QUALITY, CREATIVITY AND EAGERNESS: SUCCESSFUL MODELS TO PARTNER WITH FACULTY ON STUDY ABROAD PROGRAM DEVELOPMENT

Panel at the Forum on Education Abroad Annual Conference, Boston

March 22, 2018
Purpose of the Session

- To share institutional practices to partner with faculty in Europe-based Study Abroad Programs
  - for program development
  - for curriculum design
  - for quality assurance
- To analyze how different models of working with faculty contribute to achieve program mission goals
- To share and discuss best practices and challenges when working with faculty
Presenting Different Models at two QUIP recognized institutions

FU-BEST
Yasmin Fischdick

UPF
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FUBiS
Dorothee Mackowiak
UPF Hispanic and European Studies Program at a Glance

From 2003

+800 students per academic year

+80 faculty

+100 courses

25-30 courses per term

4 content-based tracks

Catalan
Hispanic
European
Global
The UPF Barcelona International Summer School at a Glance

- +100 students
- 67 courses
- 4 tracks
- UPF and international students

Barcelona: the classroom

Comparative perspective

applied learning

trans-disciplinary approach
Working with Faculty at the UPF Education Abroad Program

• De-centralized organization: Bottom up curriculum design through University wide Calls for Interest

• Quality assurance: Faculty profile and Academic Board

• Collaborative approach with international partners: input and promotion
De-centralized organization: Bottom up curriculum design

- Bottom up curriculum design: University wide
  Calls for Interest

- A program mirroring the academic fields of the University

- High Motivation of the Faculty
Quality assurance: Faculty profile and Academic Board

- Faculty profile: UPF academic staff only
  - Quality assurance
  - Internationalization at home (faculty and students)

- The Academic Board: institutional support

- The role of the Academic directors and the consistency with each program mission
Collaborative approach with international partners

• Input on curriculum development
• Setting realistic goals
• Program sustainability
• Market research and promotion
FUBiS at a glance

• Intensive academic short-term program at Freie Universität Berlin

• Mission: provide international students with a premier study abroad program delivering the highest academic quality and furthering the development of intercultural competence

• Founded in 1998

• 3 terms in summer and winter
  - Term I: January (3 weeks)
  - Term II: June – July (6 weeks)
  - Term III: July – August (4 weeks)

• QUIP recognition in 2010

• 650 students per year
FU-BEST at a glance

• Intensive academic semester program at Freie Universität Berlin

• North American calendar (15 weeks per semester)

• Mission: educate responsible, global citizens by linking high-quality academic instruction with a broader international experience

• Founded in 2005

• QUIP recognition in 2011

• 150 – 180 students per semester

• 95 % of participants from U.S. universities and colleges

• Internship option
Partnership with faculty: Factors of success

- Centralized organization
- Diversity
- Collaborative approach to quality assurance
Factors of success: Centralized organization

Institutional structure for program development and course design

- **Key role**: FUBiS Program Coordinator and FU-BEST Academic Directors in collaboration with faculty
- **Supervision**: Academic Board
- **Liaison**: Department of International Affairs

**Advantages**

- Consistency
- Efficiency
- Flexibility
Factors of success: Diversity

Characteristics of FUBiS and FU-BEST faculty

- International background
- Academic expertise and professional network
- Intercultural teaching experience
- Variety of teaching methods
- Language ability and language awareness
- Long-term commitment

- FUBiS: joint courses with partner universities and special on-demand design
- FU-BEST: Academic Directors are qualified and experienced instructors
Factors of success: Quality assurance

Collaborative approach and open feedback culture

- Consistency of course syllabi and faculty recruitment
- Guidance and support structures
- Training and workshops
- Course visits
- Evaluation and feedback
- Internal assessment
What we have learned

- Stay true to your mission and beliefs
- Establish clear policies
- Manage realistic expectations
- Know what’s important to faculty, and why
- Embrace new topics and varying teaching methods
Partnering with faculty in Study Abroad program design: Discussion

• Which instruments can we use to engage faculty in the curriculum development process?

• How can faculty contribute to match the needs and expectations of partners and students? Which is our role in facilitating this process?

• How can study abroad practices with faculty shape the university views on teaching in an international classroom?
Partnering with faculty in Study Abroad program design: Discussion

• How shall we deal with adapting teaching models and contents? How do international partners requests fit in host institution culture and academic freedom?

• How do faculty at international study programs fit in the overall internationalization strategy of an institution? What should be the role of the university leadership in this process?

• When it comes to working with faculty, which are, in the end, the challenges that we study abroad administrators face to provide a good quality program for international and local students alike?
Thank you for your attention!

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