

Outline and hand-outs post-conference

INTRODUCTIONS Gil, Nancy brief welcome (3:30-3:45)

- Nancy -- Re-state purpose of the session (while passing out hand-outs)
 - International higher education can produce high value outcomes at all levels of student by focusing on core curricular resources, building pathways to expertise and using outcomes assessment strategically. Foreign language is a core skill for international expertise much as cross-cultural competency is for global citizenship. A focus on expertise and outcomes makes good strategy for SIO's and good national policy especially in terms of workforce needs and long term success of graduates.
 - We reference two applied research pieces on outcomes linked to global learning strategies (conf app)
 - Ruther's case study of Yale and Federal Title VI grad and undergrad student outcomes (longitude)
 - Soria & Troisi - nine Res Univ undergrad survey results (cross-section).
- Intro's of group BRIEF... name, title, depth of interaction with Title VI (none, some, a lot)
- How it will run and end -- Nancy with food for thought (15); Gil shift to discussion 4:00, discussion 30-35 min; last 10 minutes, wrap-up key points, what to do? "my" next steps, "policy" next steps?

PRESENTATION – Nancy (3:45-4:00)

Hand-outs:

- Paths to International Expertise Illustration
- Typical curricular efforts for global learning supported by Title VI NRC/FLAS

On conference app for review:

- Ruther, Nancy L. "High Value Outcomes in International Education: The Case of HEA Title VI at Yale University," working draft presented at the Association for the Study of Higher Education Conference, October 2016, Columbus, Ohio
- Clips from: Soria, Krista M. and Jordan Troisi, (2014), "Internationalization at Home Alternatives to Study Abroad: Implications for Students' Development of Global, International, and Intercultural Competencies." Journal of Studies in International Education, Vol.18(3) 261-280

DISCUSSION – Gil highlights of what he's just heard (4:00)

Nancy and Gil and group – (4:05-4:30)

WRAP UP – 4:30-4:45

- Key points, synthesis
- What to do with this? "my" take-away's? "policy" take-aways?
- THANK YOU for help in exploring these questions and your insights, I hope to continue these conversations and building on these insights

Nancy's outline, talking points

Making the case for creating high value outcomes in Intl Higher Educ Why this matters to me....

It's personal! T6 helped create my own "path to expertise" as a Latin Americanist (+2 FL + Quechua/Andean) – way beyond Spanish to the Spanish- spkg world, its politics, culture, people, economics

... gave me a sense of agency, that I could make a difference in international affairs

and it's been my framework for creating oppy for students and faculty at Yale + beyond

and it's been a source of fascination in my research on public policy and intl ed

- Step forward, pay it back... to the faculty at Pitt who sign-posted the path to expertise for me -- created the courses, hired the faculty, won the grants, funded the fellowships

Now is NOT the time to think small. "Go big or go home."

Sixty years ago, the founders of the original HEA T6-FH program "went big"! Part of US federal policy for international higher education ever since. Two consistent legislative goals

- Produce international experts and globally capable citizens as core human capital for the United States in meeting its global needs and challenges
- Create and sustain institutional capacity across the US HE system, both curricular and faculty resources with a special focus on languages critical to US international affairs in all sectors

Over time, it has been dwarfed in the sweep of campus internationalization and other federal programs for international higher education. Still.... sixty years matters. And I hope my case study from Yale will make clear how it matters.... How its program logic produced solid intl ed outcomes.

Let me pose two propositions to explore today... for policy advocacy and our own global learning efforts.

- Proposition #1. T6 created the first, early model of internationalization -- the original "anti-silo" program – focused on creating multi-disciplinary curricula, developing Intl and FL expertise as well as global citizenship, building partnerships on campus and overseas networks.

I struggled with T6 *silence on study abroad and cross-cultural competencies, bywords in intl education today*. The literature of "internationalization at home" and growing efforts on intlzn of the curriculum, Soria & Troisi, helped me put it in context (9 res universities so data comparable to my case)

- compared the relative value of curriculum, on-campus intl activities and study abroad for undergraduates who were developing GII and x-cult capabilities during their studies and expressed plans to use them in the future
- **Key findings – tap the full value of campus and curricular resources for intl educ**
 - Students valued the Global and International Knowledge and Skills acquired through coursework and saw study abroad as a way to develop x-cultural understanding.
 - Students put high value on GI knowledge and skills to analyze complex issues across fields and cultures (generally associated with workplace skills)
 - Students identified stronger global & intl learning outcomes from coursework on campus plus participation in extracurricular intl activities on campus compared to study abroad.
- Proposition #2. T6 was ahead of its time with –
 - focus on scaffolding – curriculum from foundation BA to expertise PhD levels
 - focus on workforce and meeting demand for graduates with international, area and FL skills
 - an aspiration of creating a network, an ecosystem of connected programs linking different parts of the international higher education ecosystem (*consider the possibilities w today's technology*)
 - *focus on proficiency metrics -- at least in Foreign Languages for higher education.*

Case study of T6 at Yale.... The policy focused on results. The program/grants focused on inputs. The case study tried to connect the inputs to the results (see hand out Pathways to Expertise figure).

DID THE INPUTS REQUIRED TO WIN THE GRANTS RESULT IN GRADUATES WITH THE DESIRED IFL SKILLSETS (FL AND AREA) GRADS DEPLOYING THOSE SKILLS IN THE DESIRED FIELDS (GOVT AND EDUCATION

Yale's MCMC has been the hub for T6 grants since the 1960s. We participated in virtually all of programs but the case study focuses on the National Resource Center grants. The NRCs, and their "twin" FLAS Fellowships, have the clear mandate to provide the highest levels of expertise and deepest array of curricular resources from BA through PhD and most languages. **[see hand out on curricular programs developed over 20+ years]**

- Assessment project was able to test the T6 program's ability to produce the desired outcomes over 15 yrs, with the great recession of 2008 in the middle!
 - 5 Areas with NRC grants – Af, East Asia, Europe, LatAm, MidEast
 - *Office of Inst Research first three years; funds cut, MCMC-insider only 2 years*
 - T6 funded IFL curriculum and training in 4 year cycle (2010-2014)
 - Required clear path from BA through PhD, priority on MA's and specialist degrees
 - Required critical and other languages from elementary through advanced
- ADEQUACY OF INPUTS? – YES. Course w IFL content 25%+; enrollments of ALL students
 - Raw data also for the analysis of how students used the IFL curriculum that T6 helped create
- IFL EXPERTISE GOAL .. YES -- the T6-focused degrees, small in numbers clearly fulfilled the T6 goals
 - Languages: 1 or 2 FL; most likely to use critical FL;
 - Utilization: plans and actual use of IFL skills in their work in target areas
- GLOBAL CITIZENSHIP – YES.
 - Large bloom of other degrees engaged the T6-specializing curriculum ... 30-70% in grad/prof
 - Languages: pursued FL to med-high levels of proficiency;
 - Utilization: planned to use or actually did use these skills as graduates 5 and 10 years out
- Grad/prof'l students... used surveys, self-reporting --
 - MCMC-IFL-specialist MA's as expected.... Most likely to plan government work or multilateral agencies
 - PhD's with IFL-focus were EQUAL or BETTER than the MCMC MA's in the humanities and social sciences with on critical languages, advanced proficiency and intent to use them in their future work, higher ed -- feeding the larger HE system
 - Enviro Studies MA had 70% intensively engaging IFL curric and likely to use it in work
 - serious gains in FL, started lower and a fewer advanced proficiencies, fewer critical lang
 - Law students with IFL focus, significantly more likely to master FL#2, pursue govt work
- Undergraduates – used gold standard of transcript analysis over 10 years -- compare specialist majors (AfStudies, Span, etc) to "shadow" 10+ courses to non-specialist majors
 - Strong data on utilization in work post-graduate -- the alumni survey 5 & 10 years out... more likely to be using FL in their work than non-IFL; real degrees and shadow majors same pattern
 - serendipity for strategic planning and campus advocacy
 - data revealed the IFL-strengths by department... helped History to justify additional faculty for IFL service role

CLOSE....

Strong lesson – if you build it, they will come. There is a thirst for intl expertise. We can provide it with our most common resource – the curriculum.

Measure what matters

Use this longitudinal method to understand the long term trends and our own strengths and weaknesses compare across campuses, to develop true benchmarks nationwide, would make it very useful

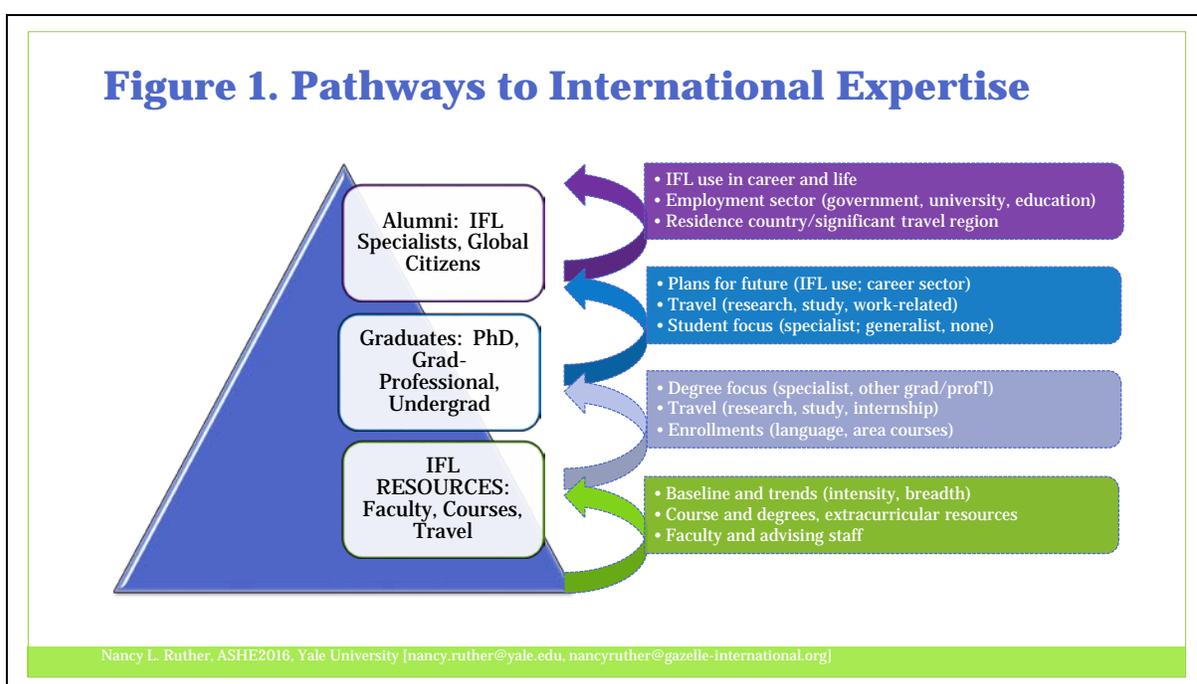
I would love to discuss any of this further...

HAND-OUT #1: PROGRAM LOGIC FOR PATHWAYS TO EXPERTISE

Based on the T6-NRC program logic and, hopefully also useful to the IFLE efforts of non-T6 campuses, the “Pathways to International Expertise” (Figure 1) depicts the conceptual links from educational resources to student outcomes to alumni impact for IFLE around four questions:

- The resource question. How well do Yale’s IFLE resources support students’ development of IFL skills and expertise?
- The engagement question. How do students engage Yale’s IFLE resources?
- The outcome question. What proportion of Yale students graduate with IFL skills and expertise?
- The utilization/impact question. How do graduates plan to and actually use IFL skills over time?

The paper shows the results and the relationships between the four component parts for Yale’s core IFLE resources related to the Title VI NRC grants and major outcomes and impacts.



We planned to use of mix of three approaches (below). We succeeded with (a), partially with (b) and developed the design for (c).

- Longitudinal, to see the relationships over time in courses, enrollment, outcomes at graduation, and impact 5 & 10 years out with alumni¹
- Cross-sectional to compare across participating schools and degrees, world areas, and between Title VI NRC funded regions (Africa, East Asia, Europe, Latin America, Middle East) and non-Title VI areas (South Asia, Southeast Asia, International/Global Affairs); and,
- Benchmarking with peers by institution, e.g. COFHE² for Yale College or by school associations, e.g. Council of Graduate Schools or Law Schools.

¹ 12 years of course and enrollment data (2000-2011)

² COFHE – Consortium on Funding Higher Education – 35 Private Universities and Colleges that share assessment information and benchmark their programs and activities against each other.

HANDOUT #2: Curricular efforts supported and required by the Title VI NRC-FLAS programs.

NRC grants expected that new programs used seed funding from Title VI but then needed to sustain the program with in-house resources. This provided a useful “test of the market” for support within the University or from other external sources. Paradoxically, a benefit of very limited funding and very high expectations meant that NRC grantees had to find ways to connect groups of faculty and courses while only supporting small new expenses, i.e., not new faculty posts or new staff but a course development grant or a student research assistant. Below are some of the examples of how Yale tapped existing resources and university communities (live & virtual) to create the necessary curricular pathways to expertise. It became a successful seed-fund innovation model that funded small start-up curricular and related efforts, monitored closely and helped grow or sunset.

- The core curriculum required by NRC-FLAS programs over the years based at the MacMillan Center with degrees granted by Yale College and the Graduate School (or in conjunction with the relevant Professional School)
 - BA in Area Studies (Africa, East Asia, European and Russian Studies, Latin American Studies and Middle East Studies)
 - MA in Area Studies (Africa, East Asia, European and Russian Studies)
 - MA in International Relations and later Global Affairs (revamped with T6 grants in 1990s)
 - Research and course support in world areas and languages for PhDs in disciplines (history, economics, etc) from MacMillan Area Studies units
- Related curricular innovations – serve multiple purposes, e.g. “sign posting,” motivating and attracting “best” students and new students; inexpensive to develop and run, can retain students in extra year on campus or recruit MA’s to campus, can be attractive to donors; helped to preserve the Area Studies MA where enrollments were too low and faculty stretched too thin
 - BA-MA 5 year degree (Africa, Europe and Russian Studies)
 - Graduate Certificates in Area Studies (Africa, Latin America, European and Russian, Middle East Studies) plus Global Issues (Global Health, Development, Security)
 - Joint degrees between MacMillan MA’s and Professional Schools (Public Health, Forestry and Environmental Studies, Management, Law)
- Roles served by specialized Area MA’s -- a critical hinge for internationalization
 - creates a shared specialization area of interest for faculty and undergrads
 - MA enrollments support retention of PhD upper level courses and language courses,
 - provides strong workforce connection [*T6 program priorities; Georgetown Center for Education and the Workforce showed MA’s only group not to lose ground in 2008 recession*]
- Preserve FL teaching capacity as service to larger campus groups and provide a recruiting tool (Yale regularly teaches 50+ foreign languages <http://cls.yale.edu/languages-taught-yale>)
 - Shared course initiative (Cornell, Yale and Columbia): spread teaching costs across campuses; gathered students in virtual classrooms while keeping tuition and credit at home campus; provides opportunities for upper level language courses and building community of faculty for single-instructor languages
 - creative extra-curricular FL programs on campus, tapping international community on campus and in the region (internationalization at home?) to serve as language and subject matter “learning partners” with highly motivated students to develop language skills in their fields of interest
 - Directed Independent Language Studies <http://cls.yale.edu/dils>
 - FIELDS <http://cls.yale.edu/fields>