patrick Troup, Office of Equity and Diversity (UMTC); Allison Beebe, Jon DeVries, and Barbara Kappler, International Student and Scholar Services (UMTC); Karl Lorenz, College of Food, Agricultural, and Natural Resource Sciences (UMTC)

## **Internationalization and Writing**

*Room L-114*

While writing presents unique opportunities to sustain internationalization in the curriculum, it also provides distinct challenges for teachers, as well as American and international student writers across disciplines. This presentation will examine approaches used at the Crookston and Twin Cities campuses to integrate student populations and encourage internationalization of campus communities as they have been applied in the classroom, individual tutoring sessions, and a writer's group.

**Presenters:** Linnea Barton, Liberal Arts and Education Department (UMC); Sheryl Holt, Writing Studies (UMTC)

## **Session 3: 1:00 – 1:50 pm**

## **Inspiring Global Leaders to Tackle Global Issues**

*Room 1-147*

This session will focus on the Global Leadership Initiative—a growing collaborative effort between Leadership Education & Development, Global Programs and Strategy Alliance, Office of Equity and Diversity, and the Office for Public Engagement. The Global Leadership Initiative offers University of Minnesota undergraduate students specialized coursework, experiential learning opportunities, and co-curricular activities focused on developing leadership skills for a global society. The mission of the Global Leadership Initiative is to create global citizens who, through authentic engagement in diverse local and international communities, will be prepared to lead in a culturally complex world. The initiative includes curricular and co-curricular opportunities for students to engage in cultural experiences, here and abroad. Programs/activities include the Undergraduate Leadership Minor, leadership education domestic and abroad initiatives, the Students Crossing Borders Living-Learning Community, and the co-curricular leadership certification program.

**Presenters:** Aaron Asmundson and June Nobbe, Office of Student Affairs (UMTC); Katie Peacock, College of Liberal Arts (UMTC)



## **Faculty-Led, Student-Driven Study Abroad**

*Room 2-215*

This session describes a study abroad program that was developed to ease students into their first study abroad experience. The country of Norway was identified by the faculty, but the program is shaped by students who helped identify the activities, cities, transportation, and experiences. Students study about Norway during spring semester followed by a three-week trip to the country after the semester ends. The tour concludes with students setting up their own side trips to further explore Norway. Students get hands-on experience in all aspects of planning and executing a study abroad experience, including identifying modes of transportation, working within a travel budget, and much more.

**Presenters:** Sue Brorson, Business Department (UMC); Kimberly Gillette, Office of International Programs (UMC)

## **Infusing Intercultural into Your International: Examples, Outcomes, and Participant Dialogue**

*3M Auditorium*

This session will provide a variety of examples from different courses in psychology, where the presenter has integrated intercultural effectiveness pedagogy into her curriculum. The importance of intercultural pedagogy in the internationalized curriculum will be stressed, as will the student learning outcomes that have been found through her work. Time for participant brainstorming and idea sharing around attendee's own curriculum will be provided.

**Presenter:** Paula Pedersen, College of Education and Human Service Professions (UMD)

## **Internationalizing the Morris Campus through Partnerships with Chinese Higher Education**

*Room L-114*

The Morris campus has entered into a partnership agreement with the Shanghai University of Finance and Economics (SUFE) in an innovative program to bring Chinese degree-seeking students to our campus. This innovative program includes UMM courses being taught on the SUFE campus by SUFE instructors mentored by UMM instructors and SUFE students attending UMM. In this panel discussion, we will describe details of the partnership program, followed by the some of the strengths and challenges identified after the first semester of Chinese students enrolling at our campus. We will conclude with our observations about the role of these types of partnership programs in internationalizing our rural undergraduate liberal arts campus.

**Presenters:** Cheryl Contant, Academic Affairs (UMM); Pareena Lawrence and Jeff Ratliff-Crain, Division of Social Sciences (UMM)

In an effort to capture the vast information that is being discussed today, we will be recording all sessions. Video recording will take place in the 3M Auditorium, while the other sessions will capture only audio. Audience members will be recorded if they choose to ask the presenters questions. If they would rather not be recorded, audience members may choose to write questions on notecards and have them read by a presenter or session assistant.





## Session 4: 2:00 – 2:50 pm

### **International Experience as a Teaching Pedagogical Principal: The Case of EDPA 8087**

*Room 1-147*

This session examines the research partnership between the Department of Organizational Leadership, Policy, and Development (College of Education and Human Development) and CARE International. This session details how a graduate-level CARE seminar was developed to further graduate students' international capacity through scholarly research and hands-on research support through a mix of international content and experiential-based learning. Panelists will discuss how the grant enables students to travel with research faculty to participate in technical assistance activities in sites in Latin America, Asia, and Africa as part of their regular coursework. Both instructors and students will take part in discussion of the educational and practical benefits of collaborative problem-solving of challenging issues in international settings.

**Presenters:** Christopher Johnstone, Kate McCleary, and Joan DeJaeghere; College of Education and Human Development (UMTC)

### **Internationalizing the CFANS Curriculum: Views from the Faculty**

*Room 2-215*

Faculty members in the College of Food, Agricultural, and Natural Resource Sciences (CFANS) have committed themselves to internationalizing their students' learning experiences. This session will provide two case studies from CFANS faculty members about their own efforts. In spring 2009 and 2010 Paul Porter and Mary Brakke team-taught an adventure-learning course on the topic of African food, agriculture, and agroecosystems—while one of the two co-instructors bicycled from Cairo, Egypt, to Cape Town, South Africa. Presenters will discuss their interdisciplinary approach to studying agricultural ecosystems, as well as the technology tools and on-campus resources that enabled them to deliver the course to students. Terrance Cooper will discuss how he spent a semester leave in the U.K. visiting farmers, landscapes, and soils to become better acquainted with the natural environment of the landscape and how he will use the information gained in future classes.

**Presenters:** Paul Porter, Mary Brakke, and Terrance Cooper; College of Food, Agricultural, and Natural Resource Sciences (UMTC)

### **Intercultural Competence: Engaging Difference within a First-Year Interdisciplinary Classroom**

*3M Auditorium*

In an increasingly globalized society, the ability to effectively engage diversity is a necessary and vital component in and outcome of higher education. As reported in the 2009 employer surveys conducted by the Association of American Colleges and Universities, 76 percent of employers surveyed stated a need for higher education to place more emphasis on developing intercultural competence (i.e., teamwork in diverse groups). This presentation will include multiple perspectives, (i.e., faculty, assessment director, and department chair) on classroom practice and qualitative research that has looked at engaging structural diversity in an interdisciplinary classroom through an intercultural competence lens. More specifically, it will address how high-impact practices, such as common intellectual experiences and active learning strategies, provide both a platform for engaging students in deeper thinking about global issues, engaging with difference both through relations with peers and content in the course, and more generally, engaging in their own life-long learning path.

**Presenters:** Rhiannon Williams, Amy Lee, Jill Trites, and Na'im Madyun; College of Education and Human Development (UMTC)





# Posters

*Posters are displayed throughout the Atrium and are listed below by poster number. Thank you to the University Libraries for sponsoring the poster fair.*

## **1. System Safety Culture: Global Outreach as an Information Exchange through International Education**

System safety practice identifies safety culture as one of the top integrated safety management system-related priorities. In today's global economic system, integrated study abroad training and diversity outreach programs are perfect means to address safety culture issues at national and international levels. The focus of this poster is safety culture improvement, building on students in international education programs as future leaders in industries such as the domestic and international commercial nuclear and chemical industries and offshore processes. This poster describes an integrated method for the assessment of indications of safety culture-focused improvement activities.

**Presenter:** Seraphin Abou, Swenson College of Science and Engineering (UMD)

## **2. Arts Experiences in International Contexts**

This is a study of an undergraduate academic course designed to provide opportunities for global arts understanding through an immersion experience in an international context. The cross-fertilization that occurs in the interchange of educational ideas provides new ways of thinking about and creating musical arts. Offered each summer from 2004 to 2006, a total of 32 U.S. students spent three and a half weeks in Ghana, West Africa, participating in the arts traditions of various regions of the country. Summarized in this poster are the responses to arts learning and the learning transformations participants articulated while on and after the global seminar. An analysis of students' written reflections, interviews, teaching and learning events, and performances illustrates that a sense of self impacts international arts understanding, and that teaching and learning demands critical listening skills, collaboration, and spontaneous individual expression.

**Presenter:** Akosua Obuo Addo, College of Liberal Arts (UMTC)

## **3. International Student Recruitment on a Shoestring**

This poster will present practical and economical strategies for recruiting a diverse international student population. A brief background of international student recruitment at the University of Minnesota, Twin Cities will be included, as well as some of our most successful recruitment programs including the Minnesota Ambassadors Taking College Home (MATCH) Program and the International Student Ambassador Program.

**Presenters:** Matthew Beatty, Leah Brink, and Kyoko Yamada; International Student and Scholar Services (UMTC)

## **4. Multicultural Study Abroad Group (MSAG)**

Multicultural Study Abroad Group (MSAG) was founded out of concern for students of color who are very underrepresented in learning abroad. Since 2001, MSAG has evolved into a multi-campus interdisciplinary "think tank" of academic advisers and other professionals "...who actively support the University's goal of increasing the numbers of students of color who study abroad by working to overcome barriers, promoting the benefits of study abroad, and providing resources that address the needs of students of color." MSAG has conducted research into "real" and "perceived" barriers, written promotional materials that speak to the concerns of students of color, and offers training to help academic advisers and other professionals better talk with students of color about the advantages of learning abroad.

**Presenters:** Mark Bellcourt, College of Food, Agricultural, and Natural Resource Sciences (UMTC); Shuji Asai, College of Education and Human Development (UMTC)



## **5. Confucius Institute at the University of Minnesota**

Learn about the resources that the Confucius Institute at the University of Minnesota provides to the University community including our scholarship program for undergraduate students to study in China, our resource center of more than 4,000 Chinese language and culture materials, the Chinese cultural events we bring to campus, and the Hanyu Shuiping Kaoshi (HSK) Chinese proficiency test.

**Presenters:** Joan Brzezinski, Emily Hanson, and Li Yang, Confucius Institute (UMTC)

## **6. The Role of Cost in Study Abroad Program Selection**

Cost is one of the most frequently cited barriers and constraints in study abroad participation. Despite the barrier, participation has more than tripled in the past two decades. Little is known about how students conduct their search for, and final selection of, a study abroad program, particularly when cost is a factor. Using college choice theory, the study explores the role that fiscal costs and financial aid play in students' program selection and the implications these decisions may have on destination and duration participation trends.

**Presenter:** Blythe Cherney, Learning Abroad Center (UMTC)

## **7. Internationalizing the Curriculum: Teaching Consultations**

This poster session offers the opportunity to individually consult about internationalizing the curriculum with staff from the Center for Teaching and Learning. Topics will depend on the interest of the attendee and may include how to design courses so that international students can best contribute to the internationalization of the classroom, how to create an inclusive classroom environment for international students, and more.

**Presenters:** Paul Ching and Jeff Lindgren, Center for Teaching and Learning (UMTC)

## **8. Global Sustainability Experience in Design and Manufacturing in Ghana**

This poster will present a method of teaching and exploring sustainability within the manufacturing and design context by highlighting a course that will be taught during the 2011 May term. This course, taught by professors from University of Minnesota, Duluth and Kwame Nkrumah University of Science and Technology (KNUST), will expose students to some of the leaders in sustainability and alternative businesses and manufacturing methods in Ghana. Learning will be reinforced by visits to manufacturing facilities, art centers, museums, and historical villages. Students will also engage in cultural activities including dance, keyboarding, textile dyeing, and basketweaving and will design and manufacture products such as bicycles and water faucets using local environmentally friendly materials. An Eco-tool audit software will be used to analyze and select materials and manufacturing processes at design stage that have low environmental impact and are energy efficient.

**Presenters:** Emmanuel Enemuoh and Seraphin Abou, Swenson College of Science and Engineering (UMD)

## **9. Developing a Collegiate Infrastructure for Global Education for Graduate and Professional Students at the University of Minnesota**

With increasing demands by post-baccalaureate students to participate in the global community, graduate and professional programs need an infrastructure that emphasizes collegiate-level responsibilities, clear lines of communication, and shared capabilities that can strengthen a vertical integration between the programs, the colleges, the broader academic community (e.g., the Academic Health Center), and the GPS Alliance. This poster will identify unmet needs for students at the graduate/professional level and the necessary campus collaborations to enhance and increase offerings for them, as well as the infrastructure that must be generated by the professional schools or colleges and closely tied to specific resources at the programmatic and University levels. The poster will outline an infrastructure being developed in the School of Public Health, with the goal of creating a discussion about how this model could be modified for use by other colleges and integrated with the strategic plans of the GPS Alliance.

**Presenter:** Judith Garrard, School of Public Health (UMTC)



## **10. Academic Research Support for a Global Community**

In 2010 the University Libraries conducted a survey to better understand how international scholars and students in professional and graduate programs at the University of Minnesota discover the libraries. This poster session will discuss the findings and focus on the various resources and outreach available through the University Libraries.

**Presenters:** Jody Gray and Laura Dale Bischof, University Libraries (UMTC)

## **11. Experiential Education Abroad: Doctor of Pharmacy Program in Germany**

This poster will detail a pharmacy program five-week rotation held in Germany, highlighting unique factors of the international health professional training. Learning objectives for the program included deeper understanding of health systems and health care practice through a comparative education approach designed to address the ways that health care systems affect patient care, how pharmacy is practiced in different countries and different health care settings, and how medical insurance and professional organizations differ across cultures. The poster will also present findings of the program evaluation from students and lessons learned.

**Presenters:** Peter Haeg, College of Pharmacy (UMTC and UMD); Abigail Frank, College of Pharmacy (UMTC)

## **12. Analysis of Research Studies on International Students**

The poster will discuss a research project that has reviewed more than 400 empirical research articles on international students published in the last 20 years. The research project was initiated to: 1) learn what the existing research tells us about international students; 2) provide researchers with information about what has been studied concerning international students; 3) identify where further research exploration is needed; and 4) stimulate practitioners to critically review existing data and utilize it in their work. The poster will review different analytic variables such as time period, host country, country of subjects, gender, field of study, research types, data collection methods, and themes of the research. The poster will also discuss the research trends over time and the areas needing further research.

**Presenters:** Ji-Yeung Jang and Kay Thomas, International Student and Scholar Services (UMTC)

## **13. A Metrics Framework: Internationalizing the University of Minnesota**

Internationalization of an institution is a process, one that the University of Minnesota has been engaging in over the past years. Evaluation of various internationalization initiatives has also been a fundamental part of this process. Yet, as Knight (2001) emphasizes, it is important from an institutional level to “introduce preliminary measures to track the progress and quality of different elements and strategies of internationalization.” Therefore, under the direction of the Global Programs and Strategy Alliance, a team comprised of seven individuals from across the University began the process of creating an institutional framework to holistically assess the international aspects, progress, and quality of our five campuses. Our goal was to develop an internationalization metrics framework to measure and assess the quality of the University’s efforts. The poster will summarize the process used toward developing a metrics framework and present highlights from the current draft.

**Presenters:** Ji-Yeung Jang, International Student and Scholar Services (UMTC); Gayle Woodruff, Global Programs and Strategy Alliance (UMTC); Joseph Shultz, Academic Affairs (UMTC); Anne D’Angelo, Carlson School of Management (UMTC); Betsy Stallman, Minnesota English Language Program (UMTC); Rhiannon Williams, College of Education and Human Development (UMTC)



#### **14. Establishing a Culture of Internationalization in the College of Education and Human Development**

The College of Education and Human Development has the vision statement of being “an academic trailblazer of global reputation.” Further, the stated goal is to “discover transformative pathways to understand and manage educational and developmental dilemmas in the world.” A culture of internationalization has been championed by the senior management team to provide international and intercultural experiences for faculty, staff, students, and the communities in which we are engaged. While this culture has existed in disconnected ways in faculty, staff, and student experiences for years, new efforts are seeking to leverage and “mainstream” internationalization to influence classroom discussions, research inquiry, and technical assistance activities around the globe. This poster reports on progress to date on the journey to establish a culture of internationalization. Efforts to show connections between relevant scholarly literature and our strategic planning framework will be shared along with specific programs and activities undertaken and those planned for the future.

**Presenters:** Christopher Johnstone and Kenneth Bartlett, College of Education and Human Development (UMTC)

#### **15. Asian International Student Attitudes, Beliefs, and Behaviors Pertaining to UMC’s Online Course Evaluation**

At the end of every semester, students at the University of Minnesota, Crookston are encouraged to complete the online course evaluation to assess the course, instructor, and teaching methods. The course evaluation is an opportunity to receive positive and constructive feedback from students, and a helpful tool in gathering information to increase the effectiveness of the course for instructors. This poster details a small study of Asian international students who are currently studying at the Crookston campus who participated in one-on-one interviews and/or focus groups to explore why lower numbers of Asian international students completed online course evaluations, information from which is being used as the basis of a survey and further research. This poster discusses the potential obstacles for students in completing the course evaluations and addresses the creation of a strategy to increase participation and overall response rate from international students.

**Presenters:** Eun Hye Kang and Kevin Thompson, Liberal Arts and Education Department (UMC)

#### **16. Leveraging Divergent Student Communications**

Considering the proliferation of messages hurled at college students, the Learning Abroad Center has become more strategic and creative with its marketing. This poster will highlight some of the strategies used to diversify the Learning Abroad Center’s outreach, including navigating and managing a social media presence and engaging in target marketing for key constituencies. These strategies include utilizing popular social media sources (YouTube, Twitter, Facebook, blogs), as well as carefully tailored messages for sub-groups within the Learning Abroad Center’s core audience. The poster will include creative strategies such as the use of QR codes in Learning Abroad Center catalogs for the technologically savvy, and the use of more imagery and less textual content to appeal to the senses with a “show not tell” mentality. The poster will also address how these tactics have ultimately reduced cost and increased effectiveness in message delivery.

**Presenters:** Brian Liesinger and Jeremy Pieper, Learning Abroad Center (UMTC)

#### **17. Beyond the “Two Cultures” Model: German Literature Meets Ecology**

For the 21st century internationalized curriculum, it is critical that models bridge the traditional divide of humanities/sciences (C.P. Snow’s “two cultures” paradigm) and advance the use of foreign languages in content-based, interdisciplinary courses. This poster focuses on the course German 3441, which is an exploration of this synergy through the lens of ecocriticism. The course focuses on literature of the 20th century that brings ecological issues into focus (including works about topics that have recently been in the news—



Chernobyl, oil, aluminum factories, local gardening, etc.). The poster will describe how comparative study of literature, journalistic texts, and films leads to a deeper appreciation of global environmental/cultural issues and better understanding of cultural differences.

**Presenter:** Charlotte Melin, College of Liberal Arts (UMTC)

### **18. Missing Males—Investigating the Gender Gap in Study Abroad**

This poster will present the results from a master's thesis in which more than 100 males, primarily from the University of Minnesota and Saint John's University-MN, were surveyed about their perceptions, barriers, and experiences with regard to study abroad.

**Presenter:** Zach Mohs, Learning Abroad Center (UMTC)

### **19. Evaluating the University of Minnesota's Internationalizing Teaching and Learning Pilot Program**

This poster will present the evaluation process and results for the University of Minnesota's Fall 2010 Internationalizing Teaching and Learning Pilot Program. The program was a collaborative effort between the Global Programs and Strategy Alliance, the Center for Teaching and Learning (UMTC), and Instructional Development Service (UMD). The Internationalizing Teaching and Learning program is designed for faculty members on the Twin Cities and Duluth campuses to engage collaboratively in the internationalization of their courses and their approaches to teaching. This poster will focus on how a continuous, formative evaluation was conducted to improve the semester-long sessions and to shape future programming for faculty. The evaluation purpose, research questions, process, and initial results will be made available for others considering evaluation of internationalization programs or those interested in the outcomes of the pilot program.

**Presenters:** Mary Katherine O'Brien, Global Programs and Strategy Alliance (UMTC); Jane O'Brien, Center for Teaching and Learning (UMTC)

### **20. University of Minnesota CIBER: Open for Business**

The University of Minnesota CIBER (Center for International Business Education and Research) is one of 33 Title VI centers nationwide designed to increase and promote the nation's capacity for international understanding and economic enterprise. The center serves as a regional resource for businesses, academics, educators, and students, and draws on the expertise of multiple partners inside and outside the University. This poster will provide an overview of CIBER's activities and programs, as organized around key themes of sustainability, emerging markets, and less commonly-taught languages.

**Presenters:** Abby Pinto and Jennie Meinz, Carlson School of Management (UMTC)

### **21. Using Travel Grants to Enhance Internationalization of the Curriculum**

International travel grants are designed to enable University faculty on all campuses to participate in one-time research or conference opportunities; to fund initial phases of projects that will ultimately be supported by other sources; or to explore projects that enhance the internationalization of the curriculum.

**Presenter:** Molly Portz, Global Programs and Strategy Alliance (UMTC)

### **22. Short-Term Study Abroad Programs: The Faculty Experience**

This poster will highlight the findings of the presenter's master's research paper, which focused on faculty perspectives and experiences leading short-term study abroad programs. The poster will represent a summary of the paper's rationale, research strategies, and findings. Content will address questions related to leading a short-term program and its impact on a personal level, influence on teaching style, and professional development.

**Presenter:** Sarah Reuben, Learning Abroad Center (UMTC)



### **23. How Internationalizing Students Through Cross-Cultural Experiences May Affect Creativity**

Studies assessing the psychological benefits of cross-cultural exchange have found that extensive contact and integration with non-native cultures leads to better performance on various measures of creativity. This poster presents salient literature on the topic of cross-cultural experience and creativity enhancement and will outline a proposed research project to better understand the implications of cultural experiences for American students studying abroad and international students studying in the United States and how it may relate to long-term changes in creative thinking.

**Presenters:** Matthew Russell and Jon DeVries, International Student and Scholar Services (UMTC)

### **24. From Domestic vs. International to Domestic and International: An Open Dialogue Led by Students**

This poster addresses interactions between international and domestic students and how to build cross-cultural relationships. The content of this poster will highlight personal life experiences and the experiences of the poster presenters in the LeaderQuest program as domestic and international students. Poster presenters will be present to discuss their participation in a LeaderQuest forum that explored answers to questions about what limits relationships across cultures and social issues facing students.

**Presenters:** Liz Schenkat, College of Design (UMTC); Missy Reilly, College of Biological Sciences (UMTC); Duanyi Yang, College of Liberal Arts (UMTC); Chen Li, Carlson School of Management (UMTC)

### **25. Wilderness Week—Communing Cross-Culturally in the Boundary Waters**

In August 2010, International Student and Scholar Services successfully piloted a wilderness camping and canoeing experience with two groups of international students in the BWCA. The intent was to give international students an opportunity to experience some of the best outdoor destinations Minnesota has to offer while creating relationships with other new students and preparing for a semester of academic life at the University. This is seen as a supplemental, alternative orientation program that will be expanded to include both incoming U.S. and international students. The goal is to create bonding among students of diverse backgrounds by working together in a challenging, invigorating environment while reflecting and preparing for the rigors of academic life. In the future, we could track academic achievement, retention, and intercultural involvement and sensitivity of these students.

**Presenters:** Mark Schneider and Allison Beebe, International Student and Scholar Services (UMTC)

### **26. Internationalizing Teaching and Learning—A Pilot Program**

This pilot program engaged University of Minnesota faculty participants in course design or redesign by participating in a multidisciplinary cohort of their peers. The program outcomes were to: develop a sense of “academic self;” identify global learning outcomes for their course; expand their teaching strategies; and develop materials, activities, and assessments. Faculty who have extensive experience with internationalizing the curriculum served as mentors to participants. This program was offered in partnership by the University of Minnesota’s Center for Teaching and Learning (UMTC), Global Programs and Strategy Alliance, and Instructional Development Service (UMD).

**Presenters:** Shelley Smith, Instructional Development Service (UMD); Kate Martin, Center for Teaching and Learning (UMTC); Gayle Woodruff, Global Programs and Strategy Alliance (UMTC)

### **27. Kazakhstan Today**

This poster details the visit of four graduate students, Zhandos, Aigul, Nazira, and Anton from the East Kazakhstan State Technical University (EKSTU) in Ust-Kamenogorsk, Kazakhstan, to the University of Minnesota, Duluth campus. The student visit is the start of an exchange program between the Swenson College of Science and Engineering, UMD, and the Informational Technologies and Power Engineering College, EKSTU.

**Presenter:** Marian Stachowicz, Swenson College of Science and Engineering (UMD)





## **28. Supporting Volunteer Abroad Opportunities for Science Students**

The College of Biological Sciences offers a scholarship that provides travel assistance for undergraduate biological sciences students who wish to conduct research or provide humanitarian service in socio-economically depressed areas of the world or the United States. Students typically travel to non-English speaking countries, especially developing nations, and the majority of their volunteer projects have a direct impact on human health. This poster will describe the administration of the scholarship, outline the experiences of past recipients, and demonstrate how providing a small amount of funding can positively impact students' beliefs about the importance of a global perspective and provide opportunities for students to gain skills related to their future careers.

**Presenter:** Meaghan Stein, College of Biological Sciences (UMTC)

## **29. Learning Abroad and Your Future Health Career**

Pre-health students who study abroad often want to gain experience in healthcare settings. Sometimes, however, they find themselves in uncomfortable situations, being offered opportunities to take part in providing direct care without any formal or adequate training. This may sound like a golden opportunity for a student, but is often detrimental to their future. They need the information and tools to know what to do in that situation. This poster details an online workshop created by the UMTC Health Careers Center for undergraduate and graduate students planning to travel or study abroad. The workshop helps students to explore opportunities relevant for their future career path, and helps them prepare adequately for a significant and appropriate experience. Students learn about important cultural and professional boundaries and how recognizing and respecting these boundaries will help them make the most of their experiences on the way to becoming a successful health professional.

**Presenter:** Tricia Todd, Academic Health Center (UMTC)

## **30. Internationalizing Through Adoption: The Story of Careggi Ospedale**

Once upon a time a daughter traveled across the world to be beside her dying mother. Daily they sat alone in a hospital room, staring at white sterile walls until the daughter had an idea to brighten the walls with her own nature photos. Not only did it boost the mother's morale but became a conversation piece for staff, patients, and visitors. One day the mother did pass away but an idea did not. Thinking that others might benefit from viewing nature photos, the daughter established the Foundation for Photo/Art in Hospitals and has since placed more than 2,000 photos in hospitals on six continents. Research now attests to the health-promoting benefits of viewing nature images. This poster documents the contributions of UMD students to the geriatric floor of Careggi Hospital in Italy to fund the printing and framing of 50 photos donated by the Foundation.

**Presenters:** Ladona Tornabene, Lisa Vogelsang, Alina Granholm, and Kristen Gates, College of Health Education Sciences (UMD)

## **31. Adaptation, Adjustment, and Awareness: Integrating Intercultural Theory into Short-Term Programs**

Intercultural skills are effective, useful, and relevant across the campus and the curriculum. Whether you have international students or "domestic diversity" in your programs or classrooms, these skills can help your students understand and more successfully interact with each other. This poster will highlight the intercultural focus, which is deliberately and intentionally woven throughout each ISSS short-term program. While all short-term programs are unique, they all include an intercultural foundation that helps the students or scholars navigate U.S. American culture and can be transferred into other cultural contexts. Using the Education for a Global Citizen program as an example we will illustrate how this intercultural piece is thread throughout the program.

**Presenters:** Krista Uhrig, Ann Smith, and Jiaying Song, International Student and Scholar Services (UMTC)





## ***Proceedings***

The Global Programs and Strategy Alliance will publish portions of the proceedings from this conference. Session and poster presenters will have the opportunity to showcase their work, experiences, and knowledge with internationalization at the University of Minnesota. These proceedings will be available in fall 2011. **Submissions are due April 29, 2011.** For more information, please contact Gayle Woodruff ([gwoodruf@umn.edu](mailto:gwoodruf@umn.edu)) or Mandi Miller ([mill3214@umn.edu](mailto:mill3214@umn.edu)).

## ***Thank You!***

Thank you to the conference planning team and supporters:

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## **U of M Definition of Global Competence\***

*Globally competent University of Minnesota faculty, staff, and students will demonstrate the skills, knowledge, and perspectives necessary to understand the world and work effectively to improve it.*

\* This definition was created from responses to the question, "What does global competency mean to you?," posed to participants at the 2010 Internationalizing the Curriculum and Campus Conference.



# GPS Alliance

UNIVERSITY OF MINNESOTA

The Global Programs and Strategy Alliance is the central international office for the University of Minnesota system. The GPS Alliance is the driving force for the University of Minnesota in globalizing teaching, learning, research, and engagement. We support the University's mission by working closely with campuses, colleges, units, faculty and staff, students, and the community to comprehensively internationalize the University of Minnesota.