International Education in CEHS

University of Nebraska–Lincoln
College of Education and Human Sciences
DEAR FRIENDS & COLLEAGUES,

Higher education is being called upon to prepare tomorrow’s professionals to work in a global environment. Global competency is becoming a central characteristic of 21st century education at every level. In addition, international issues and influences increasingly shape discovery and creative work.

At the University of Nebraska–Lincoln, faculty, staff and students in the College of Education and Human Sciences (CEHS) are united in a common mission to “enhance the lives of individuals, families, schools and communities and to strengthen the relationships among them.” As a land-grant institution, much of our teaching, research/creative work, extension and outreach targets Nebraska issues and people. However, this work is not confined to local environs. It has international scope as well. Most importantly, the CEHS foci of teacher education, school and community leadership, food, health, shelter, clothing, economic stability, human development and family are vital to everyone on earth. The College enrolls students from around the globe on campus and in distance education classes. CEHS scholars work in formal partnerships with at least 20 foreign institutions and have projects in 45 international locales. Last year alone, CEHS faculty and students published 80 articles and proceedings in which international work and partners were key. Our alumni are employed in every Nebraska county, all 50 states and in more than 70 countries.

International work is not new to CEHS. We have a long history of global engagement. What is more recent, however, is a strong desire among faculty, staff and students to pursue international education as an emerging priority in the College. It is expected that by deepening our strategic approach to international education we can build on our strengths, nurture individual and collective interests, expand opportunities and extend our reach.

Sincerely,

Marjorie Kostelnik
Dean

“In a world where facts and figures are just a few clicks away, what sets graduates apart is their ability to adapt to new situations, understand and solve complex problems, and interact with people different from themselves. Studying abroad is one key strategy that we can use to help students develop these key 21st century skills.”

Elizabeth Niehaus, Ph.D.
Assistant Professor – Department of Educational Administration

“Our alumni are employed in every Nebraska county, all 50 states and in more than 70 countries.”
Every graduate of the College of Education and Human Sciences will live and work in an international community.

Economic and technical globalization is rapidly reshaping how and with whom our graduates will conduct business. Shifts in political alliances may alter the foods that our graduates eat, the clothes that they wear, the music that they enjoy, and the literature that they read. Knowledge and skill in international relationships will be essential to the career success of every CEHS major. Preparing our students to live and work in a global community is not just a good idea, it is critical to their success.

“International education in the College of Education and Human Sciences will align with our mission of enhancing the lives of individuals, families, schools and communities and strengthening the connections among them. There is a continuum of opportunities for faculty, staff, students and visitors. These range from local to global experiences, simple to more complex activities, and brief to longer opportunities.”

Bailey Sullwold
Textiles, Merchandising and Fashion Design
Milan, Italy
The College will reframe the international minor in education.

CEHS will more fully include staff members of the departments and the college in its international activities.

The College will conduct a careful study of CEHS students’ global competence outcomes, including defining global competence, refining measures, and using a rigorous design to examine the changes in students’ global competence that occurs as a result of education abroad.

To complement this study, the College will collect case studies of CEHS graduates and the impact that globalization has had on their lives and careers since completing their studies.

FACULTY & STAFF

THEME ONE:
Enhance opportunities and resources for faculty and staff to more easily engage in globally relevant work.

The teaching, research/creative work, service and outreach/extension of CEHS faculty and staff touch the lives of students and scholars worldwide. Through this work, lives are enhanced, knowledge is expanded and a new generation of professionals comes forward. As faculty and staff continue to integrate international perspectives into their work, the College will provide supporting resources and opportunities.

GOAL 1
Incorporate global perspectives in teaching, research/creative work, and service and other scholarly activities.

GOAL 2
Collaborate in international research, creative work and other scholarly activities.

JOURNEY SO FAR:
To enhance global opportunities for faculty and staff, CEHS created an internally funded grant program to support internationally focused instruction and research/creative work. A donor made it possible for us to award grants of $500 to $6,000 each for projects to enhance global perspectives in coursework, expand research and creative work involving international topics, sites and issues, and support the global professional development of faculty and staff. Ten faculty members serve on a CEHS International Advisory Council, and they encourage faculty to establish goals and action plans to guide the globalization efforts in the college. A Global Exchange Coordinator has been added to the College to facilitate the design, delivery and dissemination of international programs. Professional advisors in the CEHS Student Services Center ensure that students are well informed about international opportunities in the college, and at least one advisor each year assists in one of the education abroad study courses.

CEHS has experienced unprecedented growth in faculty engagement in globally relevant work in all aspects of the university’s mission, which includes teaching, research/creative work, and service and outreach/extension.

Enhance opportunities and resources for faculty and staff to more easily engage in globally relevant work.

The College has added a half-time Global Exchange Coordinator to facilitate the design, delivery and dissemination of international programs.

The number of CEHS faculty and staff who led education abroad courses with CEHS students increased from one in 2010-11 to 17 in 2014-15.

From 2012-15, CEHS has awarded 45 International Seed Grants to faculty and staff to support their work in globalization.

The number of departments participating in education abroad has increased from three departments in 2011 to five departments in 2015.

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Nathan Taylor
Child, Youth and Family Studies Ph.D.
Shanghai, China

“The Child, Youth and Family study abroad trip to China was a life changing experience. It not only changed the way I view the world, but provided a framework for applying research in a global context.”

Dustin Bowder
Hospitality, Restaurant and Tourism Management
Dubai, United Arab Emirates

“Dubai is not only an awe-inspiring infrastructure paradise, it is the center for hospitality and tourism. Studying here opened my eyes to the vast opportunities and knowledge the world has to offer for HRTM students.”

Tianna Bankhead
Teaching, Learning and Teacher Education
Seoul, South Korea

“Traveling to South Korea was a life changing experience. My time there helped me reinforce my passion for working with ESL students.”

Rachel Pickering
Special Education and Communication Disorders
San José, Costa Rica

“Studying abroad in Costa Rica not only opened my eyes to diverse experiences but also allowed me to learn and grow outside the classroom in ways I never thought possible.”

Taryn Smith
Nutrition and Health Sciences
Addis Ababa, Ethiopia

“One of the best parts my trip to Ethiopia was seeing the ethnic groups in the south. Never in a million years would I have thought I’d see the Mursi tribe. A piece of myself was definitely left in Ethiopia.”

Dustin Bowder
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Dubai, United Arab Emirates

“Dubai is not only an awe-inspiring infrastructure paradise, it is the center for hospitality and tourism. Studying here opened my eyes to the vast opportunities and knowledge the world has to offer for HRTM students.”

THEME ONE (CONTINUED)

NEXT STEPS:
1. CEHS will more fully include staff members of the departments and the College in its international activities.
2. The College will reframe the international minor in Education and Human Sciences around this global initiative. Integrate it more fully into the programs of study in CEHS departments, and increase its enrollment.
3. Annually, the College will appoint a CEHS International Scholar of the year. Provide that faculty or staff member with a forum to lead a Globalization Seminar that spotlights their international scholarship, its impact on local, national, and international research and practice, and its dissemination through presentation, publication, and demonstration projects.

MAPPING OUR PROGRESS
We will have made substantial progress towards these goals when:
1. There is an increase in the number of faculty and staff members who participate in education abroad courses.
2. There is an increase in the number of faculty members offering international courses supporting the CEHS international minor.
3. There is an increase in the number of juried international presentations and publications in international journals or books.
provide opportunities for students to gain content knowledge, instrumental skills and experience to function effectively as professionals in a global society.

The global interconnectivity of today’s workforce is increasing at a rate that few could have fathomed only two decades ago. Graduating students are now entering a job market where they are increasingly engaging with colleagues and institutions from around the world. In order to prepare graduates for the current and future workplace, the College of Education and Human Sciences has grown an educational environment that fosters student advancement in global competence, understanding and flexibility. By cultivating and developing new education abroad opportunities, increased global perspectives in instruction and added engagement with local stakeholders in the international community, CEHS provides students with the tools and skills necessary to be effective members in today’s global marketplace.

To increase global opportunities for students, CEHS departments created faculty-led education abroad courses that were integral to students’ majors and programs of study. To ensure that these courses were sustainable, the departments vested leadership of these courses with multiple faculty members and established predictable timelines for scheduling the courses. The College has made strategic use of electronic message boards, colorful brochures, websites and the College’s social media accounts to build awareness of education abroad opportunities. The College offered electronic message boards, colorful brochures, websites and the College’s social media accounts to build awareness of education abroad opportunities.

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READY, SET, GO

What: The Ready, Set, Go course prepares students to make the most of their educational experience abroad. Students learn about their country of destination, techniques to be more culturally aware when outside the United States, and how to be responsible ambassadors of the University of Nebraska. Students who complete the course are awarded a $1,000 travel scholarship to support their education abroad experience.

Why: For many CEHS students, education abroad will be the first time they will travel outside the United States. It is a costly but very necessary preparation for an increasingly globalized world. Ready, Set, Go provides financial support and mentorship so that more CEHS students can afford an educational experience abroad. Students earn this assistance by investing time and energy to prepare for their experience in another nation. They return to Nebraska ready to apply new knowledge and broad understanding to their future education and careers.

"Getting the chance to study abroad in India not only gave me the opportunity to immerse myself in a completely different culture, it also gave me perspective on how different lifestyles are across the globe. It was the trip of a lifetime that I will not soon forget."

Charlene Schrock
Hospitality, Restaurant and Tourism Management
New Delhi, India

Who: The Ready, Set, Go program accepts interested undergraduate students enrolled in the College of Education and Human Sciences. Priority is given to freshmen and sophomores so that students return to campus ready to promote education abroad among their peers.

Where: Students select the education abroad courses led by CEHS faculty that align with their major and future career goals. Examples of programs in which Ready, Set, Go students have participated: food security, health and nutrition in Ethiopia; speech and language pathology in Costa Rica; immigrant education in Europe; early childhood education in China; and child and family studies in Brazil.

VARIATIONS IN EDUCATION ABROAD

INTERNATIONAL CONFERENCES
Students wishing to travel abroad for a short period of time may attend an international conference with a faculty member. This provides students with a global view of their discipline while introducing them to another country and culture. This structured discipline-focused, short journey is an excellent way to gain international experience.

ABROAD PROGRAMS
Faculty led education abroad opportunities are continually being made available to students throughout CEHS. Programs exist on nearly every continent and over a dozen countries and work to provide students the opportunity to study, research, observe or intern in an international setting. These programs expose students to environments and cultures that challenge them to look beyond what they know and work to prepare them for an increasingly global marketplace. Often, a student’s abroad experience in CEHS is their first exposure to life overseas and is the first step of many in building the cultural competency to further work and study internationally.

PARTNERSHIP PROGRAMS
Partnership programs between the University of Nebraska and international institutions are available to students in CEHS majors. These programs involve reciprocal exchanges between CEHS and peer institutions worldwide. The majority of these exchange programs are a semester long. Some involve students taking courses at the host institution for credit; others involve visits between institutions by students, faculty and/or staff for the purpose of scholarly activity and research.

“Getting the chance to study abroad in India not only gave me the opportunity to immerse myself in a completely different culture, it also gave me perspective on how different lifestyles are across the globe. It was the trip of a lifetime that I will not soon forget.”

Charlene Schrock
Hospitality, Restaurant and Tourism Management
New Delhi, India

“IT’s so amazing to be respected and loved by people you don’t even know who live on the other side of the planet. And I could not have had a better group of students and faculty to experience this with.”

James Anderson
Hospitality, Restaurant and Tourism Management
Yangling, China
- Students have traveled to East China Normal University (ECNU) in Shanghai, China, to observe early childhood development practices in the world’s fastest growing economy. As part of an exchange agreement with CEHS, students from ECNU have come to UNL to observe early childhood centers in Lincoln and interact with and learn from college faculty and students.

- Each summer, students looking to pursue future careers focused on food security, health and nutrition in the developing world spend six weeks in Ethiopia conducting research using anthropometric testing on children with tooth decay and observations of health clinics throughout the country.

- In Costa Rica, students from the Department of Special Education and Communication Disorders implement accent modification therapy for designated associates within a local corporation, Fiserv. While in the country, special education and speech pathology practices in rural and urban environments are compared with those used in the United States.

- Students with a desire to teach English as a second language spend a portion of their summer observing this form of instruction in practice by touring schools throughout South Korea which teach English as an international language.

- To stay competitive in the textile, fashion and merchandizing industry, CEHS provides opportunities for students to interact with industry professionals in the global centers where they operate. From the design capitals of Europe to the fabric markets of Asia, each year students participate in faculty led programs that provide real world insight into the production practices on a global scale.

- The hospitality and tourism market has expanded rapidly in the past decade. To stay current with this market, CEHS has created relationships and partnerships with institutions around the globe from Dubai, to Hong Kong, to London to provide students with the opportunity to observe the ins and outs of this dynamic fast-paced industry.
THEME THREE:
Create an environment that attracts international students, scholars and partners, and supports their work with College of Education and Human Sciences faculty, staff and students.

International scholars and students who work and study in the College add depth and richness to classroom interactions and curriculum content. Some visiting scholars and undergraduate students from around the world join the CEHS community for brief visits of a few weeks, others stay for a semester or longer. Their presence adds new dimensions to the College’s worldview. Expanding these opportunities will aid in creating an environment of reciprocal teaching and learning.

GOAL 1
Create strategic international partnerships and maintain existing ones.

GOAL 2
Recruit, transition and retain international students and scholars.

GOAL 3
Support meaningful interactions of international visitors and scholars with the CEHS community.

JOURNEY SO FAR:
To enhance CEHS experiences with visiting scholars, CEHS departments have worked to develop partners who can be engaged in shared research, enriched teaching, exchanges of students and faculty visiting each others’ institutions, and opportunities for shared service and outreach. CEHS has fostered these forms of rich partnerships in China and South Korea, and is working to build such partnerships with institutions in several other countries that support the work of the College. Each of these effective practices will be continued because, since 2010-11:

• The number of international undergraduate and graduate students has increased from 120 to 159
• A total of 69 visiting scholars have spent at least three weeks within the College
• Departments in the College have hosted visits of three groups of students from East China Normal University, two groups from South Korea and two groups from Mexico

MAPPING OUR PROGRESS
We will have made substantial progress toward these goals when:
1. The College has an increased number of international graduate and undergraduate students.
2. There is an increase in the number of partnerships in the College that include shared visits by faculty and students and shared research, outreach and service activities.
3. There is an increase in the number of N-cards granted to international scholars signifying that they are visiting the campus for an extended period of time and integrating into the scholarly life of the College.
4. International students are satisfied with their reception by the College as indicated by their responses to surveys of the International Scholars Office.
5. There is increased interaction of CEHS students and faculty with international students and scholars who are visiting campus.

NEXT STEPS:
8. The College will create a template of suggested strategies for enhancing meaningful interactions of international visitors with students, faculty and staff, and to integrate international scholars more fully into the College life.
9. The College will give preference to visiting students and scholars from existing research and teaching partnerships that have been established with international institutions.
10. The College’s international partnerships that have been built around reciprocal teaching will be stretched to incorporate opportunities for shared research, and those that have been built around shared research will be stretched to incorporate reciprocal study and teaching.

"A recent trip to Jalgaon, India, reminded me of the power of international experiences, especially in the field of research. I learned about local cultures, school systems, and parent-child relationships which I had previously never explored. It also furthered my cross-cultural understanding by visiting the teachers’ and students’ homes. These unique experiences abroad explicitly facilitated my academic research interest in early childhood and nature education."

Tuyen Huyn
Child, Youth and Family Studies Ph. D.
Jalgaon, India
THEME FOUR:
Develop a visible and effective infrastructure to support the international vision of the College.

Realizing the CEHS vision for globalization requires a stable yet flexible infrastructure that is sound in its basic design but allows us to be responsive to changing resources, institutional and collegiate priorities and global environments. The program’s continuity over time must be assured through predictable funding, sharing commitment throughout the college and within our international partnerships, and on-going attention to quality. By assuring these key elements are strong, the vision will have the foundation necessary to adapt and grow.

JOURNEY SO FAR
Since 2010, the College has hired a half-time Global Exchange Coordinator who has provided strategic support to faculty and departments for their scholarly partnerships and education abroad courses, and connected students to the international opportunities available to them in the College, including opportunities for scholarships.

• The College has implemented the Ready, Set, Go program to provide assured financial support for students who are in the planning stages of studying abroad.
• The College has initiated a practice of supporting one academic advisor annually to accompany a College education abroad program.
• Visual images of students in international environments are widespread via digital screens and social media.

GOAL 1
Refine and develop institutional practices and policies to support CEHS’s global work.

GOAL 2
Secure additional fiscal resources to support CEHS’s global work.

GOAL 3
Create a physical environment that communicates CEHS’s global engagement.

• Academic advisors are including study abroad as an important component of four-year plans for majors.
• Recruitment messages include study abroad as a key element of professional preparation.
• Parent orientation talks include study abroad as important for professional success.
• The CEHS Staff Advisory Council includes international presenters, activities and food in their staff development curriculum.
• Three plus-one courses are being developed to include an optional one hour study abroad option immediately following the close of the spring semester.
• The number of students who apply for education abroad scholarships has increased from 26 to 71.

NEXT STEPS:
11. The College will work with the University Foundation to seek long term funding to assure scholarships are available.
12. Student and faculty work will be prominently displayed in high traffic areas to maintain a consistent message of the importance of their initiative.
13. Succession plans will be developed for our international programs through a process by which existing programs will be made to be sustainable through training of additional faculty and staff on a year-to-year basis.

14. Funding will be devoted to the development of quality assessment procedures applicable across departments and courses.

MAPPING OUR PROGRESS
We will have made substantial progress towards these goals when:

1. The number of students applying to the Ready, Set, Go program increases.
2. The visual climate of the college reflects the on-going work of faculty, staff and students and a clear commitment to a global education.
3. CEHS has increased funds earmarked for international activities.
4. More CEHS faculty secure international seed grants and/or create additional study tours to augment existing courses.
5. Measurements of program outcomes have been developed and are routinely used throughout all study abroad work.
6. New students expect to include study abroad in their professional preparation.

“Studying abroad in Italy was one of the best experiences of my life! I learned so much about not only teaching, but the beauty of diversity.”
Sierra Bowland
Teaching, Learning and Teacher Education
Venice, Italy