

IDEAS

INCREASE & DIVERSIFY
EDUCATION ABROAD
FOR U.S. STUDENTS



FY18 Grant Impact Highlights

As of December 1, 2020

During the summer of 2019, 22 US higher education institutions were awarded grants to increase institutional capacity for outbound study abroad. Grants ranged from \$12,000 to \$35,000, and grantees were able to extend their award periods at no cost due to significant delays caused by COVID-19. Despite the pandemic, FY18 grantees have persevered in their funded projects, and have already made significant impacts on their campuses, as detailed in this report.



USA Study Abroad



World Learning
Education | Development | Exchange



FY18 Grant Impact Highlights

Alaska Pacific University

To achieve APU's goal of increasing and diversifying study abroad participation, the Liberal Studies Program sponsored a faculty-led study-abroad course on Nordic Literature and Culture during the January Block term. The class visited Sweden, Finland, and Estonia. APU has [established institutional relationships](#) through the [North2North partnership](#) of the University of the Arctic. The provost/PI and newly designated study abroad coordinator conducted a workshop for faculty and staff on opportunities for and barriers to study abroad participation. The program was attended by 40 participants, signaling significant interest in developing more robust program opportunities.



Student group with one of the authors they read (Anu Partanen, *The Nordic Theory of Everything*)

Augustana University

AU aimed to research university needs and facilitate the creation of study abroad programs targeting underserved groups to less traveled locations. 17 courses were proposed for January 2022 and 3 courses for Summer 2021, including [Elimu na Kilimo: Glimpses at the Intersection of Global Food Security and Education \(Kenya\)](#). A funded part-time researcher surveyed almost 1,000 study abroad alums to gather data on serving underrepresented populations. Results included findings that:

- Compared to white students, students of color were less likely to study abroad (53% versus 17%).
- Student athletes were less likely to study abroad (34% versus 59%).
- First gen students were less likely to study abroad (42% versus 54%).

Central Piedmont Community College

CPCC plans to create a two-week, faculty-led study abroad program to Cape Town, South Africa. In February 2020, students, faculty, and staff from CPCC and surrounding community colleges met with Michael Massingham, President of EDU Africa at CPCC. The faculty and students networked and were provided details on anticipated volunteer assignments in Cape Town. CPCC in the news: [Students attend Model UN; CPCC included in state report on IE at NC Community Colleges; CPCC students awarded scholarships for study abroad](#)

At a glance...



13

Exploratory faculty trips completed



25

New faculty-led travel courses developed



5

Faculty-led travel courses completed



3

Experiences converted to virtual



Gallaudet University

Gallaudet aims to gather and disseminate "best practices" in providing study abroad access to college students who are deaf, deafblind, and hard of hearing. One of the CO-PIs published a chapter in NAFSA's new publication, [Social Justice and International Education](#) that is focused on Deaf Access to study abroad. The two PIs and the student grant researcher joined the Joining Hands Virtual Symposium in August 2020. They presented a [poster](#) as part of Mobility International USA's poster fair during the event.

Common misconceptions about Deaf people traveling

- "Deaf people can't travel because of the communication barriers."**
Deaf people are visual beings, which means they communicate differently at times. They can communicate via gestures, notes and pen, and uses phone apps when needed. Gestures is easier for Deaf people to use.
- "They can't study abroad."**
Deaf people can study abroad, conduct research or complete an internship abroad. Some accomodations may be needed, but those can be arranged with the Education Abroad office or the program provider.
- "It's dangerous for Deaf people to"**
- "They are incapable of traveling."**

Johnson County Community College

JCCC completed all exploratory trips in preparation for implementing study abroad programs in Morocco, Costa Rica, Quebec and Martinique. As a result, JCCC now has met their grant goals of fully developing 4 study abroad programs exploring sustainability initiatives across the globe.

Mississippi State University

Two of the three projects (Kenya and Guatemala) that were funded under this award were formally established as study abroad opportunities and are scheduled to be run in May of 2021. Starting at the beginning of 2020, university faculty finalized their syllabus for submission for course credit confirmation and review. Two faculty and 20 students traveled to the [western highlands of Guatemala](#) March 7-14, 2020.



"[My experiences] made me realize that while I had traveled to Guatemala to teach people how to raise rabbits, they were in turn teaching me what is truly important...watching these people, I am learning more than I ever could have taught them." Reid Alley, student participant in the March 2020 study abroad program to Guatemala

At a glance...



60+

Campus/virtual events sponsored, including faculty training, info sessions, and passport events



37

Syllabi created



12

Resources created, including handbooks, manuals, surveys, & websites



Chippewa Valley Technical College

CVTC aimed to increase study abroad among students in 2-year occupational programs and created two successful study abroad programs and one study abroad shadow in January 2020. Fifteen nursing students, ten education students, and three faculty [traveled to Belize](#) in January 2020. A Student Abroad Coordinator and General Education Faculty also shadowed a student abroad program to Thailand. The Belize program is featured in this [video](#).



Dillard University

DU achieved their goal of creating a study abroad program office and has developed three faculty-led trips to Cuba, France, and Israel.

Fairleigh Dickinson University

FDU aims to increase study abroad participation among STEM majors. They successfully pivoted one their STEM study abroad programs (China) to remote delivery and have plans to offer a winter session of the program in the same format.

Frederick Community College

Four FCC faculty [traveled to Ghana](#) in January 2020 with the goal of diversifying study abroad program offerings for popular majors. They spent 12 days in Ghana with the vendors who will support their study abroad courses in 2021. These four courses are General Education or program requirements for over 1000 students in the departments of English, Sociology, Communications, and Nursing. None of these faculty have run a study abroad course previously and unquestionably returned to the US with a clear passion, commitment, and knowledge of how to effectively and inclusively run their courses. In addition to three student interest sessions in February/March, the faculty presented to 40 faculty and administrators including the Provost in February about their experiences in Ghana and they presented their exploratory trip and the study abroad course to the Board of Trustees at the February 2020 meeting.

"I came back from Ghana a new person. First, I have been able to utilize everything that I learned in my classes this semester. It comes up several times a week, especially in my African American Literature and Hip-Hop classes, and even in my Small Group Communications classes. I have been able to take my experiences and add to my content. It has made me a better professor and person as a whole." Professor Shemica Sheppard, FCC English faculty member



Northeastern Illinois University

NEIU aims to establish institutional partnerships to meet student demand for opportunities aligned with NEIU's African and African American Studies program. NEIU has hosted three [COIL workshops](#) for faculty, both from NEIU and around the world. They have used these workshops to strengthen current institutional partnerships and develop new ones, with faculty representing institutions from Brazil, Peru, Colombia, Pakistan, Nigeria, Kenya, and South Africa.

Northwestern Connecticut Community College

One of NWCC's grant goals was to introduce both students and faculty to the opportunities and benefits of studying abroad. Seven NWCC students and six faculty/staff members (two funded by IDEAS) traveled to [Spain](#) from January 2-16, 2020. The remaining faculty/staff and six of the students were supported by a National Science Foundation grant. One student funded his own travel. The students all took a 3-credit Cross Cultural Communications course developed by the new IDEAS-funded study abroad coordinator position (an English faculty member).

Pacific University

PU's grant goal is to internationalize the institution's curriculum through the creation of the Global Scholars Program. PU successfully recruited and enrolled students into the [Global Scholars First Year Seminar \(FYS\)](#) and had to open up a second section as well. The university published a [story](#) about the Global Scholars Program, and the Pacific Index, a student newspaper, also published a [story](#) about the Global Scholars Program. These stories follow the [article](#) published in 2019 publicizing the IDEAS Grant and grant-sponsored Global Scholars activities. The co-directors of the program presented the Global Scholars Program at the Intercultural Competence Conference (ICC) in Tucson, Arizona (January 23-25, 2020). End-of-term student reviews of the seminar were positive:

"My understanding and appreciation of information developed more and more during this FYS course. I have never thought about information the way we were taught in this class before. It was really interesting to learn about all the developments that were made that made a pathway for many things we use today." – PU Student

"I learned a lot this semester and through my learning, I have become even more interested in traveling to England and I hope that we will still be able to travel there in person. Just today, before class, I was telling my mother and sister about everything that I have learned in class including: Charles Babbage, Stonehenge, King James, and many other topics of interest. I usually do not enjoy history related classes, but I really found this one interesting." – PU student



Ramapo College of NJ

Ramapo achieved their goal of expanding their Global Field Experience (GFE) offerings. The PI worked with a faculty member to create one additional [GFE](#) to Iceland. This makes a total of eight GFEs that will be offered between May-June 2021, exceeding the goal of six GFEs. Additionally, the PI held a faculty workshop on study abroad on September 23 with approximately 20 faculty participants. Ramapo faculty and staff have also completed three structured program development trips (India, England & Greece) and facilitated two additional workshops for Ramapo faculty (Designing High Impact, Short-Term Study Abroad and Health & Safety Training).



Faculty Workshop



Faculty trip to Greece

Sul Ross State University

SRSU aims to increase the number of students studying abroad, particularly Hispanic students, through embedding study abroad in core curriculum courses. To that end, faculty completed a site visit to Volterra, Italy, and developed two accompanying courses in Music Appreciation and World Literature. Three other faculty are developing courses in Geology and Biology (Mexico) and Intro to Speech and Intro to Theatre (India). Partner institutions have been identified in all locations. A new relationship with the Tokyo Language School is in development and a site visit for Sul Ross faculty members is planned in late Spring 2021.

Temple College

TC's grant goal was to create a repeating study abroad program in Spanish, targeting minority students in particular. The Lead Instructor for Temple College's [Spanish 2311 and 2312](#) courses traveled to Guatemala in order to set up significant travel/tours and study in the country. She spent 16 days working with the local school in San Pedro La Laguna. The trip is tentatively rescheduled for 2021. The [announcement of the IDEAS grant](#) has helped spur fundraising to cover students costs at the College.

JUNE 1-29, 2020

Study Abroad in Guatemala!

For more information, contact:
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Associate Professor of Spanish
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The poster features a background image of a classical building facade with columns and arches. The text is overlaid on the image in various colors and fonts.



The Carolina Cluster (Benedict College, Claflin University, Voorhees College)

This initiative focuses on strengthening Cluster Members' study abroad offices, increasing international partnerships, and providing professional development to increase faculty study abroad engagement. Benedict College has adopted a course proposed by Dr. Gwenda Greene, Faculty Lead on this IDEAS Grant, for the academic year 20-21 titled *Intercultural and Career Competence*. Dr. Greene also coordinated CIEE membership for all cluster schools, giving students access to all CIEE programming worldwide. In December 2019, 14 faculty, students, and staff from Cluster institutions participated in the Liberia West Africa Fellowship Program, a nine-day service-learning program carried out by 501(c)(3) non-profit and NGO Planting A Seed International.



Visit with Madame Sirleaf, former Liberian President



Service-Learning: Divine Rock Orphanage

Trustees of Indiana University

IU Bloomington aims to train more faculty to support expansion of their study abroad programs in Africa. IU recruited and trained 6 faculty and 6 graduate students with interest in African health. In training the faculty, IU ensured the acquisition of quality African health knowledge and the ability to teach courses on study abroad with particular attention to Africa. IU identified the lack of training for instructors about health issues in Africa as one of the biggest problems in the field of 'Public Health in Africa.' The training touched on the area of study abroad program curriculum development and coordination. Trainees are in the process of developing courses, and one has already been accepted by the College of Arts and Sciences as an online course for Spring 2021 - *Study Abroad in Africa, Ghana*, by [Dr. Nana Amoah-Ramey](#).

University of Alabama, Tuscaloosa

UA recruited and trained 4 study abroad faculty advisors across 4 colleges to serve as Fellows, in service of their grant goal to better advise underrepresented students. These Fellows participated in a series of workshops in FA19 and SP20 concerning the value of study abroad to overall student retention and success by providing access to data and research findings and identifying best practices for student mobility. A faculty-led trip to South Africa was developed for May 2020. Staff also developed the first UA Guide for Faculty and Staff on Education Abroad.

"This program has been an incredible learning opportunity unlike anything I thought I would be able to participate in after graduating from college myself. I've learned so much about South Africa and their culture, as well as the value of international experiences for college students and how to communicate that value to others. I've already taken the knowledge from our workshops and applied it to my professional practice and everyday life, and I hope to travel to South Africa as soon as I can."
Alyssa Stephens, Academic Advisor, College of Communications & Info Sciences



University of Arkansas

UArk hoped to create a program model that can serve as a platform to expand the faculty and community partner networks related to global issues. The UArk team developed a pilot program in [Barcelona](#) for May 2020. The faculty leads hosted two workshops for 30 faculty and community partners in preparation for the course. The team expanded to include Architecture faculty, who are planning a course to Denmark and Finland in 2021-2022. The team also prepared and promoted a planned on-campus cluster of courses related to [Arkansas Global Changemakers](#) involving virtual

[international partnerships](#) with students & faculty in Bangalore, India (Fall 2020) and Barcelona, Spain (Spring 2021). The team also applied for major grants to support the development of local-international social change networks and completed a development plan for institutionalizing Arkansas Global Changemakers across the university.



University of Georgia

The UGA project involves the creation of reusable pathway curricular materials and an instructor guide targeting rising college students from underrepresented groups. The curricular outline, first draft of the instructor outline, and just-in-time video elements have been recorded. Focus groups were conducted with traditionally underrepresented students in study abroad, and a student cultural awareness guide has been developed. Finally, 20 international student mentors were recruited to provide early international contact to new UG students.

University of Tennessee Institute of Agriculture

The PD, Co-PD and Project Coordinator completed a first site visit to Argentina during December 2019 in order to achieve their grant goal of developing a new faculty-led



course focused on food security in Argentina for students in underrepresented majors. An Argentine tango event was held on campus to promote the program and spur student recruitment. The team was awarded internal funds to host an Agricultural symposium in Knoxville that will highlight food security issues in Argentina. MOUs have been formalized with Instituto Nacional de Tecnología Agropecuaria (INTA) and the Faculty of Agronomy at the University of Buenos Aires (FAUBA), with whom they are also developing a webinar series with the help of the Argentine Fulbright Commission. In summer 2020, co-PI Dr. Rius was invited as a speaker to a graduate animal nutrition class (7/12/2020) organized by instructor Dr. Paula Turiello from the National University of Rio Cuarto in Cordoba Province.