



October 1, 2009

Provost Paul DeLuca
150 Bascom Hall
Campus

Dear Provost DeLuca,

On behalf of the College of Agricultural and Life Sciences, I am pleased to submit the attached proposal entitled **Globalizing Undergraduate Education** for Phase 1 funding via the Madison Initiative for Undergraduates. This proposal meets the request for ideas that “generate faculty and instructional support ... to offer the courses, majors, and experiences students need” and those that “expand best practices and innovation in teaching and learning, curricular design, and student services in order to enhance student outcomes.”

As a college and a campus, we are keenly aware of the need to prepare our students for work in a global community, and yet financial and practical constraints mean that we are unable to provide every student with an international experience during their undergraduate careers. This proposal seeks to address this shortcoming in three ways: 1) by internationalizing the content of courses offered on the UW-Madison campus (thus exposing students to global concepts and ideas even if they are unable to leave the country), 2) by developing additional short-term international experiences (which are often easier for students to fit into their schedules and their budgets), and 3) by focusing efforts on reducing the gender gap in study abroad participation rates (thus increasing the number of students in existing programs). This multi-pronged approach recognizes and responds both to the need for more international exposure for our students and to the constraints that currently preclude such exposure for many of our students.

Sincerely,

Molly Jahn
Dean and Director

Madison Initiative for Undergraduates

GLOBALIZING UNDERGRADUATE EDUCATION

Proposal Submitted by
the College of Agricultural and Life Sciences International Programs Office (CALIS)
Project Investigator: John Ferrick

In partnership with International Academic Programs (IAP)
the Center for International Business Education and Research (CIBER)
International Engineering Studies and Programs (CoE)
CALIS Career Services

Overview

This proposal will develop transformative, international learning opportunities for undergraduate students at UW-Madison through 1) internationalizing the classroom curriculum, 2) developing strategies that address the gender gap in going abroad, and 3) developing short-term study opportunities and internships abroad.

There is no doubt UW-Madison undergraduate students will receive a first rate education while on campus. But, during their time here, their interactions with others will not offer much cultural or social diversity. Of the 42,030 undergraduates at UW-Madison in 2008-09, 30,287 (72%) are from Wisconsin, Illinois or Minnesota. This means UW-Madison undergraduates are surrounded by people who look and think very much like them. Time spent abroad during their college career is one way to offset this and help students gain skills in diversity.

The world continues to become more globalized, as does the business and social arena our students will one day inherit. American companies are increasingly investing dollars abroad, and companies from countries around the world continue to invest in the international market. UW-Madison students, especially those in the sciences, need to experience not only the social, cultural, language, gender, and racial differences in other parts of the world, but they also need to understand how to successfully interact, motivate and work with a culturally diverse employment population.

Improving Instructional Quality: International Curriculum Integrated into the Classroom

According to a 2005 task force report entitled "Accelerating Internationalization," compiled by the College of Agricultural and Life Sciences (CALIS) International Programs Office, CALIS students think having an international perspective in their field of study and future employment is important. Nearly all sophomores (92%) and seniors (90%) said they thought an international perspective was somewhat or very important, but only 72% of seniors and 80% of sophomores thought their professors shared this same point of view. Unfortunately, 56% of both seniors and sophomores reported their instructors seldom included an international perspective into their subject matter. Although students thought an international perspective was an important part of their undergraduate experience, the report found that students seldom participated in international activities held outside of the classroom, such as seminars, cultural events or guest speakers.

In-class activities are an excellent way of introducing undergraduates to the international aspects of a discipline, but assimilating international examples into already established

curriculum takes extra effort and a new set of resources to draw from. Assistance is needed to help faculty and teaching staff identify new ideas, content sources and places for integrating international dimensions into their current curriculum.

This initiative envisions supplementing both traditional classroom based curriculum and web-based content, such as Learn@UW. Faculty and staff will be given the resources and support to explore innovative teaching techniques that can link classrooms in far away locations together, such as games, video discussion, live-feed of classes, trading content with partners in other universities, etc.

In partnership with IAP, CoE, and CIBER, CALS proposes developing a model, examples and a resource base that can be used by teaching faculty and staff to incorporate an international component into their current curriculum. We will develop criteria to identify subject areas most in need of internationalization. Priority will be given to topics in demand by employers, disciplines that are completely lacking an international dimension, and high demand, high enrollment courses that impact the maximum number of students. The model will also identify faculty most willing to add new ideas to their classes.

Because the proposed partnership is interdisciplinary, we can begin with curriculum delivered during the freshman and sophomore years, when many students are undeclared and when class sizes are large. Also, by beginning the process of internationalizing our students early, we lay a foundation that they can expand on during their later years.

Increasing Access: Addressing Gender Inequalities in Study Abroad Participation

It is a well-documented, national trend that male undergraduates go abroad at about one-half the rate of their female counterparts. Female undergraduates are also more likely than males to study in developing countries and to go where a second language is required. The duration and type of program does not seem to influence this trend. There is not much research or information on this topic or why gender plays such a major role in influencing the decision to go abroad. Much of the information available is anecdotal, not research based, and most schools use trial and error in developing strategies to address the problem.

Gender inequality in study abroad is of concern to the UW-Madison campus overall, affecting all colleges and programs. For example, according to the Office of the Registrar, undergraduate enrollment for CALS in 2008-2009 was 2,383 with 43% males (1,021), and 57% females (1,362). However, the study abroad percentages for the college in that same year were 71% female, 29% male. According to an IAP Study Abroad Participant Data Report, the campus study abroad percentages are 66.5% female and 33.5% male. The CoE also has a larger percentage of females studying abroad (37%), even though the College has a smaller overall percentage of females enrolled in their programs (18.5%).

CALS, IAP, CoE and CIBER, working in partnership, will explore why males are not participating in international activities at the same level as their female classmates and will develop strategies to attract more male undergraduates to international study abroad programs.

There is a need for a methodical and targeted approach to reduce this gender gap. We will first identify the types of opportunities and reasons that make going abroad appealing to young men. Then we will develop strategies that might include marketing, mentoring, advising and program development to improve study abroad participation outcomes for males. By initiating a more focused effort to find out what males want and expect from an experience, we will be able to identify and/or tailor programs to fit these expectations.

Establishing Innovative Internships and Short-Term Study Opportunities Abroad

Summer internship and research programs are an area of growing student demand. These programs are ideal for the curricular-restricted, science and engineering students. They are generally less expensive than traditional semester or yearlong options and they provide the travel and logistics structure and support for students who are not comfortable going abroad on their own. Internship experiences are more focused and tailored to meet a student's personal goals. Summer internships and short-term programs are commitments that don't derail the consecutive class structure demanded by science-based majors during the academic year.

Faculty led short-term programs combine classroom learning with relevant field experience abroad, ensuring that the world-class international research being done at UW-Madison is integrated into the undergraduate experience. Internships in the private sector are a valuable tool for transforming an education into a career. International internships encourage first-hand, interactive learning and require students to develop new approaches to problem solving.

Staff resources are also needed to establish internship sites and to establish more variety in internship choices. CALS, IAP, CIBER and CoE will work together with other universities, faculty, private sector companies, alumni and government organizations to develop internationally focused internship opportunities for undergraduate students.

The National Science Foundation (NSF) offers opportunities to fund summer research activities for undergraduate students. Faculty or departments with current NSF funding can apply for additional money as an add-on to their already funded projects. This new money is intended specifically to help defer the costs of undergraduate study abroad and international research programs. Small institution-to-institution planning grants are also available to aid in the development of partnerships between universities. Staff resources are needed to help faculty holding these types of grants apply for the additional funding and to handle the additional reporting.

Identify how the proposed hires/innovation/activities/effort will significantly impact this problem.

Most study abroad experiences occur in an undergraduate's junior or senior year of classes, after a major has been declared and they have entered into a more rigid program structure. However, students have the most class flexibility in their freshman and sophomore year, when they are still pursuing a more generalized undergraduate curriculum. Our current University structure is that international activities are handled in individual colleges and become available to students after they have declared majors. It is up to each individual college to design and support their own international offerings for their own departments and students. This current system leaves undeclared students without the opportunity to participate in or plan effectively for international activities.

This proposal aims to pull together some of the activities of the individual college's international undergraduate programs into a larger, more centralized effort focused on the problems outlined above. By pooling our efforts, we will be able to draw from a wider array of faculty and staff to improve both curriculum and student opportunities. We will be able to put students into different and more meaningful groups and give faculty and teaching staff much greater access to networks of resources to aid in program development. We will have the flexibility to try different parts of our model on different groups simultaneously to see which portions provide greater impact. This multidisciplinary approach will insure that new initiatives

are well integrated into campus-wide programs so duplication of effort is avoided and students' access to resources is not restricted by the barriers between colleges and administrative units.

These new positions would work across campus, instead of sitting in only one division and serving only those constituents. This proposed structure is much different than anything we currently have in place. While we currently enjoy cooperation among campus international divisions, there are no shared positions.

Describe how progress is to be measured, demonstrated, and reported; that is, provide metrics and timelines to evaluate project success.

A planning team would be formed, with leadership provided by the new positions, and with representation by each of the partner units (CALs, IAP, CIBER and CoE).

Improving Instructional Quality: International Curriculum Integrated into the Classroom

- Each division will identify classes that are high demand, high enrollment, or in some other way reach a breadth and critical mass of undergraduate students
- Establish what type of help teaching faculty and staff need or want
- Develop a method for tracking information gained in this identification process
- Concentrating on the identified classes, survey teaching faculty and staff to find what type of international examples they use in their curriculum
- Choose a projects to pilot
- Based on pilot projects, develop a model that includes identification techniques, resources and evaluation; integrate follow-up back into the model and start again
- Participate in campus forums (such as Teaching and Learning Symposium) to disseminate information learned
- Success will be measured by:
 - Identify 20 or more classes to begin work on, with an emphasis on large-enrollment, gateway courses to maximize the number of students reached
 - Creating a plan with timeline and budget for each class and executing that plan on schedule
 - Develop a model
 - In subsequent years, improve the model and increase the number of classes served

Establishing Innovative Internships and Short-Term Study Opportunities Abroad

- Inventory of current short-term study options
- Inventory of new sites currently in progress
- Focus groups or survey of students to identify specific needs
- Identify gaps in current offerings
- Identify new potential sites and partners
- Identify faculty with NSF grant add-ons
- Success will be measured by:
 - Addition of new internship sites
 - Funds available through add-on grants & endowments, to exceed the MIU funds spent
 - Increase in students placed in internships

Increasing Access: Addressing Gender Inequalities in Study Abroad Participation

- Focus groups to identify specific wants/needs
- Literature search for available research
- Information collected from other campuses on effective or ineffective strategies
- Inventory of current marketing materials, strategies and outcomes used by individual units
- Prepare a method of tracking the gender of those seeking information in person or via the web
- Compile baseline statistics for tracking future progress
- Prepare a report for the committee to work from in formulating strategy
- Formulate several strategies and pilot
- Prepare and pilot new marketing materials as per strategies
- Revise strategies based on performance of past year; if something worked at one unit, pilot with another to verify result
- Success will be measured by:
 - An increase in information seeking by potential male study abroad candidates
 - An increase in males volunteering to work at study abroad information fairs, open houses and other promotional activities
 - Increase in males holding student advising positions in SA offices
 - Good statistics collected and used to make decisions
 - A yearly increase in male study abroad numbers
 - No decrease in female interest or participation

For proposals that request new hires, describe how they will significantly impact student access and the ability of departments to allow their faculty to teach undergraduates.

Proposed are a one full-time and two half-time positions that will bridge four units—CALs, CoE, IAP and CIBER—to serve all undergraduates, regardless of their major or year in school.

Identify cross-college partnerships and/or campus collaborators needed to ensure success

CALs, CoE, IAP and CIBER have extensive knowledge of recruiting techniques for students, and networks of national and international colleagues who can be turned to for advice. This partnership means we can pull from a wide variety of experiences and specialties on campus and cross-match them with units in other divisions.

Other collaborators include:

- Alumni and private business for advice and internship sites
- DoIt for web and multi-media development; web queries; database development
- Librarians/Libraries for research and curriculum searches
- Digital Media Center for equipment rental, Learn@UW support, multi-media editing
- Pyle Center for distance learning facilities
- Business services for expenses and travel related advice
- CALs Research division for NSF grant proposals
- Student services/advising to help identify appropriate courses and faculty for projects

Budget detail

Although these positions work for no one particular administrative unit, this budget assumes a suitable office environment will be made available within one or more of the participating units and will include furniture, fax, copying, printer etc. Therefore allocation of space is not being requested and no capital equipment is budgeted for.

International Curriculum Integrated into the Classroom

	Per Year
Salaries & Wages	\$ 60,000
Fringe Benefits	\$ 23,700
Supplies and other charges	\$ 5,000
Conference	\$ 2,000
Travel - Domestic	\$ 3,000
Curriculum development	\$ 100,000
Direct Costs	\$ 193,700

Establishing Internships and Short-Term Study Opportunities Abroad

	Per Year
Salaries & Wages	\$ 30,000
Fringe Benefits	\$ 11,850
Supplies	\$ 5,000
Travel - Domestic	\$ 2,000
Travel - Foreign	\$ 20,000
Direct Costs	\$ 68,850

Addressing Gender Inequalities in Study Abroad Participation

	Per Year
Salaries & Wages	\$ 30,000
Fringe Benefits	\$ 11,850
Supplies	\$ 5,000
Travel - Domestic	\$ 3,000
Conferences	\$ 2,000
Marketing Materials	\$ 50,000
Direct Costs	\$ 101,850

Budget narrative

Salaries and wages:

These are all academic staff positions. The effort for internationalizing curriculum is 100%. The effort for gender inequalities and establishing internships is 50% for each. Fringe is assessed at the 2009 rate.

Supplies:

Includes funds for computer, office supplies, postage, phone, software, subscriptions, data, and other miscellaneous needs.

Conferences:

Admission fees for domestic conferences. Travel to and from conferences is included in travel-domestic budget line.

Travel-domestic:

Money for travel to conferences and other universities for information gathering.

Travel to Washington DC to talk with federal agencies about current and potential international opportunities

Includes airfare, food, lodging and in-country transportation.

Use of car fleet vehicles for in-state travel

Travel-foreign:

Travel for faculty and staff to make site visits for potential international internships

Includes costs for visas, medication, airfare, food, lodging and in-country transportation

Marketing materials:

Development and printing of marketing materials

Web development for marketing study abroad

Database development

Web queries for gathering statistics

Food and drinks for participants in focus groups or other volunteer activities

Honorariums for moderators of focus groups

Curriculum development:

Develop video, audio, podcast, games and other multi-media curriculum for classes or Learn@UW

Use of video facilities to link classrooms at UW-Madison with those at other universities

Sample books, case studies and other printed materials

Guest lecture honorarium

Student or DoIt help in developing content

Database development