

Integrating International into the University Experience



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International Education in Perspective



National Study Abroad Data Open Doors 2008 Report

241,791

U.S. students studied abroad in 2006/07

increase of 8.2 % over 2005/06

150% percent increase over 1996/97

Percent of U.S. Study Abroad Students by Field of Study

Academic Field of Study	U.S. Postsecondary Enrollment 2003-2004	U.S. Students Abroad 2003-2004
Agriculture	0.4%	1.2%
Business & Management	15.7%	17.5%
Education	8.9%	4.1%
Engineering	3.1%	2.9%
Fine or Applied Arts	4.9%	7.6%
Foreign Languages	0.4%	7.5%
Health Sciences	12.2%	3.4%
Humanities	7.4%	13.3%
Math or Computer Science	4.7%	1.7%
Other	5.4%	7.8%
Physical & Life Sciences	3.3%	7.1%
Social Science	12.0%	22.6%
Undeclared	19.8%	3.4%

Numbers of U.S. Study Abroad Students by Field of Study

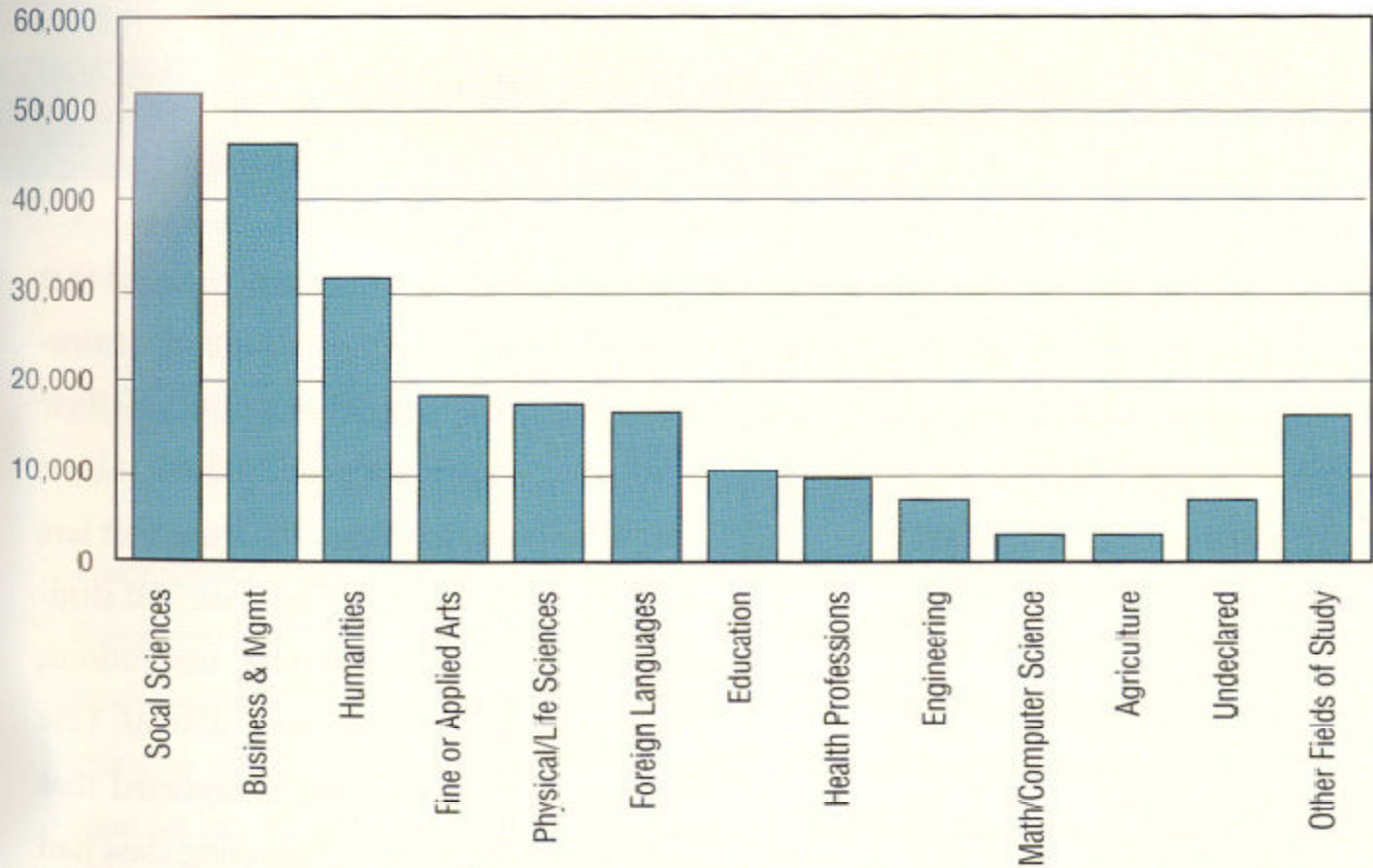


Figure 10E: Fields of Study of U.S. Study Abroad Students, 2006/07

According to the National Science Foundation, in 2006....

- non-U.S. citizens earned 45% of all doctorates in the fields of science, technology, engineering and mathematics (STEM).

- American science and technology students study abroad at much lower rates than the general student population.
- About 16% of all study abroad students are in the STEM fields, compared to about 26% of the general undergraduate population.
- Due to curricular and financial constraints, like the majority of all U.S. students who go abroad, STEM students may spend only eight to ten weeks outside the country.

University of Nebraska-Lincoln Study Abroad 2008-2009

Site	# of students	
Africa	21	3%
Asia	69	10%
Australia/New Zealand	42	6%
Europe	467	66%
Latin America	104	15%
Other	8	1%
TOTAL	711	

Trends in Numbers

- 6.5% decrease from 2007-2008
- 28% increase from five years ago
- 72% increase from ten years ago

Length of Stay

- 33% study abroad for a semester
- 4% study abroad for a year
- 64% participate in short-term programs

Major Field of Study UNL Study Abroad 2006-2007

- Physical & Life Sciences 3.8%
- Business and Management 21.5%
- Social Sciences 18%
- Agriculture 9%
- Engineering 8%
- All other fields 39.7%

Trends in Studies Abroad

- Increasing numbers of students studying abroad
- Increasing diversity in program models
- Increasing support

Challenges

- Finances
- Health & Safety
- Quality Control

Study Abroad as a Mechanism to Develop Global Competence

Models of Integrating Foreign Study

- **Direct Enrollment**
- **Island Programs**
- **Hybrid Programs**
- **Faculty-led Short-term**
- **Research**
- **Service Learning**
- **Internships**

Barriers to Increasing Participation by students in science and engineering study abroad programs

- Limited commitment to international education.
- Limited faculty interest in international science and engineering exchanges.
- Inadequate preparation in foreign languages.
- Uneven mathematical skills.
- Limited support services on campus and abroad.
- Students interested in studying in science and engineering abroad have few advisors on whom they can rely for assistance in finding an appropriate program of study abroad.
- Many science and engineering students who might want to study abroad must add a fifth year, which is costly, or study in the summer, for which they receive no financial aid and must forgo summer employment. Scholarships are not always portable.

Overcoming Barriers to increase Participation

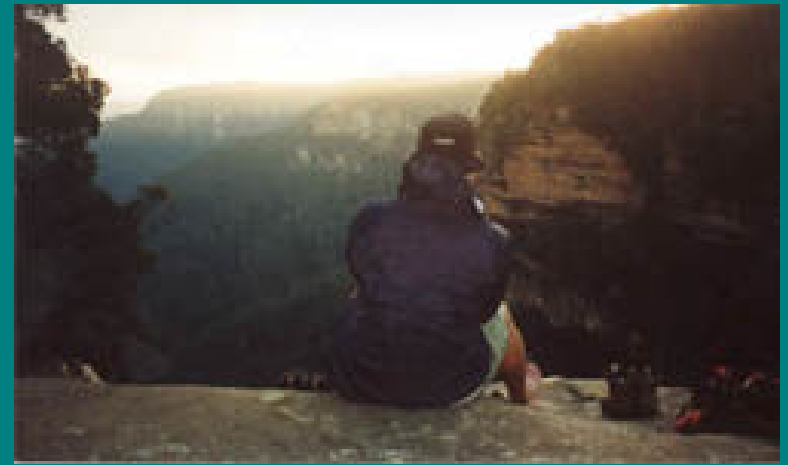
Actions on Campus:

- articulate at the highest level a strong commitment to the integration of an international dimension in science and engineering education; also, faculty and administrators must give a clear and forceful message, because only then will students begin to understand the importance of thinking globally
- establish within each college curricular committees to consider the international dimension of fields in science and engineering; where it is appropriate, propose linkages between specific fields and opportunities for study abroad.
- develop, at the departmental level, student advising structures; assign the director of undergraduate studies to encourage, advise, and monitor study abroad for department majors;

- modify traditional foreign language courses by regularly including material on cultural aspects of the foreign country
- take better advantage of international graduate students as resources for undergraduates; participate in formal and informal seminars and meetings focusing on the working conditions of scientists and engineers abroad. Their cross-cultural experience can serve as a valuable role model for U.S. students;
- make use of information and communications technology, by establishing e-mail and video dialogues with students and faculty at collaborating institutions abroad;
- provide better and more detailed information on institutions abroad, by identifying strong scientific laboratories and engineering programs, university faculties that are strong in each field; disseminate the information both on and off campus to faculty, staff, and students, including entering freshmen; maintain data on international mobility of faculty and students.

Actions off Campus:

- develop study abroad programs in conjunction with partner institutions overseas, incorporating special high-value components, such as guided visits to scientific laboratories and multinational industries.
- develop short-term research opportunities or work projects.
- provide summer travel grants for sophomores to work at research institutes throughout the world.
- develop summer internships with multinational corporations operating in this country and abroad, enabling them to develop their professional and personal skills, and make contacts for future collaboration or employment.



Marketing the Experience

Clarify your Goals-
then state them.

Identify Obstacles

- Perception of program outcomes
- Perception of place and experience
- Perception of real cost
 - (language, credits, finances and time)
- Reality of program outcomes, experience, and costs = VALUE

You are working over time to change perceptions and Values.

- Consider the generational perspectives of Faculty, Staff, Students, and Parents.
- Consider ways to communicate your message to each.

Know your Target Audience



Experience not
Information

Create dissonance
and a “Brand”

SLAM



Make first steps and next steps clear



1. Invitation
2. Info Session
3. Preparation
4. Advising
5. Going
6. Return

Advising Students

Student's Adventure =
Student's Responsibility
to Research,
Decide,
and Prepare

Study Abroad Advisor as a Guide



Models of Integrating Foreign Study

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Unpacking the Experience

What have you learned?

Transferrable skills

- Independence
- Intercultural competence
- Self-confidence
- Language proficiency
- Problem-solving skills
- Dealing with ambiguity

- Leadership skills
- “Followship” skills
- Technical competence
- Cognitive abilities
- Adapting to change
- Communication skills
- Managing a budget

Telling the story

#5 Don't go on and on and on and on.

#4 Don't pretend to be from your host country.

#3 Don't act "holier-than-thou."

#2 Don't flaunt it.

#1 Don't hate on the United States

Colin May – student intern – Glimpse

<http://glimpse.org/stories/view/top-5-things-not-to-do-after-returning-from-abroad/>

Leading Change

- Warning: Study Abroad may be hazardous to your prejudices as it may cause your world to expand and produce side effects such as anticipation to meet international people, broader global perspective, patience, and sometimes cause you to speak in other languages. Operation of large gas guzzling vehicles is not recommended after global exposure.

Resources:

Open Doors --- Field of Study

<http://opendoors.iienetwork.org/?p=131559>

- **Study Abroad White Paper, Issue 5: March 2009**

Frontiers Journal -- Special Issue on Science Education in Different Cultures

<http://www.frontiersjournal.com/issues/vol3/index.htm>

Science and Engineering Education Abroad: An Overview

http://www.frontiersjournal.com/issues/vol3/vol3-17_DeWinter.htm

Study Abroad in the Sciences: Increasing Disciplinary Diversity in Programming Abroad

<http://www.aieaworld.org/events/2009conf/Session%20Presentations/AIEA%20Science%20presentation%20Ram.pdf>

<http://www.unl.edu/iaffairs/>

