

**Bringing the World to U:
Internationalization of Students at the
University of Minnesota**

President's Emerging Leaders Program
2006 – 2007

Project Sponsor

Kay Thomas, Office of International Programs

PEL Members

Lara Friedman-Shedlov, University Libraries

Nanette Hanks, Undergraduate Programs, College of Liberal Arts

David Imdieke, Office of Student Finance

Mary Moga, Honors – College of Liberal Arts

Kris Sticha, Office for Technology Commercialization

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Table of Contents

| | |
|--|----|
| Executive Summary----- | 2 |
| Introduction ----- | 4 |
| Response to Deliverables----- | 7 |
| Recommendations----- | 16 |
| Conclusions ----- | 18 |
| Appendix A: Internationalizing the University Project Description ----- | 19 |
| Appendix B: Internationalizing the University Project Charter----- | 20 |
| Appendix C: List of Interviews----- | 21 |
| Appendix D: Sampling of Interview Questions----- | 22 |
| Appendix E: References and Resources Consulted----- | 23 |
| Appendix F: Assessment Planning Matrix for Global Learning Outcomes----- | 25 |
| Appendix G: List of Current Programs----- | 27 |

I. Executive Summary

Background:

Internationalization is an important priority to achieve the University's goal of becoming one of the top three public research universities in the world. Global perspectives are critical to solving contemporary problems, ensuring academic excellence and preparing a world-class workforce. President Robert Bruininks has identified internationalization as a key element of the University's strategic positioning and is committed to making the University a global leader in education and research.¹

Initiatives to increase the number of students studying abroad and the number of international students and scholars on campus are key, but must be complemented by a campus culture of global awareness, sensitivity and engagement and the integration of international perspectives and experiences into learning and discovery. The internationalization of the campus culture, or "Internationalization at Home" (IaH), must be a comprehensive and deliberate initiative. Regardless of their national origin or travel opportunities, every graduate must be transformed into a global citizen. The University of Minnesota must ensure that internationalizing the university results in internationalization of the student.

Mission:

To provide information and recommendations regarding strategies/methodologies for expanding and documenting the international experience of matriculated undergraduate degree-seeking students at the University of Minnesota's Twin Cities campus.

Deliverables:

- Develop a matrix for defining an international experience
- Document existing resources and recommend strategies to leverage current assets
- Identify best practices in IaH
- Develop recommendations about documenting students' international experiences, including co-curricular activities

PEL Internationalizing the University Project Team:

Sponsor: Kay Thomas (Office of International Programs)

PEL Team Members: Lara Friedman-Shedlov (University Libraries), Nanette Hanks (Undergraduate Programs, College of Liberal Arts), David Imdieke (Office of Student Finance), Mary Moga (Honors - CLA), and Kris Sticha (Office for Technology Commercialization)

Recommendations:

Providing an undergraduate experience that includes global competence as a learning outcome requires that we truly internationalize the campus. Strategies to achieve this "Internationalization at Home" at the University of Minnesota fall into four themes:

- **Define.** The University must establish a shared vision and understanding of internationalization at the campus level. A coordinated strategy must be developed to balance and integrate internationalization at home efforts with study abroad experiences,

¹ *Minnesota Daily*, 5 December 2005, 9A

international students on campus, and the liberal education requirements. This coordinated strategy will advance the goal of the internationalization of the campus and create the means to transform all University students into global citizens. We recommend a campus-wide advisory board be established to begin the process of defining internationalization. This activity should, at a minimum, include: developing a shared meaning of an international experience (with respect to multiculturalism and other diversity initiatives) and determine how to document the transformation of a student.

- **Defend (convince people of the need).** The importance of internationalization is widely acknowledged by the University community and great progress has been made. However, past efforts have been based on a relatively narrow view of internationalization that focuses primarily on learning abroad and the recruitment and support of international students and scholars. While both are key to creating an internationalized campus, they are only one part of the strategy needed to achieve the goal of educating students to be global citizens.

In order to maximize and expand the existing campus resources for internationalization, greater visibility and accessibility of these resources is necessary. A well-placed IaH champion and advocate is needed to provide the necessary visibility and accessibility. It is assumed that this champion would be the Associate Vice President and Dean of International Programs. The IaH champion should establish a shared vision of internationalization at the campus level and lead University administrators, faculty and staff to the realization that IaH supports and advances the University's vision of being a "top 3" public research institution. The IaH champion should identify key success indicators for student experiences and create standardized assessment tools to be used for all international programs.

- **Deliver (leverage existing resources).** The University of Minnesota boasts a wealth of resources that could be leveraged to internationalize students. A wide variety of courses, programs, initiatives, and activities are already in place, in addition to human resources in the form of international and internationalized members of both the University and local communities. The University should work to connect the existing programs and individual contributors that already incorporate IaH fundamentals together in a meaningful way. In addition, new programs should be encouraged to seek out and leverage the existing pool of programs and human resources.
- **Document (assessment and metrics are needed; formal recognition of IaH should be considered).** There is a general consensus among our team members and those we interviewed that ways should be identified to recognize and acknowledge a student's participation in and transformational growth during any international experience, whether at home or abroad. An advisory committee should be established to analyze methods for students to formally document their international experiences. Such documentation should allow the University to measure and assess existing initiatives and programs as well as provide metrics for including globalization efforts in top three rankings.

II. Introduction

Internationalization has been defined as

the process of integrating an international perspective into a college or university system. It is an ongoing, future-oriented, interdisciplinary, leadership-driven vision that involves top administrators creating an institutional vision and motivating people in both academic affairs and student affairs units to change an entire system to think globally, comparatively, and collaboratively while reacting to multi-dimensional environmental changes in global political, economic, social, and cultural arenas. It is the way an institution adapts to an ever-changing, diverse external environment that is becoming more globally-focused.²

Globally, a consensus is growing about the urgent need for and benefits of internationalizing higher education. There is little dissent in the U.S. and abroad that internationalization is good for the individual, the community, the institution, the nation and the world. However, there is little consensus on the best practices for implementing internationalization; a challenge to which the uniqueness of each institution adds another layer of complexity.

The characteristics of an **internationalized institution** vary in scope, depth of commitment, range and breadth but have been identified as the following:

- The presence of international majors and minors within colleges and professional schools
- World languages and area studies courses
- International/comparative courses required for all students regardless of discipline
- Co-curricular international conferences/events/involvement activities on-campus
- A solid international commitment in campus leadership including the president, vice presidents, provosts, directors, deans, and board of trustees
- Commitment from institutional relations offices including fundraising expertise from university foundation, communication plans by the public relations office, and outreach to international alumni by alumni association
- International diversity among students, faculty, and scholars and intentional involvement of these stakeholders in internationalizing aspects of campus life
- International study, work, research programs and internship service opportunities for students (including scholarships)
- International teaching, research, and consulting opportunities for faculty (including travel grants and fellowships), and
- Partnerships and networks with universities across the globe³

The University of Minnesota is making steady strides toward becoming a comprehensive internationalized institution. In September 2005, as part of the strategic positioning effort led by President Robert Bruininks, a system wide academic Task Force on Forging an International University was formed. The Task Force recognized that the unprecedented effort to become one

² Ellingboe, B.J. "Divisional Strategies to Internationalize a Campus Portrait: Results, Resistance, and Recommendations from a Case Study at a U.S. University." In J. A. Mestenhauser and B. J. Ellingboe (Eds.) *Reforming the Higher Education Curriculum* (pp. 129-228). Phoenix, AZ: American Council on Education/Oryx Press, 1998. p. 199.

³Ellingboe, B. J. "The Most Frequently Asked Questions about Internationalization." <http://www.education.umn.edu/IntEduc/IntFAQs.html>.

of the top three public research universities in the world demands “that internationalization, diversity, and academic excellence be inextricably intertwined and central to the University’s core mission. . . . [The University’s core identity and mission] must develop a global orientation and realize its place in a developing global network of engagement and scholarship. It must demonstrate an uncompromising commitment to international concerns; weave the international into the very fabric of its institutional objectives, processes, and core values; and recognize that international concerns are not an accessory to the University’s mission but instead are at its core. It must invest in the creation of an institutional framework that nurtures interdisciplinary knowledge production, and provide the resources to encourage continuing engagement in global affairs”.⁴

Implementation of the most critical recommendations resulting from the Task Force is steadily proceeding. Some examples include:

- *Appointment of an internationally renowned scholar with demonstrated leadership abilities as Vice President and Dean for International Programs with responsibilities to direct, oversee, and sustain the internationalization of the university.* In September 2007, the new position of Associate Vice President and Dean of International Programs was established. The position is currently being held on an interim basis by Meredith McQuaid, associate dean of the Law School. A search for a permanent Associate Vice President and Dean is expected to be completed during the 2007-2008 academic year.
- *An initial three-year, \$6 million budget that would transform teaching, research, and public engagement programs. We anticipate that this \$6 million would generate significant external support. The first tranche of this budget would be used to create high priority, high impact programs such as developing international partnerships, cross-disciplinary and cross-collegiate collaborations on global issues, and cluster hires on international themes.* A new initiative has been created within the Office of International Programs to increase international and interdisciplinary research and scholarship. Regents Professor Allen Isaacman has been appointed Assistant Vice President for International Scholarship and will head this initiative. Prof. Isaacman also will continue to serve as professor of African History and director of the Interdisciplinary Center for the Study of Global Change. As assistant vice president, Prof. Isaacman will help support transnational interdisciplinary scholarly partnerships, coordinate an annual awards process for international scholarship and research and learning circles, support a series of visiting international fellows, and develop external funding possibilities for global studies. To date, this initiative has resulted in new funding opportunities to support international scholarly initiatives. In its inaugural year, \$470,000 in grants were awarded in April 2007 to faculty and graduate studies for international scholarly activities.⁵
- *Other initiatives that show attentiveness to internationalization.* New studies, courses and programs are flourishing, courses are being added to general education programs, and

⁴ A. Isaacman. et al., “Report of the Task Force on Forging an International University,” January 31, 2006, http://www1.umn.edu/systemwide/strategic_positioning/tf_final_reports/intl_univ_final.pdf. p. 9.

⁵ Press Release, “Office of International Programs Awards more than \$470,000 in grants for international scholarly activities,” April 27, 2007. http://www.international.umn.edu/funding/strategic/intl_grants_recipients_07-08.pdf

opportunities for faculty development have been augmented. The University is succeeding at bringing diversity to its faculty and student bodies. The University has set a goal to have 50% of our students have a study abroad experience before they graduate. The University also recognizes that the multiple national origins represented within its student body can be an educational asset for all college students and therefore has a goal to increase the number of international undergraduate students from a current enrollment of 500 to an enrollment of 1,500 by 2015.

Categories of activities recommended by the Task Force include the following:

- Student support (e.g., targeted non-resident tuition scholarships to support international exchange, scholarships for undergraduate study abroad; graduate fellowships for international students working in priority interdisciplinary areas; grants for international internships/research opportunities for undergraduate and graduate and professional students, and on-campus internationalization programs for those not directly participating in learning abroad experiences).
- Faculty support (e.g., cross-disciplinary, cross-collegiate faculty research circles; international symposia; intercollegiate competitive research grants).
- Curricular development (e.g., Office of International Programs (OIP) faculty travel grant supplement for curriculum integration; small grant programs for individuals and departments to develop and implement international course content and programming).
- International network development (e.g., travel and expenses for planning meetings, development of collaborative seminar series, visiting post-doctoral fellowships).
- Technology and infrastructure (e.g., development of an international database of students, faculty, alumni; appropriate staff support to sustain this infrastructure).

Goal and Vision: Internationalization at Home:

The goal of an internationalized campus is to develop **internationalized students**, staff and faculty who can function in the world at a high level. The President's Emerging Leaders (PEL) project team on Internationalizing the University was charged with providing new conceptual thinking around internationalization as an institution and to provide some new ideas and strategies to address this issue. In particular, the team was asked to provide new thinking about how to address issues of "Internationalization at Home" and to look at ways the University of Minnesota might internationalize the campus and the curriculum in ways to bring international experience, knowledge, and skills to all students and scholars.⁶

The objectives of this PEL project are in line with the Task Force recommendations that call for the scope of international experiences on the University campuses to be expanded.⁷ The Task Force recommendations and the PEL project objectives describe efforts commonly known in the international education arena as "Internationalization at Home (IaH)," a concept first articulated by Bengt Nilsson, at the University of Malmö, Sweden.⁸

⁶ See Appendix A, Internationalizing the University PEL Project Description

⁷ Report of the Forging an International University Task Force, p. 8.

⁸ Teekens, H., "Internationalization at Home: A Background Paper." In H. Teekens, (Ed.) *Internationalization at Home: A Global Perspective* (pp. 1-18). The Hague: Nuffic, 2006, p. 7.

The goal of IaH is to make it possible for University students, staff, and faculty to apply their knowledge and skills both cross-culturally and inter-culturally. IaH efforts provide students, staff, and faculty with experiences at home (e.g. contact with international students and scholars, service-learning with immigrant communities, pairing with returned learning abroad students, curriculum) that will enrich their global perspectives, and enable them to develop transferable skills to work and live in a culture different from their ‘home’ culture. These transformative experiences allow University of Minnesota students and members of the University community at large, to become more flexible and adaptive in their interactions with the global community.

Project Procedures:

In order to complete this PEL project during the time allotted, the team decided to focus solely on analyzing IaH efforts specifically related to matriculated undergraduate degree-seeking students at the University of Minnesota Twin Cities campus.⁹ The team is aware that IaH efforts encompassing all students, staff and faculty on all campuses will greatly benefit the University and its efforts to become one of the top three public research universities in the world. However, due to time constraints, we felt the scope of our work could only address one of these populations. It is our belief that our conclusions can be generalized to the greater University community.

The PEL team outlined a strategy of interviewing key local faculty, staff and administrators^{10,11}; reviewing IaH literature¹²; and documenting existing campus-based resources and programs to gather information and address the following deliverables:

- Develop a matrix for defining an international experience
- Document existing resources and recommend strategies to leverage current assets
- Identify best practices in “Internationalization at Home” (IaH)
- Develop recommendations about documenting students’ international experiences, including co-curricular activities

III. Response to Deliverables

The team members come from various backgrounds and share a common zest and appreciation for learning about and experiencing other cultures. However, our drive needed to be focused and we needed to come to a shared meaning of what our project was about. One of the first questions we asked ourselves and others was *what does internationalization mean and how do we know when we have reached internationalization?* (What is the end result?) Our initial research involved speaking with our sponsor, interviewing key faculty and staff, and reviewing the most prominent literature, which led us to these preliminary findings:

1. Even though a broad understanding of internationalization exists as the *integration of international perspectives and experiences into learning, discovery and engagement,*

⁹ Appendix B: Internationalizing the University Project Charter

¹⁰ Appendix C: List of Interviews

¹¹ Appendix D: Sampling of Interview Questions

¹² Appendix E: References and Resources Consulted

neither a shared definition of an international experience nor standards for the implementation of internationalization efforts exist. Clearly, the University needs a common ‘language’ to help define the vision of an ‘internationalized’ campus.

2. IaH efforts are occurring nationwide. All major universities are challenged to internationalize, and many organizations are leading internationalization efforts and initiatives. The University of Minnesota’s history of ‘leading the charge’ with respect to study abroad scholarship and research makes IaH a logical ‘next step’ in our institution’s growth¹³.
3. IaH is not limited, nor should it be, to students who never leave the country. Our research indicates that study abroad students would also benefit from the form and structure lent by IaH.
4. While many internationalization programs already exist on campus, widespread awareness and common assessment of their impact is lacking. Our team found that there currently is no central coordination of efforts that would facilitate cooperation among the sponsors (allowing them to complement and enhance each other and avoid duplication of effort) or access by students (allowing them to find information about the programs in which they might potentially participate). A highly-placed champion whose focus could unify and push IaH forward on campus is crucial.
5. Multiple interviewees confirmed to us that internationalization efforts are more effective when they are intentional. For students, growth in knowledge and changes in attitude appear to come as a result of reflection and the ability to articulate what they’ve learned from these experiences.
6. Lack of formal ability to document participation in international experiences may hinder some students’ willingness to participate as fully as possible in IaH. Many of the ‘millennial’ generation enjoy ‘checking off’ their accomplishments, and a formal acknowledgement of their IaH participation by indication on transcript or the like, might increase their interest in IaH. In addition, formal acknowledgement of IaH may increase prospective students’ interest in the University of Minnesota, thus raising our ranking within the Big Ten (and beyond!).

The first critical step toward integrating IaH at the University of Minnesota is to identify a central champion. The team believes that this hurdle is being addressed as the University seeks to hire an Associate Vice President and Dean of International Programs. It is the team’s expectation that the person hired will be a champion for IaH specifically. In order to solidify the commitment of the University of Minnesota toward IaH, this hire needs to be done in a timely manner.

Deliverable 1: Develop a matrix for defining an international experience

The IaH champion requires a solid foundation from which to lead. One basic building block of this foundation is a common language which can be used to identify IaH.

¹³ A number of prominent and frequently cited names in the fields of international education and cross-cultural competence are affiliated with the University of Minnesota, including Brenda Ellingboe, Josef Mestenhauser, Barbara Kappler Mikk, and Michael Paige.

The idea of IaH was formally presented at the 11th European Association for International Education (EAIE) Conference in Maastricht, the Netherlands, in 1999¹⁴, but the concept has existed in various guises since the mid-1980s. A brief, high-level survey of IaH in other institutions showed us that there appears to be no consensus among institutions as to an IaH definition. It is clear that a consistent, common definition of an ‘international experience’ needs to be developed, ideally across institutions.

At the beginning of this project, the project team shared the common assumption that international experiences are inextricably linked with study abroad opportunities. As Josef A. Mestenhauser, University of Minnesota Professor Emeritus and well-known expert in the field put it, “Educational exchanges of students, scholars, and administrators are sometimes considered to be synonymous with the entire field [of international education].”¹⁵ However, our research and interviews quickly helped us understand that the two are not necessarily the same. The strategic planning Task Force Report on Forging an International University highlights the increasing emphasis the University has placed on learning abroad, the success it has achieved, and outlines goals for continued progress in this area.¹⁶ However, an international experience can potentially take place anywhere; it doesn’t require being abroad, nor does the fact of being abroad in and of itself result in an international experience. Sojourns abroad can be an effective and efficient means of internationalization, especially when they involve significant interaction with locals¹⁷ or are done in conjunction with a structured self-reflection program such as the “Maximizing Study Abroad” curriculum required for those students who participate in the University of Minnesota’s Learning Abroad Center-sponsored programs¹⁸. However, some experts have warned that study abroad is more often used as a “short cut” to internationalization without examination of whether it is achieving the desired outcomes.¹⁹

¹⁴B. Nilsson and M. Otten. “Editorial.” *Journal of Studies in International Education*, Vol.7, No 1 (Spring 2003), (p.3).

¹⁵ J. A. Mestenhauser, “Internationalization at Home: Systems Challenge to a Fragmented Field.” In H. Teekens, (Ed.) *Internationalization at Home: A Global Perspective* (pp. 61-77). The Hague: Nuffic, 2006, p. 66.

¹⁶ The report cites data from the University’s Learning Abroad Center which show an increase of 172% in study abroad enrollment over the course of the five years before the report was released in January 2006 (p. 4). The report also recommends strategies to increase undergraduate participation to meet the goal of 50% (p. 8).

¹⁷ Cushner and Karim point out that this interaction is one of the most important factors contributing to a positive impact on the student, but that “for most students there is little real involvement of students with locals and therefore little opportunity for intellectual engagement and culture learning to take place” K. Cushner, & A. U. Karim. “Study Abroad at the University Level.” In D. Landis, J. M. Bennett, & M. J. Bennett (Eds.), *Handbook of Intercultural Training* (pp. 289–308). Thousand Oaks, CA: Sage, 2004, p. 301.

¹⁸ *Maximizing Study Abroad: Strategies for Language and Culture Learning and Use* is a series of guidebooks developed at the University of Minnesota for students, program professionals, and language instructors to make the most of study abroad opportunities (<http://www.carla.umn.edu/maxsa/>). Qualitative results from a comprehensive study of the effectiveness of the program show a very positive effect on students’ study abroad experience, both language- and culture-wise. Cohen, et al., “Maximizing Study Abroad Through Language and Culture Strategies: Research on Students, Study Abroad Program Professionals, and Language Instructors” Minneapolis, MN: Center for Advance Research on Language Acquisition, University of Minnesota, 2005. (<http://www.carla.umn.edu/maxsa/documents/MAXSAResearchReport.pdf>).

¹⁹ See J. Engle and L. Engle, “Neither International Nor Educative: Study Abroad in the Time of Globalization.” In *Rockin’ in Red Square: Critical Approaches to International Education in the Age of Cyberculture* (p. 26-39). Münster: LIT, 2002.

In the course of our interviews, it became clear to us that while there are some significant similarities in definitions of what an ‘international experience’ is across programs, there are also significant ‘dialects’ spoken with respect to what given programs emphasize. For example, we heard from one interviewee that, “internationalization is an invitation to ‘go below the surface’ (of culture), which is a uniquely human dimension” Another interviewee said that internationalization is “a matter of experience and education. An individual must be exposed to difference, and be able to make sense of it. Experience is a function of time, and the individual needs time to overcome a natural resistance to indoctrination.” An interviewee indicated that IaH is “something that occurs in the head – students need to be able to talk to someone about their experience, to ‘unpack’ it.” Each interview brought us more and more information about what ‘internationalization’ could be characterized as, with a common core emphasizing intentionality and reflection.

The American Council on Education defines an **international experience** as one where the individual encounters and *engages with* important interdependencies, similarities, and differences of people, perspectives, ideas, cultures, or institutions in today’s world. International experiences are *transformative learning experiences*. The key features are as follows:

- Involves another country/culture/language
- Intercultural/global competencies are increased
- Interrelational/collaborative/cooperative (i.e. more than 1 person)
- Intentional (generally requires a reflection component)

Intercultural/global competence includes the following:

Knowledge

- Understands own culture within a global/comparative context
- Demonstrates knowledge of global issues, trends, and systems
- Demonstrates knowledge of other cultures

Skills

- Uses knowledge, diverse cultural frames of reference, and alternate perspectives to think critically and solve problems
- Communicates and connects with people in other language communities (speaking, listening, reading, writing)
- Uses foreign language and or cultural skills/knowledge to extend own access to information, experiences, and understanding

Attitudes

- Appreciates the language, art, religion, philosophy, and material culture of different cultures
- Accepts cultural differences and tolerates cultural ambiguity
- Demonstrates an ongoing willingness to seek out international or intercultural opportunities²⁰

²⁰ American Council on Education international learning goals

Recognizing that a student's undergraduate education comprises a wide range of experiences both inside and outside the classroom, the University of Minnesota has identified a skills set that will allow them to function as citizens of the University and of the broader community.²¹ These personal/developmental outcomes include:

1. Responsibility and Accountability by making appropriate decisions on behavior and accepting the consequences of their actions
2. Independence and Interdependence by knowing when to collaborate or seek help and when to act on their own
3. Goal Orientation by managing their energy and attention to achieve specific outcomes
4. Self Confidence/Humility by knowing their personal strengths and talents and acknowledging their shortcomings
5. Resilience by recovering and learning from setbacks or disappointments
6. Appreciation of Differences by recognizing the value of interacting with individuals with backgrounds and/or perspectives different from their own
7. Tolerance of Ambiguity by demonstrating the ability to perform in complicated environments where clear cut answers or standard operating procedures are absent

The concept of Internalization at Home fits well with these “broader community” learning outcomes. The concepts of international perspectives (or global perspectives) needs to be more formally stated so that it can be identified by those that are striving toward the outcome and those that are helping to measure progress at achieving the outcome.

One tool already available for use by institutions is the Assessment Planning Matrix for Global Learning Outcomes²². This model can be easily adapted for use by the University of Minnesota, and can be used with the ACE definitions. It also fits well with other University of Minnesota student outcome initiatives currently in use.

Our intention, to define a matrix for defining an international experience, has turned out to be much more complicated than initially thought. The scope of the concept is vast, and given the differing opinions about what ‘internationalization’ represents, the concept itself may not be easily quantifiable.

In the preceding paragraphs, we have compiled a summary of what might be included in a matrix. We are not experts and recommend that an advisory board of students, faculty and staff which includes Internationalization at Home experts and those with natural motivation be convened to further discuss and come to a shared meaning. This definition or set of characteristics could be used by the Associate Vice President and Dean for International Programs to provide a common resource or communication for the IaH topic.

<http://www.acenet.edu/AM/Template.cfm?Section=Search&template=/CM/HTMLDisplay.cfm&ContentID=19444>

²¹ University of Minnesota Office for Student Affairs, Student Development Outcomes,

<http://www.osa.umn.edu/outcomes/index.html>

²² See Appendix F.

Deliverable 2: Document existing resources and recommend strategies to leverage current assets

We began the project with the assumption that a major part of our efforts would focus on identifying new programs that could be implemented on campus to make it a more international environment. During our interviews and through our other research we learned of many programs in colleges, centers and individual departments that had an international focus, but their sponsors were often unaware of similar or complementary efforts elsewhere on campus. The need for a comprehensive list of existing campus-based activities that could contribute to the IaH effort was soon identified.

In an effort to create a comprehensive resource of campus-wide programs, we gathered information from programs described during interviews and literature searches. We also solicited information from the Council of Undergraduate Deans and individual departments and centers in the College of Liberal Arts. We learned that resources include not only programs and activities, but people. The University has already recognized the importance of bringing in more international students, faculty and scholars.

A list of the programs of which we are aware is attached as **Appendix G**. While we believe this list is a good starting point for gathering this information, it will only be useful if it can be expanded, maintained, and made accessible to the University community. In addition to providing a clearinghouse for information on IaH-related opportunities for students, the list could be used as a resource to identify people interested in IaH efforts. Perhaps individuals involved in the listed activities could be used for advisory teams. Program directors have good background knowledge in a defined area. Providing unified discussion opportunities can lead to new combinations of programs or ideas for new programming or joint relationships that can benefit the participants more widely.

From among those found here as well as at other institutions, examples of some of the types of programs we thought particularly deserving of further exploration and consideration include:

- **Curriculum Integration.** Funded by a Bush Foundation grant, this initiative focused on integrating the curriculum with study abroad²³, but could potentially be expanded to include IaH opportunities.
- **Service Learning.** By working with immigrant communities in the local area, this approach provides a structure for an international experience, bringing together classroom based/academic knowledge with experience and reflection.
- **“Global Modules.”** This initiative started at Champlain College uses a simple, internet-based tool to link the students and faculty at two or three international educational institutions for shared readings, discussion and teamwork over the course of a month-long period.

²³ See <http://www.umabroad.umn.edu/ci/>

Effectively leveraging these programs, whether existing or new, will of course involve more than simply noting their existence. It will require identifying the most effective of these programs and providing the resources to expand them as appropriate. Unfortunately, whether due to lack of will or lack of resources, very few have undergone any formal assessment which would allow any systematic measurement or comparison of their relative impact.

A program is generally considered effective when there is a formal and rigorous methodology for measuring its performance. Or, if not formal and rigorous, the measurement methodology is at the very least widely accepted as the appropriate tool for assessing a particular program. In our research around campus and in our conversations with individuals from across the University, we found that although there was common agreement that accurate and proven measurements were important for the sustainability of programs, in most cases little or no work had been done in this area. Where assessment did happen, it was done generally only for the use and benefit of a particular program. A focused, system-wide effort to assess and evaluate existing programs would go far towards building the kind of IaH programming that would elevate the University's standing in this regard.

For the most part, metrics/measurements fell into two broad categories: those that measured participation and those that measured revenue or costs. These two dimensions are very important in determining whether a program can sustain itself over time and whether it can provide opportunities to the appropriate (or desired) cross-section of the University community. Both of these types of measures focus primarily on the operational specifics of the program. They define whether the program can live within its current budget and whether it has the interest level necessary to allow its continued offering or whether additional programs of a complementary or expanded fashion should be developed.

One type of measure that was often cited as lacking with respect to IaH is one that can define or classify the impact of the program or its overall benefit. This impact/benefit measure dimension is generally agreed to be much more difficult to describe, categorize and quantify. However, it is also the dimension that was generally considered to be the most beneficial in making decisions about particular programs. This measure was identified as the one that could allow for programs that are both run quite efficiently from participation and cost perspectives to be evaluated more quantitatively.

Several programs made attempts to analyze their own impact/benefit relative to the participants in the program. This type of internally focused analysis is necessary. In general, no generic assessment tools were available, so each program developed their own measurement classification technique. As a result, if two programs later decided to form a partnership, it was often necessary for them to develop a new combined technique for analyzing their joint impact as the individual measurement techniques were not necessarily compatible with one another.

IaH is inherently a community focused analysis. So, two or more programs operating independently may have a joint impact that cannot be identified by the individual measurement characteristics of any one program. As a result, a more community based measurement system is necessary in order to uncover the full scope of the impact/benefit.

Our conversations and research showed that there is a general desire to have a set of measurements that can address the impact/benefit of “internationalizing” programs, particularly a set that can be used across all such programs in a way to provide comparisons between programs that are relative to a common basis. The challenge is that there is currently no agreed upon set of characteristics or dimensions that can actually be measured to provide the information that is necessary. Predominantly this is because many of the benefits of IaH are internal developmental changes within each individual person. Such developmental changes can be measured but require more direct interaction with the individual. The measure is an “active” measure – one that requires the conscious cooperation of a program participant or one benefiting from the program in some way. The difficulty surrounding such “active” measures vs. those that are more “passive” (e.g. how many participants, how much did it cost, etc.) is the challenge facing the many IaH programs.

Deliverable 3: Identify best practices in “Internationalization at Home” (IaH)

Business processes or related activities that are widely used with successful outcomes are generally considered to be *best practices*. One of the challenges associated with identifying a best practice is that some organizations are providing the best service or involving the right people or evaluating proposals in the right way, yet they don’t know it. Without a scholarly study to identify the commonalities of best practices across institutions, it typically cannot be replicated at other institutions.

During our research we reviewed material related to IaH. We also interviewed key individuals within the University community (**Appendix D**), whose expertise in the field is considerable. While our literature review was not exhaustive, we did identify two themes from the material we did review and the individuals we spoke with:

1. Many *internationalizing* programs (both academic and experiential) exist and have been successful. An annual award (the Senator Paul Simon Award for Campus Internationalization) offered through the auspices of NASFA: Association of International Educators, showcases internationalizing programs and experiences at colleges and universities across the country²⁴. From unique study abroad experiences to innovative campus curricula, students at these institutions are given the opportunity to broaden and deepen their personal and academic horizons. Another award, the Andrew Heiskell Award for Innovation in International Education offered through the Institute for International Education, “promote(s) and honor(s) the most outstanding initiatives that are being conducted in international higher education by IIENetwork member universities and colleges²⁵.”
2. The University itself is rich in resources related to IaH, with many individuals whose unique ideas and perspectives could form a substantial base from which a comprehensive, integrated Internationalization at Home program could be built.

²⁴See http://www.nafsa.org/knowledge_community_network.sec/teaching_learning_and/internationalizing_the_3/practice_resources_24/iahinternationalization/iah_best_practices

²⁵ See <http://www.iie.org/>

We feel that our research was not exhaustive enough to determine an explicit best practice for IaH. However, it is unlikely that a particular ‘best practice’ could be implemented in the same form at every institution. It would be natural for the local institutional culture or historical business practices to dictate nuanced changes to the practice. The challenge however – which was reiterated by some of our interviewees – is to make sure that the core intent of the best practice is not lost. Careful consideration must be made to ensure that there is a “fit” between what the best practice suggests and the particular institution attempting to implement it.

In our conversations with individuals from the University community we saw that there are many good ideas for how to incorporate international perspectives into our classrooms and campus more intentionally. While not all of the individuals we spoke with agree on the same approach, they do all have a desire to see the University be successful in this area. Given the availability of these resources (they’re here!) and the careful thought, research and experience that they bring to this topic, it seems natural to suggest that they should be leveraged further as the University attempts to remold the way it educates its students to be a part of the integrated world.

Deliverable 4: Develop recommendations about documenting students’ international experiences, including co-curricular activities

We investigated the benefits and some possible strategies to formally recognize IaH. One of the more explicit goals of IaH indicated in our interviews is intercultural competency. We were able to identify some 35 instruments that are used to measure intercultural competency. Concerns about these instruments include expense and ease of use with large groups. There is also a possibility, raised in some of our interviews, that the use of these instruments might be perceived as racist, thus negating or compromising their intended effect. Perhaps use of one or more of these instruments on a subset of students (i.e., students in courses identified as meeting the ‘international perspectives’ theme) would help to refine and define an ‘intercultural competency’ learning outcome for students.

While we believe that intercultural competency is valuable to students, we are concerned about how students develop intercultural competency from experiences. Students need a way to articulate what they have learned from an experience, and need a rhetoric/lexicon with which to express them.

From an administrative perspective, the “how” of documenting is dependent on what needs to be documented. The importance of a generally accepted definition on internationalization and international experiences cannot be overemphasized with respect to documenting these experiences. The method of documentation only has meaning when it adequately articulates an important concept.

Ideas on documenting IaH:

- Resume – students could be advised by their colleges’ career services about how to highlight their IaH experiences
- Portfolio – students could use the University’s web-based Portfolio software as a tool for reflections and documentation of IaH experiences

- Student Engagement Planner (Grad Planner)
- Transcript, transcript notations, diploma notations, document achievements
- One credit IaH courses – integrated into major/minor curricula
- Intercultural component to liberal education requirement
- Department based requirements, for example a project that would utilize knowledge in the context of a different country
- Service learning model
- Minors (possibly based on undergraduate leadership minor available through the College of Education and Human Development, correlated sequences, certificates)
- Graduation requirement

The process of documentation helps facilitate intention. When formally noted on a transcript, the concept becomes more concrete for students and helps to make them more conscious of it. One benefit of a formally transcribed IaH indicator is that the University could count and monitor IaH student experiences. This information could potentially be used to recruit prospective students, compare and improve programs across the University, and build relationships with other IaH institutions.

Many ideas and opinions relating to documenting student participation surfaced during the course of our research; our list is not exhaustive. This is a complex subject, and we recommend it be examined by an advisory board of experts.

IV. Recommendations

The following recommendations are intended to help the University achieve its goal of becoming one of the top three public research universities in the world by leading and guiding students to intentionally transform themselves into global citizens.

- **Define.** The University must establish a shared vision and understanding of internationalization at the campus level. A coordinated strategy must be developed to balance and integrate Internationalization at Home efforts with learning abroad experiences, international students on campus, and the liberal education requirements. This coordinated strategy will advance the goal of the internationalization of the campus and create the means to transform all University students into global citizens. We recommend a campus-wide advisory board be established to begin the process of defining internationalization. The definition process would include developing a shared meaning of an international experience and determining how to document the transformation of a student. Internationalization must be defined with respect to multiculturalism and other diversity initiatives. The establishment of a shared vision and understanding of internationalization will provide the campus with concrete guidelines to follow and goals to achieve. The ability to document student transformation provides the ability to assess and measure the effectiveness of programs and experiences.
- **Defend.** The importance of internationalization is widely acknowledged by the University community, and has been the focus of a number of programs and initiatives.

These efforts have been substantiated by the increasing value that communities external to the University put on “global competence.” Great progress has been made, but past efforts have been based on a relatively narrow view of internationalization that focuses primarily on learning abroad and the recruitment and support of international students and scholars. While both are key to creating an internationalized campus, they are only one part of the strategy needed to achieve the goal of educating students to be global citizens. The scope of internationalization efforts has thus far been too limited. Learning opportunities and personal encounters with an international “flavor” can present themselves daily in an environment as open and dynamic as our University. In the curriculum, international education is widely seen as an “add-on” rather than as a perspective that is integrated into degree programs and core coursework, as well as electives. International experiences are not limited to those that take place in a foreign country. Administrators, faculty, staff, and students must be helped to understand that we have not yet reached the peak of the mountain; we must take internationalization to the next level, one which is more fully integrated into the learning and developmental outcomes of the undergraduate experience at the University of Minnesota.

In order to maximize and expand the existing campus resources for internationalization, greater visibility and accessibility of these resources is necessary. A well-placed IaH champion and advocate could provide the necessary visibility and accessibility. It is assumed that this champion would be the Associate Vice President and Dean of International Programs. The IaH champion would establish a shared vision of internationalization at the campus level and lead University administrators, faculty and staff to the realization that IaH supports and advances the University’s vision of being a “top 3” institution. The University has many opportunities and resources to offer, and we need to determine how and if students are achieving the desired outcomes from their internationalization experiences. The IaH champion would identify key success indicators for student experiences and create standardized assessment tools to be used for all international programs.

- **Deliver.** The University of Minnesota boasts a wealth of resources that could be leveraged to internationalize students. A wide variety of classes, programs, initiatives, and activities are already in place, in addition to human resources in the form of international and internationalized members of both the University and local communities. IaH will be accelerated by connecting the University’s programs and individual contributors which/who already incorporate IaH fundamentals.

In order for IaH to be effective, the process must be intentional. Just as the University has made a commitment to learning abroad experiences and attracting international students, this same intentional commitment must be made to IaH. The current human resources, programs, and curriculum focused on internationalization must be focused on a shared vision and common goal.

- **Document.** There is a general consensus among our team members and those we interviewed that ways should be identified to recognize and acknowledge a student’s participation in and transformational growth during any international experience, whether

at home or abroad. There is some disagreement however in the scope of documentation. An advisory committee should analyze this issue in more depth. Such documentation should be relative to metrics needed for including globalization efforts in top three rankings.

In order to measure the success of internationalizing programs (however this is defined), it will be important to provide resources and tools to comparably assess and measure existing initiatives and programs. The University must be able to document and assess the effectiveness of existing initiatives and programs in order to determine the best way to maximize resources and provide data to be used in documentation of institutional efforts. An advisory committee should be convened to determine the parameters to assess and measure.

V. Conclusions

While our research was limited in scope, we found that there is no agreed upon definition of what it means for the campus as a whole or an individual student to be internationalized. We found that there is no single person or office at the University of Minnesota charged with the internationalization of the curriculum or the campus. We discovered that the University of Minnesota has been a leader in learning abroad initiatives and the number of students studying abroad continues to grow each year. While learning abroad is, and will remain, a vital piece of internationalization efforts at the University, it is only one part of the necessary efforts to internationalize and transform students into global citizens. Through our research, we discovered hundreds of internationalization opportunities on campus. We also discovered that most of these programs and initiatives are independent of one another. We found that most programs have limited or no assessment for their effectiveness. Finally, we discovered many faculty and staff who are passionate about internationalization both at home and abroad and who work tirelessly to help individual students and the entire campus become more internationalized.

Our recommendations to appoint someone to champion internationalization at home and abroad (defend), to develop a shared definition of what it means to be internationalized as a student and a campus (define), to raise awareness of the current programs and initiatives and make internationalization an intentional process (deliver) and develop ways to recognize and acknowledge student transformational growth into global citizens (document) are offered as starting points for further discussion.

VI. Appendices

Appendix A: Internationalizing the University Project Description

Internationalizing the University

Overview

The University needs some new conceptual thinking around internationalization as an institution and some new ideas and strategies to address this issue. We have already set as a goal to have 50% of our students have a study abroad experience before they graduate, but we need new thinking about how to address issues of "internationalization at home" for those students and scholars who do not. This is an area of great concern to the Office of International Programs (OIP) and has been listed in the OIP work plan as something that we need to address.

Objectives of the President's Emerging Leaders' Project

The University of Minnesota has roughly 4500 plus international students, scholars, and faculty in our midst as well over 1,500 plus students and faculty who have had a study abroad experience. The objective of this PEL project is to look at ways we might internationalize the campus and the curriculum in ways to bring international experience, knowledge, and skills to the many that never leave the country. Specific strategic questions for this project include:

1. What are some programs and policies which should/could be implemented to assure that the University of Minnesota is providing an international education to all its students?
2. What resources would be needed to implement the programs (not just financial)?
3. How would we know if we have been successful?

Specific PEL project tasks may include:

- Studying the strategic planning documents, government policies and professional association position papers as well looking at the "internationalization at Home" literature
- Also review the best practices in this area of institutions around the world. (Sweden comes to mind.)
- Interview faculty, staff, and administrators as well as U.S. and international students
- Recommend strategies and programs to address this concern that could be implemented at the University of Minnesota.

**Appendix B: Internationalizing the University Project Charter
 President’s Emerging Leaders
 Internationalizing the University | Project Charter**

| | |
|--|--|
| <p>Opportunity Statement To become one of the top 3 public research universities in the world, the University of Minnesota must become a global university. To adequately prepare all students for global citizenship, the university must create international experiences for all of its students. The university is making substantial progress towards its goal that 50% of its undergraduates should participate in study abroad, but it must also address the need to internationalize students on campus. The PEL Internationalization Project Team will provide information and recommendations regarding strategies/methodologies for expanding and documenting the international experience of University of Minnesota students at home.</p> | <p>Project Benefits</p> <ul style="list-style-type: none"> ▶ Enhancing a campus culture of global awareness, sensitivity, and engagement ▶ Expanding the vision of the interconnectedness of university students and global citizenship and global outcomes. ▶ Supporting the university’s competitive advantage as a leader in global education thereby making the university more attractive to top students, researchers, and faculty. |
| <p>Project Outcomes</p> <ol style="list-style-type: none"> 1. Develop a matrix for defining an international experience 2. Document existing tools, programs, and assets that produce and support international experiences on campus 3. Identify best practices in “Internationalization at Home” (IaH) 4. Identify gaps between best practices and existing tools, programs, and assets 5. Determine strategies for leveraging and recommend ways to bridge the gap between existing practices and best practices 6. Develop recommendations about documenting students’ international experiences, including co-curricular activities. | <p>Project Plan From the project proposal:</p> <ul style="list-style-type: none"> ▶ Studying strategic planning documents, government policies, and professional association positions papers, as well as looking at the IaH literature. ▶ Review best practices of other institutions in the area of IaH ▶ Interview faculty, staff, administrators, as well as U.S. and international students. Possibly also interview potential employers of university graduates ▶ Recommend strategies and programs that could be implemented at the University of Minnesota |
| <p>Scope <u>In scope:</u></p> <ul style="list-style-type: none"> ▶ Matriculated undergraduate degree-seeking students at the University of Minnesota ▶ Twin Cities campus <p><u>Out of scope:</u></p> <ul style="list-style-type: none"> ▶ Graduate and professional students ▶ Activities focused on K-12 students ▶ Coordinate campus ▶ Faculty and staff | <p>Team Selection</p> <ul style="list-style-type: none"> ▶ Lara Friedman-Shedlov, U. Libraries ▶ Nanette Hanks, Undergraduate Programs, CLA ▶ David Imdieke, Student Finance ▶ Mary Moga, Honors Program, CLA ▶ Kris Sticha, Technology Commercialization ▶ <p>Project Sponsor</p> <ul style="list-style-type: none"> ▶ Kay Thomas, Dir., Office of International Programs |

Appendix C: List of Interviews

December 6, 2006

Kathleen O'Donovan, Associate Education Specialist
Center for Teaching and Learning, University of Minnesota

Kathleen Bernard
Transformational Learning Associates

December 12, 2006

Barbara Kappler, Assistant Director
International Student and Scholar Services, University of Minnesota

Thorunn Bjarndottir, Culture Corps Coordinator
International Student and Scholar Services, University of Minnesota

Mohammed Bari
International Student and Scholar Services, University of Minnesota

January 9, 2007

Michael Paige, Professor
Educational Policy and Administration, University of Minnesota

January 29, 2007

Meredith McQuaid, Interim Associate Vice President and Dean
Office of International Programs, University of Minnesota

Kathleen Sellew, Associate Director
Office of International Programs, University of Minnesota

February 23, 2007

Karen Brown, Associate Director
Interdisciplinary Center for the Study of Global Change
Special Assistant for International Scholarship, Office of International Programs
University of Minnesota

February 27, 2007

Jerry Rinehart, Vice Provost
Student Affairs, University of Minnesota

March 13, 2007

Josef Mestenhauser, Professor
Educational Policy and Administration, University of Minnesota

March 27, 2007

Craig Swan, Vice Provost and Dean of Undergraduate Education, University of Minnesota

Appendix D: Sampling of Interview Questions

- How do you define internationalization/internationalization at home (IaH)?
- How did you become involved with IaH?
- Who already has the “best practices”?
- What is an international experience?
- Where do these experiences happen/occur? How are they done?
- Where will IaH have the most influence?
- To get the outcome we want, where would we have to tack action? In the classroom? Out? On campus? Off campus?
- What are the areas of experience for students to gain an internationalized education?
- What are the areas in which we could make a recommendation? What’s the weakest link?
- If we could do one thing, what would have the most impact? Is there one thing?
- Can it be a patchwork of availability, or does it have to be a unified thread?
- Does it need to be integrated or can it be a singular experience?
- Institutionalized/programmed or permeated?
- Do we want to provide something here such that any student could have an “abroad” experience by just being here?
- If we didn’t have study abroad, what sorts of things would we need to do here? What do students gain on a study abroad experience that could be replicated here?
- What, to your knowledge is already being done in the area of IaH?
- What should we be reading?
- Who should we be talking to?

Appendix E: References and Resources Consulted

Associations and Councils

American Council on Education (ACE)
The Unifying Voice for Higher Education
One Dupont Circle NW
Washington, DC 20036-1193
Phone: (202) 939-9313
Fax: (202) 785-8056
www.acenet.edu

Association of American Colleges and Universities (AAC&U)
1818 R Street, NW
Washington, DC 20009
www.aacu.org

National Association of State Universities and Land-Grant Colleges (NASULGC)
1307 New York Avenue, N.W., Suite 400
Washington, DC 20005-4722
Phone: 202-478-6040
Fax: 202-478-6046
www.nasulgc.org

Association of International Educators (NAFSA)
1307 New York Avenue, NW Eighth Floor
Washington, DC 20005-4701
1.202.737.3699
Fax 1.202.737.3657
govrel@nafsa.org
www.nafsa.org

Fund for the Improvement of Postsecondary Education in the U.S. Department of Education

Articles and Scholarly Works

“A Call to Leadership, The Presidential Role in Internationalizing the University”, A report of the NASULGC Task Force on International Education. October 2004

Cohen, A. et al. “Maximizing Study Abroad Through Language and Culture Strategies: Research on Students, Study Abroad Program Professionals, and Language Instructors.” Center for Advanced Research on Language Acquisition.
<http://www.carla.umn.edu/maxsa/documents/MAXSAResearchReport.pdf>

Cusher, K. and A. U. Karim. "Study Abroad at the University Level." In D. Landis, J. M. Bennett, & M.J. Bennett (Eds). *Handbook of Intercultural Training*, 3rd ed. (pp. 289-308). Thousand Oaks, CA: Sage Publications, 2004.

Grünzweig, W. and N. Rinehart (Eds.) *Rockin' in Red Square: Critical Approaches to International Education in the Age of Cyberculture*. Münster: LIT, 2002.

Horn, A.S., D.D. Hendel & G. W. Fry. "Ranking the International Dimension of Top Research Universities in the United States." Department of Educational Policy and Administration, University of Minnesota.

Journal of Studies in International Education, Vol. 7, No. 1 (Spring 2003). (Special issue on Internationalization at Home.)

Mestenhauser, J. A. and B. J. Ellingboe (Eds.). *Reforming the Higher Education Curriculum: Internationalizing the College Campus*. Phoenix, AZ: American Council on Education/Oryx Press, 1998.

Musil, C.M. *Assessing Global Learning: Matching Good Intentions with Good Practice*. Washington D.C.: Association of American Colleges and Universities, 2006.

Teekens, H. (Ed.) *Internationalization at Home: A Global Perspective*. The Hague: Nuffic, 2006.

Appendix F: Assessment Planning Matrix for Global Learning Outcomes

(from Musil, C.M. *Assessing Global Learning: Matching Good Intentions with Good Practice*. Washington D.C.: Association of American Colleges and Universities, 2006.)

| Goals | Outcomes | First-Year General Education Experience (Introductory or Novice Level) | Study Within the Major (Introductory or Intermediate Level) | Capstone Courses in the Major or General Education (Integrative or Advance Levels) |
|---|--|--|---|--|
| <i>To generate new knowledge about global studies</i> | <ul style="list-style-type: none"> • Students have a deeper knowledge of the historical, political, scientific, cultural, and socioeconomic interconnections between the United States and the rest of the world. • Students can identify some of the processes through which civilizations, nations, or people are defined historically or in the present. • Students can describe some of the contested assumptions and intellectual debates within global studies that are relevant to their major. • Students develop new abilities to describe the foreign country they are studying from the inside out • Students can pose critical questions about power relations as they investigate the dynamics of global transactions as applied to a social problem important to their field. | | | |
| <i>To spur greater civic engagement and social responsibility</i> | <ul style="list-style-type: none"> • Students acquire a heightened sense of global interconnections and interdependencies. • Students are more likely to believe their individual intervention in a global social problem is both possible and consequential. • Students can describe a social problem requiring collective remedies that transcend national borders. • Students are able to identify some of the ethical and moral questions that underlie a given transaction between countries. • Students develop greater courage to engage in social exchanges and enterprises, even when faced with radical cultural difference. • Students identify obligations to people situated both inside and outside their own national borders. | | | |

| Goals | Outcomes | First-Year General Education Experience (Introductory or Novice Level) | Study Within the Major (Introductory or Intermediate Level) | Capstone Courses in the Major or General Education (Integrative or Advance Levels) |
|--|---|--|---|--|
| <i>To promote deeper knowledge of, debate about, and practice of democracy</i> | <ul style="list-style-type: none"> • Students can speak knowledgeably about fundamental principles and premises of U.S. democracy. • Students can compare features of democracy in the U.S. with features of democracy in another country. • Students can discuss some of the tensions inherent in democratic principles. • Students develop stronger skills to engage in deliberative dialogue, even when there might be a clash of views. • Students are more adept at establishing democratic partnerships with people or groups that do not begin sharing power equally. • Students develop an experiential understanding of systemic constraints on the development of human potential as well as community-based efforts to articulate principles of justice, expand opportunity, and redress inequities. | | | |
| <i>To cultivate intercultural competencies</i> | <ul style="list-style-type: none"> • Students are able to interpret aspects of other cultures and countries with greater sophistication and accuracy. • Students are able to traverse cultural borders with greater skill and comfort. • Students are able to describe their own culture with greater knowledge and awareness. • Students are able to view a single issue from multiple perspectives, and they are more comfortable with complexity and ambiguity. • Students are able to work effectively with others who are different from them. • Students are more tolerant of and curious about others' beliefs. | | | |

Appendix G: List of Current Programs

| Internationalization at Home: Relevant University of Minnesota Twin Cities Campus Programs | | | |
|---|--------------------------------------|--|--|
| Program Name | Contact Person(s) | Sponsor | Description |
| Culture Corps | Thorunn Bjarndottir; Barbara Kappler | Office of International Programs: International Student and Scholar Services | ISSS introduced the “Culture Corps” program as a way to enlist students in our efforts to internationalize the campus. Faculty members or University staff and international students work together with ISSS staff to develop a Culture Corps project. Project proposals are reviewed by the Culture Corps committee and if selected for implementation, funding is awarded to the student in the form of a stipend. In addition to receiving a stipend for their efforts, international students gain the experience and skills involved in creating and coordinating distinct and challenging projects. The University community benefits from the unique cultural experience, knowledge and skills that international students provide. |
| Service Learning | Laurel Hirt | Career and Community Learning Center - CLA | A teaching strategy that integrates community-based learning experiences with the academic curriculum to enhance student learning and address community issues. |
| Internationalization on Campus Courses (IOCC) | Gayle Woodruff; Chip Peterson | U of M Center for Teaching and Learning; Archibald Bush Grant | A curriculum development project to help faculty from all four campuses integrate international content and perspectives into their on-campus undergraduate courses. Ten to twelve faculty selected for each year’s cohort to work on internationalized course development projects. Rather than focus international issues within single courses or departments/units, this project aims to integrate global perspectives and content throughout the undergraduate curriculum. Internationalizing curricula is an intentional approach to course design, development, and delivery. Its purpose is to encourage administrators, faculty and staff to prepare domestic and international students to function effectively in a global arena that now intersects in information, scientific, economic and political contexts. |

| Program Name | Contact Person(s) | Sponsor | Description |
|--|-------------------|--|---|
| Connecting International Faculty to the University (CIFU) | | U of M Center for Teaching and Learning | Participants in this Faculty Learning Community are pre-tenure, international faculty motivated to excel in their teaching at the University of Minnesota. Through monthly workshops and individual consultations, faculty will extend and enhance their pedagogical practices by examining teaching and learning cross-culturally. Spoken language consultations are available, if desired. |
| Comparative and International Development Education (CIDE) | Michael Paige | College of Education and Human Development | <p>Academic program for students in CEHD who intend to be future leaders, policy analysts, educators and researchers in the field of comparative and international development education. One major area of inquiry is international educational exchange/International education, specifically:</p> <ul style="list-style-type: none"> * International students and scholars * The internationalization of higher education * The internationalization of K-12 education (global education) * Study abroad program administration and programming * International education administration: higher education level * Teaching and administration in international schools: K-12 level * International educational exchange programs * Intercultural education and training * Cultural adjustment and learning |

| Program Name | Contact Person(s) | Sponsor | Description |
|--|-------------------------|---|--|
| Center for Advanced Research on Language Acquisition (CARLA) | Director: Elaine Tarone | Overall: US Department of Education Language Resource Centers and the University of Minnesota; other funders by project | <p>Mission Statement: The mission of CARLA is to study multilingualism and multiculturalism, to develop knowledge of second language acquisition, and to advance the quality of second language teaching, learning, and assessment by:</p> <ul style="list-style-type: none"> * conducting research and action projects * sharing research-based and other forms of knowledge across disciplines and education systems * extending, exchanging, and applying this knowledge in the wider society. |
| Center for Teaching and Learning | Director: Jane O'Brien | Office of Human Resources | The Center for Teaching and Learning seeks to be a partner in shaping and sustaining a University environment where teaching matters. We envision a culture where the "drive to discover" includes the pursuit of effective pedagogies that stimulate high quality student learning. |
| TandemPlus Program | Jenise Rowekamp | CLA Language Center | This program organizes individual face-to-face and class-to-class exchanges for language students who would like to improve their abilities in the foreign language they are studying and experience a cultural exchange |
| Language Center Satellite Programming | Jenise Rowekamp | CLA Language Center | Language Center's Multimedia Lab, Small Rooms and Study Lounges provide news and entertainment television broadcasts in 6 different languages including Mandarin Chinese and French. This is a free service. |
| World Languages Day | Stephanie Treat | CLA Language Center | Students from high schools around the state come to campus for one day and have the opportunity to take 3 40-minute classes in one of the nearly 40 languages taught at the University. |

| Program Name | Contact Person(s) | Sponsor | Description |
|---|---|------------------------------|---|
| Career Connections | Jamie Polga | U of M China Center | Career Connections links qualified candidates and China-based companies through short-term career placements in China that enable both parties to more effectively operate in China. |
| Foreign Language Immersion Program (FLIP) | http://igs.cla.umn.edu/about/ | Institute for Global Studies | The Foreign Language Immersion Program (FLIP) is designed to provide undergraduates with the opportunity to register for a full semester of courses taught in one of three foreign languages. It is intended to benefit students who want to utilize their knowledge of a second language as part of their academic program. FLIP is especially beneficial for students returning from studies abroad or planning to study overseas. |
| Institute for Global Studies | http://igs.cla.umn.edu/about/ | | The Institute for Global Studies prepares students for global citizenship by providing unique opportunities in undergraduate education. Global Studies majors have the flexibility to explore a wide variety of disciplines while integrating this knowledge with a rigorous core curriculum. Minors in Global Studies allow students to tailor a subspecialization to complement their major course of study. Most global studies students study abroad at least once as an undergraduate through programs offered by the University's Learning Abroad Center, a May term practicum, or direct exchange programs. IGS also works with departments across the College of Liberal Arts to support innovative curricular development by faculty designed to broaden opportunities for global education. |
| Global Seminars | http://igs.cla.umn.edu/about/ | Institute for Global Studies | The institute for Global Studies offers several special study abroad opportunities during May term and Summer term. |

| Program Name | Contact Person(s) | Sponsor | Description |
|---|---|--|--|
| TESL 3001, Basics of Teaching English as a Second Language. | http://www.iles.umn.edu/ | Institute for Linguistics, English as a Second Language and Slavic Languages | Basic orientation to current theories/methods of ESL instruction. Emphasizes methodologies for teaching/assessing listening, speaking, pronunciation, reading, and writing skills. Contexts of teaching English to adults in the U.S. and abroad. Internship at a school or agency teaching ESL is required. Internships will be set up with the help of the CCLC the first week of class. This course prepares students to tutor ESL to adults in community programs by providing basic orientation to current theories, methods and techniques of ESL instruction. Reading and classroom lectures will provide an introduction to the phonological and syntactic systems of English. Study the language learning processes of adults, considering the linguistic, psychological and socio-cultural factors which influence the process. Learn something about the language and culture of immigrant groups currently residing in the Twin Cities, including Hmong, Somali, and Hispanic languages and cultures. Become aware of the interrelationship of language and culture and how that influences learning. The various contexts of teaching English to literate and non-literate adults in the U.S. and abroad will be addressed. |
| Internships for Political Science Majors | Paul Soper | Department of Political Science - CLA | Allow and encourage students to seek out and do international internships, and receive credit for those internships by taking a political science internship course. Internship with the US State Department, in which students work at a US embassy abroad for a semester or with various NGOs around the world. |
| Center for Medieval Studies | Susan Noakes | Center for Medieval Studies - CLA | Undergraduate minors will be sponsored by CMS to pursue brief research projects and internships in Europe beginning in fall 2007. |

| Program Name | Contact Person(s) | Sponsor | Description |
|---|---|---|---|
| Department of Anthropology | http://anthropology.umn.edu/ | Department of Anthropology - CLA | Anthropology provides extensive opportunities for undergraduates not only to travel abroad, but to conduct research abroad. International Archaeological Field School in Ireland, faculty conducted research in the former soviet Republic of Georgia, Germany, American Indian reservations and ethnic communities inside the United States. Students are encouraged to undertake archaeological, ethnographic and linguistic field work abroad during their summers, and as part of study abroad, which they later parlay into honors research theses. |
| EdPA 2124: SEAM – Introduction to Intercultural Communication and Service Learning in U.S. and Global Contexts: Interdisciplinary Approaches to Public Engagement | Patrick Troupe | Multicultural Center for Academic Excellence (MCAE) | Generally there is inadequate attention given to preparing students for intensive intercultural activities related to public engagement, both in this country and overseas. The focus of this course is to provide an interdisciplinary approach to such study, emphasizing both cultural generic and cultural specific training understanding. The course is pioneering in that few courses simultaneously cover culture generic and culture specific material, and also provide the opportunity to have intercultural public engagement experiences both locally and internationally. |
| COMM 4404 Language Borderlands | Amy Sheldon | Department of Communication Studies - CLA | The content of the course treats multilingualism and identity in regional, national and international contexts. Using web resources, readings and video to take the students beyond their monolingual, national milieu. Students can choose to do a project that brings them into contact with local "international" people and communities, e.g., if they interview nonnative speakers of English to learn about their language experiences (language and culture learning, language prejudices, language ideology and attitudes, develop empathy, etc.) |

| Program Name | Contact Person(s) | Sponsor | Description |
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| COMM 3451/5451 and 3452 | Rosita Albert | Department of Communication Studies - CLA | Students are required to interview persons from other countries (or non-mainstream cultures in the US) for projects and papers, participate in community events form persons from various countries (China, Tibet, India, African and Latin American counties, etc.). |
| North American European Summer Academy | Rose Miskowic | Department of Political Science - CLA | Students are sponsored to this academy in Schloss Hofen, Austria by the department. |
| International Senior Projects | Rose Miskowic | Department of Political Science - CLA | Scholarships are awarded to students for international senior projects, for example in 07-08 Minnesota Studies in International Development (MSID) in India, Senegal and Kenya. Independent research project in Sweden and Egypt. |
| Student Project for Amity Among Nations (SPAN) | Theo Stavrou http://www.spanalumni.org | College of Liberal Arts | Study abroad and independent research in three different countries each academic year. Students gain new international perspectives and build bridges of understanding across cultures and continents. |
| CLA Honors Research Scholars | Barbara Schwab | College of Liberal Arts | Students take a freshman seminar with a May term study abroad research component. |
| USA Interns Program | http://www.cges.umn.edu/fellowships/internships.htm | German-American Internship Exchange | The program organizes summer jobs and internships for American students in Germany and for German students in the US. The program is open to students from all disciplines who will have completed their sophomore year prior to commencing their internship. Internship opportunities cover all fields - from businesses to the arts, the natural sciences to politics/ international relations in both the non-profit and for-profit sectors. |

| Program Name | Contact Person(s) | Sponsor | Description |
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| Student Services International (SSI) | Department of German, Scandinavian and Dutch - CLA | Robert Bosch Foundation | Administered by Deutsches Studentenwerk, Student Services International (SSI) is a 9-month fellowship program that places recent graduates in project-based internships at the Studentenwerke, the German university student services organizations. Three program seminars throughout Germany provide an opportunity for participants to learn about European higher education policy and compare best practices with peers from six countries. Now in its third program year, SSI is the perfect international career builder for recent graduates with an interest in social policy or higher education. |
| Checkpoint Charlie Stiftung (Berlin) | http://www.cc-stiftung.de/ | Department of German, Scandinavian and Dutch - CLA | Internship fellowship in Berlin, Germany |
| Higher Education Consortium for Urban Affairs (HECUA) | http://www.hecua.org | Career and Community Learning Center – CLA http://www.cclc.umn.edu/ | HECUA is an organization of 17 liberal arts colleges, universities and associations dedicated to education for social justice. Together we shape academically rigorous, study-abroad and off-campus study programs that address the most pressing issues in our neighborhoods, nations and world. This unique educational collaboration engages students, faculty and practitioners in learning that generates knowledge and tools for social transformation and community building. |
| Conversation groups at Bordertown | Bordertown Cafe | Language Departments in CLA | German group meets every other Tuesday at 8:45 pm Finlanders meet on Fridays from 11:30-12:30 |
| Conversation groups in Folwell 128 | | Language Departments in CLA | Kaffeestunde (German Coffee Hour) Fridays 12:20 during academic year |

| Program Name | Contact Person(s) | Sponsor | Description |
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| AB Kilombo Capoeira | http://www.abcapoeira.com | Office of Student Affairs | An inclusive group, dedicated in teaching authentic capoeira, traditional of Bahia, Brasil. |
| Afghan Student Association | amin0040@umn.edu | Office of Student Affairs | The purpose of this group is to provide Afghan members of the university and anyone else interested in the Afghan culture to have a common place with each other to meet discuss aspects culture as well as plan events for the Minnesota Afghan community. |
| African Student Association | http://www.asaumn.org | Office of Student Affairs | The mission of the African Student Association (ASA) at the University of Minnesota - Twin Cities is to create a forum where Africans and non-Africans can come together and openly discuss issues concerning Africa and Africans while educating the University and the community at large about Africa and her many rich cultures. |
| Academic Health Center Multicultural Society | http://www.student.ahc.umn.edu/ | The Center for Interprofessional Education (CHIP) | The Center for Interprofessional Education is intended to provide the University of Minnesota Academic Health Center with the structure and facilitation necessary for interprofessional education across the health professional schools. The center will help students understand and work with other health professionals in a context that will be beneficial for health care delivery. |
| Al-Madinah Cultural Center | http://www.tc.umn.edu/~madinah | Office of Student Affairs | By providing educational, social, and community activities, Al-Madinah will help educate the University of Minnesota student body by creating a better understanding and appreciation for the diverse culture of Islam and Muslims. |

| Program Name | Contact Person(s) | Sponsor | Description |
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| Association for India's Development (AID-MN) | http://www.tc.umn.edu/~aidmn | Office of Student Affairs | Facilitate holistic socio - economic development by tackling problems like poverty, illiteracy, unemployment, sanitation and overpopulation. Connect the local community with grassroots initiatives in India. Increase the awareness and understanding of issues concerning the south Asian region in the local community. Increase interactions between international students and the local community. |
| American Indian Science and Engineering Society (AISES) at the University of Minnesota | http://www.aises.org | Office of Student Affairs | The American Indian Science and Engineering Society is a private, non-profit organization that nurtures building of community by bridging science and technology with traditional native values. AISES' goal is to be a catalyst for advancement of American Indians as they grow to become self reliant and self-determined members of society. Our student chapter supports students in science, engineering and business fields. |
| American Indian Student Cultural Center | aiscc@umn.edu | Office of Student Affairs | The mission of AISCC is to promote cultural diversity develop leadership in American Indian students of the U of M, assisting building understanding of American Indian people, issues, history and culture by bringing in native scholars and hosting events open to the entire university campus. |
| Argentine Tango Club - Utango | http://www.tc.umn.edu/~utango | Office of Student Affairs | Creating friendly atmosphere to learn Argentine Tango amongst students, faculty, and staff. |

| Program Name | Contact Person(s) | Sponsor | Description |
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| Asian Business Student Association | vshukla@csom.umn.edu | Office of Student Affairs | To represent and provide a support group for students of Asian descent interested in business or business related fields through social activities and events where members and alumni can network and build relationships. ASBA provides educational opportunities of timely interest to members on contemporary aspects of Asia and global business operations (i.e. speaker forums, presentations etc), and serves as a resource for business organizations in recruitment. |
| Asian Pacific American Heritage Committee | ponk0001@umn.edu | Office of Student Affairs | The mission of APAHC is to highlight the many diverse cultures within the Asian/Pacific American community. We coordinate and implement cultural events for students and the community at large and on the University of Minnesota campus. |
| Asian Pacific American Law Student Association | karol008@umn.edu | Office of Student Affairs | APALSA is the UMN law school chapter of the Natl. Asian Pacific Bar Assn. APALSA works closely with other Asian American law student organizations in the Twin Cities and the local chapter of NAPABA in organizing events to raise awareness of Asian Americans in the legal community. |
| Asian American Student Union | http://www.tc.umn.edu/~asu | Office of Student Affairs | Asian-American Student Union's mission is to provide educational, cultural, social, and community activities for students within and outside the University of Minnesota; and to promote understanding of the diverse Asian/Pacific cultures to the University at large. |
| Bengali Student Society Of Minnesota | http://www.tc.umn.edu/~bssm | Office of Student Affairs | The Bengali Student Society of Minnesota at large represents a cross-section of expatriates from West Bengal and various other parts of India and Bangladesh, in the Twin Cities Area. The focus of the group is to bring a taste of eastern Indian socio-cultural activities at the heart of Twin Cities. |

| Program Name | Contact Person(s) | Sponsor | Description |
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| Bharat | http://www.tc.umn.edu/~bharat/ | Office of Student Affairs | To foster awareness about India and enhance the understanding of India's culture and way of life. To engage is discussion of contemporary issues. Involvement in activities such as volunteering/service within the Indian community. Celebration of India's culture and various events. |
| Biology without Borders | http://www.tc.umn.edu/~bwb | Office of Student Affairs | Cultural and Diversity: We offer students international experience in culturally and diversely different atmospheres. Honorary and Leadership: We offer students opportunities to engage in leadership roles by assisting and organizing group events. Service: Our main activities are community service and international service. Students will experience both forms of service while learning about the health sciences. |
| Bosphorous Dialogue Association | bda@umn.edu | Office of Student Affairs | BDA is a non-profit student organization dedicated to provide opportunities for the students of the University of Minnesota and the general public to promote mutual respect and understanding among all cultures and faiths through social interaction aiming at the exchange of ideas, values and experiences. |
| Business Association of Multicultural Students | http://www.bam4biz.com | Office of Student Affairs | BAM is dedicated to providing students with a diverse perspective of today's global corporate environment and assisting them in their pursuit of professional excellence through corporate and community leadership. |
| Cambodian Student Association of Minnesota | http://www.tc.umn.edu/~csam | Office of Student Affairs | To serve the Cambodian Students and the Cambodian community, to establish awareness of the Cambodian culture, and to add diversity to the University student body. |

| Program Name | Contact Person(s) | Sponsor | Description |
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| China Outreach Ministries | http://comumn.org | Office of Student Affairs | To help make the overall experience of mainland Chinese students and scholars at the U of MN a more positive experience, and provide activities and social gatherings. To share Christian truths and values, and to help Chinese Christians develop spiritually. |
| Chinese American Student Association | http://www.umn.edu/~casa | Office of Student Affairs | CASA strives to promote a strong sense of community among students on the University of Minnesota campus through educational, social, and cultural activities and events. As a student organization, we aim to share our Chinese American culture to promote diversity within the community. |
| Chinese Student Union | csu@umn.edu | Office of Student Affairs | CSU is a specially designed student group for all Chinese students at the U of M. Our mission is to provide cultural, social, and community activities for students, and establish communication between Chinese and American cultures. Adapting Chinese students to campus life and providing necessary facilities also is the purpose of CSU. Everyone is welcome to join us! |
| Den Norske Klubben | http://www.tc.umn.edu/~dnk | Office of Student Affairs | To provide an opportunity for students to celebrate Norwegian and Norwegian-American culture; to provide a forum for students to practice Norwegian regardless of ability. |
| Den Svenska Klubben | strom225@umn.edu | Office of Student Affairs | To provide all students who are interested in Swedish culture, history, and language with the opportunity to share and learn about Sweden; to provide a place for students of all levels to practice their Swedish. |
| ESL Forum | jayn0003@umn.edu | Office of Student Affairs | To provide a forum for interaction between TESL M.A. students and teachers of ESL at the University of Minnesota and those interested in language learning and teaching. |

| Program Name | Contact Person(s) | Sponsor | Description |
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| Ethiopian Student Association (ESA) | http://www.umn.edu/~esa | Office of Student Affairs | To bring awareness and understanding of Ethiopian culture among the U of M community. To provide a social atmosphere where students/faculty; as well as residents in the Twin Cities can meet, interact, and enjoy cultural events. To cooperate with other organizations in the further development of intercultural understanding. |
| Falun Gong Twin Cities Club | http://www.tc.umn.edu/~falun | Office of Student Affairs | Falun Dafa (also known as Falun Gong) is an advanced cultivation system of mind, body and spirit based on ancient wisdom. Since its introduction to the public by Teacher Li Hongzhi in 1992, Falun Dafa has helped millions of practitioners to improve their physical as well as mental health. The purpose of our group is to help students understand what Falun Gong is and how to cultivate themselves so as to have healthy bodies and minds. |
| French Conversation Group | frenchco@umn.edu | Office of Student Affairs | The purpose of this group is to provide a comfortable environment for those interested in improving French oral skills by conversing with other French students of all levels. Topics of conversation are informal and can range from everyday life to helping each other with French class course material. |
| Friends of Israel | http://www.umn.edu/~foi | Office of Student Affairs | To promote Israeli culture and Jewish identity on campus and encourage cultural exchange between American & Jewish Israeli cultures. |
| Friendship Association of Chinese Students and Scholars | http://www.tc.umn.edu/~facss | Office of Student Affairs | To facilitate the communication among Chinese students and scholars at the U. To provide assistance to our members. To promote Chinese Culture at the U. |

| Program Name | Contact Person(s) | Sponsor | Description |
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| German Student Association of Minnesota | http://www.tc.umn.edu/~gsam/ | Office of Student Affairs | GSAM is devoted to promoting German culture and language at the University of Minnesota Twin-Cities. It shall be a meeting point for German and German speaking students and provides a platform for German related events and social activities. |
| Global Link | http://www.UMAbroad.umn.edu | Office of Student Affairs | The purpose of the Global Link Student Group, a student initiative of the Learning Abroad Center, is to create a social environment for students which promotes the ideals of the Learning Abroad Center: empowerment, development, understanding, and responsibility in the global community. Through involvement in on and off-campus activities, we intend to facilitate international awareness for members of the group and the University of Minnesota student body. |
| Global Studies Student Association | glosuga@umn.edu | Office of Student Affairs | Do you want to gain an international perspective? Do you already have one that you'd like to share? That's what the Global Studies Student Association is here for! GSSA is a community of students dedicated to open dialogue about global issues. We value the diversity of opinions held by all students and believe that both our differences and similarities enrich the community we create. Our community thrives through various social events, service projects, and projects like the Global Voice Newsletter and a weekly Coffee Hour. |

| Program Name | Contact Person(s) | Sponsor | Description |
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| Hellenic Student Association at the University of Minnesota | http://www.tc.umn.edu/~hsaumn/ | Office of Student Affairs | The organization shall exist for the following purposes: To inform the University community, the Greek students, and the Greek/American community on the political, social, and cultural events of Greece and their relevance to similar developments in the international community. To present and preserve the Greek history and culture in the University and general community. To support and help the Greek students of the University of Minnesota as well as every other Greek person. To organize cultural events and programs for the realization of the above stated goals. |
| Hillel: The Jewish Student Center | http://www.ujews.com | Office of Student Affairs | To provide social, cultural, educational, social action and Israel related programs and opportunities to Jewish students at the U of M as well as provide educational opportunities about Judaism to the non-Jewish population. |
| Hindu Student Society | http://www.tc.umn.edu/~hssumn/ | Office of Student Affairs | The Hindu Student Society (HSS) is a University wide student body formed to unite Hindu students from all over the world to preserve and promote Hindu Dharma and culture. The Society is open to anyone interested in Hinduism. HSS is affiliated with Hindu Student council (www.hscnet.org) which is a US wide Hindu Student organization. |
| Hispanic and Luso-Brazilian Linguistics Association | sykes030@umn.edu | Office of Student Affairs | This organization shall exist to contribute to the university's diverse community through the promotion of Hispanic and Luso-Brazilian languages and cultures and to make available a forum for the presentation of graduate student work within the department of Spanish and Portuguese. |

| Program Name | Contact Person(s) | Sponsor | Description |
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| Hmong Minnesota Student Association | http://www.tc.umn.edu/~hmsa | Office of Student Affairs | The Hmong Minnesota Student Association (HMSA) is a student organization at the U of M, Twin Cities. We are here to promote diversity on campus, and more specifically to promote the Hmong culture. Our Association is open to all U of M- Twin Cities students; undergraduates, graduate students, and alumni. We hold annual events to teach about the Hmong culture. We participate in many various voluntary activities among the U of M- Twin Cities community and the outside communities, and most importantly, we are a support group for all who are interested in the Hmong culture. |
| Hong Kong and Macau Student Association | http://www.tc.umn.edu/~hkmsa | Office of Student Affairs | To provide services for Hong Kong and Macau students and unite the Hong Kong and Macau student community at the University of Minnesota. |
| Hwa Rang Do Club at the University of Minnesota | http://www.umn.edu/~hrd | Office of Student Affairs | Hwa Rang Do is one of the most comprehensive martial arts in the world, and combines both self defense and healing arts. Its undergraduate program, Tae Soo Do was developed as a way for those without previous martial arts experience to ease into the rigorous curriculum of Hwa Rang Do. Check out our website or contact us, we are always looking for new members of any skill level. |
| IAESTE@ The University of Minnesota | http://www.tc.umn.edu/~iaeste/ | Office of Student Affairs | Our organization helps students in technical fields find summer internships in foreign countries. In return, our group hosts summer interns working in the Twin Cities. We are an excellent group for those students interested in travel! |

| Program Name | Contact Person(s) | Sponsor | Description |
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| Indian Student Association | http://www.tc.umn.edu/~indians | Office of Student Affairs | ISA celebrates all South Asian cultures through music, dance, movies, and festival celebrations. We encourage everyone, regardless of their ethnic background, to take an active role in the sharing and appreciation of our Indian culture. Halfway across the world, we strive to nurture the feeling of togetherness among Indians by bridging the gap between America and India. Come join us in celebrating the richness of Indian culture. |
| International Law Students Association | danti002@umn.edu | Office of Student Affairs | ILSA is designed to foster student interest in international law, provide increased contact with international law academics, practitioners, and other figures, and to promote greater understanding of global issues. The goals are served by our local chapter and are consistent with the larger goals of the National Organization. |
| Japan Student Association | http://www.tc.umn.edu/~jsa/ | Office of Student Affairs | JSA is the organization that promotes better understanding of Japanese culture and tradition. We conduct several events every semester. If you are interested in anything about Japan, please contact us! Participation of anybody who is not Japanese is certainly welcome! |
| Korean Adoptee Student Organization | kadso@umn.edu | Office of Student Affairs | A group of Korean adoptees devoted to promoting a sense of community among adoptees, their friends and family members on campus. |
| Korean International Student Organization | http://www.tc.umn.edu/~kiso | Office of Student Affairs | To promote unity and the well being of all Korean international students at the U of M. To provide information and help to new incoming international students in order to facilitate a smooth adjustment process to the new academic/culture/environment of the U of M. Represent the Korean community at the U of M and publicize the association's existence and activities to both domestic and international communities/organizations/academic institutions. |

| Program Name | Contact Person(s) | Sponsor | Description |
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| Korean Language Activity Program | http://www.kisoumn.cyworld.com | Office of Student Affairs | The KLAP establishes partnerships with native Korean and English speakers in the hopes of better amongst each other as well as in benefit of gaining a higher degree of knowledge between each culture. |
| Korean Student Association | http://www.tc.umn.edu/~ksa | Office of Student Affairs | To unite all Korean International and Korean American and other interested students for social and cultural events and meetings. |
| La Raza Student Cultural Center | http://www.umn.edu/~laraza | Office of Student Affairs | To achieve, through cultural and educational programs and events, a greater historical, political, cultural and social awareness concerning the Chicano and Latino communities. |
| Lao Student Association | http://www.tc.umn.edu/~lsa | Office of Student Affairs | A group of students organized to promote, educate, and preserve the Lao culture. It also strives to unite the local community and university community through annual celebrations, social events, and volunteer opportunities. |
| Malaysian Students Association | http://www.tc.umn.edu/~persisma | Office of Student Affairs | Uniting and protecting the welfare of Malaysian students at the University of Minnesota in areas related to students' academic achievement and communication skills in addition to interacting with each other on a regular basis. |
| Middle Eastern Student Association | mesa@umn.edu | Office of Student Affairs | Middle eastern social group not based on religion or politics |
| Midwest Belly Dancers | mbd@umn.edu | Office of Student Affairs | This organization is dedicated to educating people about the dance movement and culture behind Arabic Dance. |

| Program Name | Contact Person(s) | Sponsor | Description |
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| Minnesota Chinese Club at U of M | http://www.tc.umn.edu/~mnchc | Office of Student Affairs | Enrich local Chinese students and Chinese community's leisure life through sponsoring a variety of activities. Enhance culture exchange so as to help Chinese students merge into American society and those who feel interested in Chinese culture have an easy starting point. |
| Minnesota Chinese Student Association | http://www.tc.umn.edu/~mcsa | Office of Student Affairs | MCSA is the official student group of Taiwanese, and we provide valuable resources for help and information. MCSA's objectives are to serve students from Taiwan and introduce Chinese culture to Minnesotans. Through various events and activities sponsored by MCSA, we provide chances for members to get to know each other and to promote a better understanding and friendship between American and Chinese. |
| Minnesota Dabkeh Group | dabkeh@umn.edu | Office of Student Affairs | To promote Middle Eastern culture through folkloric dance. |
| Minnesota International Student Association (MISA) | http://www.tc.umn.edu/~misa | Office of Student Affairs | (MISA) is a student group whose mission is to represent the international students at the University of Minnesota, promote and enhance the interaction between international and American students. MISA is a non-political, non-religious and non-profit student group. |
| Minnesota Ukrainian Student Association (MUSA) | musa@umn.edu | Office of Student Affairs | MUSA strives to promote the Ukrainian culture among the University of Minnesota community through educational and social activities; to assist new Ukrainian students with adjustment to the University milieu; to hold fundraising events for charities; and to provide a social atmosphere for everyone interested in the Ukrainian culture, language, and history. |

| Program Name | Contact Person(s) | Sponsor | Description |
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| Oromia Student Union | osu@umn.edu | Office of Student Affairs | To promote education in our community and create transitional bridge for Oromo students from high school to college. To educate campus community about Oromo history and culture. |
| Pakistani Student Association | http://www.umn.edu/~psa | Office of Student Affairs | The Pakistan Student Association (PSA) at the University of Minnesota is an organization that coordinates educational and social activities, which promote cross cultural understanding and international awareness. At The U, PSA provides the campus community and our student body with activities, programs, and opportunities to meet others. PSA believes that its student body's education cannot be complete without co-curricular experiences to compliment their in-class learning. |
| Persian Student Organization of Minnesota | http://www.tc.umn.edu/~psom/ | Office of Student Affairs | The Persian Student Organization of Minnesota is a non-profit student run organization serving to introduce the Persian culture to the community with no political or religious affiliation. |
| Philippine Student Association | http://www.tc.umn.edu/~philsa | Office of Student Affairs | To promote understanding of the Philippine culture within the University community and the community at large. To educate individuals about the Filipino culture and to provide a place where students of any cultural background can find a common ground. |
| Professional and Cultural Opportunities (PACO) | http://www.pacoun.org | Office of Student Affairs | Professional and Cultural Opportunities is a student led organization that provides undergraduate students with networking, educational, and leadership opportunities related to international business and world affairs. |
| Romanian Student Association | http://www.tc.umn.edu/~rsa/ | Office of Student Affairs | The organization shall exist for the following purposes: (1) to present and promote Romanian culture on campus (2) to help new Romanian students adjust to the community (3) to promote a Romanian community. |

| Program Name | Contact Person(s) | Sponsor | Description |
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| RPCV@UMN | http://www.tc.umn.edu/~rpcv | Office of Student Affairs | RPCV@UMN is a student group for Returned Peace Corps Volunteers. Our mission is to promote the third goal of Peace Corps and provide an opportunity for RPCVs to gather, socialize and network. |
| Salsa Dancing Organization | http://www.tc.umn.edu/~salsa | Office of Student Affairs | An organization aimed at promoting Latin culture through Latin dancing at the University of Minnesota. |
| Singapore Student Association | http://www.tc.umn.edu/~emailssa/ | Office of Student Affairs | To assist newly-arrived Singapore students in adjusting to life in Minnesota. Organize activities for fellow Singaporeans to get together. Increase awareness about Singapore in local Minnesotan community. |
| Small World Coffee Hour | bkappler@umn.edu | Office of Student Affairs | To provide social activities and events for all participants every other Friday, allowing people from different countries to gather for new friendships and fun. Free coffee and refreshments are served. |
| Somali Student Association | http://www.tc.umn.edu/~ssa | Office of Student Affairs | To help new Somali students adjust to life on campus, organize and promote cultural activities/awareness, to serve as a link to the large Somali community in the Twin Cities and, finally, to encourage high school students to continue their studies in prestigious schools like the University of Minnesota. |
| South Asian Friendship | suba004@umn.edu | Office of Student Affairs | To help meet the felt needs and provide a place of community and family for South Asian students at the University of Minnesota. Also to establish a faith-based community among interested South Asian students. |

| Program Name | Contact Person(s) | Sponsor | Description |
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| Sri Lankan Student Association | http://www.tc.umn.edu/~slankan | Office of Student Affairs | Promoting awareness of Sri Lanka and its culture through events and projects. |
| Taiwan Student Association | http://www.umn.edu/~tsa | Office of Student Affairs | Taiwan Student Association is the only Taiwanese student group in University of Minnesota and the largest in Minnesota State. Our primary goal is serving and helping Taiwan students. We provide information to help Taiwanese students come to Minnesota and feel comfortable living here. We also would like to welcome everybody with different ethnic backgrounds to learn about Taiwanese culture. |
| Turkish American Student Association – Minnesota | http://www.tc.umn.edu/~turks | Office of Student Affairs | Establish mutual understanding and friendship between Turkish and American students, as well as students from other cultures and raise awareness on Turkish people, culture, and history. |
| United Nations Student Association - Model United Nations | http://www.tc.umn.edu/~unsa | Office of Student Affairs | To promote knowledge and awareness of the United Nations and the international system by representing the University of Minnesota at national and international assemblies, conferences, and simulations; and to provide a diverse atmosphere for learning and understanding the process of developing foreign policy. |
| Vietnamese Student Association | http://www.umn.edu/~vsa | Office of Student Affairs | The Vietnamese Student Association's objective is to preserve and promote the Vietnamese culture at the University. We strive to support one another in academics and social endeavors to enrich the college experiences of those involved. |
| Yan Xin Qigong Club at the University of Minnesota | http://www.tc.umn.edu/~yxqc/ | Office of Student Affairs | To promote healthy and long life through Qigong practice. |

| Program Name | Contact Person(s) | Sponsor | Description |
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| Aid Africa | veve0011@umn.edu | Office of Student Affairs | To serve as a meeting place for students interested in volunteering to help those less fortunate than themselves. To raise funds in a group-organized fashion to send students to Africa to volunteer time helping improve the local quality of life in a very personal way. |
| Indonesian Student Association | http://www.permias-tc.com | Office of Student Affairs | PERMIAS has assisted new Indonesian students in transitioning into an American culture at the University of Minnesota - Twin Cities. In addition, PERMIAS facilitates interaction among undergraduates, graduates, and those already working. We organized BBQ parties, welcoming party for new Indonesian students, sports events, and many more. |
| European Martial Arts Club | hens0073@umn.edu | Office of Student Affairs | This group is dedicated to the study and practice of historical European martial arts. These arts are from the 14th-16th centuries and include the use of sword, spear, dagger, wrestling and pole arms. All techniques come from period manuscripts. |
| Manga Anime Society | http://www.tc.umn.edu/~anime/ | Office of Student Affairs | To provide an open and inviting environment for the sharing of Japanese animation and related topics. |
| Minnesota UMNO Club | http://www.umno-minnesota.org | Office of Student Affairs | To promote unity among Malay/Bumiputera Malaysian students and individuals in Minnesota. |
| Society for Creative Anachronism | http://www.tc.umn.edu/~sca | Office of Student Affairs | Non-profit educational organization dealing with the reenactment and recreation of pre-17th century Europe and cultures with which it had contact. |
| Tai Chi Club | marr0064@umn.edu | Office of Student Affairs | To promote Tai Chi as a technique to improve relaxation, well-being, health, and to encourage the practice of Tai Chi. |

| Program Name | Contact Person(s) | Sponsor | Description |
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| University of Minnesota Vo Lam Kung Fu | gros0278@umn.edu | Office of Student Affairs | The purpose of Vo Lam Kung Fu is to teach its members the art of Kung Fu, and its applications for health and self defense. |
| Kobudo Club | http://www.kobudoclub.org | Office of Student Affairs | The Kobudo Club is dedicated to the practice of traditional Japanese martial arts, with a main focus on jujutsu. Kobudo Club is a student branch of the Kokusai Jujutsu Renmei. |
| Korean Tennis Club | hurxx010@umn.edu | Office of Student Affairs | Designed for Korean student at the university to get together to play tennis |
| University of Minnesota Judo Club | http://www.tc.umn.edu/~judoclub | Office of Student Affairs | To provide the University and its students and faculty with the instruction of Judo. |
| The University Cricket Club | http://www.tc.umn.edu/~cricket | Office of Student Affairs | Provide cricket as a recreational activity for those who have a love for the game. Promote the game very much as a team sport, with a strong emphasis on teamwork and team spirit. Preserve and protect ethical values of the game. Enhance the entertainment values of the game through innovative measures. Nurture the growth of the hallowed game of cricket at the University of Minnesota. Enable teams to excel on the field whilst displaying the highest ethics and values of the game. |
| University of Minnesota Shotokan Karate Club | http://www.umn.edu/~karate | Office of Student Affairs | The University of Minnesota Shotokan Karate Club has been formed for the purpose of learning the martial art of karate-do with its consequent benefits to the whole person. |

| Program Name | Contact Person(s) | Sponsor | Description |
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| University of Minnesota Tae Kwon Do Club | http://www.tc.umn.edu/~tkd | Office of Student Affairs | The University of Minnesota Tae Kwon Do club offers high quality, low cost Tae Kwon Do instruction for all levels of skill. |
| PSY 3301: Introduction to Cultural Psychology | http://www.psych.umn.edu/ | Department of Psychology CLA | Theories/research on how culture influences basic psychological processes (e.g., emotion, cognition, psychopathology) in domains that span different areas of psychology (e.g., social, clinical, developmental, industrial-organizational) and of other disciplines (e.g., anthropology, public health, sociology). |
| Research Laboratory: Asian American Identity and Family | richlee@umn.edu | Department of Psychology CLA | This research program studies the cultural socialization experience and its relevance to identity, well-being, and mental health in Asian American populations. Current projects focus on acculturation conflicts between parents and children, relationship between ethnic identity and discrimination, and trans-racial adoptive families with children from Asia. |
| SPAN 3401- Community Service in the Latina/o Community | ganle001@umn.edu | Department of Spanish and Portuguese CLA | Students have an opportunity to learn about Latino immigration, U.S. border issues, language issues, etc. Students do 42 hours of community service within the Latino community and generally volunteer in sites that focus on pre-kindergarten to adult education, human rights, worker rights, social services and/or bilingual newspapers. Additionally, this class is taught by during May session when students complete a service learning project in Mexico through community organizations. Students study human rights, racism, global economy, immigration services, and the global economy. During the May 2007 session students actively worked with BorderLinks and participated in a community service program in Nogales, Mexico. |

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| Tel Kedesh in Israel | http://www.lsa.umich.edu/kelsey/research/Excavation/Kedesh/kedesh.html | Co-sponsored by U of MN and U of Mich | Archaeological sites for field work experiences abroad. |
| Minnesota Archaeological Research in the Western Peloponnese (MAWRP) | http://clvl.cla.umn.edu/marwp/ | Department of Classical and Near Eastern Studies - CLA | This new program of research and exploration, headed by Professor Frederick Cooper, spans the 3 millennia from the Bronze Age through the Middle Ages to the present day, and introduces undergraduate and graduate students to innovative and exciting archaeological applications. |
| Bucharest Early Intervention Project | http://www.tulane.ro/beip.html | Speech-Language-Hearing Sciences - CLA | Focusing on the communication skills of children who live in Romanian orphanages. |
| Immigration History Research Center | http://www.ihrc.umn.edu/ | College of Liberal Arts | The IHRC is proud to have built one of the largest and most important collections of materials documenting U.S. immigration and refugee life to be found anywhere in the world. It yearly welcomes not only student and faculty researchers from the University and from Minnesota communities but researchers from a wide variety of disciplines from North America and the wider world. |