

International Education Committee Report to the Senate for 2015-2016

Submitted by Louise B. Williams, Chair
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Members: Kristina Edwards; Shelly Jones; Leona Konieczny; Paloma Lapuerta; Gustavo Mejia; Sarah Stookey; Lilian Uribe; Louise Williams; Brian Sommers; Momar Ndiaye (non-voting)

The committee worked on a number of issues in the 2015-2016 academic year

1. Funding opportunities to encourage study abroad

The committee spent much of the year discussing ways to lower the cost of study abroad for students. We discussed what scholarships now exist and ways to develop new sources of funding.

Scholarships that now exist are inadequate:

- Currently, the CIE has scholarship funds available but these funds are not stretching as far as they usually do. Scholarship funding has dropped since last year. In previous years, the scholarships were available were \$500 each and now they are \$200 each for course abroad. Some trips don't have any scholarship possibilities.
- The SGA (Student Government Association) provides a scholarship program that students can use for study abroad experiences, but they tend to be larger awards that are given only to a few students.
- The Committee is interested in finding a source of smaller amounts of funding that will help more students, and especially minority students.

In October Dennis Williams, Associate Director of Financial Aid, was invited to talk to the committee about ways in which students can fund study abroad through their financial aid packages and loans. Various payment plans also were covered, as were other methods of raising money, such as "Go Fund Me" accounts.

The Committee discussed putting together a financial map that can be used for students to fully explain the fees and the opportunities for scholarships that are available.

In December Chris Galligan, Institutional Advancement, was invited to talk to the Committee about options for fundraising. He and the Committee agreed that a fundraising campaign was possible. He suggested that fundraising initially be targeted at alumni who have international experiences. It was decided that the CIE, Institutional Advancement, Marketing & Communications, the Confucius Institute, and the Alumni Association would coordinate these efforts at fundraising in the next year with the help of the Committee.

The Committee also discussed Galligan's suggestion that we create a donor base of people from the local community by having faculty offering continuing education classes on international

topics during the summer. The Committee will work on identifying faculty members who may want to offer these courses and determine their level of interest.

In February, Institutional Advancement generated a database of alumni who had international experiences and provided it to the Committee. The Committee studied it and determined that it was incomplete as it did not include many alumni who had taken courses abroad with members of the Committee. The Committee decided that it had to be worked on further.

In March and April the Committee worked on a message about the importance of international education and the benefits of international education to be used in this campaign. It produced a document attached here as Appendix A.

The Committee decided that it would continue to work on this message by collecting testimonials from students about the impact of study abroad on their careers and lives, and speaking to some of CT employers to get quotes and further feedback on the attractiveness of students that have taken advantage of international education opportunities.

2. Outreach to entering students

The Committee discussed ways to introduce students to the idea of study abroad early in their CCSU experience so that they could make plans and secure funding. It talked about putting together a program (maybe called “World Explorers”) to collect a subset of students that are interested in study abroad when they come to CCSU (either as freshman or transfer students) and create a program that helps them plan and fully explore the option of study abroad. This would allow us to help assist truly interested students be informed about their options and direct them to various funding sources to help them fulfill their desire to study abroad. The initial issue would be identifying students that are interested in learning more about CIE programs.

The Committee discussed creating a Study Abroad Map for students to help guide students that are interested in one of the CIE programs plan and finance their trip. Steps include deciding which program the student wish to participate in, how to finance the trip, and how it fits into their major and course requirements.

The Committee also discussed the possibility of having a representative from each department promote and advise students within their department about CIE programs. The Committee could hold a meeting or meetings for these representatives to help them promote the CIE programs within their departments.

3. Increasing Faculty participation in study abroad

The Committee discussed ways in which to encourage more faculty to participate in study abroad programs, especially in underrepresented departments and schools, such as the school of business.

It was suggested that in early Fall 2016 the Committee organize an orientation day, to invite faculty members who want information about how to design and lead courses abroad for a discussion with those faculty who have already lead such courses. This could become part of a mentoring program for new faculty and a way to connect with experienced faculty.

4. Transfer articulation with partner institutions abroad

The Center for International Education (CIE) came to the committee with an ongoing problem that students have difficulty when taking semester abroad in knowing which courses will count for their programs at CCSU. The committee discussed the best way to create a centralized database of courses that students can take to fulfill the major or minor requirements.

This database will help the approximately 60-75 students who study abroad at foreign universities each year, and may encourage more students to do so, which is one of the goals of the Committee.

In some cases, CIE has been able to work with department chairs to create comprehensive lists of courses that students can take and keep up with their degree requirements. There has been some difficulty with other department heads (such as various business school departments) in trying to find ways to provide opportunities for students to study abroad and still earn credits toward their major or minor requirements.

The Committee helped create a sample template for transfer articulation at University of Central Lancashire that could be a model to share with department heads to help the CIE create their database. See Appendix B. The CIE is continuing to work on the database. As soon as it is complete for a few departments the Committee will work on getting other departments to contribute to it.

5. Partner Institutions, Dual Degree programs, and Summer Institutes

The Committee also discussed the CIE's ongoing efforts to establish stronger relationships with partner institutions abroad. These institutions would be used to create Dual Degree programs, run summer institutes and provide lower cost courses abroad.

The Committee discussed the dual degree program that the CIE is developing in China that would provide Chinese students with both the degree from the institution in China as well as a degree from CCSU. Concern/Question was raised about the process of creating the dual degree given that the curriculum would need to be approved by the Curriculum Committee and Faculty Senate. This will be explored further.

The Committee also discussed the dual degree programs in the Modern Language department. They currently are working on a program at the graduate level with University of Salamanca that would be an online program.

Other possible programs and partner institutions, for example in Ireland, were discussed.

APPENDIX A

Scholarship Fund for International Education

Scholarship money will be used for students who want to study abroad. There are many benefits to studying abroad.

- **Study abroad helps students get jobs and advance in their careers**
 1. Study abroad students are **twice as likely to find jobs soon after graduation.**
 - **STATISTICS:**
 - 97% of study abroad students found employment within 12 months of graduation, when only 49% of college graduates found employment in the same period. (1) 90% landed a job within 6 months. (2)
 - 73% of employers cite time spent abroad as important when reviewing the CV's of candidates for a junior-level position. (5)
 2. Study abroad students get **higher paying jobs.**
 - **STATISTICS:** 25% higher starting salaries: that's how much more study abroad students earn than those college graduates who do not study abroad.(1)
 - One study found study abroad graduates out-earned their peers by 17%. (6) This equates to approx. \$7,000 annually for US students.
 - Maintaining this earning advantage translates to earning an extra \$567,500 over one's career. (3)
 3. Study abroad helps students in **advance in their careers.**
 - **STATISTICS:**
 - Over 90% of employers believe that students who studied abroad are more likely to possess the following desirable skills: Cross-cultural communication skills, Independence, Cultural Awareness, Maturity, Flexibility. (15)
 - 80% of study abroad students reported that study abroad allowed them to better adapt to diverse work environments. (4)
- **This is because study abroad prepares students to find jobs and do well in them**
 4. Academically, **students get better grades**
 - **STATISTICS: There is a 100% greater improvement in GPA post-study abroad.**
 - Students who studied abroad saw their GPAs rise twice as quickly as students who stayed at home. (8)
 5. Study abroad **enhances students' resumes**
 - Many students use their study abroad experience to produce research projects that become posters and papers delivered at local and national conferences.
 6. Experiences abroad are used in professional program **interviews** and job interviews, especially for students who wish to be teachers.
 7. Study abroad is connected to **admittance to graduate school**
 - **STATISTICS:** 90% of study abroad alumni got into their 1st or 2nd choice grad school (1)

- **Study Abroad improves students' personal lives**
 8. Study abroad has been connected to increased **maturity, self-confidence**, and understanding of ambiguity. (7)
 9. Students who studied abroad showed improvements in **emotional stability**, openness, conscientiousness, extraversion, and agreeableness. (9)
 10. Studying abroad helps **students make friends and connections**
 - Students who study abroad as a group develop lasting friendships, make connections with students and professors in other departments, and feel more connected to the CCSU community.

NOTES

- (1) <http://www.iesabroad.org/study-abroad/why/career-benefits>
- (2) <http://www.prweb.com/releases/2012/5/prweb9541667.htm>
- (3) <http://www.usnews.com/education/best-colleges/articles/2011/08/05/how-higher-education-affects-lifetime-salary>
- (4) http://www.aifsabroad.com/advisors/pdf/AIFS_Study_Abroad_Outcomes.pdf
- (5) <http://studyinternationalmag.com/news/207-study-abroad-the-facts>
- (6) <http://www.universityworldnews.com/article.php?story=20150314015634495>
- (7) <https://www.studyinternational.com/news/how-more-study-abroad-programmes-could-benefit-society>
- (8) http://usatoday30.usatoday.com/news/education/2010-07-14-IHE-study-abroad-benefits13_ST_N.htm
- (9) <http://psychcentral.com/news/2013/07/05/studying-abroad-boost-students-emotional-development/56846.html>

APPENDIX B

HISTORY DEPARTMENT

<u>University of Central Lancashire</u>	<u>CCSU Equivalent</u>
Year 2	
At Level 1 the course is geared towards developing your analytical skills and broadening the chronological and geographical scope of your historical knowledge and understanding in order to provide a foundation for more advanced and specialised study at Levels 2 and 3	
Understanding History	HIST 100
Colonies to Nations: North America, 1770 – 1945	HIST 162
State and Society in Europe 1815 – 1914	HIST 234
Nations and Empires in Asia, 1857 – 1949	HIST 250
The Making of Britain, 1688-1815	HIST 342
History, Heritage and Society	
Alliances, Coalitions and Organisations in International Relations since 1945	
Year 3	
At Level 2 you will concentrate on developing your research skills in preparation for the final year dissertation while undertaking more focused specialist modules and employability related modules	
Sources and Methods in History	HIST 301
Community History Project	HIST 360
Perceptions of Crime and Punishment in England 1700-1900	HIST 380

HISTORY DEPARTMENT

<u>University of Central Lancashire</u>	<u>CCSU Equivalent</u>
Year 4 At Level 3 all students are required to produce a dissertation, but the topic is chosen by the student, usually based around an interest developed during their previous studies.	
Kennedy, Johnson and the World: US Foreign Policy, 1961-69	HIST 415
Public Space in the English City: A Social and Cultural History, 1850-1910	
Germany under the Nazis, 1933-1939	HIST 450
International History of Europe, 1914-1991 America and the World, 1899-2001 State and Society under the Tudors and Stuarts Britain and the World, 1815-1945	
Cold War in Asia, 1945-1989: History, Society and Conflict	
History of Childhood in Britain since 1700	
Insight into Museums	
India, Pakistan, Afghanistan and the Middle East since 1945	