

NEASC
The Undergraduate Experience
International Education

DESCRIPTION:

UNH undergraduate students must learn to appreciate, understand, and function effectively in a world in which international relationships and global forces continuously impact their lives. To achieve that outcome, international education must be a coherent part of their academic experience. The University's Academic Plan for Undergraduate Education names international education as one of four focus areas of the undergraduate experience at UNH. Our goal is to provide our students with a globally authentic education by developing an increasingly internationalized curriculum, by supporting a widening range of overseas academic opportunities, and by expanding enrollments in the dual major in International Affairs. These steps are embodied in the Center for International Education's Strategic Plan with the specific objectives of 1) increasing study abroad participation so that, nationally, UNH is in the top ten among doctoral extensive institutions and 2) doubling the International Affairs Dual Major enrollment so that more students are benefiting from this high quality program.

While international education is generally supported at high administrative levels and across campus, transforming UNH into the internationalized institution will require significant new financial and human resources and continuing strong leadership by campus administration.

The Undergraduate Curriculum

UNH provides several very high-quality programs with international emphases. UNH provides language, literature, and culture majors, minors, and/or course work in Spanish, French, modern Greek, Italian, German, Russian, Chinese, Japanese, and Portuguese. There are also majors with formal and informal international concentrations in anthropology, economics, political science, foreign languages, literatures and cultures, tourism, and natural resources. In addition, majors in European Culture and French Studies, and minors in Latin American, Canadian, and Asia Studies are open to interested students.

While there is strength in the major foreign languages, UNH has struggled to provide consistency in Japanese and Chinese instruction and does not offer instruction in languages which are now becoming more important such as Swahili or Arabic. Despite UNH's long relationship with Brazil, even Portuguese offerings have been variable, particularly beyond the introductory level.

All UNH undergraduates must fulfill a "Foreign Cultures" general education requirement. To meet this requirement, UNH undergraduates may choose an intermediate level language course or one of nearly three dozen non-language courses, of which only about one-third have an international focus. Foreign language and foreign

culture courses account for the bulk of “international” courses accepted for the pertinent general education categories: History, Foreign Cultures, Fine Arts, Social Science, and Philosophy/Literature/Ideas. No student is required to engage in international studies beyond the single mandated Foreign Cultures course.

UNH supports two excellent programs that provide opportunities for undergraduate research experiences in international settings. IROP (International Research Opportunities Program) links an undergraduate student with both a UNH faculty mentor and an overseas collaborator. The student works with the UNH mentor during the academic year and then spends a minimum of eight weeks in an overseas setting under the guidance of one of the UNH mentor’s international colleagues. The IROP program is supported by a generous endowment and participation in the program is highly selective. SURF-Abroad (Summer Undergraduate Research Fund - Abroad), the second program, provides modest financial support for projects which are typically of shorter duration and are usually guided solely by a UNH faculty member.

Study Abroad – Exchange

UNH manages 22 study-abroad programs in 14 countries on 4 continents. We are directly responsible for high quality programs in Spain, France, New Zealand, India, Hungary, England, and Italy. In addition, UNH’s Center for International Education (CIE) has approved, using criteria established by UNH in 1998, over 100 study abroad programs provided by other institutions and organizations. UNH sent 453 students overseas in the academic year 2000-01, represent a 13.8% participation rate, good for 17th place nationally among doctoral degree granting institutions (IIEE Open Doors, 2002). The trend in participation is upwards and participation in 2002-2003 is expected to exceed 500 students.

Most UNH-managed programs operate in a decentralized manner. The departments and colleges are responsible for the academic quality and administration of the programs. The Center for International Education is responsible for policy oversight and periodic reviews of all programs. For a small number of UNH-managed programs, a college or department is responsible for the academic components while CIE provides the administrative support. The decentralized model for UNH-managed programs, while creating ownership of international education within the academic units, does lead to coordination problems and administrative inconsistencies. Although UNH has a policy manual for study away, the policies are not always followed faithfully. In fact, since the adoption of the policies in 1998, several study abroad initiatives began their development without the responsible parties even being aware of these policies and procedures.

Table GHI. Annual Study Abroad Participation at UNH, 1984-85 to 2001-2002

	CIE	UNH	Total
1984-85	2	31	33
1985-86	27	63	90
1986-87	56	62	118
1987-88	104	124	228
1988-89	127	115	242
1989-90	140	95	235
1990-91	102	131	233
1991-92	117	102	219
1992-93	100	133	233
1993-94	123	109	232
1994-95	125	127	252
1995-96	99	136	235
1996-97	150	156	306
1997-98	121	257	378
1998-99	154	256	410
1999-00	155	214	369
2000-01	175	278	453
2001-02	182	73*	255*
2002-03			

*incomplete data as of 12/12/02

Table JKL. Study Abroad Enrollments Administered by CIE, 1993-94 through 2002-03

	Fall	Spring	Summer	Total	% Change
1993-94	56	56	11	123	
1994-95	62	52	11	125	1.6%
1995-96	54	39	6	99	-20.8%
1996-97	61	57	15	133	34.3%
1997-98	55	53	11	119	-10.5%
1998-99	51	93	15	159	33.6%
1999-00	62	56	17	135	-15.1%
2000-01	75	65	19	159	17.8%
2001-02	64	93	24	181	13.8%
2002-03	86	138*	na**	224**	23.8%***

* estimated as of December 12, 2002

** not available until June, 2003

*** % change as December 12, 2002

The Center for International Education assesses study abroad in terms of program inputs and student outcomes. UNH-managed programs are on a 5-year review cycle and

CIE reviews for approval/disapproval non-UNH programs in which our students would like to participate. Students who study with non-UNH programs are required to write a report on their program upon their return to campus.

The International Affairs Dual Major

The IA dual major is a rigorous academic program that links a primary major with in-depth study of international affairs. There are three core course and four elective areas, creating a multidisciplinary approach. Students are required to demonstrate advanced competency in a foreign language, participate in a significant overseas experience in a non-English speaking country, and write a major research paper on a topic related to the country visited and drawing upon their foreign language skills. The program is designed so that participants can also complete an area studies minor (e.g. Latin America, Canadian Studies, or Asian Studies).

The program has been very successful, graduating 337 dual majors since 1991, an average of 28 per year. Enrollments in the core courses in AY 02-03 are approximately 170, reflecting a 40 percent increase in demand from AY 01-02. Because of rigor and additional requirements, the IA dual major attracts high quality students. (Average GPA of graduating IA students in 2002 was 3.33, compared to the UNH average of 2.75). Program graduates have excellent records in career and advanced education placements. They are also loyal supporters of the program, often providing significant assistance in placing currently enrolled students in internships and entry-level jobs.

APPRAISAL:

The Undergraduate Curriculum

Expectations

The University expects all of our undergraduate students to develop awareness of contemporary and historical world affairs, cultures, and international relations and to be comfortable with the diversity of peoples and perspectives around the world. All undergraduates must take one course in Foreign Culture to satisfy their general education requirements.

Integration

The Foreign Cultures general education requirement is a necessary but insufficient condition for a globally authentic education. Most UNH undergraduates do not engage in international academic studies beyond the minimum requirement. UNH does provide opportunities for formal and informal international education experiences. Formal mechanisms encompass international content courses, majors with concentrations in international topics, overseas academic programs, and the dual major in International Affairs.

With the exception of internationally focused majors, and lightly-enrolled area studies minors, international engagement is not integrated into the typical undergraduate program. There are a few opportunities for international concentrations in such diverse majors as Tourism, Natural Resources, and Civil Engineering. To achieve greater integration, UNH will need to expand the international content of general education requirements and strengthen foreign languages and area studies.

The IA dual major core courses provide linkages to the New Hampshire International Seminar Series. This series, now in its 21st year, features distinguished speakers from around the world as well as from on-campus talking about important ideas and events. Students enrolled in the IA core courses are either encouraged or required to attend. However, despite the relevance of the subjects, the seminar is rarely integrated into other courses.

UNH can also enhance its international efforts and diversify our student body by increasing the undergraduate international student population above the current level of 100 students. International students and American students do live together in Smith Hall. If our foreign student enrollment expands, many of these students can be housed among their American counterparts, providing more opportunities for international contact and friendship.

Coherence

International education linkages exist among various programs. Area study majors and minors often require study abroad experiences. The Foreign Cultures requirement can be satisfied by means of study abroad. Students participating in the IA dual major can easily add area study minors. However, these linkages are not well-known among students or academic advisors.

Assessment

UNH will measure progress toward internationalizing the undergraduate experience by measuring changes enrollments and offerings. We will monitor changes in enrollments in non-language international courses, advanced level foreign language courses and IROP/SURF Abroad experiences. We will track changes in the numbers of international course offerings at the general education and advanced levels. We will also monitor changes in the number of matriculated and exchange undergraduate students from other countries. In addition, we will observe changes in the number of curricula embracing international topics as options, concentrations and/or minors as well as enrollments in such programs.

Study Abroad – Exchange

Expectations

We expect that students participating in overseas academic programs will develop heightened awareness of global and international issues and will integrate an expanded perspective into their on-campus academic endeavors. We expect that an increasing proportion of study abroad participants will incorporate their overseas studies into the core requirements of their majors. We also expect that by living in a new learning environment students will have a greater appreciation for diversity and improve their social and problem-solving skills. Our objective is to increase student participation in study abroad programs to 20 percent by 2007, a fifty percent increase over the current rate.

Integration

A study abroad experience is integral to the academic programs of all foreign language majors and of students enrolled in the dual major in international affairs. In addition, civil engineering and natural resources majors may enroll in UNH-managed programs that are fully integrated into their academic programs. An option in the Tourism major also requires a focused study abroad semester.

In some cases, students select study abroad programs that directly support their disciplinary major. This is fairly common practice among students in the Colleges of Liberal Arts and Life Sciences & Agriculture who can count 8 to 16 international credits toward their major requirements. By way of contrast, students in the Whittemore School of Business and Economics (WSBE), whether participating in UNH-managed programs or programs of other providers, are generally limited to using one overseas course to satisfy major requirements. A large proportion of students use study abroad to meet general education and general elective requirements rather than integrating the overseas curriculum into their major.

Coherence

While UNH supports study abroad as a key element of international education, participation rates among science students are low. Students and faculty often encounter curriculum barriers, both real and imagined, which hamper participation in study abroad.

The majority of study abroad participants go to English-speaking countries (Australia, New Zealand, and the United Kingdom). Most foreign language majors study in Europe; even Spanish majors rarely venture into Latin America. Despite UNH's goal of engaging the world, study abroad activity is geographically limited.

UNH's Study Away Policies (July, 1998) provide a coherent framework for evaluating new and reviewing existing study abroad programs. However, for faculty-led trips (as course components), the policies are rarely followed. There is no clearly established procedure for faculty to follow and there is little administrative oversight at the department, college, or university levels. While the faculty leader is usually well-

versed in the academic components and may be familiar with local culture, issues of student safety as well as personal and institutional liability have not been addressed.

On the plus side, UNH has a very generous financial aid policy for study abroad students. Students enrolled in either a UNH-managed program or in a UNH-approved program are eligible to use their UNH scholarships and grants to fund their study abroad costs. This policy helps make the study abroad experience affordable for a wider range of our students than is often the case at other public institutions.

Assessment

Our success in expanding undergraduate awareness and understanding of global and international issues can be assessed by determining the levels and diversity of participation, the degrees of integration into campus programs, and the range of destinations chosen.

Annual participation levels at US colleges and universities are determined by IIEE's Open Door Survey. UNH's 453 participants in 2001 yielded a 13.8 percent participation rate which serves as the basis for monitoring our progress toward 20 percent participation by 2007 (approximately 660 students). By analyzing the diversity of majors currently enrolling in study abroad programs, CIE can identify majors with low participation rates. CIE effectiveness at overcoming barriers to participation in such majors can be measured by changes in the diversity of future participation.

We will assess our progress toward diversifying the range of destinations chosen by monitoring the number of and enrollments in new study abroad and exchange programs created in under-represented geographic areas. The Center for International Education has a specific objective of creating 25 new exchange programs by the end of 2007 to provide more diversified study abroad opportunities and for recruiting international undergraduates to UNH.

The Center for International Education will continue assess study abroad programs by means of administrative reviews of UNH-managed programs in accord with the 1998 UNH Policies for Study Away and student evaluations of UNH-approved programs provided by other institutions and organizations.

The International Affairs Dual Major

Expectations

The University expects that students enrolled in the dual major in international affairs will develop the competency to critically examine contemporary and historical world affairs, cultures, and international relations, to conduct their personal and professional lives with a confident awareness of international and global issues, and to comfortably interact with people from around the world. We expect IA dual majors to

integrate international studies with their primary major, to develop advanced competency in a foreign language and to meet the world through a significant overseas experience. The IA dual major should be a distinctive program at UNH. Our goal is to expand enrollment in the dual major to 240 students, yielding approximately 50 graduates per year by 2007.

Integration

Students in the College of Liberal Arts (COLA) or the Whittemore School of Business and Economics (WSBE) dominate the IA dual major. For COLA students, this is not surprising given the international nature of some major programs and the study abroad requirement for foreign languages. The IA requirements mesh well with the students' plans of study. For WSBE students with international interests, the program represents a means for adding strength to their majors. However, science students from the College of Engineering and Physical Sciences (CEPS), College of Life Sciences and Agriculture (COLSA), and the School of Health and Human Services (HHS) account for only a very small percentage of IA dual majors. Science majors do not elect the IA dual major due to curriculum rigidity, lack of knowledge on the part of advisors in science departments, lack of space in foreign language courses, and the existing schedule for IA core courses. It is much more difficult, but not impossible, for these majors to integrate the IA curriculum into their primary major program.

Coherence

Although the program has a history of excellence, the largest obstacle to its continuing success and to future expansion is the lack of permanent faculty to teach the three IA core courses. These courses (IA 401, IA 501, and IA 701) have always been taught on an *ad hoc* basis. While the faculty members who have participated have been excellent, each year the director of CIE must bargain with faculty, deans and others to secure qualified teachers on either a buy-out or overload basis. Moreover, faculty turnover makes co-ordination of core courses difficult and limits the time that professors have to use feedback from student evaluations to improve the courses.

It is imperative that IA students begin planning their course of study early, but many students learn of the program too late in their academic careers to fulfill the IA requirements. Despite high levels of support for international education in general, CIE has found it difficult to promote the IA dual major at key college-level events such as open houses for admitted first-year students and orientation/registration events for incoming transfer and first-year students. CIE does present the IA program to undeclared liberal arts students, but is usually relegated to "Resource Fairs" for all other events. In this context, the IA program is on par with student clubs and cell-phone vendors, rather than being promoted as a distinctive academic program. CIE is doing what it can to accommodate later entry into the program and to deal with highly structured primary majors by planning to offer the core courses each semester, but its ability to do that successfully is constrained by the lack of permanent faculty.

Some of the incoherence between stated support of international education and support of the IA dual major may be attributed to the lack of ownership of the major by all colleges. IA is sometimes viewed as a competitor liberal arts program rather than a university-wide curriculum that enhances all majors.

Assessment

The successes of the Dual Major in International Affairs programs and of its students will be assessed by enrollment numbers and characteristics and by the career paths of its graduates. The Center for International Education will monitor changes in course enrollments, diversity of primary majors participating in the dual major, and the number of graduates and their quality relative to the UNH average. Career successes and feedback on program strengths and weakness will be tracked by means of periodic surveys of IA alumni.

PROJECTIONS:

The UNH Undergraduate

The following recommendations aim to enhance the international awareness of all UNH undergraduate students:

A. Strengthen international course offerings:

1. Fund enhancement of international content in existing courses and for developing new international courses within the General Education Curriculum with explicit recognition that international education is more than foreign language and foreign culture.
2. Establish a review process for existing Area Studies Minors and evaluate the potential for expanding area studies into regions for which UNH has teaching, research, and outreach strengths.

B. Strengthen integration of international education across undergraduate programs:

1. Expand the number of curricula that explicitly offer concentrations, options, or minors in international studies.
2. Promote greater use of the New Hampshire International Seminar in courses other than those in the IA core curriculum.

C. Expand the enrollment of international students (and the diversity of the UNH student body) by means of exchange programs with overseas institutions similar to UNH.

Study Abroad - Exchange

The following recommendations are directed toward our goal of twenty percent participation in study abroad and better integration of study abroad into the undergraduate curricula:

A. Expand Study Abroad Opportunities

1. Expand to 20 to 25 the number of formal exchange programs, targeting institutions whose stature is comparable with that of UNH, especially in countries where UNH does not have existing study abroad or exchange programs. Each of these exchange agreements will be subject to the University's existing process of approving study abroad programs. These exchange programs have the additional benefit of bringing international students to UNH who are otherwise precluded due to UNH's high non-resident tuition cost.
2. In the interest of student safety and institutional liability, develop administrative and safety procedures that will apply to all undergraduate overseas academic and co-curricular activities.

B. Integration of Study Abroad

1. Provide financial and human resources to assist departments in developing programs of study that incorporate study abroad as an integral part of the majors.
2. Continue the UNH financial aid policy that provides scholarship and grant money to students irrespective of the approved program selected by the student.

Dual Major in International Affairs

To ensure that students enrolled in the dual major in international affairs will achieve our expectations of competency and confidence, and that more students participate in the program, we recommend the following:

1. Develop permanent faculty staffing for the IA core courses (IA 401, 501, and 701) by joint appointments or other suitable means. Existing course offerings require 1.4 full-time equivalent (FTE) faculty members. Increasing enrollments will mandate 2.4 FTE by Academic Year 2005.
2. Expand enrollment in the IA dual major by increasing awareness of the program during the admissions process and by improving access to the program through better coordination with college and faculty advising systems. Hire a professional staff person to advise IA majors, coordinate their study abroad experiences, and to work with departments to overcome curricular barriers to student participation.

Assessment

The enhancement of international education at UNH will require systematic assessment to ensure progress toward goals. To that end, we recommend that the Center for International Education develop and maintain the assessment tools described above. Specifically, CIE will be charged with creating benchmarks, collecting data, conducting analysis and reporting results to appropriate administrative units. These tasks will require the addition of one full-time equivalent person to the CIE staff.