

Collaborative Prospects, Tough Questions:
The Challenge of Internationalization on Global Partners
Campuses

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It is neither new nor controversial to suggest that many liberal arts colleges – including those selective institutions that participate in the Global Partners Project – could do more to strengthen international components of their learning communities. One of the foundations of a liberal arts education is a conviction that exposure to human achievement across a breadth of domains increases both the range of thought and the depth of understanding, helping students lead more fulfilling and productive lives. Fostering a greater understanding of values, societies, and cultures that exist beyond the borders of the United States has always been consistent with the vision of a liberal arts college.

In the twenty-first century, higher education's responsibility for instilling a more pronounced global understanding in students is even greater than in previous times. The world has grown smaller and more interconnected through the pervasiveness of air travel, the extended reach of telecommunications, and the emergence of truly international markets for goods and services. In the realms of politics and culture, no less than in economics and finance, today's college graduates face a world of increasingly global interactions and affairs.

The case for collaboration between liberal arts colleges in the achievement of shared educational purposes comes almost as naturally as the arguments for internationalization. A defining feature of these institutions is their size; Global Partners colleges know well that small residential learning communities enhance the opportunities for faculty-student mentorship and strengthen students' academic, social, and civic capacities. At the same time, the limited resources of a small campus constrain the possibilities for off-campus educational opportunities or other forms of internationalization. For the purpose of containing costs, expanding curriculum, and

ensuring educational quality, collaboration makes good sense for liberal arts colleges that are linked by similarities of mission and standards.

In an environment of strained resources, how can collaboration among similar institutions help each achieve the shared educational purpose of internationalization, while increasing efficiency and reducing cost?

In reality, however, liberal arts colleges often find it hard to sustain the progress they have made in internationalizing their campuses and developing collaborative partnerships. The values of internationalization and collaboration tend to be affirmed more often in principle than in practice. The goal of internationalizing a campus necessarily competes with an array of other claims on an institution's budgetary and academic resources. Often the vitality of international engagement on a given campus derives more from a handful of particular faculty members than from a lasting institutional structure or commitment. In an environment of strained resources and multiple, sometimes competing, expectations, how can a campus fulfill its mission to provide students a more substantive international grounding in the course of their undergraduate careers? How can collaboration among similar institutions help each achieve the shared educational purpose of internationalization, while increasing efficiency and reducing cost?

It was to explore these and related questions that the Global Partners Strategic Briefing Roundtable Project convened its initial conversation in January 2004. While recognizing the difficulty of confronting several elements of this issue, participants in this roundtable engaged the discussion with both candor and enthusiasm. Emerging from these exchanges was a conviction that collaboration offers real promise in helping Global Partners colleges internationalize their curricula and campus communities. At the same time, the discussion identified several factors that can impede the progress of effective collaboration. Concurrent with the vision of institutional collaboration was an understanding of the tough questions to address in making collaboration work.

This working paper attempts to articulate the Roundtable's sense of what collaboration can help institutions achieve, as well as some obstacles to overcome in promoting successful collaboration. It sketches out future directions that seem worthy of pursuing as part of the Global Partners effort to internationalize liberal arts campuses through collaboration.

An Array of Purposes

Through the years many Global Partners institutions have taken notable steps to meet the challenge of internationalizing, though virtually every campus considers its own efforts a work in progress as its faculty and curriculum evolve. Internationalizing a campus encompasses a range of activities: It can mean encouraging the presence of students and visiting scholars from other nations – a practice that has become increasingly difficult in light of the intensified scrutiny given to visa applications for entry into the U.S. It can mean faculty development programs that encourage the incorporation of global perspectives into teaching or that specially recognize faculty achievement in international arenas in tenure and promotion decisions. It can mean institutional efforts to incorporate a greater presence of international issues in the academic curriculum or to develop co-curricular experiences that heighten the awareness of global dimensions of a liberal arts education.

The element of internationalism that looms largest in terms of cost and impact, however, is study abroad. In recent decades, the phenomenon of study abroad has undergone a dramatic transformation. In the 1960s and '70s, a fairly well-defined cohort of students elected to spend part of their undergraduate careers in another country. For the most part this group consisted of foreign language majors who sought to enhance their learning through linguistic and cultural immersion, art history majors who wished to encounter first-hand the museum and architectural treasures that were the subject of their study, and majors in anthropology or other social sciences who were studying "in the field." Study abroad in that time was generally centered on European countries and explicitly linked to students' academic majors. In comparison to the present, the number

of those who traveled was small, the programs available to them were few, and the duration of study tended to be a full academic year, usually the junior year.

Since that time participation in study abroad has increased dramatically. The Institute of International Education's (IIE) annual survey of study-abroad participation indicates the magnitude of this growth. IIE's *Open Doors* reports that in 1985, a total of 48,483 U.S. students enrolled in study-abroad programs – including full-year, semester, and short-term programs of eight weeks or less. By 2002-03 that number had grown to 174,629 – an increase of 260%. The growth was especially pronounced in the past six years. Between 1996-97 and 2002-03 the number of American undergraduates enrolled in study abroad increased by 75%, from 99,448 to 174,629. In these six years the annual enrollment growth averaged 10 % per year.

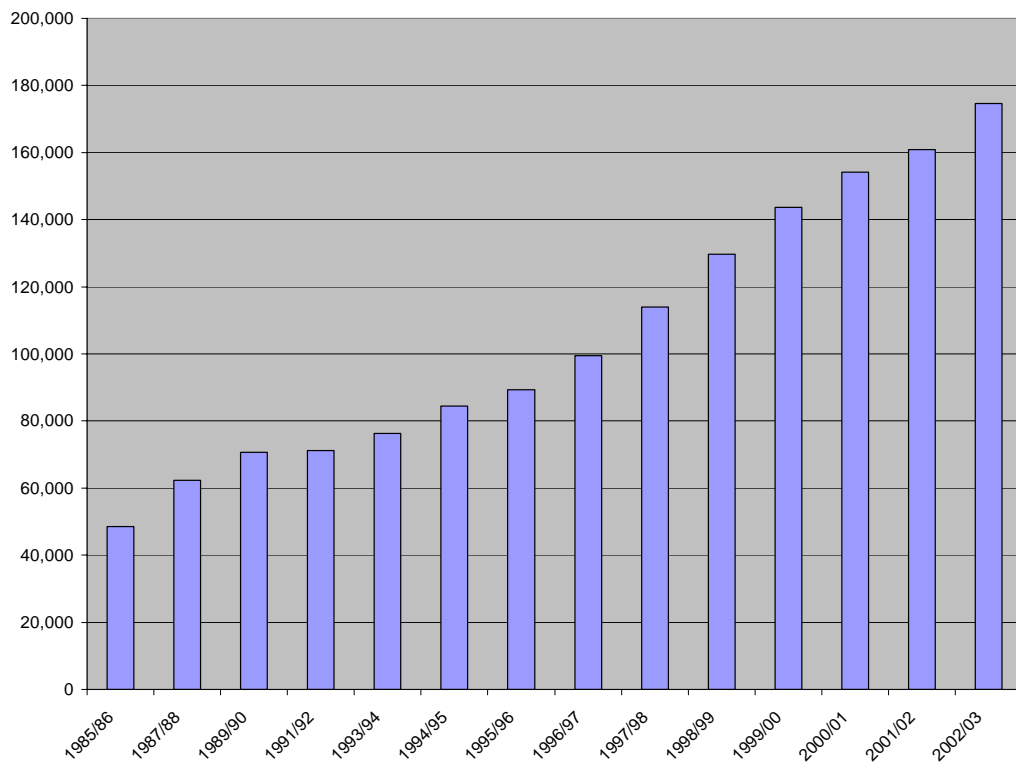


Chart 1. Participation of U.S. Students in Study-Abroad, Selected Years, 1985-2003. (Source: Institute for International Education, *Open Doors*, 2004.)

Both the number and proportion of American undergraduate students who enroll in such programs have increased, for reasons that often have less to do with the demands of an academic major than with students' desire to experience another culture in the course of an undergraduate career. One might observe that the increase has occurred despite the lockstep sequence of courses required in certain academic majors, or the more general resistance to study abroad on some campuses stemming from the belief that "we teach our students better here." On Global Partners campuses, as in all of higher education, there has been a notable increase of student interest in combining academic learning on campus with experiential learning in another setting. The steady growth of cooperative education, service-learning, and other experiential off-campus learning opportunities attests to changing conceptions of what a liberal arts education should include.

Not surprisingly, then, the Roundtable suggested a range of pedagogical purposes that a strengthened international experience – in particular, the experience of study abroad – can help a campus achieve. Included in these statements were affirmations of the continuing value of study abroad as a key element of applied learning in specific academic disciplines:

- To provide students with opportunities for direct experience in the language, culture, and artistic achievements of another nation as an essential component of an academic major.
- To create opportunities for field work in such disciplines as biology, geology, or anthropology, providing students with a more complete sense of the research process in those fields.
- To enrich students' learning in the major through exposure to an expanded knowledge base, new methodologies, and courses not available on the home campus.

Other purposes identified encompass a range of goals closely aligned with general education – concerned less with the development of an academic specialty than with the

qualities that prepare students as citizens and workers in a society that increasingly engages global perspectives and issues.

- To enhance awareness and understanding of cultures and nations other than one's own, and in the course of so doing, to gain a broader understanding of cultural norms within the U.S.
- To provide students, faculty, and other members of a campus community with a greater awareness and understanding of global forces that affect life in every setting.
- To contribute to students' cognitive development and facilitate personal growth through experiences that challenge and dislodge naïve preconceptions.
- To move beyond assumptions of cultural superiority and engage as equals in encounters with an "unknown other."

Confronting the Questions

The same benefits that accrue to an individual student who studies abroad can generalize to a campus community willing to invest in the agenda of internationalization – for example, by attracting more international students, hosting lectures and other campus events to promote understanding of global issues, and working to incorporate international perspectives more fully into the research and teaching of faculty members. There are notable efforts to provide support and guidance to institutions wishing to pursue these paths. Several organizations – including the Institute of International Education (IIE), the American Council on Education (ACE), the Association of American Colleges and Universities (AAC&U), NAFSA: Association of International Educators, and the Council on International Educational Exchange (CIEE) – have provided strong leadership and advocacy in strengthening international dimensions on American collegiate campuses. Projects such as the International 50 and the Global Partners Project itself are efforts to promote international programs and activities among liberal arts colleges.

Partly as a result of the insistent emphasis placed on internationalizing higher education, it becomes difficult to offer reservations about either the value or the practical realities of specific steps to become more international. Discussions of internationalization are in many respects like discussions of technology: making progress on either requires a substantial investment of institutional funds and challenges “business as usual.” The difference is, however, that in discussions of technology, no one hesitates to engage in open debate about the value that specific systems, organizational models, or implementation strategies may offer. In discussions of internationalizing a campus, there seems to be far greater reluctance to challenge the basic premises or the means of fulfilling them. There is a strong, if implicit, assumption on many campuses which holds that the value of internationalizing is indisputable, and that institutions are morally obliged to take whatever steps are required to internationalize, no matter how great the cost.

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Precisely because of resource constraints, however, the challenge of internationalizing represents an area of growing concern in many institutions. Making a campus more international is a complex goal involving a range of departments and other organizational units. While the decentralization of effort makes it hard to gauge the cost of becoming more international, a growing sense among academic leaders is that those costs are rising. One Roundtable participant gave especially poignant expression of the dilemma that most Global Partners campuses face: “As a college, we deliberately encourage our students to explore possibilities for gaining a global education. But what if it works? What if our efforts to become more international result in substantially more students wanting to study abroad for part of their undergraduate career? Can we afford to accommodate the desire we’ve helped instill?”

Of all components of internationalizing, study abroad represents by far the greatest current concern to Global Partners institutions. As more students enroll in the

study-abroad programs of third-party providers, there is a reduction of institutional control over the content, process, and cost of delivering education to students. Enrollments in off-campus programs for a fall or winter term affect the number of classroom and dormitory vacancies on the home campus. Some campuses are concerned that allowing students to study abroad forfeits a measure of intellectual control and thus dilutes the rigor of their learning programs. Because many programs now emphasize experiential learning over traditional disciplinary content, some faculty see a need for close institutional scrutiny of those programs.

Even more pronounced are concerns about the financial impact of students who enroll in study-abroad programs offered by third-party providers, taking their financial aid with them. A majority of students on Global Partners campuses receive institution-based financial aid, which in effect amounts to a discount from the institution's sticker price for tuition and fees. When a student elects to study abroad with a different "education provider," that discount becomes an obligation of real dollars from the home campus to another program or institution. If increasing the number of students studying abroad is a successful outcome of internationalization, it is a success that threatens the financial stability of many institutions. Some campuses are now imposing special fees, setting enrollment caps, or charging students their own tuition for study abroad in order to abate the flow of dollars from their financial-aid budgets.

Such steps help solidify the perception, voiced on many campuses, of a phenomenon in which the market itself has come to equal if not surpass the influence of campus-based advising on students' choice of study-abroad programs. Many colleges are reluctant to constrain those choices for fear that students will simply withdraw and move on. This fact alone has led many to pose questions that resist the current of internationalization, particularly as it passes through the financial whitewater of study abroad.

The Roundtable engaged a variety of tough questions surrounding the issue of study abroad. Each one of these questions arises from a crux that every academic leader

knows well. It is the intersection of educational purpose and institutional means, where the ideal of strengthening international dimensions of a campus community confronts the reality of implementation through the deployment of human and financial resources. Finally, it is at this junction that an educational value comes to gain or lose genuine traction in an institution.

- ***Does a truly international learning experience require leaving campus?***
The expansion of critical perspective and understanding that internationalization seeks to impart is in many eyes the fundamental educational goal of liberal arts education as traditionally understood. Is it possible that students can gain much of the same educational enhancement without leaving campus, particularly if an institution makes deliberate efforts to enrich the global dimensions of its curriculum and campus community? Do the emphases on language learning, historical study, and comparative cultural analysis found in many liberal arts colleges fulfill many of the goals of international experience without sending students abroad?
- ***Does every student need to study abroad?*** There are many students on Global Partners campuses for whom the transition from family to college is itself a significant cultural transformation. For a student who is a first generation of his or her family to attend college, the experience of college itself may have an impact no less profound than the transformation often attributed to travel and study abroad.
- ***Do all students need the sustained immersion experience in another country?*** If the evolution of study abroad has yielded a greater emphasis on general and experiential education, students may not require such an extended period of time away from campus to benefit from exposure to a different culture and setting. Is it possible that high-quality programs of shorter duration in summer or January can yield significant learning experiences and avoid the potential of becoming primarily a pleasure tour?

- ***How do we know that our steps to integrate international experience with a student's broader program of learning add genuine value?*** Liberal arts colleges often take steps to ensure that students come to understand their experiences abroad in the context of their campus-based learning. As one Roundtable participant observed: "I'm not certain, finally, whether a student who is simply given money to travel independently for a year might not learn more than a student who engages in the structured learning sequences our colleges seek to build around study abroad. I'd like to be proven wrong in this fear, but I wonder."
- ***Who really controls this enterprise?*** Does the expansion of study-abroad opportunities result from strong convictions about their educational value, or from the pressures created by student demand and the marketing of educational providers? Within the institution, does study abroad "belong" to academic departments, individual faculty members, or to student development and enrollment management offices?

A Broader Context

The prospect of enhancing international dimensions of a curriculum and campus community helps to delineate an even broader challenge facing smaller liberal arts institutions in the U.S. These kind of colleges represent what many fear is a declining segment of the higher education landscape, accounting for less than 5% of all postsecondary enrollments in the U.S. Within the Roundtable many expressed concern about the ability of such institutions to continue playing a vital role in the face of growing competition from larger, less expensive public universities. Several participants noted a seeming erosion of public understanding and regard for these liberal arts institutions. Earlier perceptions of such colleges as settings for quality education, mentorship, and achievement in a close-knit academic community have too often given way to more pejorative images of institutions that are expensive, limited in the range of curricular or

co-curricular resources they can provide, and attractive mainly to students who tend to require excessive “hand-holding” in the course of their undergraduate careers.

Regardless of how deeply these perceptions are rooted in fact, they help to frame the challenge of internationalization in the larger context of strategic issues facing smaller liberal arts campuses. A recurrent theme within the Roundtable was that successfully meeting the challenge of internationalization will be a critically important factor in ensuring the continued vitality of liberal arts colleges as a distinctive alternative to larger universities.

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In fact institutions of the kind that participate in the Global Partners Project have certain advantages over larger institutions in their ability to provide students with an education of more international substance. The smaller scale of these campuses, for example, makes it possible to link a student’s off-campus study with their experience of the campus and curriculum more effectively than a larger institution could likely do. An even greater advantage of these smaller and more agile institutions is the comparative ease with which they can collaborate in the achievement of shared international purposes. It is clear that collaboration offers a potential means of helping these institutions meet this challenge more effectively.

Most Global Partners institutions are inherently limited in the resources they can direct to internationalization efforts. At current levels of commitment, efforts to strengthen international dimensions of a liberal arts education strain the resources of these colleges, and these costs are likely to grow higher in the future as more students and their parents understand the importance of enhanced global awareness and come to expect that enhancement as part of an undergraduate education.

At whatever level, collaboration comes down to issues of ownership and control of programs – intellectually, financially, and in terms of “brand” and prestige.

In the area of study abroad particularly, there are opportunities for institutions to work collaboratively to ensure programmatic quality while achieving cost savings. Within the Global Partners network there are several institutions that manage study-abroad programs in particular countries or regions; and there are other institutions that send numbers of students to programs managed by third-party providers in those same general locations. One form of collaboration this roundtable considered is the creation of policies and financial agreements that encourage students to enroll in study-abroad programs managed by other Global Partners institutions.

At whatever level, however, collaboration comes down to issues of ownership and control of programs – intellectually, financially, and in terms of “brand” and prestige. Study-abroad programs often derive from the vision and energy of a few people within a particular department of one institution – and sometimes of a single faculty member. Such programs carry the strong imprint of their founding directors, and their continued vitality often depends heavily on personal contacts. Because the home institution is the principal source of professional advancement and reward, a faculty member who leads a study-abroad program has few incentives to work jointly with colleagues at other institutions. By the same token, it is in the interest of the institution to have a program it can call its own in a given country. For both faculty member and home institution, the ownership of a program is a point of prestige.

Often, however, the result is that there are too many study-abroad programs that are under-enrolled, and sometimes in direct competition with each other. In addition, the proliferation of programs in the market of study abroad can easily work against the likelihood of students making informed and thoughtful choices. While there was little sentiment in the Roundtable for restricting student choice to the programs of Global Partners institutions, there may be considerable advantage in exploring the possibility of

special arrangements among those colleges that manage study-abroad programs and those that primarily send students to the programs of other providers. In broadest terms, such collaborative arrangements, if carefully developed, could affect the kinds of signals students receive from faculty members and international study directors about the suitability of given programs.

Within the Roundtable there were many who affirmed a preference for sending students to programs managed by like-minded institutions that shared their college's core values and educational goals. Some collaborative mechanism for matching excess program capacity with expressed student interests might be of benefit to both the "managing" and "sending" colleges.

Another version of collaboration might consist of a shared approach to the management of programs. There are successful models of "silent collaboration" in the operation of study-abroad programs in which two or three institutions share in the contracting of facilities and instructors in a particular setting. Such an arrangement allows each partnering institution to call the program its own while expanding the range of instructors and courses students can choose from within the collaborative program. The likelihood of each partnering institution meeting its fixed costs increases, in part because those costs are shared and in part because the program draws from a larger base of potential students.

A Commitment to Collaborate

A notable result of the first Global Partners Strategic Briefing Roundtable was the expressed willingness of chief academic officers and other academic leaders to explore ways of collaborating more effectively and innovatively. Many institutions participating in the Global Partners Project already collaborate through the auspices of ACM, ACS, or GLCA; this Roundtable suggested not just a willingness but a genuine need to explore broader collaboration in the combined framework of these 42 colleges and three consortial associations. As one participant observed, "As I look around, I see organizations of every other kind consolidating to reduce costs. The off-campus

programs our colleges manage are getting more expensive, and most of them are under-enrolled. The costs we incur in sending students to study-abroad programs – both our own and those of other providers – continue to rise. Our campuses need to find ways of working together more effectively to achieve our common purposes in strengthening international dimensions.”

Would institutions be willing to recast or even close down their own existing programs in favor of participating in a collaborative operation?

At the same time, any genuine progress toward collaboration must recognize two prerequisites to success: a willingness to move beyond the limitations imposed by a mentality of campus ownership, and a similar willingness to share in the costs of collaboration.

To understand the crux of the ownership issue, it is useful to ask: Would institutions be willing to recast or even close down their own existing programs in favor of participating in a collaborative operation? The issue resembles in many respects the attempts to build shared library storage facilities among groups of institutions. While the concept itself is agreeable, the critical questions become: Who goes first? What institutions are willing to de-accession volumes in their own collections to the shared repository? Even as the digital information environment has helped many libraries shift their focus from ownership to effective service, there remains among institutions a tendency to measure quality and prestige by the number of volumes on their shelves. By the same token, successful collaboration is impeded when institutions seek primarily the “branding” of their own study-abroad programs over the possibilities for collaboration.

A second necessary element of successful collaboration is a willingness of institutions to commit human and financial resources to collaborative efforts. In practical terms, the question comes down to money on the table. By the end of 2005, the Mellon Foundation will have provided six years of major funding to Global Partners for the purpose of allowing 42 liberal arts colleges to explore the potential of collaboration to

enhance international elements of their campus learning communities. An informal accounting of the Global Partners Project thus far suggests that its most successful results have been in faculty development initiatives, providing direct funds to individual faculty members for travel and study abroad. The premise has been that the awarding of such grants would enrich the teaching and research of individual faculty, while also fostering the development of scholarly networks and collaborative initiatives among faculty in the U.S. and abroad.

While the efforts to enhance individual faculty awareness and understanding have certainly been well received, it remains to be seen how broad and sustained the collaborative networks are that result from such investments. One of the lessons emerging from these experiments is that in order for collaboration to occur – among faculty or their institutions – there need to be explicit incentives tied to collaboration itself. Accordingly, a central question arising from the Global Partners Project is to what extent participating institutions will make sustaining investments that foster and strengthen collaboration. What combined institutional strategies and incentives can yield collaborative efforts that pay off in both financial and educational terms?

Potential Avenues and Principles of Collaboration

The first Strategic Briefing Roundtable identified a range of potential goals that Global Partners institutions might achieve more effectively through collaboration. In some cases participants affirmed the continuing value of initiatives that have been undertaken through the consortial programming of ACM, ACS, GLCA, and the Global Partners Project. Others suggested initiatives that reach beyond those currently in place. The goals from this roundtable have been combined with those of the second and third roundtable in the series; the collective list appears as an appendix to this essay, entitled “Global Partners Collaborative Prospects: A Summary.” The degree of interest and enthusiasm for pursuing collaborative strategies to strengthen global elements of these liberal arts colleges is itself a major finding from this roundtable discussion. In addition, two key ideas that informed the thinking of several participants were: to pursue policies and financial arrangements that encourage students to enroll in study-abroad programs

managed by other Global Partners institutions; and to explore the possibilities for “silent collaboration” among two or more liberal arts colleges in the management of study-abroad programs, helping achieve economies of scale and making possible a shared approach to curriculum development.

As the Mellon Foundation’s current grant for Global Partners nears its end, a fundamental next step for these 42 participating institutions is to consider which of these collaborative avenues they might wish to continue into the future. The critical questions now are:

- *What are the areas in which collaboration makes best sense for Global Partners institutions and their faculty in the present and foreseeable future? Which collaborative actions would confer greatest value to these institutions in return for their commitment of human and financial resources?*
- *What kinds of incentives would be most helpful to institutions and their faculty to encourage effective collaboration?*
- *What kinds of structures of collaboration would likely be most effective?*

Future Prospects

In the time since their inception in this country, liberal arts colleges have undertaken steady evolution. At each juncture of history, changing societal needs exert different kinds of pressures, and higher education institutions of all kinds respond to meet those needs. In the course of this process, both academic disciplines and institutions redefine themselves to ensure their continued vitality and service to society. At this moment, internationalization is a point of such pressure – for higher education in general, and liberal arts colleges in particular.

Exactly how the challenge of internationalization will ultimately be addressed in the curriculum and campus communities of liberal arts colleges remains unclear. For the present and foreseeable future, however, strengthening international components of a liberal arts education remains an enterprise spread across a range of academic disciplines and organizational units of an institution. Knowing how best to serve students and faculty in this time of transition is difficult. For liberal arts colleges of the kind the

At best, Global Partners institutions are poised to show national leadership in developing models for strengthening international dimensions of a liberal arts education through increased collaboration.

Global Partners campuses represent, collaboration offers a particular advantage as a means of exploring this question. At the very least, productive collaboration can help these institutions achieve key efficiencies and guard against reinventing the wheel. At best, Global Partners institutions are poised to show national leadership in developing models for strengthening international dimensions of a liberal arts education through increased collaboration. We believe there is substantial benefit in exploring together how these institutions can best respond to a growing, changing demand for more pronounced international dimensions of a liberal arts education.

Appendix

Global Partners Collaborative Prospects

A Preliminary Summary
from the Global Partners Strategic Briefing Roundtable
and the Regional Alliance Projects

Strengthen the Position of Global Partners Institutions in the Market of Study-abroad Programs

Consumer report of off-campus programs. Develop a collaborative initiative to provide qualitative review of study-abroad programs from the standpoints of key program attributes (i.e., instruction by U.S. faculty members or direct enrollment in a foreign university, home-stay or dormitory living, cost, etc.) – in effect a consumer report, which could serve liberal arts institutions both within and beyond the Global Partners network in identifying study-abroad programs that are well suited to students’ educational needs.

A buyer’s cooperative. Function as a buyer’s cooperative with third-party providers of study-abroad programs, for the purpose of negotiating quantity discounts, and to influence aspects of the curriculum, instructional method, living arrangements, and other elements of the study-abroad learning experience for students of Global Partners institutions. (Closely related to the buyer’s cooperative is a consortial approach to negotiating student exchange agreements with universities in other nations.)

Shared analysis of enrollment data. Engage in systematic efforts to collect, analyze, and share campus data on study-abroad enrollments, making possible individual campus comparisons to other Global Partners institutions as well as comparisons between Global Partners campuses and institutions nationwide as collected by the Institute for International Education (IEE).

Share information about study-abroad programs managed by Global Partners institutions. Construct a data base of study-abroad programs managed by Global Partners institutions in a form that is readily accessible through the Web to international studies officers, faculty members, and students of participating institutions. (Such information gathering could show, for example, which programs students of Global Partners institutions choose most often for study abroad, or what institutions have conducted site visits or other qualitative reviews of third-party programs.) A tool of this kind could increase the likelihood of students choosing the programs of Global Partners

providers – ideally providing the basis for financial arrangements offering economies of scale and reduced cost to participating institutions.

Pursue Collaborative Approaches to Study Abroad

Collaborate in the management of study-abroad programs. One possibility is to pursue arrangements for “silent collaboration” among institutions in operating a common program for study abroad, allowing partnering institutions to share the costs of contracting an on-site agency that would provide instruction, housing, and support to students in a given setting. Such an arrangement would allow each institution to call the program its own, while making possible significant economies of scale.

Develop shorter programs. Collaborate in the development of shorter study-abroad programs that allow students to gain a first experience of another culture and setting, thus helping provide footings for a more extended period of study abroad at a later time.

Inter-consortial partnerships with liberal arts colleges abroad. Develop exchange agreements and related partnerships with higher education institutions in other nations that have been established on the model of liberal arts colleges in the U.S., working with these institutions to develop learning programs that help U.S. students understand their own culture in broader perspective.

Strengthen Global and Intercultural Dimensions of Education on Campus

Engage with local cultures. Develop consortial programs to foster heightened student engagement and understanding of cultural differences that exist in immigrant communities in the U.S., many of which are in close proximity to Global Partners campuses.

Multi-campus international forums for students. Convene multi-campus events that engage both international and U.S. students of Global Partners institutions in formal and informal exchanges that promote increased understanding of cultural differences of students from different countries – helping international students expand their networks and feel a sense of engagement with other students beyond a single institution, while helping U.S. students understand a range of diversity beyond what they encounter on their own campus.

Strengthen Continuity between Study Abroad and Campus Learning

Interconsortial forums for student research based on study abroad. Create inter-campus and inter-consortial forums that allow students who have studied in a given region to reflect on their experiences and share them with others from an academic perspective, helping students understand their study-abroad experience as integrally linked to their on-campus learning.

Publication of student papers from study abroad. Develop a Global Partners venue for publishing the best student papers derived from study-abroad activities across the 42 participating institutions.

Language instruction across campuses using technology. Develop a program to provide instruction in the language of under-studied regions (e.g., Kiswahili) across campuses in real-time using video conferencing technology, providing valuable opportunities for language study to students preparing for or returning from study in a given region.

Share Information, Expertise, and Campus Resources that Support Curriculum Development, Teaching, and Research in International Subjects

Shared framework for curriculum development. Pursue initiatives across institutions to make international and intercultural education more integral to the curriculum and learning experience of undergraduates at Global Partners institutions. Work through consortial means to make international and intercultural education synonymous with a liberal arts education from these institutions, as opposed to an auxiliary to be taken or left according to student and faculty proclivities.

Inventory of institutional capacities. Develop an inventory of institutional strengths and weaknesses with respect to global and intercultural education across the 42 participating Global Partners institutions – not for the purpose of “ranking” institutions, but rather to help individual colleges set goals for strengthening global elements of their own curriculum and learning community, and to identify areas in which collaboration could help a given institution achieve its goals. (Such a compilation could yield a more informed understanding of which institutions might naturally cluster together in achieving shared purposes, while at the same time helping identify institutions that are poised to show leadership in the pursuit of particular goals.)

Dissemination of best practices. Drawing on the work of Global Partners activities to date, as well as the experience of individual institutions, develop a program to disseminate best practices in addressing shared institutional challenges concerning global education and study abroad.

Develop a traveling circuit of experts to Global Partners campuses, to help support curriculum development and teaching activities that foster deeper

understanding of the international dimensions that are integral to a liberal arts education.

Arrange to bring young visiting scholars to liberal arts campuses. Drawing on the work of the Preparing Future Faculty (PFF) project, pursue consortial agreements with research universities that would provide campus internships for those who are doctoral candidates or who recently completed Ph.D.'s in international and intercultural topics, giving these young scholars an opportunity to engage in a mentored teaching activity in a liberal arts college, while at the same time making it possible for young scholars to enrich the global and intercultural environment of Global Partners campuses with their knowledge of a field.

Apply technology to enrich curriculum and teaching in global subjects. Expand the study of geography and the use of Geographic Information Systems (GIS) in the social sciences, language and culture and environmental studies, geoscience, and biological science among other disciplines across Global Partners institutions.

Expand Consortial Efforts in Faculty Development

Exchange programs with universities of other nations. Build on existing relationships to broaden consortial exchange agreements with universities of other nations, developing contacts of Global Partners faculty with scholars and institutions abroad while also facilitating the process of bringing scholars of other nations to Global Partners campuses.

International learning centers. Continue to foster a series of international learning centers, built on relationships that have been developed with leaders of key foreign universities, each serving as a point of contact and interaction for Global Partners faculty members conducting research, study, or curriculum development in a region.

Faculty development seminars. Continue shared efforts to strengthen faculty development, through interconsortial seminars that focus on issues of curriculum development and pedagogy with regard to a particular region, or to the enhancement of global and intercultural education in general.

Seminar-and-travel approach to faculty development. Pursue a consortial and inter-consortial approach to faculty development in the form of travel grants to visit other nations and cultures. One possibility is a format in which faculty from several institutions convene in a pre-departure seminar to formulate individual and collective goals; these colleagues travel together through much of their time abroad, then re-convene after returning to the U.S. to share findings and outline conceivable impacts on their research, teaching,

and curriculum development. (The same three-part educational structure holds promise for groups of students across Global Partners institutions as well.)

Engage in Consortial Approaches to Assessing Learning, Understanding Costs, and Enhancing Participation in Study Abroad

Consortial effort to assess student learning in study-abroad programs. Adapt, refine and implement promising practices for assessing what students learn in study-abroad programs.

Strengthen understanding of costs associated with globalizing campuses. Drawing on relevant models, pursue consortial approaches to gain a better understanding and control of the costs that Global Partners institutions incur in supporting globalization efforts in general and study abroad in particular.

Shared efforts to foster broader engagement with global and intercultural elements of a liberal arts education. Develop strategies to encourage more students who are typically under-represented in international dimensions of a liberal arts education to participate and benefit more fully. Underrepresented student groups at present include athletes, male students, science majors, students of color, and students of lower socio-economic status.

Interconsortial Support and Advocacy on Issues of Pressing Common Concern

Develop a collaborative network for advice in visa processing. Develop a consortial network to provide advice and support for campus officials attempting to process the visas of international students coming to a Global Partners campus.

Lobbying for common causes. A shared approach to lobbying the federal government on pressing matters of shared concern, such as the issue of international students and scholars seeking visas for temporary entry into the U.S.

Charting a Course for the Future of Global and Intercultural Education

A global futures commission. Establish a Global Partners working group of faculty members with broad international experience to consider cross-cutting issues that are likely to impact global and intercultural education in the future, and to outline ways in which institutional collaboration can help these liberal arts colleges harness their productive energies to formulate and shape the issues of the future. (Examples of cross-cutting themes include environmental issues, border studies, and human rights issues).

