

ITF: EA Subcommittee Interim Report
Suzanne Waldrop, Chair
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Charge #1: Make recommendations, set goals and timeline for expanding education abroad

- The provost previously set goal that UK would send 600 students abroad by 2008-2009.
- Idea for further discussion: Provost to work with Deans to establish strategic goal for number of students studying abroad from each college; Provost to charge Deans with timeline to integrate EA opportunities into college curricula.
- National average is an 8% increase each year.
- Committee member, Janet Roccanova, is optimistic that a 10-20% increase at UK seems reasonable if EA subcommittee recommendations are implemented.

Charge #2: Articulate student learning outcomes/objectives for education abroad, and outline strategies for assessment at graduate/professional and undergraduate levels

- The committee is reviewing the University of Minnesota Study Abroad Curriculum Integration, including learning outcomes for studying abroad.
- Briefly discussed that there are few assessment tools available and we may want a customized assessment for UK students. Interested in meeting with UK assessment team.
- Embedding of objectives and learning outcomes may also be accomplished in syllabi development in discussion with faculty who are using Study Abroad in their curriculum.

Charge #3: Identify opportunities and barriers for student participation, including availability of resources

Barrier #1: Finances

- Provide sufficient need-based scholarships targeted for Education Abroad (EA). [Note: Generally speaking, UK students have greater financial need as compared to students attending our benchmark institutions. Additionally, a semester abroad for many UK students results in lost income from part-time employment and possibly an extra semester in order to meet UK graduation requirements.]
- Seek and promote more high quality, low-cost EA options, such as Kentucky Institute for International Studies (KIIS) programs and exchange programs in order to meet the academic needs of students regardless of their financial situation.
- Develop more UK-sponsored (faculty-led) programs; administer all such programs without charging UK Tuition (except ISP 599).
- Pay in full or supplement faculty salaries/stipends from the General Fund for UK-sponsored programs.
- Protect the use of institutional financial aid for Education Abroad.

- Expand the use of institutional scholarships to summer programs.
- Support faculty and advisors in speaking with students about the cost of studying abroad, especially emphasizing that it is an educational investment with proven benefit, including an increased appeal to future employers.
- Work with UKRF to explore grant opportunities for Education Abroad support, such as first-generation students, students from Appalachia, multicultural students, and students in specific disciplines.
- Work with the UK Development Office to develop an Education Abroad fund-raising campaign and to locate potential donors.
- Work with the UK Alumni Association to develop an EA Alumni communication strategy that will target UK EA Alumni for fund raising.

Action:

- The committee is asking that the UK Board of Trustees immediately consider increasing the International Education Fee (IEF) from \$2 to \$4 and match with university funds. This will result in an increase from \$75,000/year in available support to \$300,000/year. [Notes: 80% of the IEF goes toward Education Abroad scholarships; 20% goes toward International Student Scholarships; match could come from UK Financial Aid budget?]

Barrier #2: Fit

- Participation in an Education Abroad Program (3 week minimum) should satisfy a USP requirement, either a cross-cultural requirement or an experiential education requirement.
- Models of curriculum integration such as the University of Minnesota *Assess, Match, Motivate* program should be reviewed for utilization at the University of Kentucky to address this barrier. Selected Education Abroad Sheets (SEAS) should be developed for each major at UK which would highlight EA opportunities favored by departments.
- Establish a stronger presence for EA in the colleges, each customized for the needs of the college. Options include establishing an EA Satellite office, regular information sessions for students and faculty, and ongoing collaboration between the colleges and OIA.
- Hire a team of Education Abroad staff to work on a UK Curriculum Integration (CI) Project. Estimate is 3-4 years for one full-time staff to complete the project, 1.5 – 2 years for two full-time staff, and one year for a team of 3-4 staff. These assignments could be temporary or the staff could become Education Abroad Advisors at the end of the project. At least one full-time staff should remain to maintain the Curriculum Integration and SEAS.
- If the satellite office approach is adopted, the satellite staff's responsibilities could be part Education Abroad Advisor and part Curriculum Integration Liaison for the assigned college. The remaining CI staff would work with the colleges without satellite EA Advisors.

- Communication should be improved between Education Abroad at UK and colleges/departments (deans, department chairs, curriculum committees, academic advisors, and faculty). The CI staff and satellite EA offices will facilitate this goal.
- A structure that identifies one point person in each department for international issues, such as a Director of International Studies (DIS), would facilitate the needed communication channel and help address the Fit barrier, as well as other barriers to Education Abroad and internationalization in general.
- Maintain EA Advisor to EA student ratio at 1: 125-150 so that students may receive sufficient individual counseling to match their Education Abroad experience to their particular academic situation.

Barrier #3: Faculty & Advisors

- The Curriculum Integration (CI) Project discussed under Barrier #2 will help create confidence that UK students will receive quality academic experiences abroad, that the courses or experience abroad will fit well within a student's academic plan and that education abroad programs will support the particular goals of the student's discipline. The active involvement by department faculty in the CI project will create important discipline-specific and internal support.
- The proposed contact person in each department, such as the Director of International Studies (DIS) discussed under Barrier #2, will also facilitate the needed support from faculty and departments.
- A schedule of regular meetings between Education Abroad at UK and academic advisors, as well as the creation of certain documents about Education Abroad specifically designed to aid academic advisors, would address the lack of information problem. The Selected Education Abroad Sheets (SEAS) will also be extremely helpful to academic advisors.
- Funding to support faculty development opportunities and familiarization tours abroad will help to alleviate faculty and departmental concerns, especially in relation to the quality of abroad programs (academic, safety, etc.)

Barriers #4 and #5: Family/Friends and Fear

- Be sure that EA information is presented in all advising conferences when parents are typically present.
- Be sure that EA Advisors have sufficient time to converse with potential students and parents about any fears and concerns by maintaining a 1:125-150 ratio of EA advisors to EA students.
- Provide materials and resources for parents that will promote and demystify Education Abroad, especially for family members with no international experience.
- Collect, evaluate, and disseminate information from student program evaluations.
- Encourage recently returned students and other EA alumni to talk about their experiences to other UK students, emphasizing such aspects as the new friends they made abroad, how they wished they had stayed longer, how it changed them, how they

gained knowledge in their discipline/major and how they want to go back again. [Note: EA Ambassadors are currently doing presentations at UK 101 classes and other venues on campus.]

- Encourage faculty to invite returned students to share their EA experiences with classmates in classroom presentations.
- Maintain a parents' corner on the EA website with parent essays, quotes and FAQs.
- Schedule a meeting each semester for prospective parents only and invite parents of EA alumni to attend and provide advice and encouragement.
- Establish a competition each term with students chosen to be abroad correspondents. Students could blog on the EA and/or UK website, send letters to a special daily or weekly column in the KY Kernel, send physical postcards to classes, video log (vlog) or teleconference with UK classes, dorms, Greek houses, etc., send audio postcards to WRFL and/or WUKY.
- Use FaceBook to spread the word about EA opportunities and EA students.
- Produce a video for Channel 50.
- Announce EA Scholarship recipients in hometown newspapers [Note: This is in process for Spring 2008.]
- Publish EA student profiles in hometown newspapers and KY Kernel.
- Exhibit EA photo contest winners in prominent campus and Lexington area galleries. Include in the Gallery Hops. Send a traveling exhibit to other KY towns.
- Create a publication with student essays, poems, photographs and drawings, and distribute with UK recruiting materials.

Charge #4: Discuss service-learning abroad, internships, co-ops, and student research abroad – goals, objectives, mechanisms/models

- Committee members, Sue Strup and Katherine McCormick, will report current activities for discussion.
- Identified need to develop a plan for OIA and the Career Center to work together.
- Overlap with curriculum committee...

Charge #5: Discuss ways of incorporating student experience into later coursework; specifically address issues of interdisciplinary work as well as involvement of professional programs

- We do not fully understand the meaning of this charge.
- Overlap with curriculum committee...
- Ideas being discussed:
 - Fund several mini-grants that support activities designed to increase the academic engagement of study abroad students. One such grant could be modeled after the U Minnesota Intercultural Engagement Grants, "offered for

programs that engage both international students and returned study abroad students with a focus on intercultural engagement and student development.”

- Encourage faculty to help returned students incorporate their EA experience into later coursework.
- Encourage students to obtain a Global Scholars Certificate through SAFETI. (<http://www.globaled.us/>)

Charge #6: Work with Inventory group on data collection by region and by constituency

- Committee members, Suzanne Waldrop and Janet Rocanova, have talked with inventory group chair, Sharon Stewart, re: challenges but specific needs have yet to be determined.

Other Issues Discussed to Date

- OIA has an immediate need for additional office space that is both more welcoming to students and will accommodate the natural growth of EA; several possible solutions have been discussed and are supported by the committee:
 - Seek other space options (i.e., gain offices 109 and 110 for EA administrative offices where the Ombud office is now housed).
 - Retrieve room 106 from the College of Pharmacy, which is currently rarely used as a second office for a Pharmacy faculty, for use as a fourth EA Advisor office.
 - Retrieve the suite of rooms on the first floor of Bradley Hall currently used by the College of Pharmacy when they move to their new home.
 - Or, find a new home for EA on central campus.
- The need to simplify and streamline the EA application process has been discussed; the implementation of StudioAbroad online and database software should make the process more student friendly.