Examples of Best Practices submitted by NASULGC Institutions

Coastal Resources Center (CRC) at the University of Rhode Island

- Conducts bi-annual, month-long, training program for individuals—mostly from developing countries—working in integrated coastal management. Uses experiential learning approach with curricula that merges academic theory with experience from on-the-ground fieldwork. Uses both practitioners and academics as trainers. Final project applies course work to participants’ real-life coastal issues.

The Pennsylvania State University

- *International Mosaic*

  International Mosaic, formerly published twice yearly for a broad audience of alumni, students, and faculty to promote internationalization, is now produced for specific Penn State constituencies. Tailored e-editions are now sent to education abroad and international students, faculty and alumni, with an annual full-color hard copy published for development purposes.

- *Faculty Fulbright Grants*

  Penn State frequently ranks first in the nation in outgoing faculty Fulbright grants. This is accomplished through a committed team in International Programs that functions as clearing house for Fulbright information, sponsors spring workshops on application procedures, and actively participates in bringing visiting and campus Fulbrighters together in social programs.

- *Collaboration with International Hospitality Council and International Student Organizations*

  International Student Services collaborates with International Hospitality Council and International Student Organizations to develop programs where international students and campus and local communities come together as new friends. This cooperation creates a sense of belonging and offers opportunities for international students and the mainstream culture to build lasting relationships.

- *Tax Preparation Program for International Students provided by Community Members*

  International Student Services and International Hospitality Council provide tax assistance to international students each year. ISS provides tax software, meeting space, parking passes for IHC volunteers, prepares general guidelines for international students,
and sends every registered student emails outlining the program. IHC volunteers recruit and train tax preparation volunteers.

- **Faculty and Staff Training Workshops on New Immigration Regulations and Regulatory Mandates**

International Student Services offers training to new Penn State hires and any other interested campus groups who need assistance with latest immigration rules and federal mandates. These programs are offered throughout the year in addition to any other special requests. These services are also available to other Penn State locations.

- **Collaboration with Education Abroad and International Student Services to Integrate American and International Students**

International Student Services and Education Abroad develop and implement programs to bring prospective American students and international students together to interact in various settings. This program also includes returning education abroad students and prospective international students who at an early stage of their application engage in some joint activities.

- **Student to Student Study Abroad Promotion**

Believing that students learn effectively from other students, returnees from overseas are engaged as first point of contact for students inquiring about study abroad. Twenty-five volunteers are recruited each semester as peer advisers, to promote study abroad in classes, and as online “ambassadors” for the international programs they participated in.

- **Use of Education Abroad Advisory Committee (EAAC) as a University-wide forum**

Education abroad uses its advisory committee as sounding board, giving EAAC a more active role than many universities. EAAC reviews program proposals, discusses broad issues affecting international studies, and makes university-wide recommendations. Education Abroad has put into place a comprehensive model for EAAC to use in reviewing and assessing programs.

- **College by College Effort to Survey Faculty and Students about Barriers to Study Abroad**

Partnering with colleges, Education Abroad is surveying faculty and students on barriers to study abroad and curriculum integration. Education Abroad makes available to colleges special survey software, working with colleges to develop the surveys. The goal is a college based profile of perspectives on student needs and obstacles to education abroad.

- **Grants to Promote Student Group Travel in Connection with Courses**
To support the growing interest in short-term international experiences, especially for students for whom semester study abroad programs may not be feasible, International Programs offers a grants competition for faculty members planning student group travel as international component of new or existing courses. Faculty reviewers make recommendations for awards.

- **Multicultural Diversity and Education Abroad**

  Education Abroad has developed brochures addressing multicultural diversity and study abroad. These brochures cover five topics (race/ethnicity, religion, gender, sexual orientation and disability issues) and provide resource information and encourage reflection on three levels: preparing to study abroad, living and studying abroad, and bringing the experience home. See [www.international.psu.edu](http://www.international.psu.edu)

**University of Missouri System**

- Since 1986, the University of Missouri System and the University of the Western Cape in South Africa have operated a mutually beneficial academic exchange program with primary support provided by the two universities. This link is the first between a historically disadvantaged South African university and an American university. More than 400 faculty exchanges have occurred since inception of the program. Major research, curriculum, staff and student development programs have resulted. For more information contact: turnerr@umsystem.edu

**The University of Texas, Austin**

- **1.0 Education Abroad**

  1.1 A student referendum in 1999 authorized the addition of an International Education Scholarship Fee for scholarships for both UT students studying abroad and international students. All graduate and undergraduate students pay $3 per semester; $2 is awarded as scholarships, while $1 is deposited into an endowment account.

  1.2 The creation of a web-based searchable database containing information on study abroad programs approved for credit allows students to explore over 500 different options. Information is available 24/7 and allows users to sort by field of study, country, city, language, program length and program type.

  1.3 Maymester Abroad courses are intensive four week study abroad programs that take place immediately following the spring semester at an international course location. The programs are three to four credit hour courses taught by UT faculty members, beginning after the spring exam period, yet count as spring semester credit.
• 2.0 International Students

2.1 Imaging capability couples with electronic advising notes with eliminated all international student paper files. All documents, e-mail messages, office visits, etc. are recorded electronically. Foreign student advisers can review transcripts, financial certificates, passport pages, visa documents and visa stamps from their computer screens.

University of South Florida

• The University of South Florida sponsors a 4-week Spanish language program for faculty during the summer. Participants attend an intensive on-campus course in Spanish for two weeks (totaling 40 hours of instruction). A subsequent two week in-country language course is combined with field trips and a home stay experience.

• The University of South Florida has increased student participation in study abroad programs by providing condensed study abroad experiences for academic advisors. Armed with personal experience and new-found enthusiasm, advisors in every college have become important new allies in recruiting students to these programs.

• At the University of South Florida, international students who return to their home countries during the summer are placed as interns with U.S. education advising centers abroad. They get practical experience in working with a U.S. government office while USF gets increased exposure among students contemplating study in the U.S.

University of Florida

• UF/IFAS Extension’s professional development program to internationalize extension culminates in a travel abroad experience leaving an indelible imprint on the participants. Extension agents partner with county commissioners, faculty and students to develop capacity and vision in international extension. County government and UF/IFAS are key partners.

Purdue University

• Purdue University’s International Friendship Program has matched 700 community residents in friendship relationships with international students from around the world. International Students and Scholars (ISS) recruits volunteers in the surrounding community and offers orientation programs to help individuals prepare for their cross-cultural relationship.

Western Michigan University

• Twinning Programs: International students transfer from a partner institution to Western Michigan University after two years to complete their bachelor’s degrees. Faculty hiring,
classroom instruction, course sequences, syllabi, and textbooks are provided by WMU and monitored by a qualified representative. The curriculum is reviewed on an annual basis.

California State University, Fresno

- **Administration of Justice and Culture Study Abroad Program**

  Offered in an overseas capital city and comprises site visits, lectures, and escorted tours involving the courts, correctional facilities, law enforcement agencies, and/or unique programs or facilities. Participants earn university credits and it attracts statewide criminal justice professionals, community leaders, and students.

- **Bilingual Cross-Cultural Language and Academic Development (BCLAD)**

  A unique program designed to prepare teachers to meet the challenges of the contemporary multi-cultural classroom. The program combines education course work conducted in California and Mexico with cultural immersion and intensive Spanish language learning. Students return prepared to teach in bilingual classroom.

- **Service Learning Project in South Africa**

  Through readings, site visits, seminars, reflections, observations, interactions with faculty, and families, students engage in a community-based service learning assignment in a rural and urban setting. Projects focus on economic development, agriculture, health services, educational training, curriculum development, law, social work, sports, youth development and construction.

University of Cincinnati

- The University of Cincinnati International Co-op Program trains students to be linguistically, culturally and professionally prepared to assume duties in Germany, Japan or a Spanish-speaking country. Participants must complete intensive language instruction and advanced courses in culture before beginning a six-month job placement abroad.

- The University of Cincinnati’s Education Abroad Support program rewards grants to programs integrating coursework with a component abroad. These grants result in direct cost reductions to students. Notable examples include International Health in Honduras, The Road to Santiago, Service Learning in Costa Rica, and Opera Theater in Lucca, Italy.

- The University of Cincinnati tracks all education abroad students through an advanced database system. The university’s mainframe constantly updates student information; UC staff enter experience-abroad data. An automated system sends students email
reminders regarding mandatory pre-departure orientations and web-based evaluations, which are all linked back to the database.

University of Missouri, Columbia

- Global Leadership Education builds the leadership capacity of community members, leaders and professionals in education, civic, business, religious, non-profits and other sectors. University of Missouri Extension collaborates with the Community Development Department (CDD), Royal Thai Government on exchanges contributing to collaborative learning between the people of Missouri and Thailand.

University of Maine

- To help international students and visitors learn about and feel comfortable in their new surroundings, we host weekly coffee hours on Friday afternoons, volunteer opportunities in local schools which allow students to share and contrast their cultures with ours, and monthly trips around Maine. These activities bring students together and help create a closer community.

University of Rhode Island

- The International Engineering Program (IEP) at the University of Rhode Island enables students to complete the BA in a language AND the BS in an engineering discipline over five years. IEP students spend the fourth year abroad, studying at a partner university, and completing six-month professional internships with partner companies.

- The International Engineering Program (IEP) at the University of Rhode Island has developed an international Dual Degree Masters Program. Graduate students in engineering now spend one year at URI and one year at a partner school abroad, to receive masters degree recognition from both institutions.

Montclair State University

- The University holds a biannual grant competition for faculty engaging in international activities. Priority is given to projects that build on existing relationships. Focusing resources towards specific regions of the world develops a solid and varied collaborative base with international partners, and results in further programmatic innovations and multi-level projects.
University of Pittsburgh

- The Research Abroad Program (RAP), jointly sponsored by the University Honors College and the University Center for International Studies, is intended to foster participation by undergraduates in faculty-led research projects abroad. It provides funding for summer field research by faculty-student teams, leading to joint publications and other collaborative scholarly results.

- Integrated Field Trip Abroad (IFTA) is an optional two-week add-on to a specific spring term undergraduate course in which students explore course topics in an international environment. IFTAs earn two credits, are led by the original course instructor, and are limited to students who have taken the original course.

- The Study Abroad Office works with student interns who are trained to inform their peers of the benefits of international experiences. Particularly successful has been the recruitment of returning minority students who have returned from abroad, leading in turn to a surge in minority participation in international education experiences.

Alcorn State University

- Agnet-Africa is an electronic forum promoting the sharing of information between agribusiness trade associates and researchers in Sub-Saharan Africa. Alcorn State University developed and operates this website and training program. To view the website, go to www.agnetafrica.org. USAID’s Africa Bureau Office of Sustainable Development sponsors Agnet-Africa.

Indiana University

- Education Abroad

  IU’s Office of Overseas Study serves as a resource for all eight campuses. Proposals for study abroad programs are evaluated by a systemwide faculty Advisory Council. A high degree of curriculum integration results in credits counting towards requirements. Most financial aid counts towards program costs.

- International Students

  IU’s Office of International Services builds a strong sense of community for international students, visiting scholars, and their families through its services (immigration, employment, health, housing, and tax advice) and intercultural programming (orientations, host families, coffee hours, student organizations, conversation clubs, concerts).
- **Faculty Development**

  Institution-building grants and contracts from federal and non-profit organizations to IU’s Center for International Education and Development Assistance enable faculty and administrators from all IU campuses to participate abroad through international partnerships, mutual exchanges, and training programs, in such far-flung countries as Kyrgyzstan, Macedonia, and Namibia.

- **Curriculum Development**

  In 1999, IU’s federally-supported Title VI Center for the Study of Global Change pioneered the introduction of an undergraduate International Studies minor concentrating on global perspectives. This led to the creation of a popular new International Studies major on the Bloomington campus, first offered in fall 2003.

- **Outreach**

  For eight years, IU’s Global Center has offered a two-week International Summer Institute for Teachers that introduces high school teachers recruited from around the world to international perspectives, presented through a distinguished speaker series, interactive video links, simulations of global themes, and cultural evenings, all for college credit.

  IU’s Global Center has a three-year Carnegie Corporation funded outreach project to integrate international issues with civic education in the core curricula and is collaborating with the Indiana Department of Education. The project may ultimately serve as a model nationwide.

**University of Wisconsin, Milwaukee**

- **A BA/BS in Global Studies** partners Letters & Science with professional schools to foster a high degree of international competence among students with varying career goals. Students concentrate in Global Management, Global Cities, Global Classrooms, Global Communication or Global Security, and meet rigorous language proficiency, overseas study and internship requirements.

- **The “New Directions in International Studies” Book Series**, published by Rutgers University Press, highlights cutting edge Global Studies research. Featuring work presented at the annual conferences of the Center for International Education, the series is highly interdisciplinary and includes work by UWM faculty, international scholars, and practitioners in related fields.
• The **Global Student Alliance** student organization fosters cross-cultural communication through activities designed to bring together international and US-born students and connect them with the Milwaukee community. Activities include the weekly Culture Café, a Peer Mentors program, a Small Speakers Bureau, and the annual International Bazaar.

• The **Global Studies Summer Institute** for K-16 teachers focuses on integrating globalization themes into teaching. Each summer 35 teachers from across the Upper Midwest spend four days in dialogue with subject area and pedagogy experts, returning to their home institutions with new curricula and teaching resources.

• The **Poverty and Development Seminar in Chile** is a 5 credit service learning academic experience offered in partnership with the Universidad de Alberto Hurtado and as part of a semester abroad program. The seminar integrates theory and practice, providing students with a holistic understanding of Chile’s socio-economic reality.

• The **Costa Rica Winterim**, a 3 credit undergraduate research program is conducting a 3-year longitudinal study of the Tirimbina Rainforest’s watershed. The environmental science program evolved from discussions with the Milwaukee Public Museum and the River Edge Nature Center, solidifying UWM’s commitment to developing community partnerships for overseas academic programs.

**Bowling Green State University**

• Bowling Green State University awards need-based international travel grants to students participating in an education abroad program. Upon their return, the students volunteer eight to ten hours promoting education abroad throughout the campus. Returnees thoroughly enjoy sharing their stories with other students.

• The Education Abroad Office and the Career Center at Bowling Green State University collaborate to educate students about the opportunities available to complete an internship abroad and the potential to work abroad both pre- and post-graduation. The offices combine their expertise into one cohesive presentation entitled "Go Big, Go Global!"

• The Center for International Programs in conjunction with Continuing & Extended Education at Bowling Green State University has developed an interactive, multimedia, promotional CD to enhance recruiting activities abroad. The CD includes a campus virtual tour, panoramic videos of the city, student testimonials, application and immigration forms, and catalogs.

• BGSU’s Center for International Programs worked collaboratively with academic departments, Career Services, and campus offices to facilitate Ambassadorial and Department of State campus visits that included a job fair, class lectures and speaking
engagements. The highly publicized visits increased awareness of global issues and faculty involvement in global programs.

Texas A&M University

- **Research**

1. **New Integrated Ocean Drilling Program (IODP)**
   This is a $450 million NSF funded Integrated Ocean Drilling Program, jointly managed by Texas A&M, Columbia University, and Joint Oceanographic Institutions (JOI) and brings together scientists from around the world to further our understanding of Earth's history, the deep biosphere, alternative energy sources, climate change, earthquakes and volcanism. Japan provided a $500 million drilling vessel and the European Union will engage in mission specific programs.

2. **CONACYT Collaborative Research Program**
   This is a collaborative program with El Consejo Nacional de Ciencia y Tecnología (CONACYT) Mexico’s equivalent to the National Science Foundation. The agreement includes research partnerships and joint programs in faculty and student exchanges, and non-degree student training. Researchers at Texas A&M Mexican institutions work together on research project that address common issues affecting both countries.

- **Students**

1. **Academy for Future International Leaders**
   The Academy for Future International Leaders prepares undergraduates to assume leadership roles in the global environment. This interdisciplinary seminar has different topics on global issues for discussion each week in the spring semester. Its mentoring program provide students with intellectual interaction with successful international executives. In the summer, students are given opportunities to have international experience which provides practical application of knowledge acquired in the program.

2. **MSC/Honors Champe Fitzhugh, Jr. International Honors Leadership Seminar**
   This annual Seminar is designed to provide selected pre-freshman students explore concepts of leadership and the University as an institution. The seminar is held at the University study abroad center in Italy. Students experience Italian culture, art and architecture, develop friendships, meet with faculty mentors, learn leadership and organizational skills, gain insights into the keys to success as an undergraduate college student and practice communication skills, time management, and goal setting.
3. Aggie Ambassadors

Aggie International Ambassadors is a student group whose mission is to bridge the gaps between domestic and international students by advocating the importance of an international experience. This is accomplished through activities where the relationship with domestic and international students can be built, e.g., a welcome back party and educational forums.

• Faculty Staff

1. Faculty Abroad Seminar

A faculty development program funded by the colleges and the Office of the Executive Vice President and Provost, designed to establish research and teaching linkages with colleagues at Mexican universities and related organizations. The ten-day Faculty Abroad seminar provides TAMU faculty with an in-depth understanding of Mexican history, culture, economy, politics and society as well as building network. Upon return, faculty members are expected to build research linkages or developing the curriculum.

2. Bush Excellence Awards for Faculty International Research and Teaching

The George Bush Presidential Library Foundation provides two $2,000 annual faculty awards to recognize excellence in international research and in international teaching. These two awards are given at an annual luncheon held during International Week and include a financial award.

3. International Excellence Awards

Faculty and staff members are selected by an anonymous committee for this annual award. It recognizes excellence in promoting international education, developing international linkages, or cultural awareness opportunities on campus to those whose job description does not require them to do so.

4. International Research Assistance Grant

This annual grants funds international travel to faculty for scholarly research over sea. Projects involving collaborative efforts with researchers in foreign institutions and those that expand the University’s reputation and linkages abroad are favored. Awards average about $1,000. These grants cover travel and accommodations.

5. International Curriculum Development Grants

This grant program provides support for faculty to create or redesign courses to embrace an international perspective. The grant may be used for any professional expense related to the curriculum development effort, including travel costs, expenses related to acquiring curriculum materials, or equipment and software costs.

6. International Faculty Network

International Faculty Network is design to provide a welcoming environment and nurturing experience to new international faculty and scholars who come to Texas
A&M. The Network will help to facilitate their integration, participation and adjustment to life in the community and on the campus.

- **Outreach**

  1. **Outstanding International Alumnus Award**
     This annual award was created by the Association of Former Students to honor Texas A&M University graduates who were not U.S. citizens while attending the university and who went on to achieve prominence in government, industry, education, or other fields in their home country. Candidates must have retained strong ties to the university.

  2. **World Room Fellows Program**
     The World Room Fellows Program offers pre-service teachers opportunity to acquire hands-on teaching experience by delivering programs with international content to school groups in local classrooms and to visiting school groups. Fellows gain experience in preparation and delivery and learn how to infuse cultural diversity into their chosen fields.

  3. **Workshop on Hosting International Visitors**
     This annual workshop provides information on attracting international scholars/visitors, protocol of hosting them on campus. Topics include making visitors feel welcome, protocol issues, setting productive itineraries, meal planning and etiquette, rules and paperwork regarding visiting scholars, library and other campus resources, and housing for international visitors.

  4. **Teachers Workshops**
     These workshops are offered to Texas teachers to design curriculum that has international content on social studies, geography, science, world history, and topics related to the Texas Essential Knowledge and Skills (TEKS) requirements for the class curriculum. Teachers receive training certificate and teaching materials from faculty with prominence in their field.

  5. **Senior World Passport Program**
     This is a program involving senior citizens and “armchair” travel as part of the International Programs’ community outreach effort. The program offers a series of 6 sessions covering a different part of the world by country or region.

**The Pennsylvania State University (College of Agriculture Sciences)**

- Few science students study abroad, learn languages/culture. Penn State has designed new courses in Russian and Ukrainian language/culture for students which are offered via
distance education across the country. Students then spend a semester in Russia or Ukraine taking courses in English—taught by U.S. professors—with Russian and Ukrainian students.

**University of California, Davis**

- The University of California's 40 year old Education Abroad Program has developed and supported a high quality, extensive program in 35 countries at 150 diverse host institutions in a wide range of academic disciples directly fulfilling major and minor requirements for UC undergraduates and graduates.

- To provide a broader set of flexible education abroad alternatives, particularly for science and engineering students, UC Davis has created a summer sessions abroad program which will offer 34 eight-credit hour courses on six continents in 2005, all taught by campus based faculty.

- To overcome reluctance of engineering students to study abroad, a UC Davis professor developed a three-course summer program at Canterbury University in New Zealand. The 10-week courses taken with Canterbury University students include Environmental and Civil Engineering and Maori Studies, thereby meeting two engineering and one general studies cross-cultural requirements.

- In 2004 UC Davis medical students and the school in partnership with Universidad Nacional Autónoma de Nicaragua (UNAN) medical school in Leon, Nicaragua initiated an international summer health education program. This will become part of a new cross-cultural and international health track to include the option of doing an international elective rotation.

- The UC Davis International Programs Office offers funding of $1,000-$25,000 for new, creative projects, programs and initiatives, competitively reviewed, which support international academic programming, offer promise for additional funding, are matched with funds from other sources, can be sustained, and build new partnerships (35 projects funded between 2000-2004).

**University of Minnesota, Twin Cities**

- “Culture Corps” This program brings international student perspectives and knowledge to academic and non-academic programs. International students whose applications are accepted receive a scholarship, which is supported from a fund derived from a $6-per-semester fee that is paid by all international students. Students working on special projects can also receive up to a 25 percent tuition waiver.

- “Learning Abroad Program Costs” Students on learning abroad programs do not pay tuition; instead they pay a comprehensive program fee that varies by program costs. More than 98 percent of the budget for the Learning Abroad Center (LAC) comes from these fees.
This financial model has been very successful and has a number of advantages to students and LAC.

• “Curriculum Integration of Learning Abroad” Learning abroad programs are integrated into the requirements of more than 75 majors so that students can still graduate on time. Major advising sheets, listing appropriate learning abroad opportunities, is available to students and faculty. This has contributed to large enrollment increases in learning abroad participation on all four campuses.

• “Off-Site MBA Programs” Executive MBA programs delivered in Poland, Austria, and China (50 percent of the program is delivered in-country) has contributed significantly to the internationalization of our management faculty and led to meaningful new linkages with faculty, program alumni, and businesses in these countries.

• “Global Understanding Workshops” A series of workshops for faculty and staff has helped to improve their understanding and communication with people from different cultures, leading to improved encounters in the work environment.

• “International Students Speaking in Homes & K-12 Classrooms” The Minnesota International Center coordinates presentations by international students in K-12 schools and dinners in local homes. Last year, 71 speakers from 42 countries made 425 presentations to 9,750 students in classrooms around the state.

• “Small World Coffee Hour” This informal biweekly event brings international and domestic students together in a popular gathering of 125 to 175 students. A small group develops a basic program with snacks and the sharing of an aspect of a particular culture.

• “Distinguished Leadership Award for Internationals” This new award has given well-deserved recognition to some very distinguished international alumni and friends of the University. The award is also helpful in communicating to external constituencies the international impact of our programs and the people who have been associated with them.

• “Learning Abroad Scholarships In Student Recruitment” Student recruiters have found that 40 to 50 $1,000 learning abroad scholarships have been very effective in recruiting outstanding freshmen. In addition to these special scholarships, any freshman scholarship can be used in support of a learning abroad program. Use of scholarships in this manner increases the visibility and priority of learning abroad with students and parents.

• “Guide to Hosting International Visitors” This guide provides useful information on university resources, general cross-cultural issues, gifts, protocol considerations, and guidelines for arranging the visit of an international visitor. The goal is to make hosting easier and more successful for all involved. An earlier version of this guide proved to be extremely popular both on and off campus, and the updated version has already been met with accolades.
• “International Opportunities for Master’s & Professional Degree Students” There are not a lot of funding opportunities for master’s and professional degree students to do international study or research. A fellowship program ($2,000 awards) directed at these students has helped 20 students in a variety of majors each year gain an international experience. After three years, the most popular experience has been internships in developing countries lasting 1 to 12 months.

• “Minnesota Agricultural Student Trainees (MAST)” This long-standing internship program combines training on campus with a longer off-campus internship program. MAST enrolls a few hundred students annually from a variety of countries and now has an alumni network of more than 6,000. This is a successful two-way learning experience related to career practices, families, communities, and culture.