

INTERNATIONAL EDUCATION'S IMPORTANCE IN HIGHER  
EDUCATION: SOCIAL AND ECONOMIC IMPACT

BY

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HEATHER M. MAKREZ

ABSTRACT OF A THESIS SUBMITTED TO THE FACULTY OF THE  
DEPARTMENT OF REGIONAL ECONOMIC AND SOCIAL DEVELOPMENT IN  
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF  
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2008

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## ABSTRACT

In a globalizing society, international education is an increasingly important element of higher education. Public and private universities offer different levels of international opportunities. Some may argue that this is because private colleges and universities have more dollars to contribute to the effort. This thesis makes the point that there are various ways for public universities to overcome the money barrier. The thesis further makes the case that a country's economic and social success requires an educated, culturally aware workforce. Employers state the competitive advantage in hiring of those graduates with international education experience on their resume. Public higher education has a responsibility to educate its students so that they can compete with private school graduates. Through a series of case studies, surveys, and interviews I describe how the University of Massachusetts Lowell can overcome its 'dollars' gap and establish a top notch Office of International Relations and successful study abroad programs.

## ACKNOWLEDGEMENTS

“Trust the process” is what my advisor, Bob Farrant told me when I was in the middle of my thesis and wondering which way to go. I want to start by saying I could not have done this without Bob Farrant, Kristin Esterberg and John Wooding. All three of them have been helpful and supportive well beyond my expectations. They have seen this paper evolve from a jumbled mess of words to something I am proud to call my own, and I am so grateful to them for supporting me through the process in so many different ways.

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I want to thank President Jack Wilson for allowing me the opportunity to work in his office from which I amassed numerous, valuable international experiences. Being there also allowed me to work with Marcie Williams. I would like to thank her for being an inspiration to me from the moment we met in 2005. She is a strong woman and motivational leader. Her wisdom and passion for life and is one I can only hope to emulate in the future. Marcie’s compassion in promoting international relations at the University compelled me to research this international topic. The interconnectedness she sees in life, work and love has given me many moments of reflection, evaluation and inspiration.

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help me formulate this research. Kristen Rhyner from UML has been an integral piece of this work, and I am so grateful for all that she has done to help me create a clear picture in the paper. I would also like to thank Mick Godkin for always helping, with some much-needed added humor. Frank Hugus was always there to provide whatever information he could possibly reach, Winston Langley for his words of wisdom, as well as Lurlene Van Buren and Sue Atkins for answering emails at all hours of the day to fill in data gaps for a status overview section.

Within the paper I quoted numerous individuals from different types of interactions via email, phone and in-person. I would like to thank some of them here. Lesa Griffith of University of Delaware, Keith Dorwick of University of Louisiana, Ann Burger of Wichita State University, Chris Tilly of UMass Lowell, John Duffy of UMass Lowell, as well as students Anne Chalupka, Amanda Enrico, and my sister, Emily Makrez. I also conducted a survey and I would like to thank all those students who participated, in addition to the great professors who allowed me to interrupt their classrooms; Dean Bergeron, who always gives the most work, but also yields the most reward; Dan Egan who has been an inspirational professor and always there to help out not matter how long it has been since we last spoke; And to Frank Talty who has been so much more to me in my life than a teacher. He has been a mentor, friend, boss, and part of my family.

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## Chapter 1

### Introduction

*“A nation, like a person, has a mind - a mind that must be kept informed and alert, that must know itself, that understands the hopes and needs of its neighbors - all the other nations that live within the narrowing circle of the world.”*

-Franklin Roosevelt, President of the United States, Third Inaugural Address, Monday, January 20, 1941

As members of a global community University of Massachusetts students must learn how to compete and live in a world far different from the world UMass alumni entered thirty years ago. International educational experiences can ease the transition into the highly competitive global economy. Due to the use of new multimedia devices such as internet phones and international video conferences, geographic distances are no longer barriers to global interactions. Therefore, students must understand the nuances and cultural and geopolitical issues associated with this increasingly compact world if they are to be successful in their future endeavors.

Consequently, university administrations should conceptualize and implement programs that allow this international learning to take place as part of a student's normal program of study. University and college globalization efforts help spread knowledge about people, cultures, religions, national economies, and politics. There is, however, a strong dichotomy between private and public universities. While many private, wealthy institutions offer a broad range of international learning opportunities, most public institutions have made varied attempts at internationalizing campus practices and remain limited in what they can offer working class students. It is important to remember that public universities rely on government financial assistance in order to continue offering a dynamic, high quality, affordable education. In hard economic times, higher education is often condemned with budget cuts. These budget cuts lead to forced managerial decisions to cut programs or services. Therefore, it is imperative to discuss how to devise the most cost effective and quality-enhanced programs to equalize the type of experience graduates from private versus public universities have when they step off their campuses and into the real world.

Best practices in international education programming need to be evaluated in the context of efficient adoption and implementation at public institutions like UMass, and in particular, UMass Lowell, where less than one percent of students study abroad.

### **Going Global: *My International Experience***

My international experiences as a student and administrative assistant while in college expanded my understanding of the world. I have chosen this topic because I think it is imperative to promulgate international higher education experiences for more public college students. There are fundamentals about the way the world works that are exemplified during international opportunities. Preconceived cultural divides can be diminished. For example, I learned that students in China deal with many of the same relationship issues we do; sometimes the cultural explanation of these issues is different, and can offer a new refreshing perspective on how to handle a situation. In South Africa, students engaged in social development want to learn from more experienced community organizers in much the same way that engaged American students do. And, quite often the American student learns even more about social inequalities while abroad in a shanty town in Cape Town, South Africa, rather than watching a slide show in class.

One instance of cultural learning that took place for me in Cape Town, South Africa was with an educational tour guide. She is employed by the University of Massachusetts on short trips because she is known for her knowledge of the area and its impact on the economy, as well as dynamic personality and understanding of cultural divides. While driving from the city to the countryside, she gave a description of a current bureaucratic catastrophe regarding an affordable living building. The complex was being constructed in 2006 at the same time that a shanty town on the outskirts of the city burned to the ground due to faulty electrical wiring

configurations. Normally this should not have happened because Nelson Mandela believed that all shanty towns were entitled to have access to running water and electricity. He set up a system for this to occur; however, the people in the shanty homes do not always call the proper authorities to hook up the wiring the correct way. Many South Africans decide to do it themselves, which sometimes leads to dangerous instances such as this.

After the fire, one could imagine that since the affordable housing unit was being built for those with inadequate shelter, those whose homes burned in the fire would be able to seek shelter there. This was not the case. Political leaders and community organizers could not decide whether to place the newly homeless in the apartments or give them to families on the affordable housing waiting “list”. However, due to societal and governmental corruption, no one knew who was on the right “list”. Therefore, no one moved into the newly constructed building!

Situations like these, with their cultural subtleties, can not be taught and learned in a conventional U.S. classroom. Pictures do not do the injustices justice. Nor can we gain a serious understanding of how the issue of homelessness transcends national boundaries absent a richer and more dynamic educational experience. It is this learning that transfers well to the future workplaces of university students. Learning how different people deal with such situations and that public actions have larger ramifications than one might first perceive will help students with their critical thinking and problem solving and make them more desirable job candidates.

**The Journey: *My Background***

My international experiences allowed me to apply classroom learning to the real world as well as apply real world experiences to the classroom; there is a beneficial reciprocal relationship here that can not be assigned a letter grade or numerical value. In other words, the internationalization of educational experiences is invaluable.

Throughout my college career, my extracurricular activities gave me invaluable experiences and allowed me to meet an extraordinary range of admirable professionals in the fields of higher education and business. I developed an interest in administration, student empowerment and the way we can work together to improve the society in which we live and work and play everyday. I saw there was so much more to a well-rounded education than what is taught in the classroom. This extracurricular aspect can be applied to international education. Over the course of my academic career I learned the importance of promoting diversity from within your boundaries and only through my international experiences did I fully grasp how one can apply leadership roles that bridge professional and cultural divides. I was able to watch international administrators work with one another to make a situation better for a united audience of students.

During a fundraising event with the Development Office, I met UMass President Jack Wilson. When he learned that I was interested in higher education he offered me an internship in academic affairs. There I was fortunate enough to work for Executive Vice President Marcie Williams, whose undying passion is



empowering those around her, and whose major focus is international relations. She uses the metaphor of a house to graphically describe how we are all in one big house and different countries and cultures are simply different rooms under that roof.

While under her guidance, I took on a research project to capture all international initiatives taking place on each of the five UMass campuses and then worked with other departments, including information technology, to develop a method to disseminate this information. We created a website database of all international programs and opportunities for students to study abroad to enable information to be disseminated to a wider audience and to promote international collaborations and experiences for our students, faculty and staff. Subsequently, I compiled UMass system's international initiatives, including faculty research. I attended meetings where faculty and staff across the campuses shared progress and ideas as well as their passion for international education. I saw how many faculty members wanted to intertwine conventional classroom learning with international study opportunities. Due to the nature of my position, I learned first-hand about the programs we were promoting.

For example, in the summer of 2006 I traveled to China and Germany to take part in UMass study abroad programs and partnerships including cultural courses and excursions. Over the January 2007 winter break, I traveled to South Africa as a staff member for an African Conference on Green Chemistry organized by UMass Lowell Professor John Warner. The China, Germany, and South Africa trips were eye-opening experiences for me in my personal, professional, and academic lives. I now can read about the importance of international learning experiences and intercultural

communication skills and describe how such programs affected me. This experience helped my research immeasurably.

While in China, I had many conversations with administrative leaders from Wuhan University, home of the pilot summer program, as well as with students from China, Australia, Sweden, and many other countries, about the world we live in and how individuals from different cultures deal with life's complexities on a daily basis.

I learned many lessons inside and outside the classroom; the foods students ate (including the high cultural regard for goose foot as a delicacy), where they went shopping, what they did for fun, and how they regarded a college education- some taking it more seriously than others. I saw first-hand how Chinese students and government and university officials interacted at the dinner table in both formal and informal settings. They sometimes answered a cell phone at supper and ate with chopsticks from the same bowl, an instance Americans might call "double-dipping". I learned how students managed their way onto overcrowded buses with direct eye-contact and how romantic interpersonal relationships exhibited some of the same obstacles and benefits that American relationships exhibit. Learning the ways in which we are similar as well as appreciating the ways in which we are very different allowed me to comfortably interact with different cultures once back in Massachusetts. I know that there will undoubtedly be ways in which we can learn from one another.

On my trip to Germany I traveled to many different states to meet with administrators who wanted to create more convenient programs for English-speaking students, especially those from partner institutions such as the University of

Massachusetts. I also took part in two weeks of a four-week study abroad program, sitting in a classroom with students from all over the world to learn more about globalizing economies and the German language.

I experienced the laid back culture of Europeans in a way that I otherwise might not have grasped. This allowed me the introspection to consider how I want my own life, no matter where I live, to embody some of the psychological benefits of taking things easier and enjoying life's simple pleasures; walking through the streets with an ice cream cone or beer, music on the hillside of a castle and socializing with neighbors enjoying the cultural ambience. This is all important for the gathering of the research on this topic because it opens one's eyes to the breadth of experiences students are able to capture should the university decide to engage in these activities. There is a whole element of personal development and moral resolution that can be achieved at a greater level if the student is given the opportunity to reach beyond their comfort zone and preconceived notions. International experiences offer that value and higher education can be the vehicle to that experience.

In South Africa I worked at a conference designed to promote better, cleaner, greener chemistry, which I would describe as a beneficial international internship opportunity. While there I met many African scientists who shared their cultures with me, including what they ate, what wines they drank, how they practiced science in their labs, and how marriage worked with their wife or wives. Yet, amidst the differences, everyone was there for the same reason, to promote "green" chemistry and improve the environment for future generations.

The impact of international learning on students is one I can speak to first-hand. It can be illustrated in a number of different stories through a number of life lessons. One such experience was learning how one man bridges cultural divides to help numerous amounts of people. One person can make a difference. Here is that example: I met a man who had a “vision” while on a personal journey and with that vision he changed the course of action for a village in Mexico by giving them the resources to grown sustainable produce. His efforts allowed a whole village to keep their homes, and allowed future generations to sustain their family comforts in a region with deep ancestral roots. Even though he came across obstacles and personal decisions that proved harder than he thought, he stayed true to his calling and was able to improve the world for these hundreds of villagers. Stories like this- people like this- can give you a new perspective on how we can make significant social change. These experiences add up to one word: inspiration.

Universities can engage in offering these experiential learning opportunities to students. International education can take center stage and create a fulcrum for people to rally around. I saw how it can provide inspiration and bring together different disciplines from different countries. I never thought that international experience would be an area with so much learning potential. Perhaps because my parents have lived in Lowell their entire lives, my dad will not fly on vacation, and the Discovery Channel was our big picture window into other countries. Now I see the benefits of this education and the seamless connections between international education and my extracurricular involvement. My three trips convinced me that

students need a variety of skills to make a positive impact on society. These skills can not be acquired by simply sitting in the classroom.

### **Worldwide Education: *Conceptual Framework***

*“Students with international exposure come to understand the value of dialogue between people from different cultures and between people with different points of view. They also gain an understanding of the importance of relationships. Relationships are the foundation for meaning and success in life. They are also the foundation for strong businesses, especially businesses that care about creating mutual benefit.”*

-Douglass H. Daft, Chairman & Chief Executive Officer, Coca Cola Company

Many researchers and special task forces, including the state of Vermont’s Governor’s Council on International Education and Oregon’s Committee for Economic Development, both of which included educators, researchers and business professionals, suggest that intercultural communication skills are valuable assets to have in a global economy; one in which advances in technology and economic integration allow people to work with one another across cities, states, countries, and oceans. Stanley Roth, Vice President for Asia, Boeing Company stated:

Industry needs highly skilled graduates, and we can’t do all the training ourselves. We’re a logical partner...I urge you when you think of promoting greater international knowledge not to merely think of industry as check-writers... That’s one role for industry, but I think that would be trivializing the issue to think of just that way. I think a partnership can be much more.<sup>1</sup>

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<sup>1</sup> <http://www.internationaled.org/planningtools/quotetemplate.pdf>

The Vermont Governor's Council suggests that "local economies are now inextricably intertwined with those of countries on the other side of the world; no longer can any community, state, or nation thrive unless it takes into account the broader world of international politics, industry, and commerce."<sup>2</sup> The report goes on to say that the state's youth must be internationally educated in order to live successfully in a world influenced by Asian and Eastern European nations. While the populations of other countries increase, so too does the ethnic diversity of the population within the United States. In 2000, the United States had a population made up of 75 percent white, 12.3 percent African American, 3.6 percent Asian and 7.9 percent some other race or a combination of races. In 2006, the U.S census showed the white percentage had dropped to 73 percent, African American population was 12.4, the Asian population had risen to 4.4 percent and the other races categories were up to 8.3 percent.<sup>3</sup>

Oregon's nonprofit Committee for Economic Development "noted that demand for graduates with strong international skills was outstripping supply" and cited Douglas Fieldhouse, president of a multinational corporation, as a real world demonstration who stated how these skills help to efficiently run a business by erasing things such as cultural divides when brokering deals or smoothing over employee conflicts, all important to a global economy.<sup>4</sup>

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<sup>2</sup> "Vermont International Education Report," The Governor's Council on International Education. <http://www.uvm.edu/~outreach/inteducation/reportbody.pdf> (May 9, 2007)

<sup>3</sup> U.S. Census Fact Sheet. <http://www.census.gov/> (March 3, 2008)

<sup>4</sup> Fischer, Karin. "Flat World' Lessons for Real-World Students," *The Chronicle of Higher Education*. November 2, 2007. <http://chronicle.com/weekly/v54/i10/10a03502.htm> (November 21, 2007)

This is a trend across the United States. In *The Globally Competitive South*, Alabama's Governor Bob Riley stated: "As Southern businesses face worldwide competition, we have a choice of learning to work smarter or being willing to work cheaper. Since the second option is unacceptable, we must make sure that our workforce is always globally competitive."

There is no doubt college graduates have potential, but international education can give them that competitive edge. For example, if one wants to excel in the corporate world and play a leadership role in the global economy, the student must have an understanding of how different cultures conduct their business transactions and resolve conflicts at the workplace. This knowledge can be acquired in settings beyond the traditional classroom. This can be achieved through international education components or what is more commonly known to the professional community as experiential learning components.<sup>5</sup>

Study abroad, whether in the form of a short trip, internship or semester-long exchange, provides these added elements of value including observation of culture on business practices, and direct immersion into the content area for rigorous and stimulating learning experiences.<sup>6</sup> Students will be enabled to step out of their comfort zone and learn about other economies, cultures, and people to hopefully provoke a sense of social responsibility when they realize the interdependence of different facets of the world.

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<sup>5</sup> Rarick, C.A. & Erfani, G.R. "Reflections on foreign field-based experiential learning: Taking the classroom to the culture," Academy of Business Education, *Journal of Business Education*, 1 (proceedings). [On-Line]. 2000 <http://www.abe.villanova.edu/proc2000/n073.pdf>

<sup>6</sup> Rarick, C.A. & Erfani, G.R. "Reflections on foreign field-based experiential learning: Taking the classroom to the culture," Academy of Business Education, *Journal of Business Education*, 1 (proceedings). [On-Line]. 2000 <http://www.abe.villanova.edu/proc2000/n073.pdf>

It is important that all students are given this opportunity, not just the affluent. There are barriers such as financial limitations, curriculum constraints, administrative structures, or lack thereof, and security issues which all affect which students take part in international experiences. Therefore, different types and structures of programs must be established, including the increased integration of foreign students into domestic classrooms, expanded exchange opportunities at foreign universities (short or long term), overseas service learning, and research on international topics with international collaborators. Some would argue that these were not true international learning programs; however the literature, particularly Open Doors, documents a growing trend of the popularity of short term programs. And faculty, such as those at Muhlenberg College, document the success of these efficient, quality over quantity, cost-effective programs to boost student participation and still achieve the desired effects of global awareness and intercultural communication skills.<sup>7</sup> Public universities need to work hard to acquire funding needed to develop these sorts of programs and make them available to larger numbers of students.

If economic and social class impedes the opportunity to study abroad, and this in turn inhibits ultimate economic success, are there steps that institutions such as the University of Massachusetts Lowell, hereinafter called UMass Lowell, can take to make certain that a greater number of its students achieve assistance to break this class delineated cycle and study abroad? Institutional factors include administrative structures that help or hinder students' travel abroad, staffing, funding, close ties with universities located abroad, curriculum design, and faculty assistance and incentives.

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<sup>7</sup> Lewis, Tammy and Richard A. Niesenbaum. "Benefits of Short-Term Study Abroad," *The Chronicle of Higher Education*. June 3, 2005 Volume 51, Issue 39, Page B20.  
<http://chronicle.com/weekly/v51/i39/39b02001.htm>



The role of the faculty is also instrumental in international program success because curriculum ties and transfer credit options must be adhered to when completing an international program. Students' personal factors that deter or promote involvement include family values on whether or not international awareness is a priority of learning, foreign language restraints, financial responsibilities, and safety concerns.

The economic importance of study programs can be documented and explained through the eyes of the employer. In 2006, the Committee for Economic Development, which consists of national business and academic leaders, noted that the demand for internationally skilled employees overwhelmed the supply.<sup>8</sup>

According to the results of an employer survey conducted by Peter Hart Research Associates on behalf of the Association of American Colleges and Universities,<sup>9</sup> more than 60 percent of these business leaders interviewed said that recent college graduates lacked the skills needed to succeed in a global economy, and that the promotion of study abroad and international education would be beneficial for the economy.<sup>10</sup>

At Georgia Institute of Technology's 2006 CIBER Conference on Language and International Business, *Matters of Perspective: Culture, Communication, and Commerce*, Michael Eskew, Chief Executive Officer for UPS, expressed the employer's desire for internationally aware employees. He reported six traits he looked for in future employees: trade literate, sensitive to foreign cultures, conversant

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<sup>8</sup> Fischer, Karin. "Flat World' Lessons for Real-World Students," *The Chronicle of Higher Education*. November 2, 2007. <http://chronicle.com/weekly/v54/i10/10a03502.htm>

<sup>9</sup> Peter D. Hart, Research Associates, Inc. "How Should Colleges Assess And Improve Student Learning? Employers' Views on the Accountability Challenge," On behalf of *the American Association of Colleges and Universities*. January 9, 2008.

<sup>10</sup> Fischer, Karin. "Flat World' Lessons for Real-World Students," *The Chronicle of Higher Education*. November 2, 2007. <http://chronicle.com/weekly/v54/i10/10a03502.htm>

in different languages, technologically savvy, capable of managing complexity, and able to make ethical judgments.<sup>11</sup>

The Hart Report on “How Should Colleges Prepare Students to Succeed in Today’s Global Economy” surveyed employers and recent college graduates. The report found a comprehensive mutual desire for improved emphasis on teamwork, interconnectedness of global issues and future impacts, cultural values, but also the need for a real world work experience.<sup>12</sup> The Report argued for the importance of not only specific job techniques, but a well-rounded education to transcend job fields. This is important because many graduates change careers five to seven times during their lifetime,<sup>13</sup> and things like teamwork and global interconnectedness can be found at all of them. In Table 1.1 there is an excerpt of the data taken from the Hart survey. It suggests the need for universities to focus more on international education for a number of reasons.

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<sup>11</sup> Eskew, Michael, UPS CEO. CIBER Business Language Conference at Georgia Tech: Matters of Perspective: Culture, Communication and Commerce. April 5-8, 2006.

<http://www.modlangs.gatech.edu/ciber/>

<sup>12</sup> Peter D. Hart, Research Associates, Inc. “How Should Colleges Assess And Improve Student Learning? Employers’ Views on the Accountability Challenge,” On behalf of *the American Association of Colleges and Universities*. January 9, 2008.

[http://www.aacu.org/advocacy/leap/documents/2008\\_business\\_leader\\_poll.pdf](http://www.aacu.org/advocacy/leap/documents/2008_business_leader_poll.pdf)

<sup>13</sup> Shalala, Donna. “Lessons as you embark on your Journeys,” Speech by Secretary of the U.S Department of Health and Human Services. <http://www.hhs.gov/news/speeches/estroud.html>

Table 1.1- List of Desired Employee Skills<sup>14</sup>

Table 1.1	
<u>Integrative learning</u>	
▪	The ability to apply knowledge and skills to real-world settings through internships or other hands-on experiences (73% more emphasis)
<u>Knowledge of human cultures and the physical and natural world</u>	
▪	Concepts and new developments in science and technology (82%)
▪	Global issues and developments and their implications for the future (72%)*
▪	The role of the United States in the world (60%)
▪	Cultural values and traditions in America and other countries (53%)*
<u>Intellectual and practical skills</u>	
▪	Teamwork skills and the ability to collaborate with others in diverse group settings (76%)*
▪	The ability to effectively communicate orally and in writing (73%)
▪	Critical thinking and analytical reasoning skills (73%)
▪	The ability to locate, organize, and evaluate information from multiple sources (70%)
▪	The ability to be innovative and think creatively (70%)
▪	The ability to solve complex problems (64%)
▪	The ability to work with numbers and understand statistics (60%)
<u>Personal and Social Responsibility</u>	
▪	Teamwork skills and the ability to collaborate with others in diverse group settings (76%)*
▪	Global issues and developments and their implications for the future (72%)*
▪	A sense of integrity and ethics (56%)
▪	Cultural values and traditions in America and other countries (53%)*
* Three items are shown in two learning outcome categories because they apply to both.	

Douglas Fieldhouse, the President and CEO of Vesta Corporations, an electronic payment company, stated: "If I have two candidates, hands down, I'm going with the one who has an international perspective."<sup>15</sup> A researcher from St. Lawrence University, Grant Cornwall, also spoke about the skill of interdependence

<sup>14</sup> Peter D. Hart, Research Associates, Inc. "How Should Colleges Assess And Improve Student Learning? Employers' Views on the Accountability Challenge," On behalf of *the American Association of Colleges and Universities*. December 28, 2006.

<http://aacu.org/advocacy/leap/documents/Re8097abcombined.pdf>

<sup>15</sup> Fischer, Karin. "'Flat World' Lessons for Real-World Students," *The Chronicle of Higher Education*. November 2, 2007. <http://chronicle.com/weekly/v54/i10/10a03502.htm>

and realizing its role in the world for graduates at an Association of American Colleges and Universities' Symposium. He described this in the following way:

(Students) need to be aware of the invisible links behind and around the local lives they live, foods they consume, clothes they wear, furniture they buy, medicines they use. They need to learn to ask questions about the commodity chains that link their actions, their choices, their lives to the destruction of rainforests in Brazil or coral reefs in Costa Rica, farmers in the Philippines, or, most pressingly, oil fields in Iraq.<sup>16</sup>

The Chairman and chief executive officer of the Coca-Cola Company also described the importance of international education through his own experience during a speech to the Institute for International Education in 2005:

I'm a first generation college student, the first in my family to have the good fortune and opportunity to attend university. That opportunity kindled in me a lifelong passion for learning about other cultures. For almost three decades of my career at The Coca-Cola Company, I lived and worked in Asia. From Singapore to Tokyo to Beijing, I learned about different local cultures by living and working in those cultures. It gave me a profound respect for how people are different, and also for how we are the same.

He added:

Those experiences shaped my career in a powerful way - by shaping an appreciation for the cultural and intellectual diversity in our world. I'm fortunate today to have the opportunity to lead a company that is one of the most internationally diverse organizations on earth. We operate in nearly 200 countries, do business in some 125 languages, and employ people from over 215 different nationalities. Respecting and understanding the fundamental value of diversity is vital to who we are and the way we do business. Understanding and valuing different cultures has shaped my ability to lead our business, and it's an absolute imperative for anyone who works at The Coca-Cola Company.

Boards of Trustees at public universities are the highest level of decision makers. These boards are always looking for ways to advance the profile of their institutions. In particular, the local business leaders who populate many of these

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<sup>16</sup> Cornwell, Grant H. Speech "Shared Futures: Learning for a World Lived in Common," St. Lawrence University. AAC& U Global Symposium. Seattle, 2003  
[http://www.aacu.org/issues/globallearning/cornwell\\_speech.pdf](http://www.aacu.org/issues/globallearning/cornwell_speech.pdf) (March 8, 2008).

boards can make an important argument for the enhancement of study abroad opportunities. In addition, business leaders who are not on these boards can also make the case for the value of international education to university trustees.<sup>17</sup> Virtually all businesses have global business connections that can benefit from well-rounded college graduates, steeped in international study and travel, trustees are generally pragmatists when faced with the need to keep the college competitive.

As much as universities are aimed at educating young minds, there is always the budget, the so-called bottom line. This, of course, is often about keeping the university competitive. As the 1996 Stanley report reminded them, "Colleges must not lose sight of the competitive edge...if (higher education) does not provide the training and services needed in a global society, others will" (Stanley Foundation, 1996, p. 14).<sup>18</sup> This is why creative approaches to accessible, high quality international education are so imperative for public university and student success and part of the motivation for this research.

International experiences are imperative to all universities for a number of reasons. Recent studies have been compiled to illustrate how universities implement study abroad into their campus culture. They document the inclusive development of these international experiences into all types of universities, from the private liberal arts to the public four year universities, and include work done by many state government councils. For example, Vermont and Oregon have completed reports on

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<sup>17</sup> Deborah L Floyd, David A Walker, Kent Farnsworth. (2003). "Global Education: An Emerging Imperative for Community Colleges," *International Education*, 33(1), 5-21. Retrieved February 28, 2008, from Wilson Education Abstracts database. (Document ID: 693898371).

<sup>18</sup> Deborah L Floyd, David A Walker, Kent Farnsworth. (2003). Global Education: An emerging imperative for community colleges," *International Education*, 33(1), 5-21. Retrieved February 28, 2008, from Wilson Education Abstracts database. (Document ID: 693898371).

why international education is important for their state economies. These studies confront the naysayer stance with the argument that the “whole” liberal education approach (Figure 1.1) to an international experience, from the interaction of students and professors with the study abroad student, to the free time the student has to discover the history, culture and politics of a new country, are what give these programs their value. The argument will be made throughout this paper that a holistic approach to international is the only way to successfully internationalize a campus. Figure 1.1<sup>19</sup> is an illustration of the importance of an education that addresses intangible skills of communication, problem-solving and pragmatism- skills that studies have shown are obtained through study abroad.

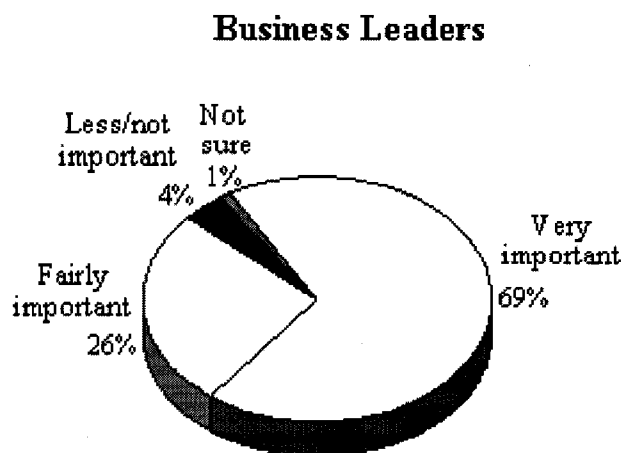
Figure 1.1 – Educational Approach Assessment

## Educational Approach Assessment

*How important is it for today's colleges and universities to provide the type of education described below?*

This particular approach to a four-year college education provides both broad knowledge in a variety of areas of study and more in-depth knowledge in a specific major or field of interest. It also helps students develop a sense of social responsibility, as well as intellectual and practical skills that span all areas of study, such as communication, analytical, and problem-solving skills, and a demonstrated ability to apply knowledge and skills in real-world settings.

\* 76% of employers would recommend this type of education to a young person they know.



<sup>19</sup> Peter D. Hart, Research Associates, Inc. “How Should Colleges Assess And Improve Student Learning? Employers’ Views on the Accountability Challenge,” On behalf of *American Association of Colleges and Universities*. January 9, 2008.

[http://www.aacu.org/advocacy/leap/documents/2008\\_business\\_leader\\_poll.pdf](http://www.aacu.org/advocacy/leap/documents/2008_business_leader_poll.pdf)

The Hart report states: “While recent graduates are seen to demonstrate solid skills in the areas of teamwork, ethical judgment, and intercultural skills, employers are less convinced of their preparedness in terms of global knowledge.”<sup>20</sup> The following research will illustrate that international education directly addresses this concern. Study abroad programs can provide real world knowledge and curriculum applications which are invaluable in the workforce when people are faced with deadlines and the execution of protocols across a varied, culturally dispersed constituency.

The Peter D. Hart Report determined that graduates are generally qualified for entry-level jobs. But when looking at applications, transcripts prove less helpful than faculty-evaluated internships, study abroad and community service learning experiences.<sup>21</sup> The study found that faculty-evaluated internships, community service learning, and international educational experiences promoted teamwork, ethical judgment, real world application, intercultural communication, and global knowledge and thus created a competitive edge for graduates who could point to these activities when they look for a job. This was certainly my experience, and my passion for higher education coupled with my personal experience of the benefits of international study drives this research and writing over the following chapters.

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<sup>20</sup> Peter D. Hart, Research Associates, Inc. “How Should Colleges Assess And Improve Student Learning? Employers’ Views on the Accountability Challenge,” On behalf of *American Association of Colleges and Universities*. January 9, 2008.

[http://www.aacu.org/advocacy/leap/documents/2008\\_business\\_leader\\_poll.pdf](http://www.aacu.org/advocacy/leap/documents/2008_business_leader_poll.pdf).

<sup>21</sup> Peter D. Hart, Research Associates, Inc. “How Should Colleges Assess And Improve Student Learning? Employers’ Views on the Accountability Challenge,” On behalf of *American Association of Colleges and Universities*. January 9, 2008.

[http://www.aacu.org/advocacy/leap/documents/2008\\_business\\_leader\\_poll.pdf](http://www.aacu.org/advocacy/leap/documents/2008_business_leader_poll.pdf).

**Itinerary: *Chapter Outline***

Throughout the thesis, I offer glimpses into the world of international education: where universities are headed with such programs, and why this trend is gaining the attention of the media, government and financial investors. Chapter II describes my various research methods. Chapter III discusses my own study abroad experiences and considers the reason why I embarked on this research journey. Chapter IV describes the world of international experience opportunities in private and public universities across the country, as well as the barriers to its success even in nationally ranked universities.

Chapter V evaluates the various University of Massachusetts study abroad efforts and discusses steps the university system is taking to boost these opportunities for students. In this chapter I also review programs at several other colleges and universities, including two of UMass Lowell's peer institutions, the University of Louisiana, Lafayette and Wichita State University. The concluding chapter contains a series of recommendations to the UMass Lowell administration for a comprehensive look at strategic planning for increased international opportunities for its students.



## Chapter 2

### Research Methodologies

*"International education is both our greatest opportunity and our greatest challenge."*

- Chancellor Gordon Gee, Vanderbilt University

In undertaking the research for this thesis, I used literature reviews, peer university comparisons, surveys, and interviews with administrators and students regarding their international learning experiences. It is my contention throughout this thesis that students benefit from international programs by learning the intercultural communication skills required to make them better global citizens and more attractive to potential employers. Employers understand the idea that the world is 'shrinking' and want their employees to be aware of this too.<sup>22</sup> There are benefits that accrue to students who study abroad, including enhanced attractiveness in the job market. Currently, because so few UMass Lowell graduates study abroad they are at a distinct disadvantage in the labor market in particular employment areas like international finance and business.

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<sup>22</sup> McCaig, Norma. "Raised in the Margin of the Mosaic: Global Nomads Balance Worlds Within," *International Educator*, 2002; and Burns, Jennifer Bobrow. "Think Globally... Work Globally," *Graduating Engineer and Computer Careers*. <http://www.graduatingengineer.com/articles/feature/05-19-06b.html>

Class barriers of the students involved in these international programs defines my research questions. Surveys and interviews helped me to extract some of the personal factors that inhibit study abroad. My literature review and student and institutional surveys help to extrapolate the institutional barriers to study abroad. My findings will help me develop a series of recommendations for just how a public university, where there are both institutional limitations and student problems associated with funding study abroad, can develop successful and broad-based study abroad initiatives

#### ***F.A.Q.: Principle Research Questions***

International study experiences through college-based initiatives provide important opportunities for students to enhance their employment prospects through the improvement of their intercultural communication skills and knowledge of foreign cultures. My central question is why the UMass system has, and UML in particular, found it so difficult to develop these programs? This thesis is motivated by my concern and passion for how one can improve the entire range of international education programs and exchange programs, particularly those sponsored by public universities, the University of Massachusetts and in particular, UMass Lowell. In conclusion I offer some ideas for how UMass Lowell can best develop and support such initiatives.

My research explores the following issues:

1. How does international education benefit the student?
2. What are the limitations of study abroad?

3. What makes a good international education program?
4. What are best practices at large-system public universities?
5. What are practices that work at UMass Lowell's peer universities?
6. What are the current practices at UMass, and in particular UMass Lowell?
7. How do students feel about their study abroad experiences?

In this research, I set out to find out why so few UMass Lowell students study abroad and subsequently figure out how this can be changed. Is this simply a question of the limited financial resources UMass Lowell dedicates to such programs? Are there organizational mechanisms, like a large study-abroad endowment, for example, that can boost study abroad participation? What about curriculum constraints? Are students in liberal arts more capable than science students to participate due to degree requirements? Are students throughout the UMass system more predisposed to *not* think about study abroad than their counterparts at so-called elite institutions? Is there a culture of entitlement at work here? In other words, do students at elite private institutions take for granted that there will be a study abroad year available to them, while the vast majority of students at public universities feel like this will never be an option? Or are wealthier students more predisposed to travel, or have traveled more already, therefore the thought of going abroad is less daunting and the psychological barriers are smaller? Are there students who go on spring break, yet never consider studying abroad? Is there a better support system in place at one college versus another for the development of educational travel initiatives?

Due to time constraints some questions are more difficult to answer and require long-term study and follow-up with students. One such question is whether a semester long experience in another country can provide a student with employment advantages over a short term experience or no such travel at all? In other words, is a well-traveled student more marketable? Since I did not have time to do the longitudinal survey work, I hope to answer this question through the literature and employer data from the Association of American Colleges and Universities, the Peter Hart Research Associate Report mentioned earlier and various quotes from industry leaders.

### **Guidebooks and Exploration: *Literature Review and Methods***

To measure and analyze the benefit of certain programs for public institutions, particularly the University of Massachusetts, the research included a diverse set of methods. I reviewed a wide range of literature on the subject. I examined the work of several educational associations that focus on study abroad initiatives, including the Association of American Colleges and Universities. This work brought to light the current theories, practices and beliefs of well-established international programs.

To provide a context for looking at study abroad efforts at UMass Lowell, I reviewed the program at two of UMass Lowell's peer institutions. To gain greater perspective, I took a look at a highly successful study abroad program at a public university, the University of Delaware. I also carried out an evaluation of the UMass System. Successful programs and best practices are measured by the literature and by available statistics on the numbers of students various public institutions send abroad

and what types of programs they take part in. An extensive look at the type of programs model universities such as Delaware and Texas use to send their students abroad will be used to help decipher the importance of certain types of programs. As well as interviews with professors such as John Duffy and Chris Tilly to determine what a faculty member deems a valuable learning experience for their students.

Other quantitative data I've gathered deals with the demographics of the student population, the countries visited, and programs of study. Based on all of this information, a set of best practices is developed. However, knowing that not all practices will work for every institution, I conducted a series of interviews and surveys at UMass Lowell to evaluate the practices that might work best here and might be included in a pilot project to expand our international programs. The student surveys consisted of eleven questions administered to three general education courses for a total of fifty-eight students. The survey consisted of several questions regarding the culture of international education as it pertains to UMass Lowell Students. The survey with questions is listed in Appendix A.

To gain more elaborate student feedback, I conducted email interviews with undergraduate and graduate students who have traveled abroad during their academic career to see what they gained from their unique experiences. There are also quotes of UML students, including Jennifer Yu, who have participated in study abroad, gathered by the UML Centers for Learning, and relay the message of the valuable international learning experience.

There is a debate on what hinders or helps students who want to study abroad. I review the debate and pose several points in the debate to students I plan to

interview about their international education experiences. There are also debates on the types and structures of programs that work best to help students learn important intercultural communication skills. There are several issues associated with affordability and the question of how to finance these programs. Should they be paid for one hundred percent by students? Should financial aid be extended to cover the cost of study abroad? Should students who can not afford to take part have their travel one hundred percent subsidized? I review the international study programs websites for several large state university systems including Michigan, Texas and Delaware.

Margaret Lee, President of Oakton Community College in Illinois stated: "You can't live in the world today, and you can't do business in the world today, unless you are a global citizen." She added that while community colleges are meant to serve the community, "we do live in a world that is so small now that the 'community' is the people on the planet." Study abroad programs help students see the interdependent nature of society first hand and allow them to discuss what they learn with other students, but to be successful, they must believe in them. University mission statements that include the rhetoric of international learning are more successful when it is further translated into classroom learning.

### **Travel Warnings and Alerts: *Validity Threats***

It is difficult to argue against the importance of international programs. However, some individuals might believe that there are other ways to achieve the same goal. Some may feel that studying abroad is just a way for students to party for

a semester, a year or a few weeks instead of studying and adding to their academic credentials. Others may say that books and documentaries provide the same type of information for less money and time. I hypothesize that these opportunities create a more marketable and employable individual; however, one may argue that it is simply the more marketable individual that decides to take part in such programs.

To achieve an unbiased account I gathered data from several sources and rely on the evidence from my own surveys, the surveys of research groups, and interviews conducted during the compilation of this research. Any information that contradicts my idea that these programs are beneficial to students will be analyzed. I collected data at different institutions and make certain to solicit feedback about the data from the various groups involved in the study. I acknowledge my own bias in favor of study abroad and take care not to sway focus group discussions and one-on-one interviews to my particular way of thinking. Time constraints do not allow for longevity testing. However, I intend to paint a vivid picture to establish ways to improve what seems to me to be a vital component of student success through the testimony of university administrators in publications such as the Chronicle of Higher Education, in testimony from education leaders to government councils such as Oregon and Vermont, in student opinions of their experience, and through employer requests from industry leaders such as the CEO of Coca-Cola and other business professionals who have spoken or given testimony at International Association events and publications.

## Chapter 3

### Globalizing International Education

*We need to put the "world" back into world-class education.*

-U.S. Secretary of Education Rod Paige

#### **Going Abroad: *National Trends***

Over the past 15 years, the number of students at American universities who studied abroad during their college career has continued to rise. This is important to note because researchers, Carsello, Creaser, Kitsantas and Meyers as well as Kauffmann and Kuh, express the importance of study abroad in creating a “global perspective, world mindedness and cross-cultural-awareness.”<sup>23</sup> The increase in study abroad increases global influences student learning and personal development. At North Dakota State University’s International Programs Office, Kerri Spiering noted that in one particular study, students recognized, “they had developed a deeper

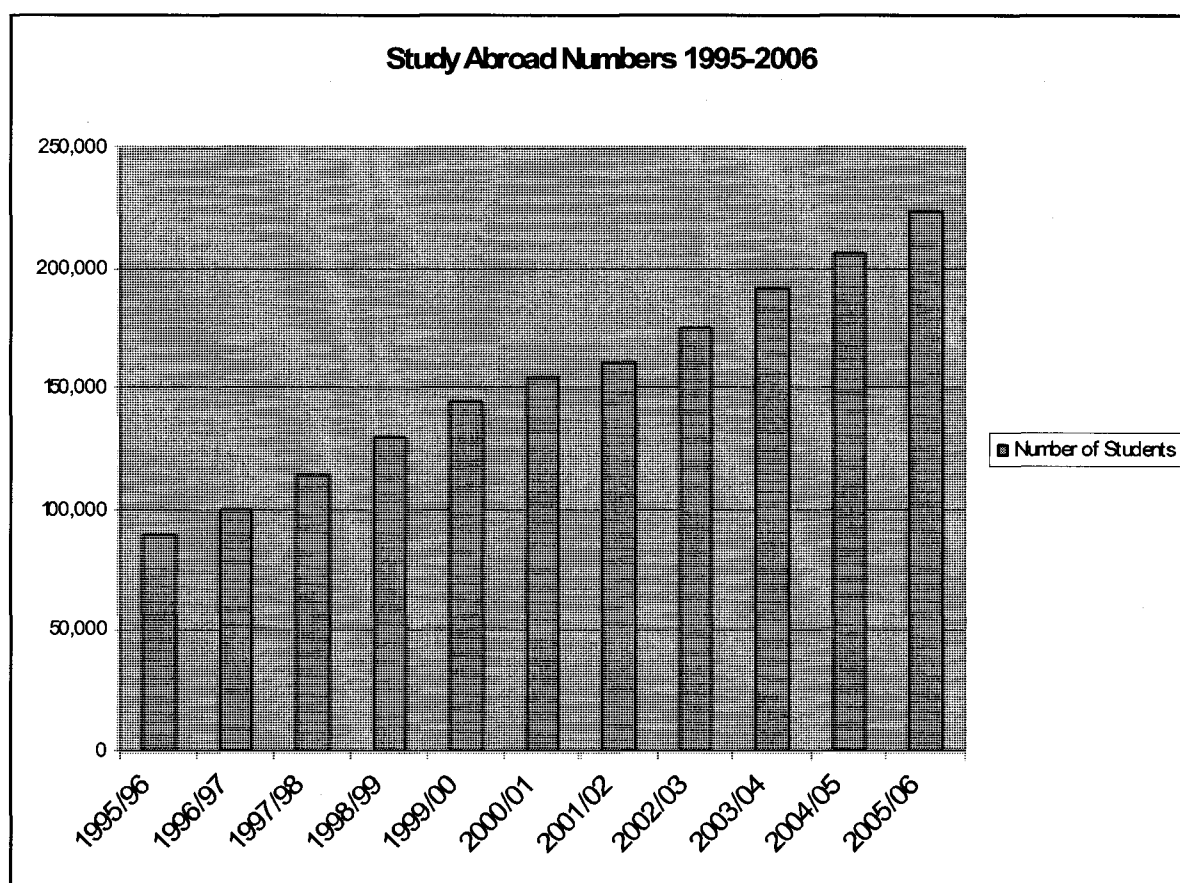
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<sup>23</sup> Spiering, Kerri and Shari Erickson. “Study Abroad as Innovation: Applying the Diffusion Model to International Education.” *International Education Journal*, 2006, 7(3), 314-322.  
ISSN 1443-1475 © 2006 Shannon Research Press.  
<http://iej.com.au>



interest in the well-being of others, an understanding of multinational economic and cultural issues, an increased self awareness, and increased interpersonal competence (Kuh, 1995).”<sup>24</sup> Figure 3.1 below is a graph with data from Open Doors Reports for the years 1995-2006 to introduce this topic as a trend in higher education.

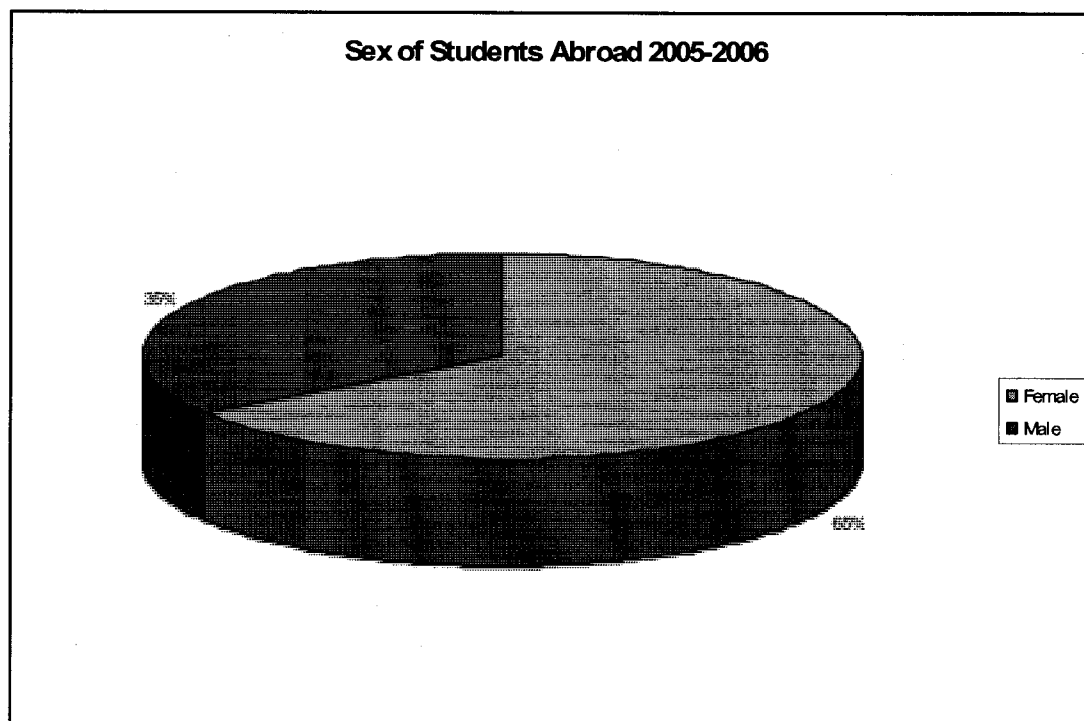
Figure 3.1 – Open Doors Study Abroad Trends 1995-2006



<sup>24</sup> Spiering, Kerri and Shari Erickson. “Study Abroad as Innovation: Applying the Diffusion Model to International Education,” *International Education Journal*, 2006, 7(3), 314-322.  
ISSN 1443-1475 © 2006 Shannon Research Press.  
<http://iej.com.au>

The federal government is paying attention to international education. The Simon Bill, which has recently made its way to the congressional floor, is designed to establish a foundation to offer scholarships and support programs to send greater numbers of U.S. students abroad over the next ten years. Currently, increased numbers of students are participating in study abroad opportunities, and it has been rising steadily over the past ten years.

Figure 3.2- Sex of Study Abroad Students 2005-2006

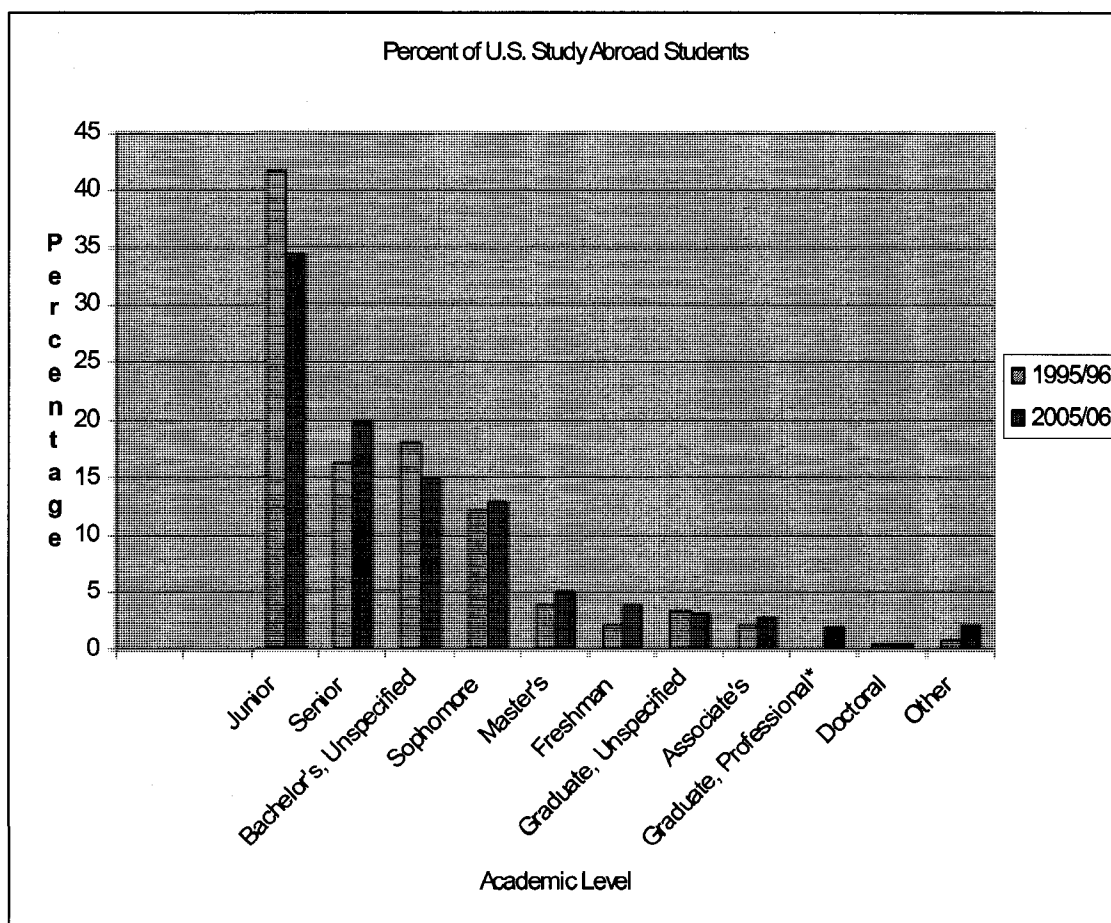


Almost a quarter-million college students are taking part in international education initiatives, up 36 percent from 1996. The majority of students studying abroad in 2005/2006 were Caucasian (83 percent). Within the world of international education, women are holding steady at the number one spot with 65 percent on the

gender divide.<sup>25</sup> The typical student is a Caucasian; female humanities major studying in Europe.<sup>26</sup>

When looking at these statistics, it is important to remember the difference between public and private institutions and the resources allocated to sending students abroad in each instance. In *Open Doors* data, both private and public school data is added together to give national trends in the demographic areas.

Figure 3.3 - Percentage of U.S. Study Abroad Students 1996 & 2006



<sup>25</sup> Open Doors 2007 Data Report. *IIE Network*. <http://opendoors.iienetwork.org/> (March 19, 2008).

<sup>26</sup> Trends and Barriers in Study Abroad. *The Commission on the Abraham Lincoln Study Abroad Fellowship Program*. <http://www.yearofstudyabroad.org/pdf/trendsandbarriers.pdf> (March 20, 2008).

As seen in Figure 3.3, the number of seniors studying abroad rose from 16 percent in 1996 to 20 percent in 2006. There has been an added interest in international experiences at different academic levels. In the past, due to academic schedules, advisors sent the largest number of students abroad during their junior year. Over the past 10 years, however, this percentage dropped as schools appealed to freshmen and sophomores as well, while a growing number of seniors decided later in their academic career that an international experience was important.

This could have happened for a number of reasons. Employers are making a case for the value these skills have in the workplace and education agencies are using these studies as promotional material for university policy makers on sites such as the Association of American Colleges and Universities.<sup>27</sup> Other students may have finished their degree requirements and have electives left to fill, which are easier to accept at their institution. Still others may be on a heritage quest wanting to use this time to discover more about who they are and where they came from. Students who do take part for this reason find that they benefited from their heritage seeking experience. In a case study conducted by the Institute of International Education, one student reminisced, “I got to see my roots, and I learned a lot about myself and my family.” Despite the individual experiences of heritage-seeking, most students return to the United States feeling empowered and with a new sense of identity.<sup>28</sup>

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<sup>27</sup> Peter D. Hart, Research Associates, Inc. “How Should Colleges Assess And Improve Student Learning? Employers’ Views on the Accountability Challenge,” On behalf of *American Association of Colleges and Universities*. January 9, 2008.

[http://www.aacu.org/advocacy/leap/documents/2008\\_business\\_leader\\_poll.pdf](http://www.aacu.org/advocacy/leap/documents/2008_business_leader_poll.pdf).

<sup>28</sup> Tsantir, Stacy Bolton. “Heritage Seeking and Education Abroad: A Case Study,” *IIE Network* <http://www.iienetwork.org/page/97399/>

Heritage-seekers also learn valuable lessons when they are able to compare what they know about the U.S. to what they discover about their host countries. Students may develop new moral and political values once they experience life in another country with its own set of mores. In the same case study cited above, some female students noted that they once took female freedoms for granted in the U.S., but when they traveled to their ancestors' countries, they realized the liberties they had been granted. For example, two students, one Asian American and one African American, were surprised to realize how many more freedoms women in America have versus those in countries such as Kenya and China.

When considering increased international learning initiatives, conscious program development regarding current barriers and ways to overcome them, in addition to utilizing existing resources such as engaging faculty members and expanding institutional partnerships, is important as the universities cater to a more diverse student population.

The experience of heritage seekers is in many ways similar to that of study abroad students in general. However, the unique pieces of their experiences are important and merit consideration in program development, management and advising. Heritage seeking is an important piece of the larger diversity topic. In order to serve an increasingly diverse student population, education abroad professionals must consider the unique needs and desires of diverse students.<sup>29</sup>

These reasons and many more make international education an interesting topic of study because it is uniquely tied to the economy to cultural trends. Another way to look at this would be to determine the countries where students want to study. In general, Europe has held the lead for a number of reasons: centrality, language

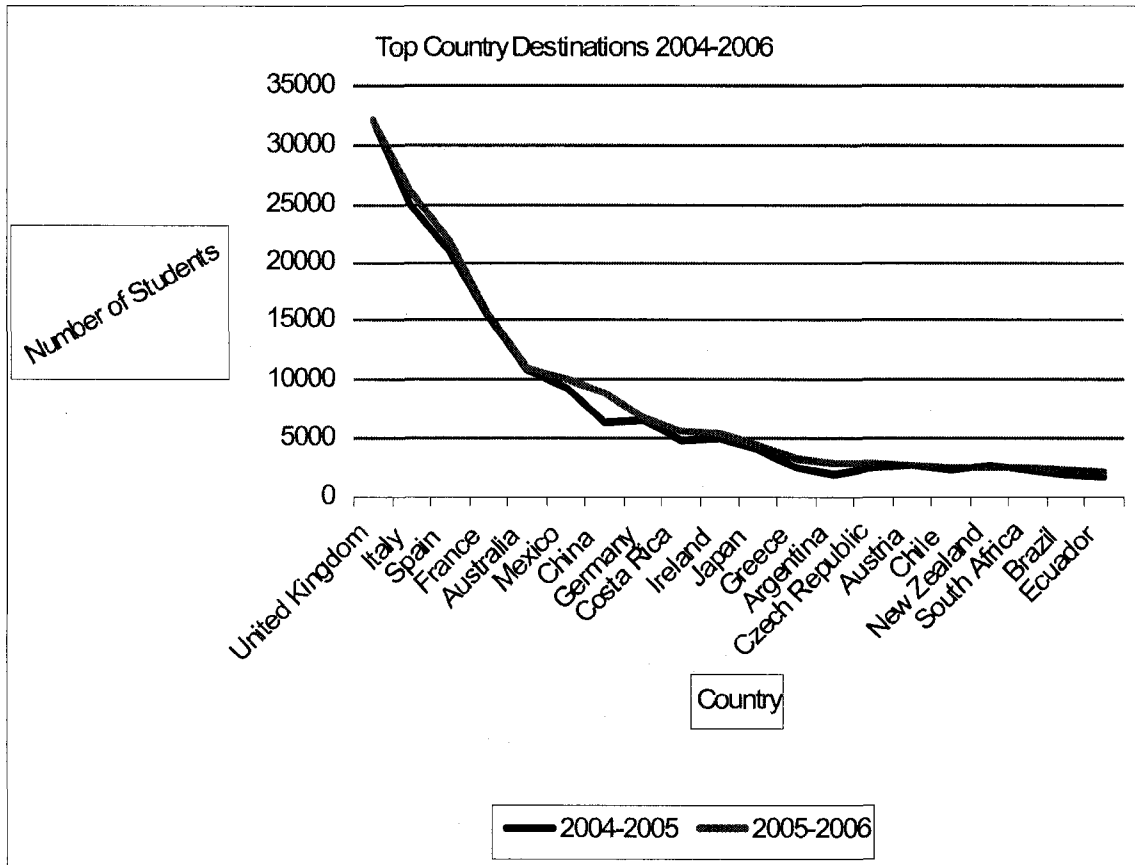
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<sup>29</sup> Tsantir, Stacy Bolton. "Heritage Seeking and Education Abroad: A Case Study," *IIE Network* <http://www.iienetwork.org/page/97399/>

affinity, and cultural similarity. However, as Asian countries, especially China, are making their way into the global economic sphere with manufacturing and outsourcing venues, they are becoming a contender for global masterminds. Students, administrators and employers are all taking notice and the participation in Chinese exchange programs has increased dramatically over the past ten years.

When discussing study abroad trends, the country that students travel to most often is referred to as the country trend. Over the past few years, country popularity has remained steady, with Europe in the lead with over 60 percent of the student population studying there. However, with the increased Asian influence in the global economy, the number of students studying in China has increased dramatically. In 2004 there were 6,389 U.S. students who studied in China, by 2006 the number reached 8,830 students, a 38 percent increase. Figure 3.4 depicts this trend in the top country destinations from 2004-2006.

Figure 3.4- U.S. Top Country Destinations 2004-2006



### **Travel Benefits: *Why Study Abroad?***

*I studied abroad because I wanted to see what life is like in Europe, to see the world from a broader perspective, and most of all to see how people are - to see what is universally human. – UMass student*

*I love to travel primarily because of all the things I learn. I chose to study abroad to not only absorb information about a new culture but also learn their techniques for teaching. It was a great experience. – UMass student*

The ability to communicate across gender, cultural, and subject divides leads to the efficient production of a better product and a healthier environment in which to work. Employers have documented the trend that those who have global competency help their companies run with greater efficiency because of decreased cultural barriers and a larger concept of interconnectedness. Thinking in narrow cultural silos inhibits the potential of an idea or theory to grow. Universities need to take ownership of this message and incorporate it into their university mission statements and their pedagogy.

Michigan State University, a land grant institution, has a community service mission which includes a clear sense of how the global and the local are intertwined. Their mission statement links a global perspective to their call for increased social responsibility. “(T)he purpose of Michigan State, the land-grant commitment now encompasses fields such as health, human relations, business, communication, education, and government, and extends to urban and international settings.”<sup>30</sup> This

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<sup>30</sup> “Mission Statement.” Michigan State University, Office of the President. <http://president.msu.edu/mission.php> (February 2, 2008).



message continues into their study abroad office which encompasses the following ambition:

The Office of Study Abroad at Michigan State University is dedicated to providing all MSU students with high quality international academic opportunities that allow them to develop knowledge and skills needed to become productive and successful members of the global community.<sup>31</sup>

Many universities have incorporated international awareness into their mission statements, and by creating international education offices which embody this objective. They have also created internationalization committees to find ways to instill global perspectives into the curriculum including short trips to Europe as part of an art history course or having a global business leader speak to the class.

Common threads run through the debate surrounding the importance of international education, including who is likely to benefit from international education program and what skills make a student more globally aware. There is also awareness that financing for this type of program is critically important. For the broadest possible number of students from a range of family incomes to participate in these programs, ample funding is essential.

New conceptions of international education implementation stem from universities continuously trying to improve the way they serve their students. In general a concept of social responsibility can prove beneficial for all constituencies when the nets of neighborhood outreach, service learning, internships, and collaborative research are cast in a wide arc. The same point can be made when one considers study abroad programs and international Internet courses. After graduation, students are not confined to their campus and their hometown. They become citizens

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<sup>31</sup> Study Abroad Office. <http://studyabroad.msu.edu/> (February 2, 2008).

in a dynamic interconnected world economy and are ambassadors for only their family and college and their country. Based on David Kolb's theory on learning styles and experiential aspects, the implementation of a holistic approach to international education is vital for the total learning experience.<sup>32</sup> This allows people from different backgrounds and disciplines to find the medium that promotes their highest potential of international learning. Creative approaches and direct immersion allow the next generations of U.S. college students to be fully integrated into the global economy and achieve a well-rounded understanding of numerous cultures, religions, and societies.

Students who have taken part in international education programs describe all these outcomes. Jennifer Yu, a business major at the University of Massachusetts Lowell and a Gilman Scholarship recipient, studied abroad at the American University in Cairo, Egypt. In a survey conducted by the UMass Lowell Centers for Learning, she wrote about what she learned during her experience abroad:

I learn a lot more than many students will learn in their 4 year college experience. I have a better appreciation for everything I have, have had, and shall receive in life. One of the key factors that allowed me to have a great time was the people that I met, Egyptians and non-Egyptians, and the friendships that still remain today.

Yu added:

However, with the best experiences always come the unsightly. Entering into a 3<sup>rd</sup> world country, I understood more of what is happening everyday and that you can't necessarily change things over night but to understand and want to make a difference is something. I witnessed the most beautiful sunsets in the deserts while riding camels and seen 4 year old children with half-burnt scalps covered in it street remnants playing in garbage and begging for mere change on the streets in order to survive. I'm fortunate to have had all that I have had

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<sup>32</sup> Experience-Based Learning Systems, Inc. <http://www.learningfromexperience.com/faq/> (March 19, 2008).

and be able to see these images and become stronger from in it is something that I will cherish forever.

International education can help to prepare students to engage successfully in cross-cultural communications. This will be beneficial in many different personal career paths including office jobs, privately-owned businesses, governmental positions, elected office, or a particular creative venue. International experiences open students' eyes to the larger world beyond their familiar backyards.

With many nations in turmoil after 9/11, parents often feared supporting this trek outside the confines and preconceived security of their own 'backyards'. Yet, for the children of the 21<sup>st</sup> century, study abroad and international education is seen as more important than ever, as we try to understand our neighbors.<sup>33</sup> The Institute for the International Education of Students (IES), a study abroad organization, conducted an online survey from March 21, 2007 to April 2, 2007. They reached out to 18,030 alumni who participated in IES study abroad programs between 2000 and 2006 in March 2007. Of 11,767 valid email addresses, 2,747 responses were received (a 23% response rate). Their findings showed that students were choosing to study abroad to build an international resume, and that career advancement was a growing factor over personal interests. Two out of three said that "study abroad helped them develop skill sets that influenced their careers."<sup>34</sup>

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<sup>33</sup> Survey on the Impact of September 11 on International Educational Exchange. IIE Network- Open Doors. <http://opendoors.iienetwork.org/?p=29115>

<sup>34</sup> "College Students See Study Abroad as an Essential Career Investment: New Survey Finds Career Goals Key to Decision to Study Abroad," *Institute for the International Education of Students*. Press Release. June 18, 2007. [https://www.iesabroad.org/IES/About\\_IES/IES\\_News/Articles/newsArticle0033.html](https://www.iesabroad.org/IES/About_IES/IES_News/Articles/newsArticle0033.html)

At the annual Higher Education for Development meeting in 2006, an oft-repeated message among leaders at the meeting was that higher education is integrally linked to economic growth. Growth can be achieved by investing in programs that prepare students for the workplace of the future<sup>35</sup> The U.S. has programs financed by the U.S. Agency for International Development that focus on strengthening academic programs at international universities in the Middle East and Africa to help countries with higher education infrastructure and general teaching instruction linked to economic development. For example, Amadou Lamine Ba, Ambassador to the United States from Senegal, stated that “In Senegal we train many lawyers and administrators, but we need more specialists to help agriculture and economic growth.”<sup>36</sup> Agriculture, he mentioned, is still central to the economic life of many Africans and this is where U.S. students can take part in international partnerships promoting developing country progress while learning why this is important.

The U.S. Agency for International Development is one of the supporters for the growing importance in investment for development projects, and the more that universities can help countries create and sustain these projects, the more beneficial exchange programs and international learning will be. For an exchange to take place one student from a developing nation must come to the U.S. and an American student must travel to the developing nation. The Agency on International Development acknowledges the benefit of service learning, just as does Professor Duffy’s Peru

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<sup>35</sup> McMurtrie, Beth and Burton Bollag. “Academics Discuss How International University Partnerships Can Aid Developing Countries,” *The Chronicle of Higher Education*, August 14, 2006. <http://chronicle.com/daily/2006/08/2006081404n.htm> (February 28, 2008)

<sup>36</sup> McMurtrie, Beth and Burton Bollag. “Academics Discuss How International University Partnerships Can Aid Developing Countries,” *The Chronicle of Higher Education*, August 14, 2006. <http://chronicle.com/daily/2006/08/2006081404n.htm> (February 28, 2008).

Project at UMass Lowell. Professor Duffy has planned the course so that the objective is sustainability without the American engineers; if dependence starts to take hold of the project then he considered it a failure.<sup>37</sup> However, training must take place so that when the American student leaves, the country may continue to foster and maintain the newly implemented program.

Reciprocal study abroad programs may also encourage the so-called 'brain drain,' or flight of educated professionals, from developing countries. This proposition is important to keep in mind when investigating study abroad obstacles and benefits. For example, in a reciprocal program three U.S. students from the University of Massachusetts would study at the National University in Kenya. In turn, three Kenyan students would study in Massachusetts. The Kenyan students might extend their stay in the U.S. and perhaps not return to their home country for several years. In effect, these students might not ever use their study abroad experiences to help their own community.

Global citizens understand connections and relationships between people and the environment, which is important for the promotion of societal advancement.<sup>38</sup> No longer are people dealing within their own state, or region or country; they are dealing on a global business scale. This concept was simply stated by Kathleen B. Hetherington, the President of Howard Community College who said, "Our community is our world."<sup>39</sup>

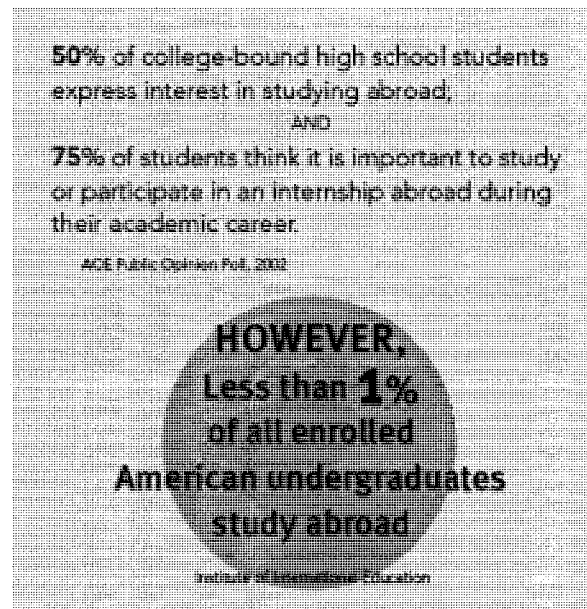
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<sup>37</sup> Village Empowerment- Peru Project. University of Massachusetts.  
<http://energy.caeds.eng.uml.edu/peru-07/Overview3.htm> (March 18, 2008)

<sup>38</sup> Zygmunt, Eva and Lynn Staley. "Education for Global Citizens," *Childhood Education*, winter 2006.

<sup>39</sup> Blum, Debra. "Seeking to Prepare Global Citizens, Colleges Push More Students to Study Abroad," *The Chronicle of Higher Education*. October 27, 2006.

### **Roadblocks: *Barriers to Study Abroad***



No matter what the listed benefits or reasons to go abroad are, there are several personal and institutional barriers that make study abroad difficult for even the most determined students. There are awareness and access barriers. There are all sorts of financial issues that make it hard for students to make their way to another country as part of their educational experience. An institution's culture may inhibit international activity involvement. Curriculum constraints and family obligations limit travel availability, along with language and safety concerns.<sup>40</sup> These are seven distinctive barriers that universities must be aware of when addressing campus globalization in order to produce programs that will be beneficial for the students who are gearing up to help the economy grow.

<sup>40</sup> "Trends and Barriers in Study Abroad," *The Commission on the Abraham Lincoln Study Abroad Fellowship Program*. <http://www.yearofstudyabroad.org/pdf/trendsandbarriers.pdf> (March 20, 2008)

According to John Sunnygard, the Director of the Center for Global Educational Opportunities at the University of Texas, many students do not consider study abroad options because they perceive that such programs are too expensive.<sup>41</sup> This drastically reduces the number of potential students studying abroad. However, Sunnygard goes on to state that there are opportunities for funding if students were simply informed about these resources, such as using a Pell Grant if you have a GPA of 3.5. For example, at UMass Lowell students may use financial aid to help pay for these opportunities and they can apply for scholarships such as the Gilman Scholarship through international education agencies. The question remains how aware students are that such opportunities even exist.

The Commission on the Abraham Lincoln Study Abroad Fellowship Program found curriculum constraints and family obligations to be two of the top seven barriers to studying abroad.<sup>42</sup> At home, students go to class and work to maintain their lifestyle; abroad it is unlikely that they will find paying work due to citizenship issues. In other specific cases, students have children to take care of and family obligations by which to structure their lives; and study abroad can complicate this situation. And, in some instances, particularly in science and engineering, there are academic program requirements that simply do not allow for a term abroad.

The financial obstacle is significant. Programs offered to students by private providers usually require considerably high tuitions. For example, at Peking University in Beijing, tuition for international students is \$3,420 whereas, tuition for a

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<sup>41</sup> Wells, J.J. "U.S. House passes Study Abroad Bill: New Foundation would Provide Millions to Reduce Costs for Students Going Abroad," *The Daily Texan*.  
[http://www.utexas.edu/internationalstudy/docs/house\\_passes\\_study\\_bill.pdf](http://www.utexas.edu/internationalstudy/docs/house_passes_study_bill.pdf) (June 7, 2007)

<sup>42</sup> Trends and Barriers in Study Abroad. *The Commission on the Abraham Lincoln Study Abroad Fellowship Program*. <http://www.yearofstudyabroad.org/pdf/trendsandbarriers.pdf> (March 20, 2008)

Boston College exchange student is \$35,150.<sup>43</sup> This is why school-sponsored financial aid is so important, although not all institutions allow aid to be used for this purpose. These program fees are for support services and for a university accepting credit from an international college. However, this is where many people are starting to find fault with university billing practices. Currently, investigations are beginning around the country on fair financial obligations enforced upon families of students who study abroad.<sup>44</sup> There have also been arguments that these fees are not needed for the extra support structures, because those support structures may take away from the direct immersion some students are seeking. For example, Anne Chalupka, a Master's degree student in Regional Economic and Social Development at UMass Lowell, described the support services of the undergraduate exchange experience at Trinity College:

...It was like study abroad boot camp. We went to classes to learn about Chilean culture, went on tours of the city to try to learn the public transportation system, and stood in consulate and immigration lines for hours a day trying to do stuff like getting our resident alien status...Although doing all that stuff seemed horrible at the time, I am so glad that CIEE kept the hand-holding to a minimum, because I ended up being prepared for life abroad so much better than I would have been on a Trinity program, where everything was taken care of for you.<sup>45</sup>

Sometimes the costs for study abroad programs are quite high because the student's home university requires the student to pay a tuition fee in addition to whatever the study-abroad semester costs if they want to receive credit for their study

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<sup>43</sup> Pappano, Laura. "Why Study Abroad Costs So Much. What to Do About It." *New York Times*. November 4, 2007.

<sup>44</sup> Lewin, Tamar. "Lawsuit Takes Aim at College's Billing Practices for Study Abroad," *The New York Times*. March 9, 2008.  
[http://www.nytimes.com/2008/03/09/education/09studyabroad.html?\\_r=1&ex=1205726400&en=87a9bc46d6f9e821&ej=5070&emc=eta1&oref=slogin](http://www.nytimes.com/2008/03/09/education/09studyabroad.html?_r=1&ex=1205726400&en=87a9bc46d6f9e821&ej=5070&emc=eta1&oref=slogin)

<sup>45</sup> Interview with Anne Chalupka, M.A. Regional Economic and Social Development. University of Massachusetts. March 3, 2008.



abroad experience. This price tag initially scares off many students, although many private college school students can afford to pay the extra money in order to study abroad in comparison to their current student tuition and fees.<sup>46</sup>

The economy may also inhibit international experiences for American students. The value of the dollar against the Euro has decreased so much that the cost of living in other countries now places an increased burden on students.<sup>47</sup> In the year 2002, alone, the U.S. dollar fell 5 percent against the pound, 7 percent against the yen, 10 percent against the euro and 14 percent against the Canadian dollar.<sup>48</sup> Some colleges have cut back on program offerings and raised program fees, as reported by the Chronicle of Higher Education in an article on the “dollar’s plunge”.<sup>49</sup> Food, drinks, clothing and simple transportation are added costs to the exchange student in addition to the costs of airfare and those already incurred through the application and acceptance process.

A slightly more cost effective option is an exchange program that runs through the university, where they exchange one student for another and simply swap “seats” in the classroom. However, there is still airfare, travel insurance, and some support services to pay for. Exchange programs call for additional resources from the university because there is an investment of personnel time and resources to build the program. Another issue that impedes the growth of international study, sometimes tied to the financial one, is family commitment and responsibility. Many students

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<sup>46</sup> Pappano, Laura. “Why Study Abroad Costs So Much. What to Do About It.” *New York Times*. November 4, 2007.

<sup>47</sup> Pappano, Laura. “Why Study Abroad Costs So Much. What to Do About It.” *New York Times*. November 4, 2007.

<sup>48</sup> “With Value of the Dollar Falling, College Study Abroad Costs Rising,” *Reuters*. January 2, 2008. <http://www.reuters.com/article/pressRelease/idUS127487+02-Jan-2008+MW20080102>

<sup>49</sup> “With Value of the Dollar Falling, College Study Abroad Costs Rising,” *Reuters*. January 2, 2008. <http://www.reuters.com/article/pressRelease/idUS127487+02-Jan-2008+MW20080102>

have heavy work schedules, parental obligations, childcare and other family constraints.<sup>50</sup> One student at Portland State University who has a 2-year old daughter was only able to have an international experience because the university offered a unique service learning course where a short trip was included in the credits, rather than a whole semester in Mexico.<sup>51</sup>

There are also curriculum constraints that may cause students to take longer to graduate when the international experiences are not built into their own course of study. Programs in engineering and nursing have quite rigid requirements; time off from their studies would be required to go abroad. Students, especially working class ones at public higher education institutions, do not often have the financial flexibility to stop their academic progress and wage-work to take part in a traditional semester or year-long program.

Shorter programs may overcome some of these obstacles. Dr. Marjorie Ganz, Director of the Study Abroad & International Exchange Program at Spelman College wrote about the 4 F's to overcoming barriers to study abroad. They are Family, Faculty, Finances and Fear.<sup>52</sup> Constance Lundy, Director of International Programs & Services at Lincoln University, collaborated with IIEPassport.org Student Center to come up with guidelines for overcoming these four barriers. Also, some faculty

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<sup>50</sup> Blum, Debra. "Seeking to Prepare Global Citizens, Colleges Push More Students to Study Abroad," *The Chronicle of Higher Education*, October 27, 2006.

<sup>51</sup> Fischer, Karin. "Flat World' Lessons for Real-World Students," *The Chronicle of Higher Education*. November 2, 2007. <http://chronicle.com/weekly/v54/i10/10a03502.htm> (November 21, 2007)

<sup>52</sup> The 4 F's, Overcoming Barriers to Study Abroad. *IIEPassport.org Student Center*. <http://info.iiepassport.org/iie4f.html>

members do not feel students should be able to fulfill a coursework requirement that could be filled at home.<sup>53</sup>

In conceptualizing the faculty dimension, there is an issue that lies in the credibility of outside courses and whether or not students should receive equal credit to the courses offered at their home university. Many institutions do not easily accept transfer credits from domestic colleges and universities and find it even more difficult to accept credits from international institutions. In 2007, one study in the *New York Times* reported that 36 percent of colleges will not accept academic credits from *any* international study programs run through independent agencies, while 39 percent will on a case-by-case basis.<sup>54</sup> The burden is usually placed on students to petition long and hard to get such credits transferred. A study abroad office and better academic advising could better facilitate this process and make it considerably easier for students and institutions to make this kind of study abroad program work.

According to Kristen Rhyner, Coordinator of Academic Advising at the University of Massachusetts Lowell, different degree requirements make it easier for certain kinds of academic programs to grant transfer credits, especially if the credits are used to fulfill general education credits.<sup>55</sup> However, many students are unaware of this and fail to get pre-approval for credit transfers before they enter a study abroad program. Testimonials from students who dealt with these transfer trials and

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<sup>53</sup> The 4 F's, Overcoming Barriers to Study Abroad. *IIEPassport.org Student Center*.  
<http://info.iiepassport.org/iie4f.html>

<sup>54</sup> Pappano, Laura. "Why Study Abroad Costs So Much. What to Do About It." *New York Times*.  
November 4, 2007.

<sup>55</sup> Rhyner, Kristen. Director, Centers for Learning, Academic Advising. Study Abroad Discussion.  
December 3, 2007.

tribulations indicate that, absent greater transparency, students are quite often deterred from taking part in an international education experience.

However, not all faculty concerns impede the promotion of international student experiences. Some faculty members also experience barriers when trying to create student opportunities. These barriers for program development include a significant staffing issue. The constraints on faculty to create international components for courses are numerous, and the incentives are low. The planning and execution of international course components requires resources and time usually not available to faculty members.<sup>56</sup> A specific example refers to Professor Robert Farrant, a Regional Economic and Social Development professor at the University of Massachusetts, who teaches a development course that would be perfectly complimented by a short trip abroad. When questioned on his experience with trying to promote international educational experience he stated:

One of the biggest problems for faculty is to do all of the preparation work that must be completed to integrate study abroad into a course. For me the most important issue is to figure out how all students in a particular class can afford to travel. For me, this is the rule: we either all go or no one goes in an organized way in a class I am teaching. Then there are all of the logistical issues, including travel insurance, housing issues, passports, and the like. So, I can devise the idea for a trip related to my global development course, but to add all of these important details into the mix makes me shake my head and say, help please!<sup>57</sup>

The resources and time needed to plan even the basic logistics are luxuries that Professor Farrant cannot afford, since he is forced to focus on his regular teaching and research activities.

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<sup>56</sup> Fischer, Karin. "Flat World' Lessons for Real-World Students," *The Chronicle of Higher Education*. November 2, 2007. <http://chronicle.com/weekly/v54/i10/10a03502.htm>

<sup>57</sup> Interview email with Robert Farrant. Regional, Economic and Social Development Professor. University of Massachusetts. April 8, 2008.

On top of curriculum concerns, language barriers may well be at the forefront of students' concerns. Many students do not want to take classes abroad because they are unable or unwilling to learn another language.<sup>58</sup> The Vermont state government set up a council to analyze the importance of international education, and language was a significant factor in their findings. Student knowledge of a second language is a significant barrier to study abroad programs since this is what would enable them to live in a foreign community. Nationally, the number of students who study a second language is very low, although it is growing. Students in grades 7 and 8 capture a mere 14.6 percent of any foreign language study, while students in grades 9 through 12 rank at 43.8 percent with some second language component, leaving an average of 33.8 percent of the student body in grades 7 through 12.<sup>59</sup> They continued to report that the near universal consensus among scholars, when finding the best way to become knowledgeable about the culture and mores of a country, is through knowledge of its language.

Enrollment in foreign language programs is important to analyze because it may show interest and demand trends. The Modern Language Association of American reports that language program enrollment continues to rise. The most popular languages traditionally include Spanish, German and French, although Sign Language has taken the fourth place spot, just ahead of Italian. It is also interesting to note is that enrollment in Arabic has increased by 127 percent; Chinese by 52 percent and Korean by 37 percent (Table 3.1 below).

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<sup>58</sup> Lane, Kristin. "Report, Educators Call for More Study Abroad Programs: Lack of Global Knowledge Threatens the Nation's Security Future, Experts Say," *Black Issues in Higher Education*. December 18, 2003.

<sup>59</sup> Vermont International Education Report. The Governor's Council on International Education. <http://www.uvm.edu/~outreach/inteducation/reportbody.pdf> (May 9, 2007)

This leads to a question about whether the extent of a university's language programs is a predictor of student participation in international programs.<sup>60</sup> Dr. Glenn Shive, the Director of the Hong Kong-America Center at the Chinese University of Hong Kong, notes that the language barrier plays such a crucial role in where students study, and this especially excludes Asia from the list of U.S. student possibilities.<sup>61</sup> As China's position in the global economy continues to grow, it is likely that more students will learn the languages of the country, and study there as well. Open Doors reports a 38 percent increase in exchange student traffic with the Asian powerhouse.

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<sup>60</sup> Vermont International Education Report. The Governor's Council on International Education. <http://www.uvm.edu/~outreach/inteducation/reportbody.pdf> (May 9, 2007)

<sup>61</sup> Shive, Glenn Dr. "Study Abroad Programs in Asia have come of Age," *Study Abroad Advisor, Transitions Abroad Magazine*. January/February 2002. <http://www.transitionsabroad.com/publications/magazine/0201/Shive.shtml>

Table 3.1- Fall 2002 &amp; 2006 Language Course Enrollments

Fall 2002 and 2006 Language Course Enrollments in US Institutions of Higher Education <sup>62</sup>			
(Language in Descending Order of 2006 Totals)			
	2002	2006	% Change
Spanish	746,267	822,985	10.3
French	201,979	206,426	2.2
German	91,100	94,264	3.5
American Sign Language	60,781	78,829	29.7
Italian	63,899	78,368	22.6
Japanese	52,238	66,605	27.5
Chinese	34,153	51,582	51
Latin	29,841	32,191	7.9
Russian	23,921	24,845	3.9
Arabic	10,584	23,974	126.5
Greek, Ancient	20,376	22,849	12.1
Hebrew, Biblical	14,183	14,140	-0.3
Portuguese	8,385	10,267	22.4
Hebrew, Modern	8,619	9,612	11.5
Korean	5,211	7,145	37.1
Other Languages	25,716	33,728	31.2
<b>Total</b>	<b>1,397,253</b>	<b>1,577,810</b>	<b>12.9</b>

Once financial and educational problems are addressed, there remain basic security or “fear” issues. This is one of the four “F” barriers to study abroad discussed on the Institution for International Education’s online Student Center. Personal safety is a legitimate fear many students and parents share. The thought of traveling alone is daunting.<sup>63</sup> Many parents of today’s college students have never traveled, and the thought of their daughters or sons traveling abroad is intimidating.<sup>64</sup>

<sup>62</sup> New MLA survey shows Significant Increase in Foreign Language Study at U.S. Colleges and Universities. *Modern Language Association*. November 13, 2007.

[http://www.mla.org/pdf/release11207\\_ma\\_feb\\_update.pdf](http://www.mla.org/pdf/release11207_ma_feb_update.pdf)

<sup>63</sup> Kaskela, Naomi. “Texas Tech Study Abroad Students Take Safety Into Consideration,” *Daily Toreador*, September 6, 2006.

<sup>64</sup> The 4 F’s. [http://info.iiepassport.org/iie4f\\_family.html](http://info.iiepassport.org/iie4f_family.html)

Students are also hesitant to travel simply because of fear of the unknown. Due to the political instability and nature of our current society, travel insurance is a topic of debate, and more caution must be taken when faculty members decide to incorporate international experiences into their courses.<sup>65</sup> After 9/11, due to U.S. foreign policy such as the Patriot Act and visa limitations for incoming students, no matter what the level of interest in study abroad, colleges and universities have to step back and reanalyze issues of student safety when studying overseas. Michael Freeman, director of the office of international students and scholars at the University of Arkansas, also stated the fear of international students coming to the US since 9/11. "Some of the European students are concerned how this will affect their privacy and how this information will be used."<sup>66</sup> This impacts the exchange relationships between universities. Therefore, safety and fear are not only issues for American students, but for all students. Travel insurance is a factor in providing peace of mind and security for students and their families.

However, fear of inadequate safety precautions can be overcome and become an impetus to find creative, safe solutions to promoting international experiences. U.S. students should not remain "ignorant of the rest of the world" simply for fear of their own safety.<sup>67</sup> Therefore, in order to address study abroad concerns, the specific issues of student travel to countries where the U.S. is militarily involved should be at

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<sup>65</sup> Van der Werf, Martin. "Riskier Business: More Colleges Offer Foreign Study in an Increasingly Dangerous World: How Can They Ensure Student's Safety?" *The Chronicle of Higher Education*, March 30, 2007.

<sup>66</sup> Henley, John. "Patriot Act limits Study Abroad," *The Arkansas Traveler*. March 5, 2004. <http://media.www.thetraveleronline.com/media/storage/paper688/news/2004/03/05/News/Patriot.Act.Limits.Study.Aboard-627096.shtml>

<sup>67</sup> Lane, Kristin. "Report: Educators Call for More Study Abroad Programs: Lack of Global Knowledge Threatens the Nation's Security Future, Experts Say," *Black Issues in Higher Education*. December 18, 2003.



the forefront of the study safety discussion. According to former U.S. Secretary of State Colin Powell this is true from both a student and an institutional perspective.

Meeting the 21st century challenges that confront all countries requires an unprecedented degree of understanding and cooperation among nations and among leaders in every field. The professional partnerships and lifelong friendships that result from international education and exchange help build a foundation of understanding and lasting partnerships. These partnerships are important for a secure, prosperous future, not only for the United States, but also for the world as a whole.<sup>68</sup>

International Affairs or International Programs Offices, therefore, must take this into consideration and provide services to students so that they feel comfortable when boarding the plane, and know that once they land there will be further services for them should they need anything. This takes staffing as well as dedication to the students and an understanding of the reasons that they want to engage in study abroad activities.

It is important to conceptualize all of these obstacles discussed above in order to move forward in promoting international education initiatives with less resistance and consequence. To address the barriers discussed above, including finances, fear, family, faculty, culture, language and a few others, some European and Chinese universities are creating English-language programs. One example of this is a partnership between the State of Hessen in Germany and the University of Massachusetts.<sup>69</sup> The Ministry of Higher Education in Hessen has worked with universities there to construct English-speaking programs with a level-based German language component that allows native English speakers to travel to Germany for a

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<sup>68</sup> <http://www.internationaleled.org/planningtools/quotetemplate.pdf>

<sup>69</sup> I have worked with the University of Massachusetts on this partnership and traveled to Germany in the summer of 2006 to the State of Hessen to discuss how the program works and how it can be beneficial for both parties involved.

four-week summer program in which they take college courses and study the German language and culture at their own desired level of proficiency. The benefits to this are two-fold because more English speaking students get to study abroad at an accommodating institution for an ideal amount of time for those pressed with financial constraints and working obligations, while more German students get to study at the University of Massachusetts.

### **Travel Options: *Program Types***

To evaluate study abroad programs, I took a look at the various types of programs that students participated in. Due to the employer demand for internationally sound employees - and their short supply- universities have felt pressure to increase their international study options. One particular focus is the length of study abroad activities, as this has a lot to do with cost and ease of adaptation to U.S. university courses of study. Research is being done on how to creatively develop and market international opportunities and instill this global perspective in students.

Students typically search first by location when choosing a study abroad program. There are a number of popular destination countries including the United Kingdom, Spain, Italy, Mexico, France, Australia and now China.<sup>70</sup> No longer do students routinely choose a semester or year in a European capital city. Only 6 percent of students study abroad for a full year, while there is increased interest in studying in Latin America and Asia. Europe's share of students dropped from 67

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<sup>70</sup> Open Doors 2007 Data Report. *IIE Network*. <http://opendoors.iienetwork.org/> (March 19, 2008)

percent in 2004 to 61 percent for 2005.<sup>71</sup> Many universities offer short summer courses, week-long international experiences (some as part of a US-based course), internships abroad, and internet interaction with students from other countries.

Students are looking for those innovative opportunities to further their education in areas that interest them. Study abroad, service learning, and direct immersion programs are further categorized as long-term, mid-term and short-term by the Institute of International Education.

**Short-Term Programs:** programs that take place during the summer (with a duration of two-weeks or more, or fewer than two-weeks), during January Term, or programs with a duration of fewer than eight weeks (both programs of two to eight weeks, or fewer than two weeks). **Mid-Term Programs:** programs that are one or two quarters in length, or one semester in length. **Long-Term Programs:** Academic year-long programs or calendar year programs (for the Southern Hemisphere calendar year, ending in December of 2006) **“Other” Programs:** any programs that do not fit into the categories above. These might include, for example, a two-month medical rotation throughout the year.<sup>72</sup>

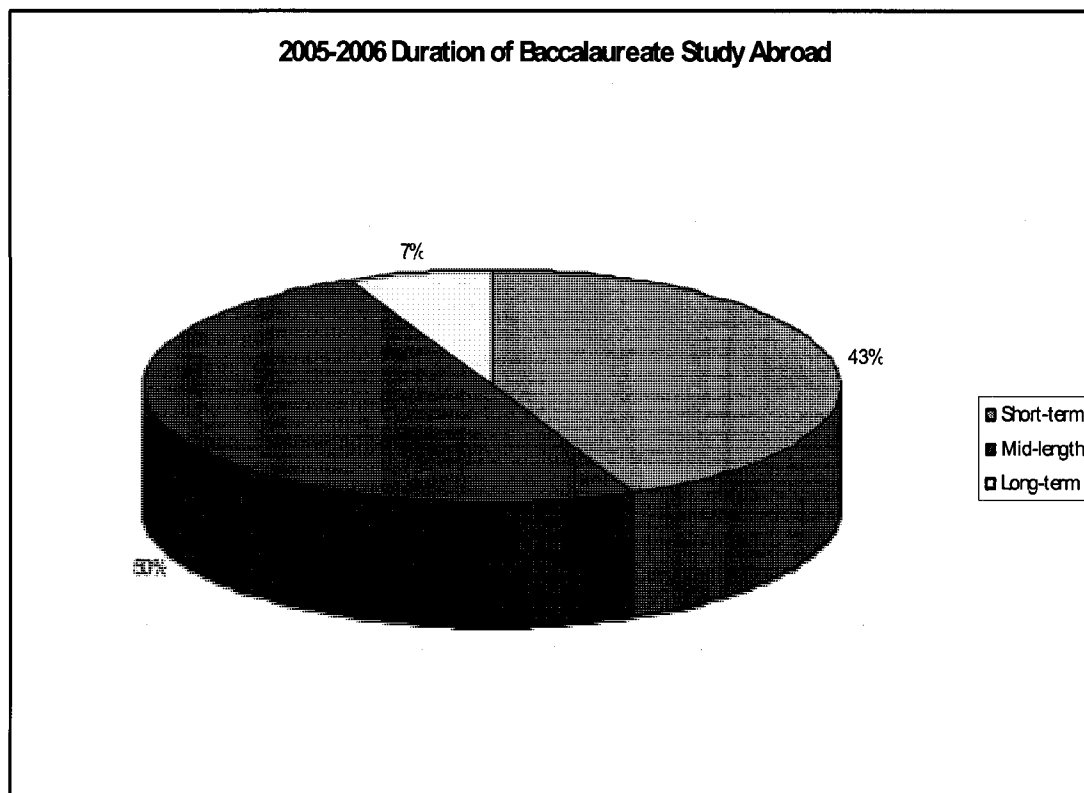
In 2005-2006, Open Doors reported student participation percentages in international programs based on duration; the numbers are depicted in Figure 3.5. Semester-long programs stand at 50 percent, but short-term programs have increased from 35 percent in 1997 to 43 percent in 2006.

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<sup>71</sup> McMurtrie, Beth. “Study-Abroad Numbers Rise,” *The Chronicle of Higher Education*, 52, no. 13 A45 N 18 2005.

<sup>72</sup> Open Doors Survey Definitions-AY 2005/06 & summer 2006 Data Collection – Detailed Survey Instructions. Emailed by Patricia Chow, Open Doors data collection on July 17, 2007.

Figure 3.5- U.S. Duration of Baccalaureate Study Abroad 2005-2006



Short-term programs allow more freedom for non-traditional types of study abroad including service learning trips, direct immersion as part of a course, and specified business and medical practicum as part of a curriculum. At the University of Massachusetts, Professor John Duffy has organized an international service learning program where students are able to travel to economically depressed parts of Peru and assist Peruvian villages in installing technology and teaching them how to maintain it. This creates a job market for the village, as well as societal benefits, and then gives the UMass student a hands-on experience in global understanding of societal interdependence.<sup>73</sup>

<sup>73</sup> Village Empowerment- Peru Project. University of Massachusetts.  
<http://energy.caeds.eng.uml.edu/peru-07/Overview3.htm> (March 18, 2008)

Following destination and duration choices, there are also host and administrative differences. Some programs are run through the university as direct exchanges, others are run through other universities, and still others are directed by outside agencies such as Academic Programs International and Council on International Education Exchange.

Direct exchange programs require relationship building and sustaining power as well as administrative support structures, but provide a great deal of benefit because they are hand-picked to match the universities' mission and academic integrity. They also have a financial structure in place to help students with payment for these opportunities. However, not all universities have those support structures available, so using outside university programs or outside agencies is an option for students. Yet, with these agency-run programs, the cost is usually more due to administrative support structures, and recently some agencies and colleges are being accused of wrongfully charging students outrageous fees. At Wheaton College, the university charged a student using an outside agency, more than the program cost. This hidden fee and potential cash incentive for some universities to push students to use specific programs is under investigation.<sup>74</sup>

Anne Chalupka, the graduate student referenced earlier, did her undergraduate work at Trinity College, a private institution. She studied abroad in Central and South America. She went on and commented on the differences between overly-

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<sup>74</sup> Lewin, Tamar. "Lawsuit Takes Aim at College's Billing Practices for Study Abroad," *The New York Times*. March 9, 2008.  
[http://www.nytimes.com/2008/03/09/education/09studyabroad.html?\\_r=1&ex=1205726400&en=87a9bc46d6f9e821&ej=5070&emc=eta1&oref=slogin](http://www.nytimes.com/2008/03/09/education/09studyabroad.html?_r=1&ex=1205726400&en=87a9bc46d6f9e821&ej=5070&emc=eta1&oref=slogin)

determined college programs and what can be gained from more non-traditional programs.

I wanted to go off the beaten path a little. I knew I wouldn't learn much Spanish, or anything else for that matter, if I was with a bunch of Trinity kids. I wanted to go to a country where I'd get the full study abroad experience, so I looked into other programs in Central and South America. Trinity has a really great International Studies office where you can go and pick up brochures about programs all over the world, and there are full-time staff there who will answer all your questions and help you decide. It's kind of like a College Counseling office or a Career Services type of thing. There were literally hundreds of "Trinity-approved" programs to choose from, and eventually I settled on Santiago, Chile. My main impetus for choosing Chile was a film I saw in one of my Spanish classes called "The Battle of Chile." It's a documentary about the events leading up to Allende's assassination and Pinochet's coup d'etat on September 11, 1973. I thought Chile would be a perfect place to learn more about it.<sup>75</sup>

Trinity College offered this type of experience through an agency-sponsored program.

There are many types of international education programs ranging from exchanges and agency programs to research opportunities to satellite university campuses overseas. The main type of program that still remains a major focus of international offices is the study abroad student exchange program. However, with the financial burdens described earlier paired with the pressure and/or desire to experience an international culture, more students are choosing short-term programs. In 2005, trips of eight weeks or less rose in popularity from 1.5 percent to 9.5 percent.<sup>76</sup> Only 5.3 percent of students spent an entire academic year abroad, 37 percent chose a summer term abroad, and nearly the same percent studied

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<sup>75</sup> Interview with Anne Chalupka, M.A. Regional Economic and Social Development. University of Massachusetts. March 3, 2008.

<sup>76</sup> McMurtrie, Beth." Study-Abroad Numbers Continue to Climb, Trips Are Shorter, Report Says," *The Chronicle of Higher Education*, November 16, 2007. <http://chronicle.com/weekly/v54/i12/12a03601.htm> (February 25, 2008)

internationally for a semester.<sup>77</sup> It is the short duration program that appears to be catching on.

The short-term form of study abroad or international experiential learning can take the shape of a course with a study abroad component attached to its syllabus. In this instance, a faculty member at a university will offer a course in which there is a required short international trip. This type of short term program is often more affordable and flexible, allowing the student's finances and work schedule to fit into this valuable option. Two professors, one from Barry University and the other from Transylvania University, wrote about their experience with a field-based course that included just such an international component.<sup>78</sup>

The course was in international management and required a ten-day direct immersion trip where the objectives focused on how different cultures and business practices affect global business, were reinforced by local experts and international business organizations. This program development was all based on the Kolb (1984) model for experiential learning, which states that there is a "transformation of experience" and that learning is a holistic, interactive, and adaptive process.<sup>79</sup>

The University of Louisiana at Lafayette, a University of Massachusetts Lowell peer institution, offers a unique arrangement of study abroad programs where faculty members create and execute the programs which can take the form of a

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<sup>77</sup> McMurtrie, Beth. "Study-Abroad Numbers Continue to Climb, Trips Are Shorter, Report Says," *The Chronicle of Higher Education*, November 16, 2007. <http://chronicle.com/weekly/v54/i12/12a03601.htm> (February 25, 2008).

<sup>78</sup> Rarick, C.A., & Erfani, G.R. "Reflections on Foreign Field-Based Experiential Learning: Taking the Classroom to the Culture," *Academy of Business Education, Journal of Business Education*, 1 (proceedings). [On-Line]. 2000 <http://www.abe.villanova.edu/proc2000/n073.pdf>

<sup>79</sup> Rarick, C.A., & Erfani, G.R. "Reflections on Foreign Field-Based Experiential Learning: Taking the Classroom to the Culture," *Academy of Business Education, Journal of Business Education*, 2000 <http://www.abe.villanova.edu/proc2000/n073.pdf>

domestic course with a short term international component.<sup>80</sup> This type of immersion and experiential learning is important and can be achieved in many ways. For example, Professor Dorwick, study abroad director at the University of Louisiana Lafayette, created a course that included a trip to England and Ireland for 3 weeks. In order to make the course rigorous and intensive, a research paper was assigned when the students returned home that was partly reflective of their cultural learning experiences. This way the student was not required to spend too much time figuring out a new library system and writing a paper. Instead, students walked the halls of museums and learned topical elements in a cultural theater while in Europe.

Portland State University, an innovative university with a comprehensive Office of International Affairs, conducts a series of focused programs ranging from ones designed to help retain freshmen to programs providing a wide range of international education opportunities for their students. Portland recognizes the need to embed study abroad experiences into the curriculum. The administration and faculty are quite resourceful in overcoming the study abroad barriers that their many commuter and first-generation college students face.<sup>81</sup> This includes using technology to link classrooms abroad and embedding international faculty and students more heavily into Portland campus life. In addition, they have developed programs with internationally-focused local businesses. All parties involved benefit from the partnerships and the students gain an international perspective on business that they would not receive in a more traditional classroom.

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<sup>80</sup> Interview with Keith Dorwick, Professor and Director of Study Abroad. University of Louisiana, Lafayette. March 3, 2008.

<sup>81</sup> Fischer, Karin. "Flat World' Lessons for Real-World Students," *The Chronicle of Higher Education*. November 2, 2007. <http://chronicle.com/weekly/v54/i10/10a03502.htm> (November 21, 2007).



Integrated programs that emphasize working across academic disciplines open the door to study abroad partnerships that are beneficial to a greater number of students and faculty. International programs are one piece of this puzzle that helps all the other pieces fit together smoothly. These programs can take the form of collaborative research with an international partner, a summer course in Chinese culture, or a for-credit service learning project in a developing country where students learn how different cultures communicate, and can therefore facilitate a greater awareness of the real world.

### **Passengers: *Who Gets to Go?***

In 2005 The Association of International Educators reported that more than 90 percent of Americans "believe it is important to prepare future generations for a global society".<sup>82</sup> Following suit, the U.S. Senate passed a resolution declaring 2006 the "Year of Study Abroad" and expressed the importance of these opportunities.<sup>83</sup> Currently, approximately 190,000 U.S. students study abroad annually out of the close to 16 million students enrolled in the nation's colleges and universities.<sup>84</sup> In addition, "More than 30,000 students and recent graduates of U.S. colleges and

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<sup>82</sup> Schmied, Lori and Kathie E Shiba. (2007). "Internationalizing the Curriculum: Bringing the World to East Tennessee. *International Education*," 36(2), 70-82,107. Retrieved February 28, 2008, from *Wilson Education Abstracts* database. (Document ID: 1286589711).

<sup>83</sup> Hubbs, Clay. "The Year of Study Abroad," *Transitions Abroad.com*. [http://www.transitionsabroad.com/publications/magazine/0603/year\\_of\\_study\\_abroad.shtml](http://www.transitionsabroad.com/publications/magazine/0603/year_of_study_abroad.shtml) (December 5, 2006)

<sup>84</sup> "Facts for Features." *The U.S. Census Bureau*. July 6, 2004. [http://www.census.gov/Press-Release/www/releases/archives/facts\\_for\\_features\\_special\\_editions/002263.html](http://www.census.gov/Press-Release/www/releases/archives/facts_for_features_special_editions/002263.html)

universities participate each year in work abroad programs, internships, volunteer assignments, teaching positions, and paid summer jobs.”<sup>85</sup>

For these programs to grow, universities must establish and support international study offices. Fundraising and outreach to alumni who benefited from international experiences is imperative. For example, the University of Delaware awards over \$300,000 in scholarships each year for study abroad activities. As a result, it is a national leader among public universities in sending students abroad. The Delaware program will be discussed later as a model for universities such as UMass who are trying to push forward an international study agenda.<sup>86</sup>

Not surprisingly, the highest rates of study abroad participation are found in those private colleges and universities which have the funds to manage such programs and which tend to have a wealthier student and alumni population. According to a recent article in *Diverse Issues in Higher Education*, Georgetown University sends 64.3 percent of students abroad, the highest figure among private institutions.<sup>87</sup> The Institute of International Education found that the University of Delaware has the highest percentage of public university students doing scholarly work abroad at 32.1 percent - half the rate of Georgetown University.<sup>88</sup> In absolute numbers, New York University sends 2,809 students abroad - more than any other U.S. university.<sup>89</sup>

Other examples of leading public universities are the University of Michigan, the

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<sup>85</sup> Hubbs, Clay. “The Year of Study Abroad,” *Transitions Abroad.com*.  
[http://www.transitionsabroad.com/publications/magazine/0603/year\\_of\\_study\\_abroad.shtml](http://www.transitionsabroad.com/publications/magazine/0603/year_of_study_abroad.shtml)  
(December 5, 2006)

<sup>86</sup> “University of Delaware Leads Public Universities in Study Abroad Participation,” *Diverse Issues in Higher Education*, 22, no. 22 16 D 15 2005

<sup>87</sup> “University of Delaware Leads Public Universities in Study Abroad Participation,” *Diverse Issues in Higher Education* 22, no. 22 16 D 15 2005

<sup>88</sup> “University of Delaware Leads Public Universities In Study Abroad Participation,” *Diverse Issues in Higher Education* 22, no. 22 16 D 15 2005

<sup>89</sup> Brickley, Sarah. “NYU is Top School for Study Abroad,” *Washington Square News*, Feb. 5, 2007.

University of Texas at Austin and Pennsylvania State University's College Park Campus which each send over 2,000 students abroad annually.<sup>90</sup>

Government action is necessary for these numbers to increase nationwide. The Senator Paul Simon Study Abroad Foundation Act contains a series of recommendations from the Commission on the Abraham Lincoln Study Abroad Fellowship Program, which was introduced in Congress on March 27, 2007 by Senators Richard Durbin (D-Ill.) and Norm Coleman (R-Minnesota.). The Act (H.R. 1469, S.991), approved in the House of Representative on June 5, 2007,<sup>91</sup> received a favorable hearing in the Senate Foreign Relations Committee in February 2008, and is on its way to the full Senate for a vote.<sup>92</sup>

The National Association of Foreign Student Advisers (NAFSA) which changed to NAFSA: The Association of International Professionals in 1948 to accommodate the growing trend of international education described the legislation favorably.<sup>93</sup>

A historic effort to dramatically increase study abroad by American students, the new bill stresses the need to build the global competencies of American citizens in order to sustain U.S. global leadership, competitiveness, and security.

They added:

The creation of an innovative public-private partnership to administer a program with an ambitious mandate: to ensure that at least 1 million American college students will study abroad annually in 10 years' time, giving particular attention to making participation in study abroad available to the widest

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<sup>90</sup> Brickley, Sarah. "NYU is Top School for Study Abroad," *Washington Square News*, Feb. 5, 2007.

<sup>91</sup> Senator Paul Simon Study Abroad Foundation Act of 2007. GovTrack.us. H.R. 1469--110th Congress (2007): (*database of federal legislation*)

<sup>92</sup> Oaks, Ursula. "Study Abroad bill passes Senate Foreign Relations Committee," NAFSA Press Release. [http://www.nafsa.org/press\\_releases.sec/press\\_releases.pg/simonsfrc021308\\_2](http://www.nafsa.org/press_releases.sec/press_releases.pg/simonsfrc021308_2) (March 3, 2008)

<sup>93</sup> Senator Paul Simon Study Abroad Foundation Act of 2007. GovTrack.us. H.R. 1469--110th Congress (2007): (*database of federal legislation*)

possible spectrum of students and to expanding study abroad opportunities in less-common destinations, especially in the developing world.

The Simon Bill is designed to increase the “global literacy” required of college graduates to compete in the global economy. If signed into law, a federally funded foundation of \$80 million would be set up to help defray the costs of study abroad programs for eligible students.<sup>94</sup> This will make study abroad the norm and no longer the exception.<sup>95</sup> The objective is to help send one million students abroad by the year 2017, half the annual number of students who receive higher education degrees in the United States.

In the following chapters, I utilize information on leading international education institutions such as the University of Delaware to make comparisons to what the University of Massachusetts currently offers. In the conclusion of this thesis, I develop a series of recommendations for how to improve the study abroad program at the University of Massachusetts Lowell, so as to dramatically increase the number of students who are able to participate.

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<sup>94</sup> Wells, J.J. “U.S. House passes Study Abroad bill. New foundation would provide millions to reduce costs for students going abroad,” *The Daily Texan*.

<http://www.dailytexanonline.com/home/index.cfm?event=displayArticle> 6/12/2007

<sup>95</sup> “Senator Paul Simon Study Abroad Foundation Act,” *NAFSA Association of International Professionals*. [http://www.nafsa.org/public\\_policy.sec/commission\\_on\\_the\\_abraham/](http://www.nafsa.org/public_policy.sec/commission_on_the_abraham/) (March 3, 2008)

## Chapter 4

### University of Massachusetts Global Education Initiatives

*“What better way to learn Greek history than by using Greece as our classroom.”*

-Greece Summer Study Abroad Program (University of Georgia)

This chapter provides an overview of the programs and informal international initiatives available to students in the University of Massachusetts system with a particular focus on the Lowell Campus. The information, gathered through a survey of each institution’s student service offices and faculty members, includes in-house programs where the university has partnered with a college in another country to develop exchange programs as well as programs offered through outside agencies. Outside agencies generally require extensive paperwork and cost more money than programs run by the campuses themselves.

**Travel Log: Overview**

The University of Massachusetts, a provider of a high quality global education for over one hundred and forty years, began in 1863 as the Massachusetts Agricultural College.<sup>96</sup> From the beginning, the university developed ties with Japan. In 1876, the University's third president, Dr. William Smith Clark, helped to establish Japan's Sapporo Agricultural College, known today as Hokkaido University.<sup>97</sup> It was modeled after the UMass Amherst land-grant college, currently the largest campus in the University of Massachusetts system. This gives historical significance to the current focus on the development of a system-wide approach to international education.

The University of Massachusetts has campuses in Amherst, Boston, Dartmouth, Lowell and Worcester (Medical School). In 1991, these campuses were linked under the UMass system with a President's Office established to facilitate coordination and administration. The President's Office, with help from a Board of Trustees, focuses its energy on main mission points, including international education, which includes students going abroad to study and the provision of education to an increasingly diverse ethnic and cultural population of students, faculty and staff. This enriches the classroom and campus and helps to foster a global learning environment.

In the 1950's, the U.S State Department facilitated the exchange of UMass faculty members to Japan to help develop Japan's economy by strengthening

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<sup>96</sup> The UMass System. University of Massachusetts. <http://www.massachusetts.edu/system/about.html> February 16, 2007.

<sup>97</sup> "The Massachusetts Hokkaido Relationship." The University of Massachusetts, International Relations. <http://www.massachusetts.edu/international/hokkaido.html> (February 28, 2008).

Hokkaido University's curriculum.<sup>98</sup> Japan sent young professionals to a summer program at UMass Amherst through the 1960's, and included a focus on women's leadership development. The program is "the oldest technical assistance relationship between a U.S. university and a foreign university."<sup>99</sup>

### **Flight Crews and Tour Guides: *Program Facilitation***

The five campuses have different organizational structures in place to boost and oversee international education initiatives. Amherst has the largest International Programs office with twenty-three staff members including a director, Student and Exchange Visitor Information System (SEVIS) coordinator, webmaster, administrative assistant, business manager, accountant and many advisors each assigned to a different part of the world to cater to students interested in a specific region.<sup>100</sup> UMass Lowell has, by far, the smallest office, with one person in charge of international programs. Lowell has no designated budget and the coordinator also works on student advising and the honors program.

Faculty members and administrators continue to build international relationships with other institutions with or without staff support. When a faculty member feels that a particular program could benefit students he or she can take steps to initiate a Memorandum of Understanding (M.O.U.) between their campus and the international partner. Such efforts may result in official university-sponsored

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<sup>98</sup> "The Massachusetts Hokkaido Relationship." The University of Massachusetts, International Relations. <http://www.massachusetts.edu/international/hokkaido.html> (February 28, 2008).

<sup>99</sup> "The Massachusetts Hokkaido Relationship." The University of Massachusetts, International Relations. <http://www.massachusetts.edu/international/hokkaido.html> (February 28, 2008).

<sup>100</sup> International Programs Office, University of Massachusetts Amherst. <http://www.umass.edu/ipo/staff.html> (March 17, 2008).

programs. The number of M.O.U.'s is very difficult to estimate because many of them are never formally executed.

Two programs that began as M.O.U.'s, but transformed into formal exchange programs are in the German states of Baden-Württemberg and Hessen. The Baden-Württemberg program dates back over 30 years. Each year UMass Amherst sends nearly 30 UMass students to Germany on this exchange program.<sup>101</sup> Students from each campus in each state's system can study at the partner institution for a semester or year. Hessen's exchange agreement with UMass was finalized on April 11, 2007 and rapidly gained popularity.<sup>102</sup>

The University of Massachusetts has ten system wide agreements.<sup>103</sup> Table 4.1 lists the Memorandums of Understanding the UMass system has with international partners.

Table 4.1 UMass Memorandums of Understanding

<b>University</b>	<b>Country</b>
Republic of Cape Verde	Cape Verde
Tsinghua University	China
Wuhan University	China
AMRITA University	India
Maharshi Dayanand University	India
Holy Spirit University of Kalisk	Lebanon
University of Liberia	Liberia
University of Cape Town	South Africa
University of the Western Cape	South Africa
University of KwaZulu-Natal	South Africa

<sup>101</sup> Interview email with Frank Hugus, Associate Provost and Director of International Programs at UMass Amherst. November 11, 2007.

<sup>102</sup> Interview email with Susan Atkins, Director of Study Abroad at UMass Dartmouth and UMass Hessen Coordinator. March 17, 2008. This is also a program with which my sister and I have had a great personal experience by participating in its programming.

<sup>103</sup> International Relations. University of Massachusetts. <http://www.massachusetts.edu/international/>. December 16, 2006.



Faculty-initiated Memorandums of Understanding usually take the form of research projects and/or short exchanges based on personal partnerships. In the UMass Lowell Department of Regional Economic and Social Development (RESO) there are such agreements with universities in Mexico and in Denmark.

**Top Destinations: *Where Do UMass Students Go and Why?***

At the University of Massachusetts, the President's office named Marcellette Williams the Senior Vice President for Academic Affairs, Student Affairs and International Relations in 2005. When she was recruited to the University, she expressed the need for and importance of an internationalization of the UMass system.

We are all affected by permeable national boundaries and interdependent global systems—not just those engaged specifically in international initiatives. The general complex nature of “community” and world problems require better, more appropriate solutions that will often not be contained within national boundaries. We already know that the best scholars and the best universities institutionalize access and interaction across boundaries.<sup>104</sup>

Vice President Williams' vision was acted upon when the Office of Academic Affairs, Student Affairs and International Relations initiated a project in 2005 to establish an international relations website to host the system's international initiatives, including student study opportunities, faculty research, and alumni programs. The website is searchable by country or program. There are also links to news items pertaining to the international activities faculty, students, alumni,

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<sup>104</sup> Williams, Marcellette. Executive Vice President of Academic Affairs, Student Affairs and International Relations. “Internationalizing the University”. Emailed to author April 15, 2008.

academic departments and staff members are involved in that are published in newspapers, journals or on various campus websites.

All student international exchange programs offered on each of the five campuses were cataloged in a searchable database, including study abroad opportunities facilitated by outside agencies, one-to-one exchanges, courses with an international component, and internships. Year-long and semester-long courses of study, focused summer programs, and short-term trips are included on the site as well. By early 2008 the website listed 273 such opportunities for students.<sup>105</sup> Of these, 174 were a semester long, 172 were a year-long, and 112 a summer-long.

In general it appears that students choose short-term programs of study or they do not go abroad at all. Within the system, Amherst, with the most students and largest budget, dedicates the most resources to study abroad. There, approximately 900 undergraduate students out of 19,823 - about 4.5 percent - study abroad annually. Of this number, 500 do so for one semester; about 100 do so for the full academic year; nearly 200 for the summer; and 60-70 on short-term (January or spring-break) programs.<sup>106</sup>

At the graduate level, Medical School students typically travel to Ecuador, Guatemala and India to get practical experience linked to their medical research. Through faculty members, the Medical School has developed programs with several countries and hospitals. These are reciprocal relationships where the doctors and students provide medical services to under-privileged communities while the students gain practical experience in a clinical setting.

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<sup>105</sup> International Relations. *University of Massachusetts*. <http://www.massachusetts.edu/international/>

<sup>106</sup> Interview email with Frank Hugus, Associate Provost & Director of International Programs, UMass Amherst. November 11, 2007.

However, this is vastly different from a typical undergraduate university experience where Europe and Australia are favorite destinations. Nationally, the majority of study-abroad students choose Europe, with the largest contingent going to Britain.<sup>107</sup> At UMass Amherst students do the same.<sup>108</sup> Study in China has increased as the country grows in political and economic importance. According to a report in the *Chronicle of Higher Education*

Europe's share has dropped from 67 percent to 61 percent in the past decade. Asia and Latin America, by contrast, are increasingly popular destinations for students from the United States. In a news release accompanying the report, the institute notes that East Asia appears to have rebounded from the SARS epidemic of 2003, during which many colleges canceled programs that spring and summer. The number of American students going to China, for example, jumped 90 percent, to 4,737, following a 36-percent drop between fall 2001 and fall 2002.<sup>109</sup>

Within the UMass system, because of its institutional history and knowledge of international relations and leadership, South Africa, Germany and China are three targeted countries for study programs and faculty exchanges. The University of Massachusetts has a long history with the German state of Baden-Württemberg and a new relationship with Hessen, where 183 students have studied since 2003.<sup>110</sup> There is also a growing relationship with South African universities, brought about by the fact that UMass was one of the first university systems in the United States to divest its financial holdings there during the struggle to end apartheid.

The next few pages show tables and figures that depict the number of students who participated in study abroad for 2003-2004 by campus and by academic

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<sup>107</sup> "Study-Abroad Numbers Rise," *The Chronicle of Higher Education*, 52, no. 13 A45 N 18 2005.

<sup>108</sup> Interview email with Frank Hugus, Associate Provost and Director of International Programs at UMass Amherst. November 11, 2007.

<sup>109</sup> "Study-Abroad Numbers Rise," *The Chronicle of Higher Education*, 52, no. 13 A45 N 18 2005.

<sup>110</sup> Interview email with Susan Atkins, Director of Study Abroad at UMass Dartmouth and UMass Hessen Coordinator. March 17, 2008.

discipline. UMass Lowell could not provide the academic discipline breakdown for 2003-2004 so 2005-2006 data is used.

Table 4.2- Number of UMass Study Abroad Students 2003-2004

Number of Students who Participated	
	AY 2003-04
Amherst	862
Boston	37
Dartmouth	85
Lowell	23
Worcester	58
System	1064

Figure 4.1- UMass Amherst- Majors of Study Abroad Students 2003-2004

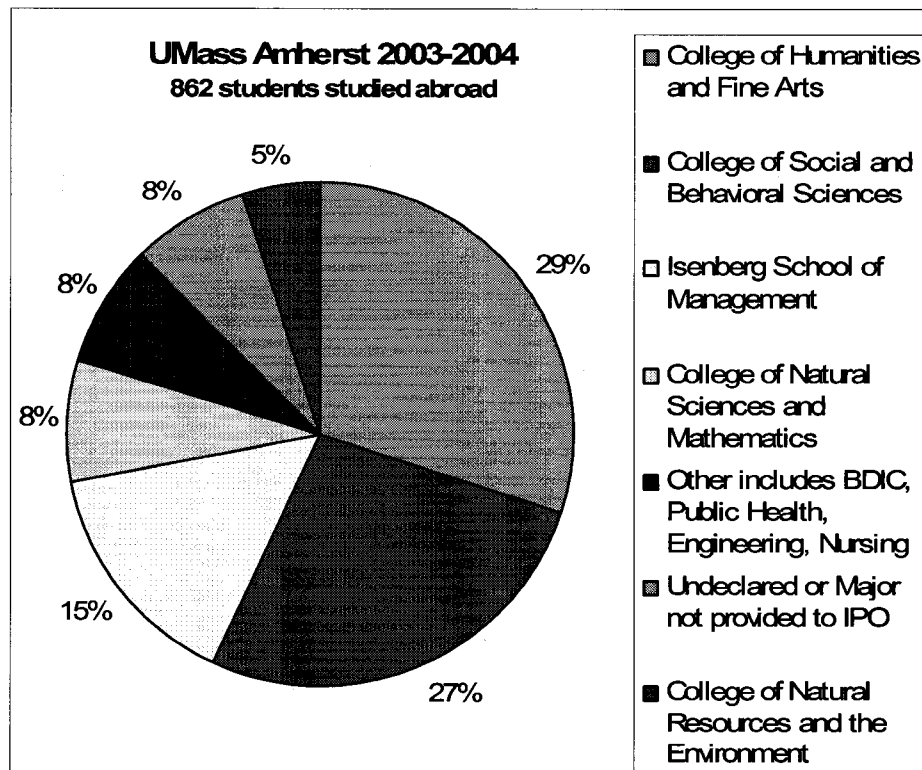


Figure 4.2- UMass Boston- Majors of Study Abroad Students 2003-2004

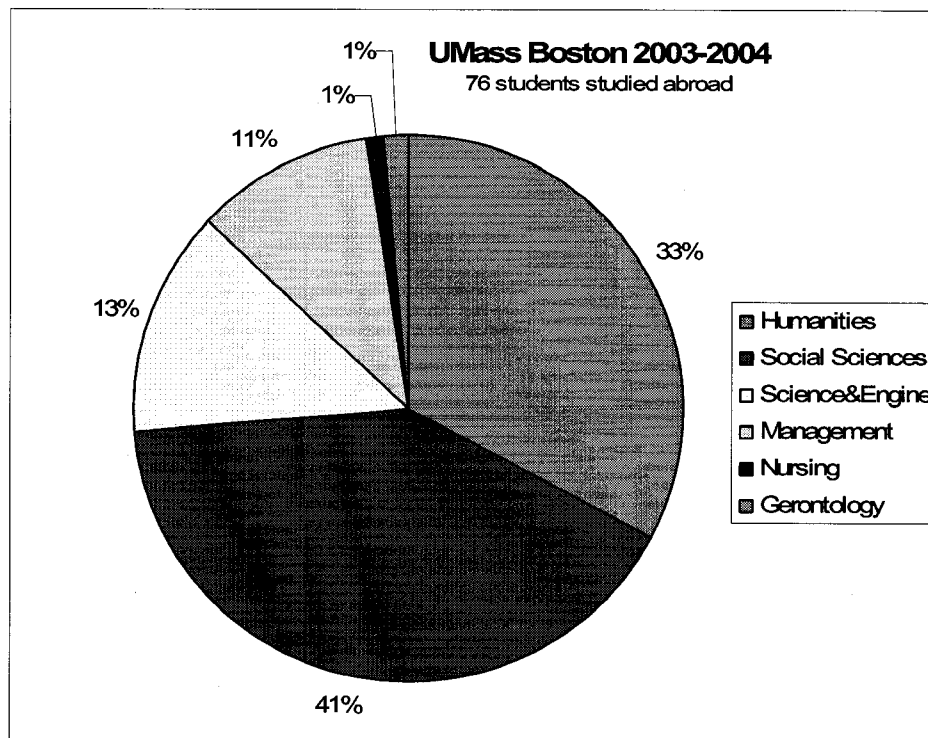


Figure 4.3- UMass Dartmouth- Majors of Study Abroad Students 2003-2004

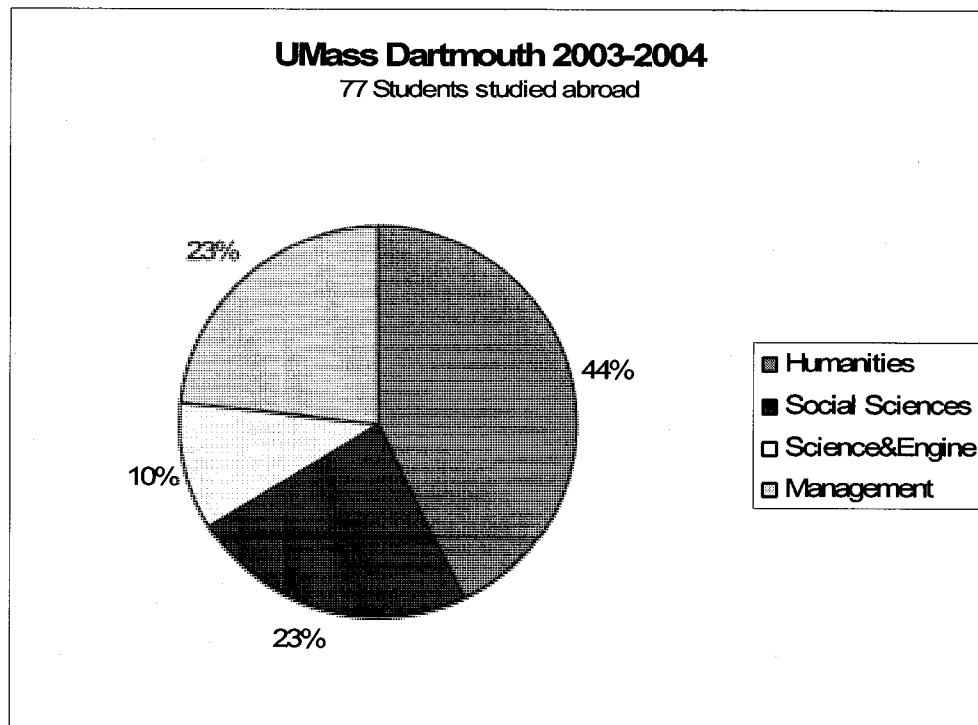
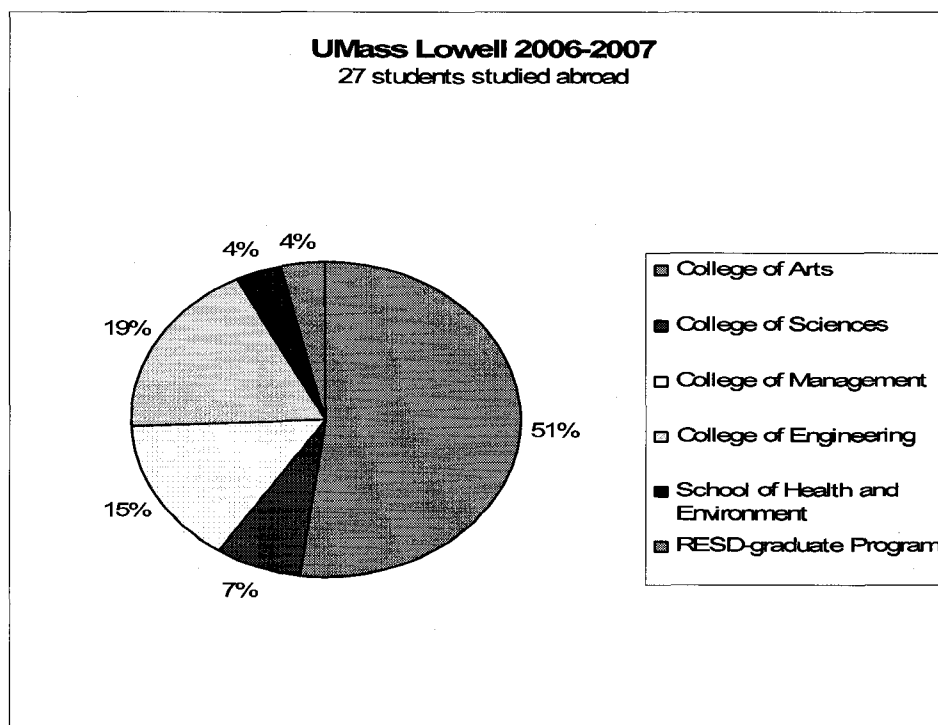


Figure 4.4- UMass Lowell- Majors of Study Abroad Students 2006-2007



The Worcester Medical School sends the greatest number of leading UMass students abroad. It is not depicted here because its discipline is medicine, and the area of study break-down does not apply. Forty-three percent of the Medical School's class of 2006 studied abroad while the figure for the class of 2008 is slightly higher at 46 percent.<sup>111</sup>

UMass Amherst sends the most students abroad among the undergraduate campuses, but they are also the largest campus with 25,593 undergraduate and graduate students.<sup>112</sup> In 2006, 4.5 percent of UMass Amherst students studied abroad. 30 percent of these students were in Humanities and Fine Arts, 27 percent were in Social and Behavioral Sciences, 15 percent were in the School of Management, and 8

<sup>111</sup> Interview email with Mick Godkin, Director of International Programs at UMass Medical School. February 28, 2008.

<sup>112</sup> About UMass Amherst. <http://umass.edu/umhome/about/> (March 18, 2008)

percent in Natural Sciences and Mathematics. There was very little participation from Nursing, Public Health, Education, or Engineering.<sup>113</sup>

Table 4.3- UMass Amherst Study Abroad- Duration

<b>Data from Frank Hugus, Director of International Programs, UMA</b>	<b>2005 - 06</b>	<b>2004 - 05</b>	<b>2003-04</b>
<b>Total UMA Students in UMA Programs</b>	<b>752</b>	<b>824</b>	<b>617</b>
Academic year	77	78	78
Semester	386	458	302
Summer	189	156	173
Short Term (Winter & Spring Break)	100	132	64
<b>UMA Students in Non UMA Programs</b>	<b>271</b>	<b>201</b>	<b>246</b>
<b>Non UMA Students in UMA Programs</b>	<b>139</b>	<b>87</b>	<b>138</b>
<b>Total # of Students (Through IPO)</b>	<b>1162</b>	<b>1112</b>	<b>1001</b>

The most common destination countries were Spain, the United Kingdom, Italy, Australia (all with over 100 participants every year) and Japan, France, Germany, Ireland (each with between 20 and 50 students per year).<sup>114</sup>

At the other three undergraduate campuses only 1 percent of students study abroad.<sup>115</sup> Factors contributing to the low numbers include first, the small amount of staff time focused on the promotion of these programs. Second, these campuses have a far greater number of commuter students working their way through school. And third, there is a large population of first-generation college students among whom the notion of studying abroad is not well-established. With increased funding for international offices and the provision of scholarships for students to cover things such as airfare, the number of students studying abroad would likely rise.

<sup>113</sup> Interview email with Frank Hugus, Associate Provost and Director of International Programs at UMass Amherst. November 11, 2007.

<sup>114</sup> Interview email with Frank Hugus, Associate Provost and Director of International Programs at UMass Amherst. November 11, 2007.

<sup>115</sup> Interview with Kristen Rhyner, Coordinator of Academic Advising, Centers for Learning at UMass Lowell. December 12, 2006.

**Departure City: *University of Massachusetts Lowell***

Lowell has no formal international programs office or budget for program development. The Coordinator for Academic Advising in the Centers for Learning oversees its study abroad activities. The lack of staff and resources adversely affects the numbers of students who even consider the option of study abroad activities.

In 2003 Lowell employed a full time administrator who had a graduate student assistant and three undergraduate work study students to help out. In the spring of 2004, another part-time administrator was added to the team and the number of students studying abroad reached twenty-three. At the end of the academic year the full-time position was eliminated and the part-time person left on maternity leave. For 2004-2005 student participation dropped to sixteen. When the part-time member became full-time in the fall of 2005, she made a concentrated push for the advancement of study abroad and the number of students climbed to twenty-four for 2005-2006, twenty-seven for 2006-2007 and thirty-eight for 2007-2008. The 2007-2008 numbers are the result of an effort on many different levels and are expected to increase next year again. This three-fold increase over the 2004 numbers demonstrates the impact of dedicated resources.<sup>116</sup> However, for next year there are no funds budgeted to market, advertise, and oversee the increasing number of programs that faculty members want to create, nor is there funding for students who want to participate. Figure 4.5 below shows the increasing trend of students at UMass

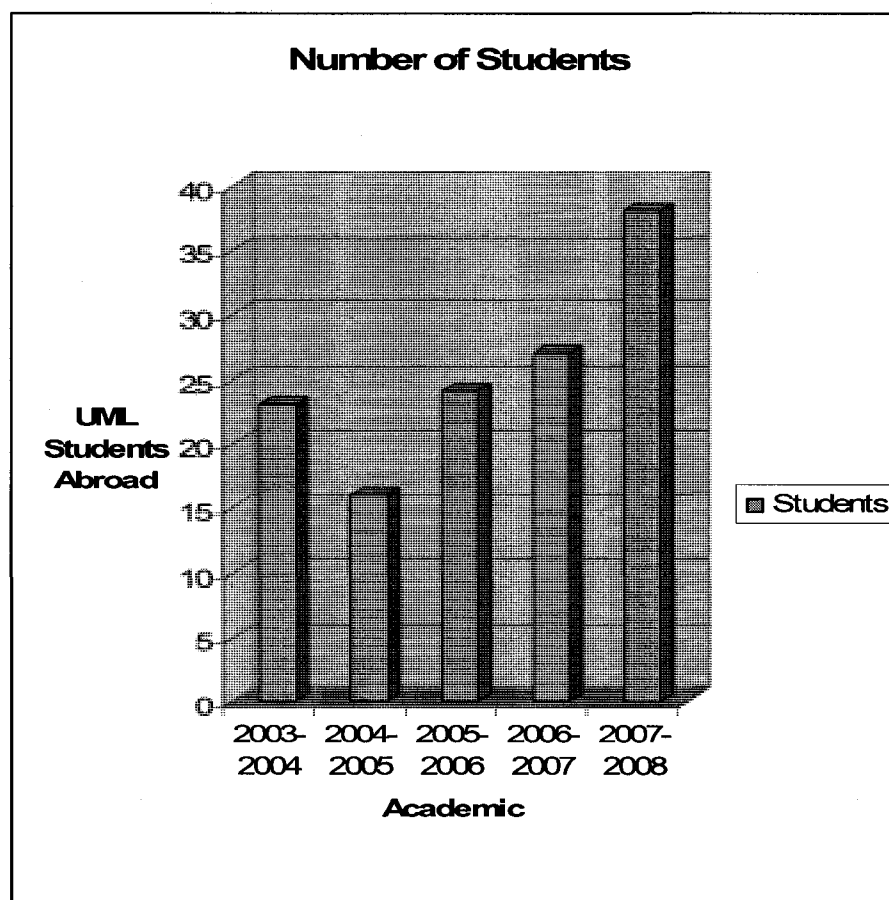
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<sup>116</sup> Interview with Kristen Rhyner, Coordinator of Academic Advising, Centers for Learning, University of Massachusetts, Lowell. December 12, 2006.



Lowell taking part in study abroad programs, with the exception of 2004-2005 when there was a decrease in the staff focused on these efforts.

Figure 4.5- UMass Lowell- Numbers of Study Abroad Students 2003-2008



It appears that international education's success is contingent on active faculty and the administration's participation in setting up study programs. The more the faculty members are engaged, the more students participate in the programs.<sup>117</sup> Professors provide persistence and stability to the promotion of these initiatives.

<sup>117</sup> Interview with Keith Dorwick, Professor and Director of Study Abroad. University of Louisiana, Lafayette. March 3, 2008.

However, this is not an independent phenomenon; sufficient resources need to be allocated in order for these initiatives to be sustained.

UMass Lowell is currently working on a compilation of existing scholarships and grants for study abroad students, in order to couple more resources with the increased interest in international education exploration. In the fall semester of 2007, International Programs advisor Kristen Rhyner met with over 40 students interested in studying abroad and had over 200 students attend a study abroad fair held in the student center.<sup>118</sup> Due to staffing constraints, this kind of program exposure for students still relies heavily upon outside agency offerings, rather than internal exchanges or faculty led programs. The drawbacks to this situation are embedded in the problems students have receiving course credits for study abroad activities that do not mesh well with the UMass Lowell curriculum.<sup>119</sup>

At UMass Lowell several faculty members have initiated study abroad activities linked to their research activities. Regional Economic and Social Development professor Chris Tilly is actively engaged in research in Mexico and has many relationships with universities there. Several UMass Lowell students have spent a semester studying there as a result. Despite the lack of support structures on campus a few things make this possible. Professor Tilly secured the partnerships himself and has maintains an active research agenda in there, which allows him to send research assistants to Mexico.<sup>120</sup> This relationship also resulted in the exchange of Mexican students to UMass Lowell. The exchange is based on a one-to-one ratio,

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<sup>118</sup> Interview with Kristen Rhyner, Coordinator of Academic Advising, Centers for Learning at UMass Lowell. March 2008.

<sup>119</sup> On my own international experience in China, even though I was walked through the process of the program for the university, it was still difficult to obtain credit for the work I did while abroad.

<sup>120</sup> Interview email with Professor Chris Tilly. University of Massachusetts Lowell. March 5, 2008.

where the students pay their home country's university and ideally "swap desks" with the other student.

Professor Tilly noted the specific benefits of these opportunities for students.

The benefits of student exchange *in both directions* are clear. For students going to Mexico, it is an incredible learning experience. Of course, they improve their Spanish, but even more importantly, they learn a lot about the culture, history, and way of life. Our first exchange student was surprised at how much anti-Americanism she encountered among her classmates—disturbing, but very good to understand! Even understanding "simple" things like how Mexicans shop, what is on Mexican TV, how Mexicans relate to their families, how they view migration (which affects just about everybody in Mexico) are very helpful in understanding Mexico's challenges and the economic, social, and political role that the country and its migrants play in the world.

He notes, "Our students also get new academic perspectives—reading materials they would not see at UML, interacting with faculty members who have a different worldview." When it comes to benefits for the Mexican students partaking in the exchange, he describes the added dynamic that takes place in the classroom:

When Mexican students come here, a much larger number of our students and faculty get a (smaller) dose of Mexican reality and perspectives. I will always remember the semester that I had 2 Mexican exchange students and a Danish exchange student in my Foundations (regional economics) class. It made the discussion a lot more interesting. RESD students have socialized with Mexican exchange students and in some cases have formed lasting friendships that have led to further visits in both directions.<sup>121</sup>

Regional Economic and Social Development student Amanda Enrico participated in this exchange during the spring 2008 semester. She describes the direct immersion, experiential learning experience program as non-traditional as and significantly more challenging than other agency - or university - structured exchange programs. From January 2008 through May 2008, she will live in Mexico, take

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<sup>121</sup> Interview email with Professor Chris Tilly. University of Massachusetts Lowell. March 5, 2008.

classes, and conduct her thesis. She is forced to communicate in a foreign language without dependency on other native English-speaking exchange students. She says “Here, I am in it alone and surrounded constantly by another language that I am not so sure I am that good in.” She added, “I think without a doubt, it is the natural evolution of my time abroad that I would take a step towards something a bit more difficult and foreign to me.”<sup>122</sup>

Faculty members are a vital part of setting-up these programs through their particular research interests. With student support structures in place to secure housing, flights, insurance and promotion, many more students would have access to these types of opportunities. , UMass Lowell recently established an International Task Force to determine the potential of these individual faculty efforts.

Another example of a model program initiated out of the ingenuity, passion and humanitarian interests of faculty is UMass Lowell Professor John Duffy’s Village Empowerment Peru Project. “The Village Empowerment Project began in 1997 with an exploratory visit to remote Peruvian villages to investigate what such communities may need and what students may learn.”<sup>123</sup> It then flourished to provide solar power for water, electricity, medical needs and jobs to impoverished villages in Peru. It also taught students about the implications of humanitarian outreach and technology implementation; a reciprocally beneficial relationship. Promotion, guidance and inspiration led to funding and awards to increase the program’s sustainability. It has provided service learning in an international capacity, economic development

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<sup>122</sup> Interview email with Amanda Enrico. Regional Economic and Social Development, Graduate Student. University of Massachusetts Lowell. March 3, 2008.

<sup>123</sup> Village Empowerment- Peru Project. University of Massachusetts.  
<http://energy.caeds.eng.uml.edu/peru-07/Overview3.htm> (March 18, 2008)

initiatives, job creation, and helped to inspire to over 100 students and 35 villages in the past ten years. What is unique and valuable about this project is the careful clarity with which it was thought out. The statement supports its objective, "If this becomes simply a line of "charity" flowing from the United States to Peru, we've failed to meet our goal."<sup>124</sup> Currently, there are nearly a dozen requests from Peruvian villages for future trips, projects and learning opportunities.

In these two examples (Mexico and Peru), not only do students travel to another country, but they research, implement, train and acquire knowledge about the implications change has on society, as well as the benefits of such interdependence between nations. At the same time, they receive academic credit and further their college education. However, both programs are run through the efforts of their respective lead faculty members and available to a limited number of students due to lack of university support structures such as administrative support and communication modes. UMass Lowell lacks an office to so much as track these faculty international collaborations.<sup>125</sup>

In a survey I conducted in the fall of 2007 a large number of students were interested in studying abroad. The survey included 58 students in three liberal arts classes. General education courses were used to encompass a variety of students and academic majors. Twenty-eight males and 30 females completed the survey. There was 1 freshman, 14 sophomores, 20 juniors, 21 seniors, 1 graduate students and 1 not sure of their status.

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<sup>124</sup> Village Empowerment- Peru Project. University of Massachusetts.  
<http://energy.caeds.eng.uml.edu/peru-07/Overview3.htm> (March 18, 2008)

<sup>125</sup> Report of the Transformation Team on International Exchange and Collaboration. University of Massachusetts Lowell. Final Report. July 19, 2006.

Sixty-nine percent of surveyed students answered yes to the question: "Have you ever thought about studying abroad?" The survey asked questions about the type of program that interested them, the country where they would like to study, and possible obstacles preventing them from studying abroad. All students surveyed who already studied abroad (3 percent) had indicated they would do so again and would recommend it to others.

Figure 4.6- UMass Lowell- Interest in Studying Abroad 2007

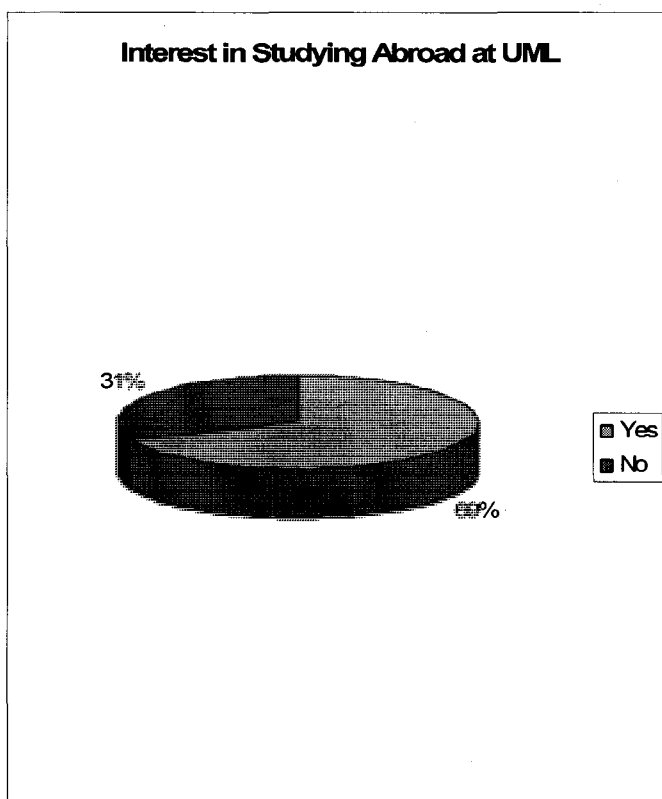


Figure 4.7- UMass Lowell- Where Students Want to Travel 2007

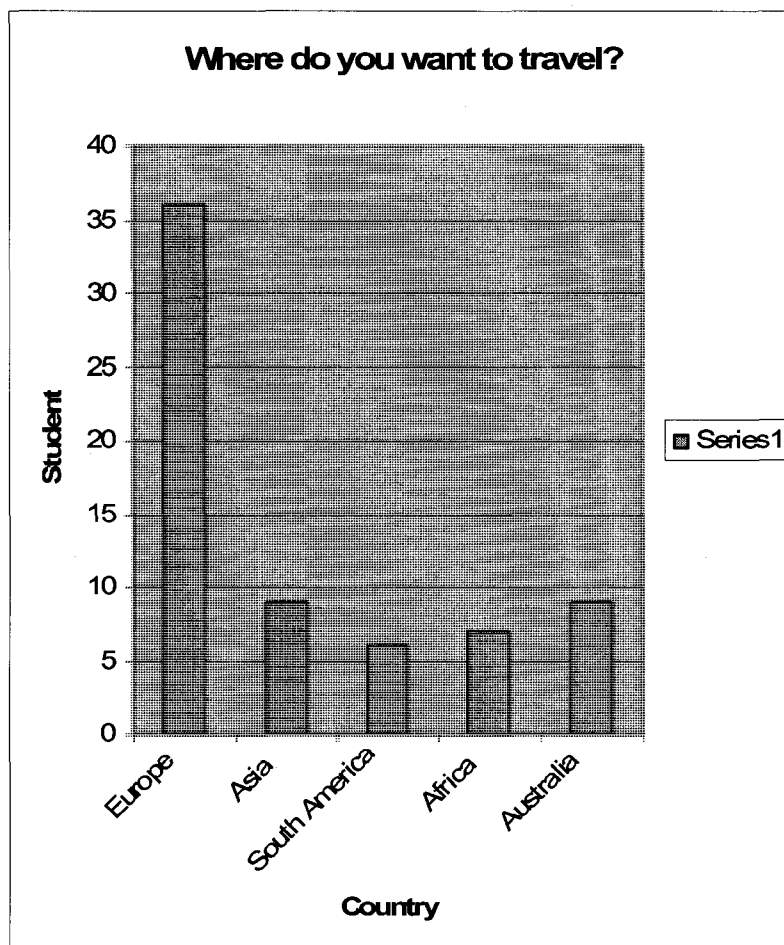
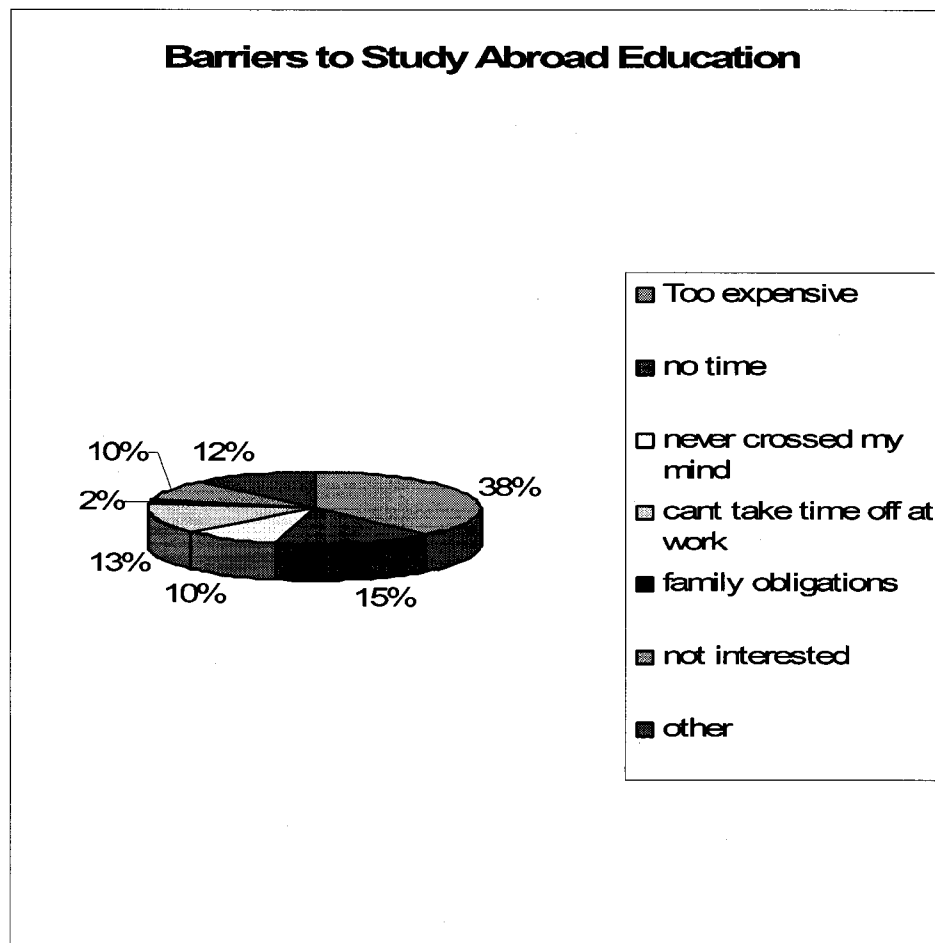


Figure 4.8 (below) depicts the barriers those students who expressed interest believe hinder their participation. The barriers to study abroad for students at UMass Lowell in order of importance were: (1) Too expensive; (2) no time; (3) can't take time off at work; (4) other; (5) not interested; (6) never crossed my mind; and (7) family obligations. Increased financial aid, scholarships and grants could stimulate an increase in the numbers of students involved in study abroad activities.

Figure 4.8- UMass Lowell- Barriers to Study Abroad- Survey 2007



According to John Sunnygard of the University of Texas, sometimes students do not realize that particular study abroad experiences may be less expensive than their in-house tuition costs. For example, the Hessen summer program at UMass charges the students an \$800 program fee.<sup>126</sup> They are responsible for their own

<sup>126</sup> Interview email with Kristen Rhyner, Director of Centers for Learning. University of Massachusetts, Lowell. October 10, 2007.



airfare; however the program awards students 9 credits when they return, credits that would normally cost nearly \$10,000.<sup>127</sup>

### **Snapshot: *UMass Summary***

The University of Massachusetts is positioned to be a major player in the global economy, however, the area of international relations must be realized, conceptualized and implemented to support international initiatives and promote global learning. From its inception, the University of Massachusetts has been involved with international partners and has seen the benefits of these relationships. One example was the Japanese teacher exchange summer program, which has since flourished into a number of new initiatives, including a recent grant secured by the university to promote the judicial learning process for Chinese judges in conjunction with UMass and the American Bar Association.

President of the University of Massachusetts, Jack Wilson states in his *Welcome* on the International Relations webpage that “International collaborations are underway on all five campuses of the University of Massachusetts and we continue expanding the international experiences available to our students and faculty.”<sup>128</sup> To publicize and promote increased participation and innovation in international education programs, each campus has taken on various initiatives. UMass Dartmouth hired a Director of International Programs, UMass Amherst hired

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<sup>127</sup> *Tuition and Fee Information*. UMass Lowell. <http://continuinged.uml.edu/general/tuition.htm> (March 18, 2008)

<sup>128</sup> Message from the President. International Relations. University of Massachusetts. [http://www.massachusetts.edu/international/message\\_president.html](http://www.massachusetts.edu/international/message_president.html) (March 18, 2008)

a Director of Education Abroad within their International Programs Office, and UMass Lowell set up an International Transformation Team in 2007 that conducted an evaluation of the current situation on campus and made recommendations to the administration for ways to improve the global learning environment.

This continued momentum, partnered with supportive resources, will position not only the institution, but its individual students, faculty and staff to be contributors to the world's advancement. Vice President Williams states that this shift is necessary and vital for the University's continued success. "UMass needs to accomplish a profile in international service, research and scholarship."<sup>129</sup> As discussed earlier, global education and experiential learning allow students to see the interconnectedness of other societies. In turn, employers have a more globally aware population of employees. This allows corporations to function more efficiently, with a decreased amount of cultural barriers, and also allows American graduates to compete in the global market. The University of Massachusetts is positioned to continue this process with a few controlled and systematic improvements, and with the embodiment of a global mission.

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<sup>129</sup> Williams, Marcellette. Executive Vice President of Academic Affairs, Student Affairs and International Relations. "Internationalizing the University". Emailed to author April 15, 2008.

## Chapter 5

### Peer and Aspirant University Comparisons

*“We have ignored cultural literacy in thinking about education. We ignore the air we breathe until it is thin or foul. Cultural literacy is the oxygen of social intercourse.”*

- E. D. Hirsch, Jr.

In previous chapters the national trends in international education were discussed as was the current situation at the University of Massachusetts pertaining to the support of international programs. In this chapter I examine how international education efforts are managed at leading public universities and among some of UMass Lowell’s peer institutions in order to benchmark and improve the efforts at Lowell. The peer university comparison will help to determine what reasonable goals might be set in the establishment of study abroad efforts. To elaborate on program options this chapter examines the situation at two public universities with highly regarded study abroad efforts—the University of Delaware and the University of Texas, Austin.

### **Travel Companions: *UMass Lowell's Peer Universities***

The University of Massachusetts Lowell has several Carnegie-designated peer universities to compare itself to when analyzing such things as student retention rates, financial aid and curriculum matters. With regard to international programs, two peer universities, the University of Louisiana Lafayette and Wichita State University were considered. The three public institutions each have between 10,000 and 16,000 undergraduate and graduate students. At all three less than 1 percent of students study abroad. However, when their international education programs were examined one stood above the rest with its more innovative, non-traditional, and up-and-coming study abroad program.

#### ***Wichita State University***

Wichita State University (WSU) has made more program development progress than UMass Lowell. In an email correspondence with Ann Burger, Interim Study Abroad Coordinator at WSU, I learned that Wichita State has an established Office of International Education, which includes international student services, study abroad counseling, faculty and staff resources, alumni links and global events information. The office, staffed with over 15 administrators and assistants, functions with the help of 20 international students and 5 undergraduate students.<sup>130</sup> Burger did not disclose the program's budget. Her office has established 15 exchange agreements and supports an additional 20 faculty-led programs without the support of

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<sup>130</sup> Interview email with Ann Burger, Interim Study Abroad Coordinator, Wichita State University.

any outside agencies.

Wichita State's Office of International Education has a comprehensive website that describes all of its support services, including admission help for undergraduate international students, an Intensive English Language Center with TOEFL preparation, counseling and advising, federal immigration compliance regulations, study abroad activities, international student activities, contact with international alumni, international professional development for faculty and staff, and official links with colleges and universities overseas.<sup>131</sup> They also promote events and study abroad fairs online.

The demographics of Wichita's study abroad program are similar to UMass Lowell, with the exception of participation in agency programs. Students are interested in similar countries: the top five countries students travel to are the United Kingdom, Sweden, Austria, New Zealand, Australia, and Mexico. The top four majors of students abroad: Business, Spanish, Liberal Arts and Sciences, with which the reasoning is evident through topic and degree requirements. However, their business school comprises a Center for International Business Advancement, and international business majors have a required Introduction to International Business course with international topic material and international experts' presentations.

Furthermore, the business school MBA program embodies an international work-team experience between WSU and the Berlin School of Economics in Berlin, Germany. (As a side note: This would bring a key time to bring up the issue of similar statistics and bigger budgets. Even though Wichita State has a larger budget

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<sup>131</sup> Office of International Education. Wichita State University.  
<http://webs.wichita.edu/?u=international&p=/index>

for study abroad than UMass Lowell, they each send about 1 percent of their students abroad. The variable is the type of programs the students participate in. Due to staffing issues, UMass Lowell students are subjected to choosing from mostly agency-sponsored programs, which are more costly. WSU students are able to choose from a variety of faculty developed programs that fit in with their curriculum. UMass Lowell students are then entitled to fill out more paperwork and pay a steeper program fee. The staffing constraints are what limit these possibilities for UMass Lowell students. Kristen Rhyner, the coordinator for study abroad stated that she would love to work with faculty on the development of international programs; she just does not have the resources to do so. This severely limits student options and faculty initiatives.

The Boeing Company provided WSU with an endowment for a Distinguished Professorship in Global Learning and included funds for an associated program of “globalizing” the curriculum; this Global Learning Program, which began in 2001, supplements funding through small seed grants to promote globalization through enabling students to interact with people in other countries. There are a series of different programs in education, music, engineering, business, humanities, social sciences, and nursing to aid in multi-cultural perspectives and international collaborative efforts. In 2004, this initiative fed into a technology push to help with communicative tools such as “Blackboard” and Internet-based videoconferencing to help with Global Learning programs:

An example of a global learning project at WSU is a women’s studies course on Women and the Middle East. The faculty instructor conducted two videoconferences with her WSU students and Palestinian students at Birzeit

University in the Ramallah area in the West Bank, in spring 2004. The videoconferences were designed to give WSU students direct contact with Palestinian women. WSU students prepared questions for both sessions, based on their course reading that Arab and Muslim women of the Middle East are presented in stereotypical ways in the commentary of Western politicians and mass media. Students' ability to see Palestinian women in their West Bank environment and to ask questions in real-time enlivened the text the WSU students read and increased their ability to critically analyze popular-culture media representations.<sup>132</sup>

The office helps departments locate funding and brainstorm how to globalize the campus in other ways. The Department of Engineering has an International Mentor Program where people and industrial companies are added to a list of sponsors such as a Russian partner, Progress-tech, a Moscow-based engineering company where they are enlisted to teach students how to solve applied learning problems.<sup>133</sup> Their library also hosts many e-sources from international publishers. For international students, 50 language classes of all levels are taught daily to help students acclimate to life in the U.S. The College of Fine Arts internationalizes by hosting a number of multi-cultural events and sending faculty and students abroad for a number of initiatives including performances by dance students and faculty in the country of China; lectures by art history faculty in South Africa, London, and the Netherlands; book publications; national and international presentations by piano pedagogy and music education faculty members.<sup>134</sup>

These initiatives are possible through a comprehensive global perspective embraced by the entire campus. Departments from engineering to arts to women's studies use the International Education Office as well as the Global Learning program as resources and motivation to create dynamic international components and to

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<sup>132</sup> Wichita State University Self-Study. <http://webs.wichita.edu/dt/selfstudy/SelfStudyWichitaState.pdf>

<sup>133</sup> Wichita State University Self-Study. <http://webs.wichita.edu/dt/selfstudy/SelfStudyWichitaState.pdf>

<sup>134</sup> Wichita State University Self-Study. <http://webs.wichita.edu/dt/selfstudy/SelfStudyWichitaState.pdf>

encourage students to engage in an international experience. This is similar to the perspective the University of Louisiana has, although their study abroad office is run slightly differently.

### *University of Louisiana, Lafayette*

The University of Louisiana has a much smaller and disconnected international office, similar to UMass Lowell. They are in the middle of a transition and in the next few years expect to have the international student office, faculty resources and study abroad program rolled into one “International Affairs Office”. At the moment, there is one professor who is the director of study abroad, and he has one administrative assistant where they help faculty members coordinate international programs.

The University of Louisiana has 16,000 undergraduate and graduate students and will send about 100 students abroad in 2007/2008. However, just like Wichita State, these are not your traditional agency-sponsored study abroad programs. In 1974, under the presidency of Dr. Ray Authement,<sup>135</sup> the university transitioned from a teaching to a research-teaching university and began sending students who had never flown before to other countries, but they also realized how expensive the agency-sponsored programs were for their working-class students. They had an active faculty base and began creating a norm of faculty-initiated, unique programs

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<sup>135</sup> University History. *University of Louisiana, Lafayette*.  
<http://www.louisiana.edu/AboutUs/History/General.shtml> (March 10, 2008)



that are mostly 6-weeks long.<sup>136</sup> Currently, they send students to Paris, Florence, Mexico City, and London and are trying to add Quebec City.

In order to create an international program, there must be support from the program sponsors for the course. A professor must initiate interest and bring at least one other faculty member on as a sponsor, and then the study abroad office director, Keith Dorwick, works with them to develop programs. The programs must be what they deem to be academically rigorous, but not research-intensive, because they feel the student should be out engaging in the culture – not writing in the library.

Due to budgetary issues and staffing shortages, the faculty member is primarily responsible for housing, but the office helps with some logistics. The study abroad office does help collect a \$6000 stipend (which pays program and faculty expenses) from the students who apply. The airfare situation depends on the program. In the past, they used a travel agency, but found it to be significantly more expensive. Previously, the agency would give them a group package, in which the university could swap names, but not change the number of passengers. Even though some parents supported this option - students were paying significantly more over market price. The 2007 London Program allowed students to book airfare themselves through online providers, and in an effort to provide peace of mind for parents, published the flight of choice. Knowing this was an option pacified parents.<sup>137</sup>

The involvement in these programs relied heavily on the promotion done by the faculty member or graduate students who will be the instructors while the students

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<sup>136</sup> Interview with Keith Dorwick, Professor and Director of Study Abroad. University of Louisiana, Lafayette. March 3, 2008.

<sup>137</sup> Interview with Keith Dorwick, Professor and Director of Study Abroad. University of Louisiana, Lafayette. March 3, 2008.

are abroad. Due to the small study abroad office, there is only a minimal amount of marketing they are able to perform, including a study abroad fair, the limited website, and the hanging of some posters. An example of the faculty dependency can be seen in the Nursing department, where one might assume a low turn-out. There is a very active and energetic faculty member hosting an international program, who has recruited a large number of nursing students to study abroad. The architectural department also has a required international component, which increased student numbers who have an international experience.

Some things do need to be addressed, including staffing and reporting issues. Currently, with one administrator who is also a professor, resources are stretched as the number of students interested in going abroad rises. The reporting issues stem from the historic development through Liberal Arts faculty members. Right now, faculty members create the program, work with the study abroad director and report to the Dean of Liberal Arts for approval.<sup>138</sup> However, as engineering and health sciences begin to develop their own programs through their own faculty members, it is inappropriate to have a Dean of Engineering ask the Dean of Liberal Arts to approve a faculty program.

With new leadership and the creation of an International Affairs office strategic plan, the structure-change would involve a hierarchical change, where the International Affairs office's final approval process would report to a Vice President of Academic Affairs, regardless of the discipline. The new office will also include study abroad, international students, and faculty research. A holistic approach seems

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<sup>138</sup> Interview with Keith Dorwick, Professor and Director of Study Abroad. University of Louisiana, Lafayette. March 3, 2008.

to be the trend when it comes to establishing an international office- an approach that includes all aspects of globalizing a campus, which is also evident in the public university model of international relations office at University of Delaware.

**Best Practices: *Model Public Universities- The University of Delaware and The University of Texas, Austin***

***University of Delaware***

The University of Delaware (UD) is a large, state-assisted, privately governed university with over 16,000 undergraduate and 3,000 graduate students. It is an ‘elder’ university in the realm of “land-grant, sea-grant, space-grant, and urban-grant” institutions.<sup>139</sup> The University’s history leads to its mission to include the total acceptance of the free inquiry and creative learning of diverse populations. This, in turn, is demonstrated by its focus on international learning and it being named the only public institution among the top 20 doctoral/research institutions in the country for undergraduate participation in study abroad. It has earned its place among the trend setters for global education.<sup>140</sup>

In its *Open Doors 2007 Report* the Institute of International Education (IIE) ranked the University of Delaware one of the top four doctoral/research institutions nationwide for short-term study abroad programs, which are piquing increased interest from student across the United States for their flexibility, effectiveness and convenience. Their provost Dan Rich stated, “A UD education must prepare our

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<sup>139</sup> About UD. *University of Delaware*. <http://www.udel.edu/main/aboutud.html>

<sup>140</sup> Mbugua, Martin. UD again tops public institutions in study abroad programs. *U Daily*. November 12, 2007. <http://www.udel.edu/PR/UDaily/2008/nov/iew111207.html>

students as citizens, scholars and leaders in an increasingly global community, and study abroad is a critical facet of that preparation.”<sup>141</sup>

The University of Delaware has established a Center for International Studies. This is a centralized location for international initiatives. The Center reports that almost 42 percent of UD students will participate in at least one study abroad program before they graduate. A large factor in this growth is the creativity and dedication of the faculty member involved. In an interview with the director of the Center for International Studies, it was revealed that most of the study abroad programs are created and run by faculty members.<sup>142</sup> Lesa Griffiths is a professor who was selected to be the director of the Center for International Studies. What makes this office successful is the holistic approach to international education, including international students, study abroad, faculty research and support, as well as creative approaches to program development.

The anatomy of the center over the past five years has undergone a transformation. It began out of the consolidation of several offices including the office for study abroad, the center for international studies, and the grants office. There had been no central place to go for international information, nor was there a campus-wide international study effort. The Provost created the new center with a mission to send US students abroad - loosely called “international projects”, and a companion mission to increase the numbers of international students studying at Delaware. Initially, International Student Services were kept separate.

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<sup>141</sup> UD again tops public institutions in study abroad programs. *UDaily*. November 12, 2007. <http://www.udel.edu/PR/UDaily/2008/nov/iew111207.html>

<sup>142</sup> Interview with Lesa Griffiths. Director of the Center for International Studies. University of Delaware. November 27, 2007.

The Center for International Studies funded through the consolidation of the previous office budgets and sustained through grants and contracts, became the depository for all institutional agreements utilizing online generic templates. It also managed all international contracts and grants and developed a searchable website with international projects similar to the one under construction at the UMass president's office. Thus far success has been a direct result of the focused effort. Everyone on campus knows where international issues are handled. Incoming student issues go to one office, outgoing U.S. student issues go to the Center. When faculty members have program ideas they go to the Center. The academic content of study abroad programs remains in the academic departments, with the Center offering administrative support. Faculty members go to them with requests, comments, and suggestions; if faculty members aren't interested, the idea dies.

Since programs are developed through grants, the center searches for sources of funding that match academic areas of interest and then encourage faculty members to apply for the dollars. When a grant is secured the funds help to cover the costs of infrastructure for the program. The Center of International Studies receives a portion of the grant, depending on how involved they are in the program's development and direction. There is a new president with a mission to increase global efforts. Included in the president's new strategic plan, the Center may change to include the international student component, student advising services as well as an increased number of staff members to help with the volume and expansion.

The University of Delaware uses a similar type of program development as the University of Louisiana, but Delaware they provides extensive support services

for faculty regarding logistics, billing, and paperwork for study abroad activities.

Under the management of former professor Lesa Griffith the office takes a holistic approach to program creation. Delaware needed someone who could bring people together in an interdisciplinary manner, with no agenda and an awareness of the importance of global perspectives when teaching and conducting research.<sup>143</sup>

Professionals experienced with the tools of the trade run many study abroad offices, including those at UMass, but who do not understand faculty issues. Yet, there are more and more cases of faculty members being heavily involved in international education, sometimes even directing an international education center.

John Battenburg, the director of the International Education and Programs Office at California Polytechnic State University, was a faculty member who felt he had “the best job in the world”.<sup>144</sup> He has since changed his philosophy because of the way promoting international education touched his life. Seeing how such experiences transform lives, he is able to facilitate that process by linking academics and travel. The UD Center for International Studies addresses both of these conundrums as well. They have staff members familiar with agency programs and a tenured faculty member engaged in international promotion manages them. Yet, they are purely administrative, with no faculty members or courses designated for their office. The sixteen staff members are engaged in grant writing, financial issues, and faculty support and website technology. As a result, the program offers tailor-made programs that are cost-effective and convenient. This faculty support feature is

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<sup>143</sup> Interview with Lesa Griffith. Director of the Center for International Studies. University of Delaware. November 27, 2007.

<sup>144</sup> Battenburg, John D (2008). Beyond 'That Travel Thing'. *International Educator*, 17(1), 61,63. Retrieved March 27, 2008, from Wilson Education Abstracts database. (Document ID: 1417774581).

imperative to the promotion of international education. The professors are the ones in the classroom dealing with the students and understanding what would compliment the curriculum; however, they do not have time to deal with the mundane but necessary logistics that accompany study abroad.<sup>145</sup> This is where Lesa Griffith and the Center come into play.

Lesla Griffith is in the office to utilize “out-of-the-box thinking and risk-taking” when it comes to program development.<sup>146</sup> In my interview, Griffith discussed how she tries to focus the faculty members on what is beneficial for the students and the global mission beyond the usual “turf wars” and “personal agendas.” The Center is a place for creative international program development. One example is formulating an international project or course to help understand cultures. Women in sports abroad, for example brings you coaching, culture and conflict resolution.

Most students are involved in one-month programs facilitated by the University’s academic calendar: the spring semester does not begin until mid-February. This leaves space for a large winter session and sufficient time for a short study abroad experience. Seventy-five percent of those students who go abroad do so during winter intersession. This accommodates students needs in a number of different ways; friends at other schools are already back on campus, they receive credit, and students with rigid curriculums, such as engineers, are able to make progress while abroad by taking required courses tailored for international study.<sup>147</sup>

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<sup>145</sup> Interview with Lesa Griffith. Director of the Center for International Studies. University of Delaware. November 27, 2007.

<sup>146</sup> Interview with Lesa Griffith. Director of the Center for International Studies. University of Delaware. November 27, 2007.

<sup>147</sup> Interview with Lesa Griffith. Director of the Center for International Studies. University of Delaware. November 27, 2007.

They also have a large number of scholarships to award to students including a \$375,000 endowment awarded in June 2007.

Included in Griffith's risk philosophy is the promotion of programs with faculty and freshman and sophomore students; 300 students will go abroad in 2007-08 this way. Starting study abroad early for students makes it possible for them to have two or three experiences rather than a single experience as a junior or senior. Typical destinations include Italy, Australia, New Zealand, England, South America and Granada, Spain, and increasingly China.

Delaware promotes these opportunities through newspapers, brochures, posters, websites and faculty members. As a fun marketing tool, they give 100 stuffed animal mascots to students who travel abroad and host a student photo contest, asking students to take the mascot's picture while abroad; this allows student creativity, follow-up and help in program promotion. According to Griffith, to help with advertising the university allows them to utilize student internship requirements as positions in their office. "Counseling and Development" major students have to do full-year internships as part of their degree so that over the past four years, they have interned in the Center. Two graduate students work with the program as well.

The Center's mission is to streamline faculty efforts for out-of-the-box creative program development funded by grants and supported by the efficient use of campus academic and internship requirements. The emphasis on academic department-run study abroad programs works because of this logistical support. There is also buy-in across the campus, from the president, to the institution's general education global requirements, to faculty members. To summarize, the Center started



with a limited mission to create study abroad awareness and is now positioned to grow to include international students, advising, and further program creation and advancement.

### *The University of Texas, Austin*

The University of Texas Austin is a leader in internationalizing the American campus. They take globalization to a whole new level to include multi-facets of international education, not just specialized study abroad programs. It is important to conceptualize the whole picture when dealing with globalizing the campus to see where different perspectives and initiatives will fit, and how a holistic approach will prove beneficial for all involved. Texas President William Powers, Jr. states, “When we cross borders to learn from one another, we break down barriers.” He has expressed the importance of listening “to what other cultures tell us” at this moment in history. “The cross-cultural experience enriches individual lives, instills global competency, and strengthens the entire university community.”<sup>148</sup> First impressions are important in an age of technology. The University of Texas “International Study” website is featured prominently on the university’s homepage. This immediately shows the user its core values. The site contains an online searchable database for study abroad and international research information much like the one developed at the UMass President’s Office.

UT Austin’s International Studies Office includes a study abroad component

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<sup>148</sup> Study Abroad Office. University of Texas, Austin. <http://www.utexas.edu/student/abroad/> (February 21, 2008)

with advising, scholarships, information sessions and international courses; a faculty component consisting of grant opportunities, exchange policies, and teaching abroad opportunities; an academic site that helps globalize the curriculum; and a research component to help centralize information about current international initiatives and provide outlets for future collaboration.

The study abroad component is known as the Center for Global Education Opportunities.<sup>149</sup> John Sunnnygard, director of the Center at UT, implores people to realize the value of study abroad and the ways in which barriers impeding its acceptance can be overcome.<sup>150</sup> The Center is staffed with 11 administrators ranging from scholarship specialists to program development assistants to general study abroad administrators. In 2007 2,244 out of 37,037 UT Austin students (6 percent) engaged in some type of international education experience.<sup>151</sup> Austin is among the top twenty research institutions in the country sending students abroad. To keep up with these numbers the Center hosts numerous study abroad events and informational meetings, and provides a breadth of opportunities that range across the “type and duration” spectrum:

Some joined our own outstanding slate of UT faculty-led programs. Others participated in programs affiliated with UT organized and run by leading study abroad specialists. Whether they fulfilled a language requirement in Argentina, conducted field research in Kenya, interned at a London bank, or

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<sup>149</sup> The author conducted the initial research and design proposal for the UMass International Relations database and website and used the UT Austin site as a model.

<sup>150</sup> Wells, J.J. “U.S. House passes Study Abroad bill. New foundation would provide millions to reduce costs for students going abroad.” *The Daily Texan*.

<http://www.dailytexanonline.com/home/index.cfm?event=displayArticle> (June 12, 2007)

<sup>151</sup> Open Doors 2007 Report

critiqued literature at the Sorbonne, virtually all UT Austin students agree that their experience abroad was a highlight of their academic career.<sup>152</sup>

UT Austin's programs can be grouped into four study abroad categories. The first type is UT exchange programs which consist of a direct relationship with another university and are "full immersion" programs. The second are programs which consist of faculty-led summer courses. Then there are UT affiliated programs run by other universities or organizations that are approved for UT credit.<sup>153</sup> The fourth category is non-UT Programs which students may participate in on their own. Included in the spectrum of program types, UT hosts a "Maymester" abroad which has proven to be popular with those students who have rigorous curriculum requirements such as engineering and bio-medical majors, as well as with minority students.<sup>154</sup> They have developed co-op global experiences and have established a partnership with American Airlines for ticket voucher scholarships.

To increase their internationalization efforts and focus on a globalized curriculum, there are a number of centers on campus aimed at promoting educational awareness: The Teresa Lozano Long Institute of Latin American Studies; The South Asia Institute; The Center for East Asian Studies; The Center for Middle Eastern Studies; The Center for African & African American Studies; The Center for Russian, East European and Eurasian Studies; The Edward A. Clark Center for Australian and New Zealand Studies; and their newest, the Center for European Studies. These Centers are then coupled with multi-cultural events, international co-ops, service

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<sup>152</sup> Study Abroad Office. University of Texas, Austin. <http://www.utexas.edu/student/abroad/> (February 21, 2008)

<sup>153</sup> Sunnygard, John. Study Abroad Report. University of Texas Austin <http://www.utexas.edu/international/annualrepts/cgeorept07.pdf> (March 13, 2008)

<sup>154</sup> Sunnygard, John. Study Abroad Report. University of Texas Austin <http://www.utexas.edu/international/annualrepts/cgeorept07.pdf> (March 13, 2008)

learning, and various study abroad programs to make UT Austin a leading university in the realm of internationalization.

### **Best Way to Get There: *Comparison Conclusion***

Whatever the vehicle, international education is as important as it was during WWII, the Cold War and especially now after 9/11. “Despite 9/11, study abroad participation in 2002-2003 grew by 8.5 percent over the previous year (*Open Doors 2003, 2003*).”<sup>155</sup> The economic imperative is evident in many different mediums. John Arcairo, a senior vice president of a major consulting and management firm, recently told Kiplinger’s Business Forecasts that “really qualified workers who are comfortable working across cultures are always in short supply,” therefore this increase in international education is a welcomed trend in higher education. The University of Delaware and the University of Texas take this to heart and embed study abroad and international education in to their respective schools core missions. Students, faculty, and staff are encouraged to take seriously the idea that a well rounded education requires a far greater awareness of the cultures, religions, business styles, and political systems in the world. Both universities are exemplary in the ways they have coordinated resources and engaged their faculties in the development of study abroad activities. As a result both universities are able to prepare their students for success in the interconnected global economy and in the increasingly diverse United States.

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<sup>155</sup> Spiering, Kerri and Shari Erickson. “Study Abroad as Innovation: Applying the Diffusion Model to International Education,” *International Education Journal*, 2006, 7(3), 314-322. ISSN 1443-1475 © 2006 Shannon Research Press. <http://iej.com.au>

Chapter 6  
Recommendations for an International Relations Office at the  
University of Massachusetts Lowell

*“What nations don’t know can hurt them. The stakes involved in study abroad are that simple, that straightforward, and that important. For their own future and that of the nation, college graduates today must be internationally competent.”*

-The Lincoln Commission

**Bienvenidos: Introduction**

In this concluding chapter I reiterate the importance of the role international education plays in the economy and how universities have adapted it into their curriculum and campus culture.

In 2000, the American Council on Education (ACE) and the Arts & Science Group conducted a study that reported increased interest of college-bound high school students in study abroad and other international dimensions of learning.<sup>156</sup>

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<sup>156</sup> College-Bound Students’ Interests in Study Abroad and Other International Learning Activities. American Council on Education, Arts & Science Group and the College Board.

National trends suggest that internationalization is inevitable for those universities who want to educate their students to be successful in the global market place. Employers are seeking globally-aware citizens, and the economy needs employees to come from their own country. Higher education is the vehicle to that end. The population is comprised of cultures from all corners of the world, and this is the workforce into which graduates enter. There needs to be a norm developed where one day a student will choose to study Greco-Roman architecture and travel to an excavation site in Greece, enabled by the confidence instilled in her because her mother traveled to Spain on an exchange program when she was in college. The day a young man travels to Iraq to immerse himself in the culture to try and understand why, since he was a young boy, his parents spoke of the tragedy of 9/11 when the floodgates opened and created an irrevocable amount of damage between the Middle East and the United States. When he travels back to the U.S. with a new perspective on cultural awareness, he is able to work at the U.S. Embassy and participate in the government's role in conflict-resolution.

This norm is developing. "Study abroad must not be an island on campus."<sup>157</sup> A holistic approach of inclusion must be formatted in order to create opportunities for students. Through service learning, direct-immersion, and cultural discovery, students are able to learn how they can play a role in the interdependent economies of the world. This could be anything from teaching middle school students geography, to painting modern art in a studio, to volunteering for the Peace Corps after graduation.

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<sup>157</sup> Report of NAFSA's Task Force on Institutional Management of Study Abroad. January 2008. [http://www.nafsa.org/File/final\\_imsa\\_taskforce.pdf](http://www.nafsa.org/File/final_imsa_taskforce.pdf)

All are equally important and equally dependent on knowing your surroundings and being aware of the role you play in them.

The Lincoln Commission on Study Abroad was created with the initiation of the Simon Study Abroad Act to evaluate the international education situation within the United States. In their report, they stated “American higher education is close to a “tipping point” with regard to study abroad. Some of the finest American colleges and universities are making major commitments to this essential element of today’s educational experience.”<sup>158</sup> They are committed to helping send one million students abroad by 2017 with the help of the universities who decide to participate in the program. The numbers are similar to the U.S. State Department’s Fulbright Program. The Commission made this a goal because of the importance they feel international education plays in the nation’s security and economy.

### **What’s Up at UMass Lowell? *Internationalizing the Campus***

UMass Lowell is positioned to enhance the importance of international education beyond their mission statement. Currently, the only mention of “international” is in the following excerpt of the UML Mission Statement: “to enhance the intellectual, personal and cultural development of its students through excellent, affordable educational programs.” Its mention is also only decipherable in the mention of “cultural development”. There is room here for an expansion on the implications of a global community. In order to reach beyond a mission statement

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<sup>158</sup> Global Competence and National Needs: One Million Americans Studying Abroad. Commission on the Abraham Lincoln Study Abroad Fellowship Program. November 2005.

and look to implementation, there must first be a mission statement. Then one can look at how to make the mission tangible.

To do so it will need to create a center along the lines of the ones discussed in the previous chapter in Texas and Delaware. This requires three components: university leadership, enhanced study abroad and international volunteering opportunities, and greater support for faculty-inspired initiatives.

Study abroad at UMass Lowell must be integrated into all aspects of academic life.<sup>159</sup> A centralized location for the coordination of *all* international education efforts is essential at the University. Such a center can eliminate duplication of effort and act more effectively when it comes to tracking down grant opportunities and raising money for faculty programs. An adequately funded center for international education also represents support at the highest levels of the UML administration. Combining budgets with an initial seed-fund for an international student office, study abroad office, grants office, and research budgets allow for the creation of a start-up fund for “internationalizing” the campus.

According to David Larsen and Chad Berry and professor and administrator Lesa Griffith, there must be a centralized locale for international efforts so that the lines of communication actually work. The UMass system has made steps here with the creation of an International Relations website and searchable database, so that people can discover what is being done at UMass and by their colleagues for future collaboration. But, much more needs to be done at UMass Lowell to elevate study abroad by establishing such a centralized office.

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<sup>159</sup> Report of NAFSA’s Task Force on Institutional Management of Study Abroad. January 2008. [http://www.nafsa.org/ /File/ /final\\_imsa\\_taskforce.pdf](http://www.nafsa.org/File/final_imsa_taskforce.pdf) (March 8, 2008)



For example, Professors like John Duffy and Chris Tilly are engaged in important efforts but there is little awareness across the campus for their work. David Larsen notes, “There may be a need to consolidate for efficiency and to avoid duplication of effort; there may be opportunity to broaden or expand something that is going successfully; there may be need to change or even to terminate an activity that has outlived its utility.”<sup>160</sup> The administration holds the key to assess and evaluate activities and programs aimed at globalization. “The successful administration will involve faculty and will share both the responsibility and the credit with them.”<sup>161</sup>

As we saw in Chapter 4, at UMass Lowell’s peer institutions and other successful model universities there is a critically important role that faculty can play in developing programs linked to their research efforts and in encouraging their students to investigate the study abroad options available to them. They are key modifiers in the global equation to produce culturally-aware citizens. Professors at UML are able to influence “curricular modification, they motivate students, they evaluate colleagues' work, and they determine tenure.”<sup>162</sup> It is vital, then, that if a campus wishes to promote international efforts and those efforts must be viewed as a criterion in formal tenure and salary review processes.<sup>163</sup> As reported by Griffith from the University of Delaware and by researcher David Larsen, faculty support for

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<sup>160</sup> Larsen, David C (2004). *The Future of International Education: What will it take?* *International Education*, 34(1), 51-56. Retrieved March 26, 2008, from Wilson Education Abstracts database. (Document ID: 768442321).

<sup>161</sup> Larsen, David C (2004). *The Future of International Education: What will it take?* *International Education*, 34(1), 51-56. Retrieved March 26, 2008, from Wilson Education Abstracts database. (Document ID: 768442321).

<sup>162</sup> Larsen, David C (2004). *The Future of International Education: What will it take?* *International Education*, 34(1), 51-56. Retrieved March 26, 2008, from Wilson Education Abstracts database. (Document ID: 768442321).

<sup>163</sup> Larsen, David C (2004). *The Future of International Education: What will it take?* *International Education*, 34(1), 51-56. Retrieved March 26, 2008, from Wilson Education Abstracts database. (Document ID: 768442321).

an initiative is imperative for its survival. Larsen reported that the American Council on Education's "Internationalization Collaborative" project acknowledged the role of faculty from conception and provided an avenue for faculty participation throughout the process of defining the projects plan to examine the status of internationalization within the realm of higher education.<sup>164</sup>

There are obvious other issues to address including student barriers to study abroad. The one in the forefront is the financial obstacle to the student doing the exchange. There is also the issue of the university itself not being willing to spend the money needed to establish the various support services required to make international study successful. A promising sign here is the increased role of the federal government in the establishment of endowments for international education, the Simon Study Abroad Bill, and the Benjamin A. Gilman International Scholarship sponsored by the U.S. Department of State Bureau of Educational and Cultural Affairs. The Institute of International Education through its Southern Regional Center in Houston, TX administers this congressionally funded program.<sup>165</sup>

Different schools have different student demographics and varying budget constraints. A program such as the Hessen-UMass exchange, for example, is a direct exchange for the university and the students. It is cost-effective, beneficial for both parties and maintained through a reliable partner - the State of Hessen, Germany. Emily Makrez, an undergraduate UMass Lowell student commenting on her experience abroad noted:<sup>166</sup>

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<sup>164</sup> American Council of Education, 2002; Engberg & Green, 2002; Green & Olson, 2003; Siaya & Hayward, 2003

<sup>165</sup> <http://www.iie.org//programs/gilman/index.html>

<sup>166</sup> Emily Makrez is the author's sister who speaks of the benefits of study abroad.

In July to August of 2006, I studied at the Hessen International Summer University at Fulda University of Applied Sciences. The program taught us basic German as well as two courses: one on Health Promotion and the other on Health in the 21st Century. They provided me with an apartment, which I shared with two other students from different parts of the world.

She described the impact on her social, academic and personal development:

Studying abroad so far has been the most beneficial thing that I have done, both in terms of my learning and my personal development. Learning about cultures while you are enveloped in them multiplies the effects of what you are learning in the classroom three-fold. In one month, I learned more German than I have learned taking four straight semesters of French in the U.S. Not only did I learn a lot of German and about the status of Health in other countries, I also gained an appreciation for the true diversity of the program. There were students from all over the world that participated - China, Australia, Uganda, Estonia, and Russia.

Her opinion as a student engaged in the community, currently getting her master's degree in Community Psychology at UMass Lowell, supports the indispensable nature of international education. She continues to be an advocate for the promotion of these opportunities based on her experience in an UMass exchange program.

In the previous chapters, the close look at national trends, peer and model reviews, as well as student and faculty testimony, lends itself to assisting UMass Lowell's developing a strategic and implemental plan for globalizing the campus. UMass President's Office Vice President Williams attests to this importance.

No one assumes to be working in isolation; almost everyone recognizes the potential for a better outcome when there are collaborations. With broader knowledge bases, the questions are richer and the solutions more effective.<sup>167</sup>

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<sup>167</sup> Williams, Marcellette. Executive Vice President of Academic Affairs, Student Affairs and International Relations. "Internationalizing the University". Emailed to author April 15, 2008.

Williams then goes on to give reasons and methods for this investment priority.

At UMass, for example, it must become a priority to build research capacity, enhance faculty, and support cross-campus, cross college, and cross-boundary interdisciplinary research and project teams. The University system might make it a goal to increase by “x” percent the numbers of students engaged in study abroad and/or internships/residencies abroad, providing information upon return to the campus to augment the and extend the value of the experience, or, to reward faculty in highly visible and monetary ways for substantive cross-boundary research. UMass needs to accomplish a profile in international service, research and scholarship.<sup>168</sup>

There are a few factors that must remain in the forefront while enabling the campus to move forward. Globalization *must* be seen as a vital component for student success by all of those at the university. On April 19, 2000, former President of the United States, Bill Clinton stated, “A coherent and coordinated international education strategy will help us meet the twin challenges of preparing our citizens for a global environment while continuing to attract and educate future leaders from abroad.”<sup>169</sup> Internationalizing the campus is something that stems from freshman orientation all the way through commencement. It is embedding in general education global components, library international publishers, international guest lecturers, and study abroad service learning opportunities. The needle must be threaded and the seams stitched into place to hold the mold for global citizens.

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<sup>168</sup> Williams, Marcellette. Executive Vice President of Academic Affairs, Student Affairs and International Relations. “Internationalizing the University”. Emailed to author April 15, 2008.

<sup>169</sup> “Memorandum for the Heads of Executive Departments and Agencies,” Office of the Press Secretary, the White House. April 19, 2007

<http://www.internationaled.org/planningtools/quotetemplate.pdf>

**Snapshots: *UML Transformation Team Findings***

The results of my research are used here to develop a set of recommendations for the UMass Lowell campus to internationalize, and in particular, to extend the reach of study abroad programs to larger numbers of students. The recommendations take into account UMass Lowell's demographics and mission, as well as student feedback and program assessment to recommend the most efficient use of resources to develop better international study programs.

While discussing UMass Lowell's current situation it is important to discuss the findings of the UML Transformation Team on International Exchange and Collaboration. In the opening of their report they state:

While we can help students (and faculty) learn about the rest of the world through course content and reading, there is no substitute for direct experience in other countries and direct communication with people from elsewhere.

They go on to describe the current situation and need for change in the following ways:

The UMass Lowell campus experience contains an apparent paradox. On the one hand, the campus hosts almost 400 international students, there are over 120 international collaborations of faculty and staff, and the Lowell community itself includes immigrants from almost every part of the world. On the other hand, the typical campus experience is relatively parochial in its near-insulation from contact with things international. What can we do to make global culture, ideas, and relationships more part of daily experience at UMass Lowell?

There are a number of ways to globalize the campus, including more international programming, support for international faculty research, more staff to help advise and support students before, during, and after their trips, as well as a campus effort to incorporate international students and concepts into the classroom.

Some universities have set goals to send a certain percentage of their students abroad. The University of Minnesota sends 50 percent and others have even included it in their degree requirements (Harvard University), while others address the financial barrier by creating scholarships such as Michigan State and Goucher College.<sup>170</sup> The UMass Lowell report acknowledges these types of improvements and also argues for increased advertising of programs on campus as well as through orientation. They also argue for a strong use of UMass Amherst programs.

Along with the Transformation Team's report on models is the need for goal setting and baseline measurements. That baseline is: (1) a goal of sending 100 students abroad each year, (2) creating five more active 1-for-1 (semester) exchange agreements, (3) implementing five new, ongoing summer or intersession modules in which international students come here, and (4) creating five new, ongoing summer or intersession modules in which UML students go abroad in five years.

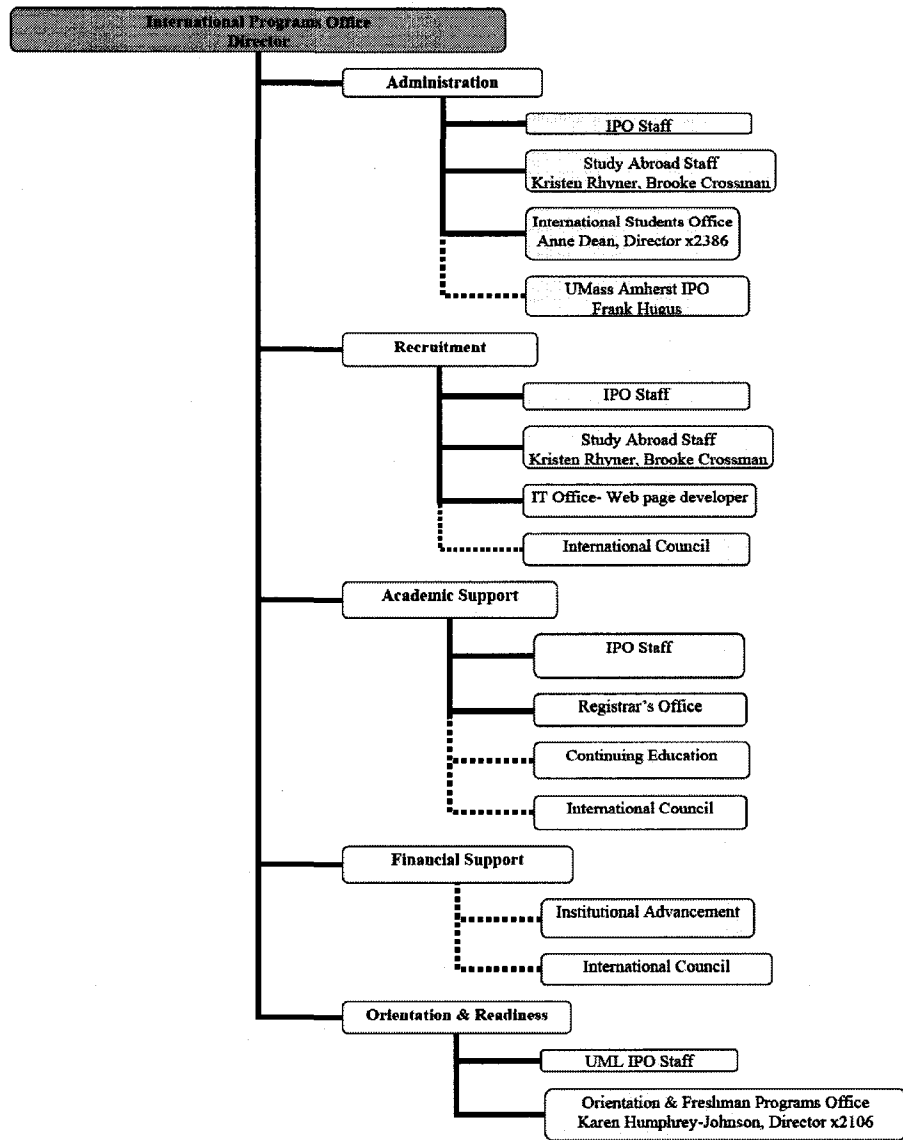
An important piece of this process included in the report is the tangible "Structural Proposal," which recommends combining international support services into an international office including study abroad and international students, as well as faculty collaborations and policy development, coordination and implementations. The staffing of this office would include a director, assistant director and an administrative assistant. Their budget proposal is \$400,000 per year with \$240,000 for salaries for the added 3 FTEs, \$60,000 for supplies and services and \$100,000 for

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<sup>170</sup> Global Competence and National Needs: One Million Americans Studying Abroad. Commission on the Abraham Lincoln Study Abroad Fellowship Program. November 2005.

seed grant funds, where some of the funds could be extrapolated from a study abroad program fee and an expanded fee for international students and scholars:<sup>171</sup>

Figure 6.1- UML Transformation Team- Student Exchange Office



<sup>171</sup> Report of the Transformation Team on International Exchange and Collaboration. University of Massachusetts Lowell. Final Report July 19, 2006.

Figure 6.2- UML Transformation Team- Incoming International Student Service

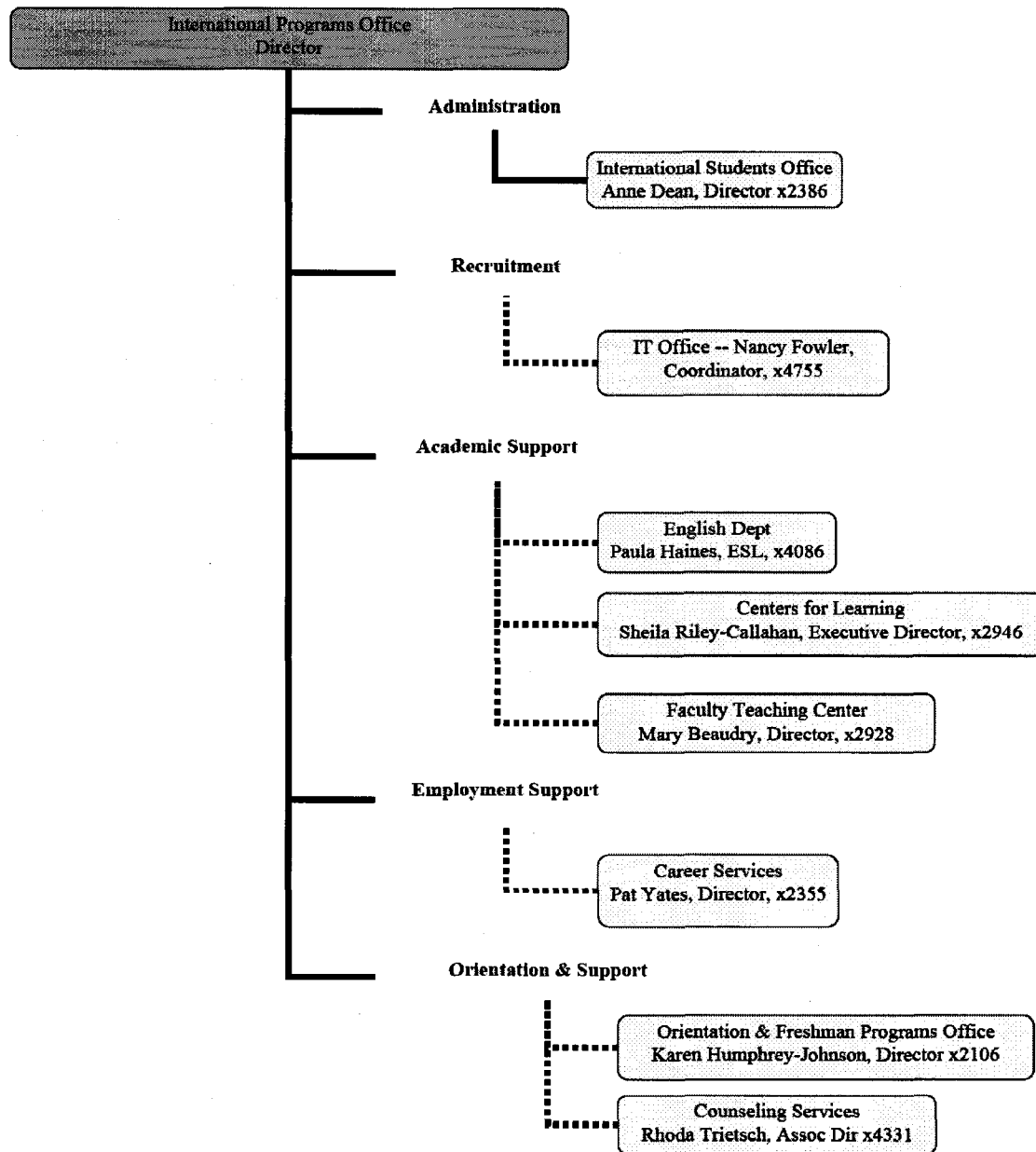
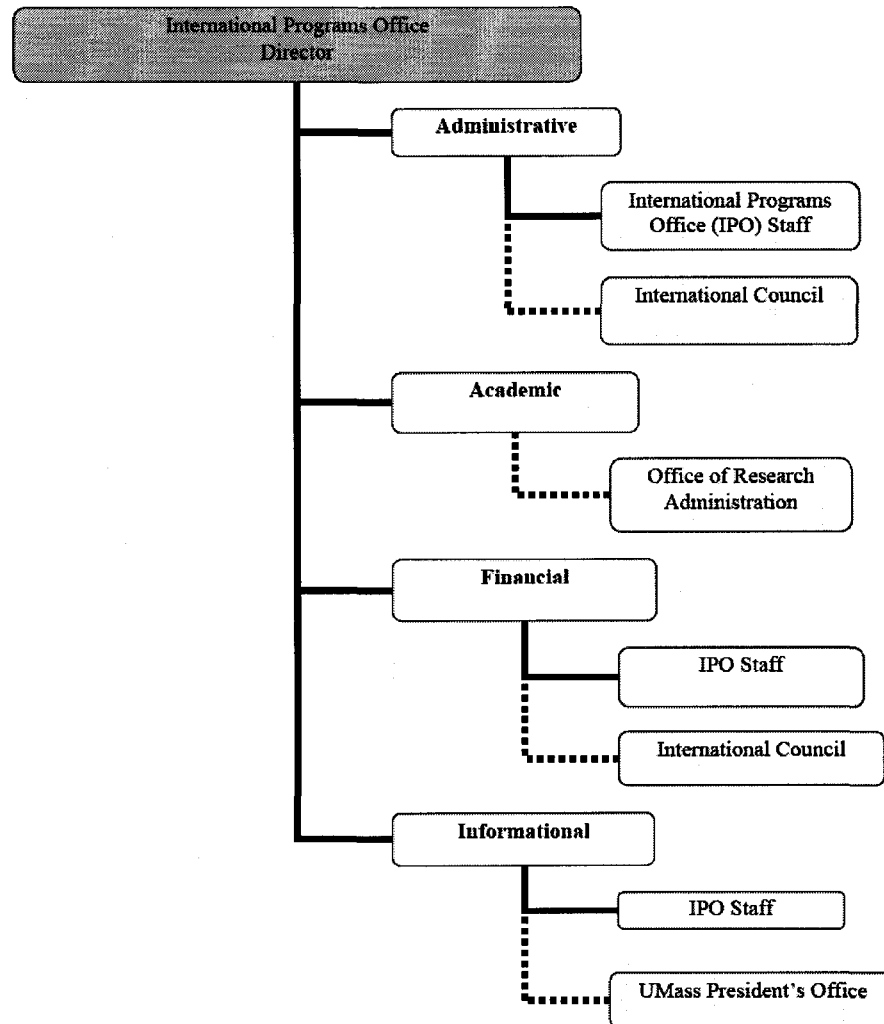




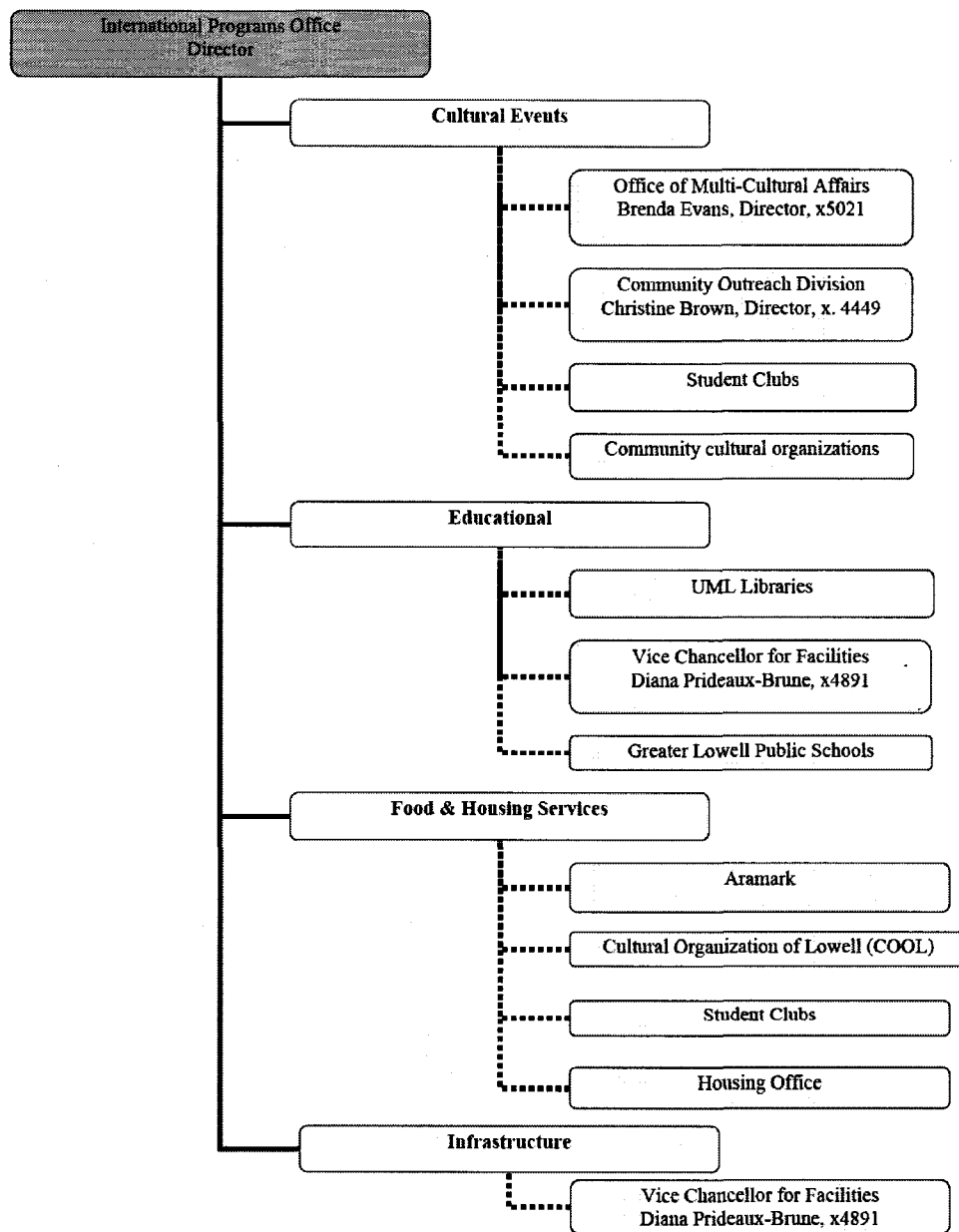
Figure 6.3- UML Transformation Team- Faculty Collaborative Research and Exchange Office Role



The Transformation Team report included also the aspect of International Students and an office for support. Although my research has not focused on that aspect, the combination of study abroad, international student, and faculty collaboration divisions is imperative for success. I would argue that those who

specialize in visas, advising, financial aid, grants and alumni relations should be included and more closely linked to the newly crafted International Relations office.

Figure 6.4- UML Transformation Team- Internationalizing Campus and Community



This last organizational structure (Figure 6.4) is important because it addressed the immediate concern to globalize the campus. It facilitates the inclusion of international thinking in campus life and helps illuminate a theme of international importance while creating a culture of curiosity and learning. It also shows the need for buy-in of the administration from top to bottom to promote more innovative learning forums.

The budget outline of the transformation team report is highly valuable in its reasonable expectations. There are some areas of the university that can be streamlined and connected in order to create a more cohesive approach to international value implementation, however, the need for more staff positions is one that can not be ignored if internationalization of the campus is to be taken seriously. A university simply needs the power and hours behind the success of a program, including the addition of a coordinator or director to go along with the help of the faculty and staff.

**Passport: *Keys to Getting There***

After reading through all the research on national trends, UMass' current situation, peer universities and model examples, it is clear the next move is in the hands of the UMass Lowell administration, faculty and staff. It is also important to remember one must tailor a plan that instills values and promotes the success of its students and faculty. NAFSA: Association of International Educators commissioned

a study on the management of study abroad offices with the involvement of educational leaders, including John Hudzik, Vice President of Global Education at Michigan State, Karen Hunter Anderson, Vice President for Adult Education and Institutional Support for the Illinois Community College Board, and many more college administrators from across the country.<sup>172</sup> Due to the diverse and malleable nature of international education, there is not a "one size fits all" model of implementation.<sup>173</sup> According to the NAFSA report there is no "right way" to implement institutional study abroad management.<sup>174</sup> They also go on to report that the commitment to student service and promotion must be in the forefront, and "structured planning and clear communication are essential in translating institutional commitment into actual student experience."<sup>175</sup> Both peer universities and the two model universities have offices with a designated coordinator or director who helps facilitate program development and implementation.

The UMass Lowell Transformation Team's report is very important when evaluating next steps for globalizing the UMass Lowell campus; however, there are a couple areas I would diverge from with replacements or additions. With UMass being a public institution and subject to the phases of the economy and different leadership, the progress of globalization is contingent upon constant funding and focused missions. Building up an international office takes resources, planning and

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<sup>172</sup> Report of NAFSA's Task Force on Institutional Management of Study Abroad. January 2008. [http://www.nafsa.org/File/final\\_imsa\\_taskforce.pdf](http://www.nafsa.org/File/final_imsa_taskforce.pdf) (March 8, 2008)

<sup>173</sup> Berry, Chad, and Lori A Schmied. (2004). Weaving Silk Purses from Cotton. *International Education*, 34(1), 11-28. Retrieved March 26, 2008, from Wilson Education Abstracts database. (Document ID: 768442361).

<sup>174</sup> Report of NAFSA's Task Force on Institutional Management of Study Abroad. January 2008. [http://www.nafsa.org/File/final\\_imsa\\_taskforce.pdf](http://www.nafsa.org/File/final_imsa_taskforce.pdf) (March 8, 2008)

<sup>175</sup> Report of NAFSA's Task Force on Institutional Management of Study Abroad. January 2008. [http://www.nafsa.org/File/final\\_imsa\\_taskforce.pdf](http://www.nafsa.org/File/final_imsa_taskforce.pdf) (March 8, 2008)

time. Study abroad programs can be labor intensive; however, relying on UMass Amherst programs as a crutch may deter some Lowell students. The whole UMass System is under budget cuts, and Amherst has its own student body to mentor. Furthermore, study abroad programs are ideally created for specific universities and their curriculum requirements. Trying to model what would work for UMass Lowell students instead of trying to fit them into programs established for another institution is a more efficient road to travel here.

However, staffing is not the only issue. Financial issues are important to consider. With financial aid at UMass Lowell being applicable, and with the right program created and selected, coupled with scholarship opportunities, working class students should be able to take part in an international experience of one kind or another with the proper motivation and guidance. Kristen Rhyner, coordinator of academic advising and current study abroad advisor has developed a list of current scholarships. Promoting and compiling information like this are tasks that could be done in an international office.

The current list is as follows: The Benjamin A. Gilman International Scholarship provides up to \$5,000 for U.S. undergraduate students to study abroad for up to one academic year. The Freeman Asia Scholarship to increase the number of U.S. undergraduates who study in East and Southeast Asia by providing them with the information and financial assistance they will need. The German Academic Exchange Service (GAES) offers scholarships for two to ten months for summer, semester, or academic year abroad programs in Germany. The National Security Education Program (NSEP) awards undergraduate scholarships and graduate

fellowships to American students for study of world regions critical to U.S. interests, (including Africa, Asia, Central and Eastern Europe, Eurasia, Latin America and the Caribbean, and the Middle East), and the list goes on with the Rotary Foundation, Bridging Scholarships for Study in Japan, Boren Scholarship & Fellowships, The National Flagship Language Program, Critical Language Scholarships for Intensive Summer Institutes, Whitaker International Fellows and Scholar Program, NSF Central Europe Summer Research Institute (CESRI), and the U.S. Fulbright Student Program. These are all existing programs that the university can build upon.

When addressing the financial issue, another recommendation would be to create a development officer position in advancement who works with international alumni as well as study abroad alumni in raising funds for an international endowment or various international initiatives. The NASFA report on Institutional Management stated, "Some institutions are raising funds for study abroad as part of the institution's general development effort or developing endowments for study abroad."<sup>176</sup> Institutions such as Boston's Suffolk University have started tapping that resource as a way to bring funds into the foundation.

Other possible strategies would be the gathering of all faculty members who have initiated international programs and research. There are over 100 current research, teaching and service international initiatives listed on the UMass International Relations Database,<sup>177</sup> on the Lowell campus alone. They range in breadth from Professor Wang's Cryptology study in China to Professor's Quinn's

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<sup>176</sup> Report of NAFSA's Task Force on Institutional Management of Study Abroad. January 2008. [http://www.nafsa.org/File/final\\_imsa\\_taskforce.pdf](http://www.nafsa.org/File/final_imsa_taskforce.pdf) (March 8, 2008)

<sup>177</sup> UMass International Relations Database. <http://www.massachusetts.edu/international/search.cfm?mode=search> (March 28, 2008)

work on Occupational and Environmental Science in Italy. Bringing together these initiatives would allow for collaboration and ideas for further initiatives. It may also spur more student opportunities tied into the curriculum directly linked with their own professors. Here a central international office can work on logistics and liability issues while promoting high quality student experiences.

**Checklist: *UMass Lowell International Office and Program Development***

A clear mission statement and strategic plan must remain in the forefront of communication lines and upper administration goals. There are a few factors outlined below that will allow for the successful implementation of an internationalization mission focused primarily on the improvement of UML's study abroad programs.

The mission of the University of Massachusetts Lowell is to enhance the intellectual, personal and cultural development of its students through excellent, affordable educational programs. The University seeks to meet the needs of the Commonwealth today and into the future and supports the development of sustainable technologies and communities through its teaching, research, scholarship and engagement.<sup>178</sup>

If the University were to embody the true globalizing process, it is important for a visual representation of administrative support. One way to holistically promote internationalization on campus would be to include international in the mission statement. For example, it could read as follows:

The mission of the University of Massachusetts Lowell is to enhance the intellectual, personal and cultural development of its students through excellent, affordable educational programs. The University seeks to meet the needs of the Commonwealth today and into the future and supports the

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<sup>178</sup> Mission Statement. University of Massachusetts Lowell.  
<http://www.uml.edu/about/profile/default.html> (April 11, 2008)

development of sustainable technologies and communities through its *global* teaching, research, scholarship and engagement.

The residual recommendations would include the following outline:

- **Role of the Administration**
  - **Top-down leadership model of support-** Assists in creating a campus culture of the importance of international learning for the global economy.
  - **Fiscal responsibilities-** Allocating resources to internationalize the campus shows buy-in, belief and support of these initiatives.
    - **Student demographics-** scholarships, low-cost programs for working class, commuter population
    - **Staffing-** to help provide and create these low-cost programs
    - **Fundraising-** Assist in fundraising efforts with international and study abroad alumni.
  - **Holistic approach-** most efficient and effective mode
    - **Include all aspects of campus/academic life-** faculty, staff and students
    - **Include all disciplines; encourage interdisciplinary planning-** appeal to all types of community members



- **Include Faculty incentives-** faculty involvement and ownership is critical is program development and student involvement, however, it takes time and resources.
- **Role of the Faculty**
  - **Course creation and approval-** creating programs that fit with the current curriculum is essential to help with facilitating student degree progress while away on a student exchange program.
  - **International research-** this allows new international initiatives to be built and name recognition to be had, as well as the promotion of international importance in the classroom.
  - **International partnerships** - in using grants and conducting research with international partners, future programs or courses could be developed to help both the foreign country and UML students (i.e. John Duffy and Chris Tilly)
- **Role of International Office**
  - **Student Opportunities Abroad-** there are many types of programs students may participate in, the challenge is finding the ones that best fit the university's student body. With increased funding for staffing of an office, the most ideal programs would be those run by faculty members for credit to

continue degree progress with some service component of direct immersion into the country's culture (i.e. John Duffy or Professor Farrant could take his Development class to Jamaica to volunteer in a development project)

- **Exchanges- University-to-University agreements-** there are all different lengths and destinations for exchange programs- these are agreements with another institution to exchange a ratio of students with one another for a period of time, sometimes with summer programs for reciprocal semester stays (i.e. Hessen-UMass Exchange)
- **Agency programs-** With the initial start-up of the study abroad office, some agency programs might be required while the university implements procedures and practices for creating its own international agreements and in- house program facilitation.
- **Faculty programs-** these are the “in-house” programs which would have staffing support in the international office and could consist of an entire course abroad, a piece of a course or a trip during or after a course, or an intersession programs run by the faculty member.
- **Service learning-** Service-learning components are valuable assets to keep in mind when formatting new

international programs; they provide a reciprocal beneficial partnership and learning experience. (i.e. John Duffy's Peru Village Empowerment Program)

- **Internships-** Allow for a different type of experience and prove beneficial for many students, especially those in the business or health fields to help with degree requirements. (i.e. Worcester UMass Medical School uses clinical opportunities for their students, and Wichita State provides international business majors with internships abroad)
- **Services (Study Abroad)** - The international office will need to have some components within it to aid in the seamless promotion of international learning.
  - **Advising-** Advising is an integral piece of international education to make sure the students choose the right programs at the right time to help with their degree requirements and completion, which also addressed the financial factor of not being able to prolong their academic career by going abroad.
  - **Fundraising-** This is a relatively new, but effective concept. There is a whole untapped resource of international and study abroad

alumni that would be willing to give to this cause, since, as we have seen through student testimony, prior experience is one of the biggest motivators and promoters.

- **Grants-** As seen in the University of Delaware case study and in the NAFSA report, consistent funding is necessary for any program's success, therefore outlets such as fundraising and grant writing can assist in the budget supply.
- **International Students-** It is beneficial to have this office linked within the "International Relations" or "International Affairs" office to help with a holistic mission and student service.
- **Multi-Cultural Affairs-** This aspect is important in creating a campus culture that fosters diversity and promotes international learning.
  - **Events-** Promoting ethnic student clubs and hosting international events with international themes, leaders and concepts helps to create this valuable campus culture.
  - **Public Displays of Diversity-** These are visual signs of campus buy-in and promotion of diversity. (i.e. Diversity Benches and Flag Display)

- **Fundraising-** Monies may be tapped through multi-cultural outreach and development to sponsor student services, scholarships or projects.
- **Community-Outreach-** Engaging in the community is an important aspect of university life and academic awareness. The diverse population surrounding Lowell is perfect for this type of service and engagement and helps the students learn at the same time, it fosters positive relations with the community.

What is important to remember is the type of student who studies abroad and why. There are definite disciplines more prone to allowing students the time to study abroad, such as the arts and humanities. However, at schools such as the University of Louisiana, where an active nursing professor has enabled those college students to have an international experience, one can see that kind of unbalanced distribution does not have to be the case. If a program is carefully worked directly into the curriculum, any student in any major can be eligible to go without putting their degree progress in jeopardy. When allowing professors the capability to create programs with support services, it will be important to streamline the approval process. Having a hierarchy where a Vice Chancellor of International Relations or Academic Affairs is responsible for approving contracts related to study abroad. As each institution selects and approves the programs, it will allow a clear line of

communication and clarification.<sup>179</sup>

Approving new international courses and study abroad programs will be imperative to appealing to a larger student audience. It is important to remember the variety of program types available, and try to weigh which ones are more beneficial. With everything equal, service learning programs are an ideal candidate for a public research university. When thinking about implementing a study abroad program at a university, it is important to analyze the benefits for both sides. What kinds of programs will gather student interest? What types of programs are financially affordable for students? What kind of programs will give back to the community the students visit? Service learning linked with study abroad addressed this desired outcome.

John Duffy's Peru Village Empowerment Program has been used as a prime example throughout this report, and rightly so. It encompasses all aspects of an ideal international experience. The students leave their comfort zone, apply knowledge, embrace a new culture, interact and learn from the locals as the locals learn from the students and in turn when the group leaves, the village is left with a new economy. Cornell University offers programs similar to John Duffy's program by linking classroom curriculum with volunteer service throughout local communities. "This combination enriches the learning experience and teaches civic responsibility," said The International Partnership for Service-Learning and Leadership (IPSL) president,

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<sup>179</sup> Glater, Jonathan. "Inquiry of Study Abroad Programs Grows," *The New York Times*. January 21, 2008.

Nevin Brown, who added "At the same time it strengthens communities for the common good."<sup>180</sup>

Currently, the entire UMass system is engaged internationally. Vice President Williams has worked tirelessly to promote the University internationally by highlighting current strengths and encouraging new initiatives, while traveling to meet with international colleagues and future partners. The impetus behind this energy is stated in her beliefs for the fundamentals of a land-grant research university.<sup>181</sup>

In 2005, I believe it is clear that no land-grant, research university can be taken seriously unless it engages as a given the global focus and nature of knowledge generated and applied.

Then, Williams went on to state that:

If the University of Massachusetts is to continue to be viewed as a key research university, then it must take inventory and assess the strengths of its current international initiatives while setting a course on ways to enhance the institution's international potential, thereby making it more competitive in the current environment.

President Jack Wilson, just returned from speaking at Kyushu University in Japan where he said "Kyushu University and the University of Massachusetts share the mission of creating graduates who are good corporate and global citizens who seek to improve all of the communities of which we are a part-whether they are our workplaces, our home towns, our nations or our world." President Wilson described Global engagement as a high priority at the University of Massachusetts.<sup>182</sup> In 2008

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<sup>180</sup> Branam, Nicole (2008). Lending a helping hand. *International Educator*, 17(1), 34-41. Retrieved March 27, 2008, from Wilson Education Abstracts database. (Document ID: 1417774521).

<sup>181</sup> Williams, Marcellette. Executive Vice President of Academic Affairs, Student Affairs and International Relations. "Internationalizing the University". Emailed to author April 15, 2008.

<sup>182</sup> President Wilson delivers commencement address at Japanese University March 25, 2008. [http://www.massachusetts.edu/news/news.cfm?mode=detail&news\\_id=537](http://www.massachusetts.edu/news/news.cfm?mode=detail&news_id=537)

UMass also signed an international agreement to become the first foreign university approved to offer online education courses and degree programs in China.

This international progress is continued through steps such as securing system-wide travel insurance through American International Group (AIG) that will cover foreign commercial general liability coverage, foreign business auto liability and physical damage, and foreign voluntary worker's comprehensive coverage for university faculty, staff and trustees; and foreign travel accident and sickness, medical assistance, evacuation, repatriation, accidental death and dismemberment and kidnap and ransom services/coverage for university faculty, staff, trustees, students and volunteers.

It is clear the university is positioned to succeed in globalizing the campuses. There are clear benefits to open lines of communication when holistically implementing an international mission on campus. The University of Louisiana, Delaware and the NAFSA-Association for International Educators all acknowledge that interdisciplinary practices and faculty-crafted programs elicit interest from larger populations of students. Campus policies and personnel decisions also affect the streamlining of an international office.<sup>183</sup>

The nation's sustainable future requires a sustainable workforce. With internationalization and outsourcing as options for businesses, graduates need to be equipped with the skills necessary to compete in the global economy. A student's competitive edge in the *real* world requires an astute foundation of global awareness. Employers, researchers and academics overwhelmingly agree that international

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<sup>183</sup> Report of NAFSA's Task Force on Institutional Management of Study Abroad. January 2008. [http://www.nafsa.org/File/final\\_imsa\\_taskforce.pdf](http://www.nafsa.org/File/final_imsa_taskforce.pdf) (March 8, 2008)



education is the passport to success. It is the responsibility of public universities to provide that opportunity to their students. In closing, a few quotes from students at UMass Lowell will encapsulate the purpose of this research and its implementation importance for the university.

Studying abroad is a wonderful opportunity for young people to leave the comfort of their nests and explore the real world. It can be a life changing experience and a chance to gain maturity, wisdom, patience, and many other virtues that are respectable in any culture.

I highly recommend studying abroad. It is an eye opening experience that is unattainable otherwise. You can only benefit from it. You walk away with so much more than what you learn in class.

I think for me the biggest thing I have learned from traveling abroad is that I am capable of changing my mind and perceptions through experience, and through this change, the complexity of what I know grows. At no single moment do I ever think I have it all figured out, and that's very exciting!

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Appendix A - University of Massachusetts Lowell  
Student Survey

Study Abroad Survey Format

1. Have you thought of studying abroad?
  - a. Yes
  - b. No
  
2. If yes, did you/ do you want to participate in:
  - a. Semester abroad
  - b. Year abroad
  - c. Summer abroad
  - d. Short course
  - e. Short trip with a class
  - f. Internship
  - g. other
  - h. none
  
3. Why do you want to, or did you want to study abroad?
  - a. Travel
  - b. International experience
  - c. Student collaboration
  - d. Parents or friends advice
  - e. Get away from home
  - f. Other
  
4. Where do/did you want to travel?
  - a. Europe
  - b. Asia
  - c. South America
  - d. Africa
  - e. Australia
  
5. If no, why not?
  - a. Too expensive
  - b. No time
  - c. Never crossed my mind
  - d. can't take time off at work
  - f. family obligations
  - g. Not Interested
  - h. Other \_\_\_\_\_

6. What was the financial situation of this opportunity?
  - a. Very expensive
  - b. Moderate
  - c. Comparable to your current domestic school bill
  - d. Got scholarships
  - e. Not an issue
  - f. Other
  
7. If you studied abroad, did you feel it changed you at all?
  - a. Positively
  - b. Negatively
  - c. N/A
  
8. If you studied abroad, would you recommend it to others?
  - a. Yes
  - b. No
  - c. Don't know
  
9. If you studied abroad, would you do it again?
  - a. Yes
  - b. No
  - c. Don't know
  
10. Gender
  - a. Male
  - b. Female
  
11. Grade Level
  - a. Freshman
  - b. Sophomore
  - c. Junior
  - d. Senior
  - e. Graduate Student
  - f. Not sure
  
12. Major
  - d. Arts and Humanities
  - e. Sciences
  - f. Engineering
  - g. Health Science
  - h. Management/Business

## BIOGRAPHICAL SKETCH OF AUTHOR

Heather M. Makrez was born and raised in Lowell, Massachusetts where her family still resides. Her parents are Christine and Paul Makrez. She is one of three children, her sister, Emily and brother, Jonathan.

Heather M. Makrez received her Bachelor of Arts in History from the University of Massachusetts Lowell in 2006. While attending the University, she was President of Student Government as well as Student Trustee for the University. Her interests include student leadership development, administration and alumni relations as well as international affairs. Heather's "free time" interests include photography, hiking, and traveling.

She is currently employed at the University of Massachusetts President's Office in the Office of Academic Affairs, Student Affairs and International Relations.