

Developing Faculty by Study Abroad

By

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We should be trying to build a world, at this unique moment in history, that we would like to live in when we're not the only big dog on the block.¹

—Bill Clinton

Introduction

Faculty who taught one or more courses abroad in the School of Public Service at DePaul University over the past ten years shared their experiences and reflections on how they benefitted from study abroad opportunities in a questionnaire completed in September, 2009.² Below I report their assessments and provide a description of the study abroad for graduate students in our School.

Context

In July, 2000, the School of Public Service offered its first course abroad at All Hallows College, Dublin, Ireland to 14 American students and 19 Irish. In 2009 we offer 11 courses abroad to 120 American students, more than 80 Irish, and about 20 Indians. We offer courses in Belgium, Ireland, India, Kenya, Mexico, and the Philippines. In 2010, our students will study in Amman, Beijing, Brussels, Chiapas, Dublin, Istanbul, Kerala and Mumbai, Manila and Nairobi.

Who We Are

The School of Public Service offers graduate programs only through the College of Liberal Arts and Sciences of DePaul University. It is located on DePaul's Loop Campus—an urban School offering courses on campus, online and abroad. It offers six master degree programs to more than 700 students—both pre-service and working professionals in the government and nonprofit sectors. We strive to be “international by design” in all we do. We state our mission, in brief, as “We educate women and men to be effective public service leaders in the global community guided by the values of St. Vincent de Paul.”

What We Do

We have internationalized our graduate program by recruiting faculty and students from other countries. We created learning experiences abroad for students in several countries.

We created joint programs with institutional partners in Ireland, India, Brussels, Manila and Brazil. In the joint programs we combine students from the partner institutions in the same course and classroom. We created specialized courses abroad at the European Union and NATO (Brussels), in Chiapas, Tuscany and Beijing. We have created courses at home that focus on international aspects of nonprofit management and policy. One partner has created its own nonprofit management master's program—possible only because of our partnership.

Our Focus: Students

In the past few years students have applied and been admitted to our degree programs from a dozen or more countries including China, India, Brazil, Kenya, Greece, Thailand, Romania, Trinidad and Tobago, Lithuania, Canada, Bulgaria, Netherlands and Nigeria. These students helped internationalize the classrooms at home and they further internationalized classrooms abroad as they enrolled in study abroad courses.

Who goes abroad? From our School more than 100 students go abroad each year, most of our 700 students take a course abroad sometime in their program with us. We encourage everyone to take at least one course abroad and require it of our MS in International Public Service students. We start the encouragement before we admit them—as a selling point. Most students need no encouragement. About 5 students start our program in Dublin each July—with 20 Irish. We raise scholarship funds to help needy students go abroad.

Domestic students who study abroad bring their international experiences to the classroom in subsequent domestic courses. In most courses it is rare for a full class to pass without some reference or application to an international theme or example. One student published a paper from his thesis on Thailand NGOs in the UN Chronicle. Students collect data for theses in nearly every country we offer study abroad courses. Students easily become strong partners in internationalizing our curriculum.

We have had no problems with student behavior, illness or accidents to date. Our students are mostly professional working students ranging in age between 23 and 35 (but age is no limit—we have had a 60-year old student study abroad with us). They arrange their own transportation and are responsible for showing up on time. The principle of treating them like responsible adults seems to work well.

We monitor the participation of our needy and minority students. Some students have never traveled abroad; they need extra care and, sometimes, encouragement. To date we have had no students from partner institutions travel to the US to take courses here. We have plans for it but high costs are off-putting.

Course Design

The study abroad program in the School of Public Service is built on these principles:

- It is created and designed for graduate students only;
- Each course is integral to one or more degree programs *before* faculty consider it for study abroad;
- Mission and curriculum drive the creation of the study abroad syllabus;
- Each course needs a faculty champion;
- The School and faculty will be entrepreneurial and responsive to partners and invitations.

Until 2009 all our study abroad programs used the executive, or short-term, model of one-week to ten days abroad. This fits the schedule of students. Many work full time use a week or more of vacation time to study abroad with us. Students report that the one-week format works well for them because instructors can link learning from lectures that are only a day or two apart rather than a week or more.

Most courses extend the service learning mission of the University abroad—an aspect of learning that faculty build into syllabi.

When students take courses with partner institutions they tend to learn as much from the interaction of students from other cultures and countries as they do from the content of the course—or at least they say they do. To encourage this we use extended coffee breaks, common meals and socials as well as forays to local pubs in the evenings. In 2009 we designed several study-abroad courses to include a full term (quarter system) in the traditional classroom setting. These courses included some students going abroad for seven to ten days with other students who complete only the US-based classroom portion.

Why We Do It

It comes down to mission. The School of Public Service faculty decided to become intentionally international in the late 1990's. No one at the time knew exactly what that meant or how to go about it. We created an international master degree program and began recruiting students. We looked abroad for students and experiences to offer faculty and students.

Our first reason for going abroad was to internationalize our curriculum at home by sending faculty abroad to gain international experience and bring it home—to serve our own students. We became convinced that graduating students without any international awareness was a disservice. We also found that more and more of our applicants had international experience as Peace Corps Volunteers, teachers and travelers.

Our second reason was to extend our mission of service to others in the world, where we might be welcome. If, while internationalizing our own curriculum, we could bring our own expertise to NGOs and institutions of higher education in other countries, we would consider it an exercise in our mission of service and collaboration.

A third reason was to extend the mission and reputation of the university—with the

possible benefit of attracting undergraduate or graduate students to our programs in the US. In a nutshell, if we can do well by doing good, we will. Our patron, St. Vincent de Paul, said “there is much charity but it is poorly organized,” and “it is not enough to do good, it must be done well.” We are about organizing well to do good. DePaul student Tammy Jackson said it this way.

A core value of DePaul University is providing service to others. The University began with a commitment to education as service for the many, not the few. Saint Vincent de Paul “instilled a love of God by leading his contemporaries in serving urgent human needs.” The basic concept of doing good by serving others takes on real meaning when turned into action.³

Our first experience abroad was co-hosting an international conference in Sao Paulo, Brazil. Our first study-abroad course, was in Dublin, Ireland. There we learned about offering courses abroad routinely. It was relatively easy to offer courses in Ireland while the economy there was described as the Celtic Tiger. But we wanted students to get experience in developing countries as well—to give students an experience of why our mission of service was so important.

UN Ambassador Ahmed Kamal, at the Public Service Annual Lecture in October, 2005, said:

At DePaul University we have a disadvantage and two advantages. The disadvantage is the general American culture that sadly lack geographical and historical knowledge. The first advantage is working in an institution whose clear mission is its desire to do good. DePaul University’s mission is your greatest asset. The other advantage is your knowledge and linkages with the community, both locally and internationally.

Faculty Who Teach

Our last six faculty hires have come from six countries—India, China, Italy, Nigeria, Kazakhstan, and (last) the US. We hired two part-time faculty from Ireland and Brazil—both of whom hold full-time positions at their own institutions. This diversity was purposeful and planned. Meanwhile senior faculty were leading study abroad courses in Brussels and Ireland. New faculty followed by leading study abroad courses to India, China, Mexico and Tuscany. National ties and research interests drove faculty interests in these countries.

Early on we included instructors from partner institutions in Ireland and Brazil to teach our study-abroad courses and to internationalize our domestic courses by teaching in Chicago.

Research also drives internationalization. One faculty member had conducted dissertation research with indigenous people of Chiapas, Mexico. He was quick to lead students there—where we now conduct a study-abroad course annually during spring break.

Another faculty member co-hosted three international conferences for academics at three universities in three cities in Brazil—a US-Brazil dialog of sorts. Students and faculty participated in these conferences; two partnerships and two books have resulted from them. Two more international conferences were hosted in Dublin by our School and our partner host—for practicing nonprofit professionals, students and alumni.

Two faculty members serve as chair and director of Vincent on Leadership: The Hay Project. The project collects data worldwide on Vincentian leadership. It serves students in the US, Ireland, India, and the Philippines; it generally supports the internationalization of the nonprofit degree programs. The Project serves both as a means to connect students to partner institutions and topics as well as supporting courses abroad.

The Experience of Teaching

All instructors are absolutely convinced that teaching students from two or more cultures together in the same classroom is the best teaching experience they have ever had. They are more stimulated as teachers than they could ever have imagined—and it is infectious—they get it from the students. Lecturing is sometimes a challenge with the various accents to attend to and the diverse learning styles of students. Jokes, political cartoons, idioms and examples often miss the target—but that is part of the fun. The most rewarding part is watching students teach themselves. Crafting a challenging discussion question, assigning a good case with an international theme, or creating a class exercise generates lively exchanges among students where they teach each other to think differently because people from different experiences and cultures make different basic assumptions, approach problems and solutions in different ways and generally interact differently. Faculty return to home classrooms with a rich experience that energizes teaching efforts—with new insights to management, public policy and the workings of NGOs around the world.

Teaching abroad provides faculty opportunities to interact with students from diverse professions, backgrounds, experiences and nationalities. Critical to the teaching experience is to understand everyone’s point of view or perception about the world, their organizations and management.

Classes are a place for intense interaction and exchange of information about how students work in their own environments. Cases, presentations and ensuing discussions by students about management of NGOs are the highlights of classes. The comparative view is always first in student minds. Discussions spawn “aha! Moments” whenever someone sees similarities or differences of approaches and means of managing nonprofit organizations. As firm believers in Bohlman and Deal’s structural, human resource, political and symbolic frameworks for analyzing how organizations work, we might suggest a fifth frame—the international frame.

Model A Study Abroad—Partnerships

We have formal relationships with three institutions in three countries. In each case they are general, vague agreements to collaborate. In each case the partnership came from a personal connection and invitation to the School director. Two connections were through the international Vincentian community, another was from another Vincentian connection. But all happened because the relationship became personal and because of common visions and missions. The institutions are All Hallows College, Dublin, the DePaul Institute of Science and Technology, Kerala, India, and Adamson University in Manila. In each case students from both programs are involved. In Ireland DePaul students share the classroom with All Hallows master of arts in management students. In India, our students study with master of social work students.

We have a memorandum of agreement with the Watershed Organization Trust (WOTR) in central India where our students learn from and work with local professionals and common people in policy implementation. In Nairobi we have a memorandum of agreement with Tangaza College. In Brazil we have memoranda of agreement with the Pontifical Catholic University of Parana. We also have an agreement with the Catholic University of Croatia to offer a joint degree program in nonprofit management.

Model B Study Abroad—Specialized Courses

Because many of our students are public administration students—and others are interested in public policy—one faculty member created and led our second study abroad course to the European Union and NATO in Brussels, Belgium. The faculty member had more than thirty years in government before coming to us and built this course to serve public administration and public policy students based on his own initiative and interest. We use the Irish Institute of Public Administration's Brussels facility to house our students locally. We offer the course every year in the spring.

Similarly, we offer specialized courses in Amman, Chiapas, Nairobi, Manila, Tuscany and Beijing based on faculty leadership and student interest.

Model C Study Abroad—Conferences

In July, 2008, ten students, one alumna and six faculty members attended and presented papers at the International Society of Third Sector Research biannual conference in Barcelona, Spain. We will repeat the course in Istanbul, Turkey, in July, 2010. In each case—and in future conferences of ISTR—students participate in the conference as a portion of their research methods course.

Obstacles & Challenges

In late November, 2008, students and faculty had no sooner pushed away from Thanksgiving dinner than they saw the news accounts of the hotel bombing in Mumbai. In twenty-four hours we assessed the situation as too risky and postponed our next-day departure to Mumbai until spring break.

One year our students arrived in Brussels just as the US was going to war against Saddam

Hussein. This required careful adjustment on the fly for the instructor but it paid rich dividends for students who experienced anti-American demonstrations and international relations in crisis.

Features and Benefits of Study Abroad

- It starts and ends with mission—university mission and departmental mission. When partners have similar missions they develop stronger ties.
- We create a culture where all students are exposed to the expectation of studying abroad from the time they become a prospective applicant.
- We use international conferences abroad as a service and to attract students from both countries. We have done this in Brazil, India and Ireland.
- Each partnership and study abroad course needs a Champion. Directors cannot do it all. In the case of the DePaul-India partnership, the director asked his Indian faculty member if he was committed enough to take the lead on the partnership. He was; the partnership has expanded to three courses in two cities and a rural area.
- We send a second faculty member along on his or her first study-abroad trip to gain experience by observation to lower anxiety for leading a future study abroad course.
- There has to be a personal connection. Our experience is that partnerships and study abroad programs are built on personal relationships between administrators or faculty members—not merely because it makes good business sense.
- Sometimes we reject otherwise good ideas. The School of Public Service rejected an invitation to offer an MPA degree in Bahrain—even though the MBA program was already successful there because it was not an opportunity that would serve current students well and was not an ideal mission match. A Brazilian university rejected an invitation by DePaul because it was not a good mission match—even though we had gotten well acquainted by co-hosting an international conference.
- We use a combination of core courses, electives and special topics. We make it as easy as we can for students to take courses abroad. In the case of the All Hallows-DePaul partnership, each July we offer five or more courses for Irish and US students at All Hallows taught by three Americans, an Irishman and a Brazilian.
- We started where it was easy—with an English-speaking, developed country. Only after we had worked out study abroad routines and built student demand and faculty interest we looked to developing-world experiences.
- We combine faculty and student research interests with study abroad topics and sites whenever possible.
- Mixing US students with non-US students in their native cultures is a key component in our partnership courses.
- We look to use faculty from other both countries in partnerships as well as others. For instance we use Irish, Brazilian and US faculty in Ireland; we use US and Indian faculty in India.
- We use field trips wherever it makes sense. In India, Indian students will take American students to spend a day with them at their internship sites. In Brussels students visit with leaders of the EU and NATO, in China, students visited rural

and urban sites meeting leaders in both places. In Mexico students interact extensively with indigenous peoples. In Manila, students work with local NGOs in service and onsite.

Effects and Extensions of Mission beyond the Course and Classroom

One of the most rewarding aspects of teaching abroad is meeting people and making new friends. Like teaching in any university, it is easy to see in the first day of a graduate class a group of new faces eager to learn and ready to interact with classmates. Usually the instructor needs to do little to stimulate the interaction. Besides class discussions, social interaction takes place frequently during coffee breaks, meals and after class. In Dublin a program of social activities encourages students and faculty to get to know each other. Every Tuesday, for instance, the Vice Rector of All Hallows leads interested students to a community center for authentic Irish music—and a pint or two.

Resulting from social interactions are new networks and friendships that reduce national and cultural boundaries. In Dublin students are professional managers, teachers, economists, sociologists, religious and so on, all with rich experience in fund raising, strategic management, finance, leadership and public relations. Class activities and social interactions outside class trigger close relations and opportunities to build partnerships and networks among group members.

Until he left office, the highlight for American students each summer in Dublin was Taoiseach Bertie Ahern strolling the grounds at All Hallows or meeting him in the evening at Fagan's Pub where he was quick to pose for photos with our students.

United Nations. Early on in the study-abroad and internationalization of our curriculum one faculty member took advantage of a DePaul University School for New Learning connection with the United Nations to design and deliver a course each September at the UN. The course is not study abroad but it is intensely international.

Founding Nonprofits. Students returning from their study abroad trip to Chiapas, Mexico, continued meeting long after the course formally ended, then forming their own 501 © 3 organization, Chiapan Echo, to support the indigenous people they had met. Students and faculty hosted an international conference in Chicago a few months later and raised funds to bring their Chiapan hosts to the US.

The Chiapas program provided a cultural contest for learning about sustainable development in indigenous communities and the role nongovernmental organizations play in these initiatives. The experience allowed me to distance myself from my world reality as I dropped into the lives of others. It is an enriching quality of learning that occurs while embedded in a different culture. My window on the world changed.⁴

In working with Watershed Organizational Trust, students teamed with faculty to establish a US-based nonprofit fundraising organization to support WOTR's work in

India.

Student Association. Students also founded their own student organization for all interested in international experiences and topics—and extended it beyond the School of Public Service to the entire student population of DePaul.

Study Away. Inspired by study-abroad trips, faculty and students responded to an invitation from a pastor and former DePaul trustee to help him and his community in post-Katrina New Orleans to conduct needs analysis and planning. In December, 2005, 16 students traveled to New Orleans, met with local leaders and members of the community and drafted a community development plan which they presented a month or so later. In subsequent courses students studied grant proposal writing in the context of the New Orleans community—with community members learning alongside DePaul students. Another intensive class learned how to create nonprofit business plans in the context of New Orleans post-Katrina using the local community as a laboratory. These courses caught the imagination of faculty and students because of our mission, the service learning component and the widespread experience of intensive learning abroad—brought home.

Partners Develop Degrees. At All Hallows College in Dublin, faculty from both institutions created an All Hallows master degree program based on and inspired by the program at DePaul. Today that program is the largest program at All Hallows and the only nonprofit degree program in Ireland.

When it decided to launch the first Catholic University in Croatia, the bishop of Zagreb extended an invitation to DePaul University to create and jointly offer its first graduate degree in nonprofit management in Zagreb. This degree is designed but the implementation is still in the planning stage.

Reaching Out. Under the maxim that “big guys should help little guys” the director of the DePaul University School, serving as chair of the board of trustees of Siena Heights University in Adrian, Michigan, invited faculty there to consider study abroad courses. Siena Heights offered its first course at All Hallows College in July, 2005, with cross listing for US and Irish students.

Faculty Development

Eleven of 17 faculty who teach abroad responded to an informal questionnaire about teaching abroad and how it affected them. The following responses are direct quotes from participating colleagues.

How Study Abroad Has Affected Teaching Traditional Courses on Campus

The simplest answer is the old verse of Rudyard Kipling: “What do they know of England who only England know?” When one displays one’s wares before an alien audience, it is possible to know how universal are the truths (probably not at

all!), how clear is the teaching (probably basically!) and how patient the pedagogue (hopefully endlessly!).

Teaching abroad humbled me. I learned that there is a strong cultural difference in even the smallest bit of assumptive cognition. What is standard of humor in US, does not always translate well.

It has given me a perspective that I would not have otherwise, both in comparative terms for the subject I am teaching and in my ability to understand how the topic is unique or different in the US than in other countries. Talking to leaders at the village level [in India] gives a very direct exposure to how policy is made that, with fewer participants, is easier to see and understand than trying to disentangle the actions of a legislature in a large city, state, or country.

In study abroad courses, the class develops a more cohesive group identity than in traditional classes. The insights I've gained from this has helped me improve my traditional classes—simple things like having students learn each other's names, exploring neighborhoods together, and even dining together promotes a sense of connectedness hard to cultivate in other classes.

The effect of teaching abroad is similar to the effect of studying abroad—it broadens one. In the case of teaching it means exposure to ideas, culture and experience that are outside one's daily routine and outside the professional commitments to ideas or methods that one made, probably several years ago.

The importance of the teaching abroad experience is not so much that it incrementally adds to your core of knowledge, rather it is that it force feeds you a multitude of new experiences and new perspectives that are empirically-based in the outside world. In this respect it is like returning to adolescence when you are trying to make sense of the world for the first time. It is very difficult to put yourself into a force-fed, rapidly-changing and rapidly-updating experience while you are in your home culture. The way our brains process information, in fact, go to great lengths to make sure that this does not happen.

I am able to weave my experiences from teaching abroad into the classroom. Students typically like these stories.

The experience of teaching abroad provided me the opportunity to expand my experience of dealing with students from different countries and encouraging them to learn. I now use international cases.

It has afforded me the opportunity to further shape and deepen my pedagogy which is grounded on bridging the theory-praxis divide.

It has equipped me to create a nourishing and collaborative learning environment where students develop rigorous, independent thinking, using appropriate analytic

tools to engage their individual passion for making a difference. I strive to ensure that my classroom not only allows diverse viewpoints but also fosters respectful and collaborative learning, and actively encourages students to listen to each other and appreciate the wisdom hidden in others' viewpoints.

I have learned to let students speak from their perspective rather than to state hard and fast rules. I include international examples because they pique students' interest and offer a richer learning experience.

I have learned by listening to the class, trying out the ideas, and explicitly admitting that I did not know if they were true.

How Teaching Abroad Has Affected Faculty-Student Relationships

I have had the experience of bringing students with me abroad to be taught there, and that forms a bond between teacher and student that is unique. To travel together, particularly if it involves leisure and tourist activity as well as classroom experience, is to face the same way, as fellows on the road. It models companioning, accompanying, walking with the learner in a concrete way. Teachers need to know that they can enter that space with students comfortably, and students want to have teachers enter their space as equals, wayfarers, wanderers, seekers, explorers.

To meet foreign students in the foreign location, by contrast, is an exercise in encounter. You are face to face with them, in a way that is seldom experienced at home. At home, both students and teachers are already known, and except for the first days of class in college, the quality of quasi confrontation is absent. But when you walk in the door to the students of another country (even if of the same language) there is a bridge to be crossed, a border to be penetrated, a treaty to be negotiated. And that has its own challenges and comforts. To arrive at a relationship in those circumstances is particularly satisfying.

Having an empirically-based update of the world every once in a while is very helpful for dealing with students who are younger and putting the world together for the first time. The issues you discover while teaching abroad may be more relevant to today's students than are the issues you cut your teeth on when you were their age.

Getting to know my students by traveling abroad with them gives me better insights into who they are as individuals and professionals. This helps me better engage with them in the classroom in Chicago. It has also deepened my relationships with faculty with whom I have traveled abroad and gives me "war stories" to talk about when I meet up with alums.

I learned that the relationship and perspective of student and professor don't change after class hours just because you are across the world: you are still the

“esteemed” professor (like the joke about the grade school kids seeing a teacher at the store—what, they do real stuff too? They're real people?).

My relationships with students who took international courses have been closer and more collaborative than they would have been. An overnight train ride in India with a class of students breaks down traditional teacher-student barriers and allows a more free-flowing dialogue and cultural discussions than a normal classroom setting.

Overseas studies also will foster more student involvement in my research and more ambitious research by students. [Another faculty member] and I coauthored a paper with a student last year in Barcelona.

It has affected my relationship with students mostly, and positively so. My program is two and half weeks long and it has given me the singular opportunity to better understand and appreciate the way students generally think, go about learning and react to faculty pedagogy or what I call "student-think.”

This has not only allowed me to understand my students more, but also fostered a positive bond between us as I am now more "at home" with these students.

Teaching abroad facilitates getting together with alums and faculty more socially. It is having the common experience of being somewhere else in the world at the same time that ensures getting together.

Students benefit from more opportunities to get to know me and how I can serve them. There is more time to talk about when I was a student in the program and my teaching. They also learn about [my organization] and some have pursued volunteering and board membership opportunities, which has been great for enhancing their practical experience and the organization's capacity.

Study abroad allows faculty to develop much stronger bonds with students than in conventional classes. Our study-abroad class met for dinner five months after we returned and we still find ourselves find contacting each other about international news.

While abroad, I developed a clear sense of how each student's personality and outside-the-classroom interests affected career choice and educational orientations. Spending time with faculty abroad has had similar benefits.

My international experience was positive with faculty, students and alumni—even after departing DePaul, I still stay in communication with individuals from the various locations.

How Faculty Have Changed Their Teaching

Teaching abroad, particularly when I had time to prepare for it, has forced me to rethink and recast my teaching from bottom to top. The different demands, of the several institutions, in things as simple, for example, as length of session, requires a flexibility and willingness to revise and recast material quickly and effectively.

Also, culture-bound examples and phrases, home town commonplaces, asides and comic relief normally sought in throwaway phrases and gestures, are stripped out of one's teaching vocabulary. Another more catholic sense of humour and culture free illustrations have to be developed and worked into one's presentations. This is actually not as easy as it sounds, though one can cover for oneself by saying something like: "As they say in Chicago, or Dublin or where ever," but you can't do that too often.

Case studies are an important way my teaching abroad has informed my teaching in Chicago. Several faculty members combined our classes to explore a case study that crossed sectors, including municipal and state governments in Mexico, and involved international aid to water projects. We not only had our own diverse students working on this case, but we had Chinese government officials from IIT participating, which gave the exercise an even more international component command it would have otherwise had.

I've tried to internationalize our curriculum by including cases from other countries.

I have developed a deep knowledge of particular case studies and international leaders to add a cross-cultural dimension to course content.

I attempt to provide students with a global picture of the subject and use international experiences in lectures and discussions. I also look for readings that provide a global context, not just US focused.

I got to know other faculty members who shared their way of teaching. I ended up knowing other ways of organizing syllabi, lecturing and creating class activities.

My lectures, assignments, readings, and cases have all become more internationally-based.

In my [domestic] policy class, I included a lecture on the differences and similarities between our federal government and the European Union (which was the focus of my study-abroad class). I use the occasion to require students to gain basic understanding of the geopolitics of Europe.

My teaching has not changed per se, but it has been reinforced. Whereas I usually lecture in class, explaining concepts and theories, these lectures are now shorter. I

hold more applied class exercises and discussions where students apply theoretical constructs.

How Teaching Abroad Has Influenced Faculty Research

The problems of organizing collective community action to achieve community improvement are the same in US neighborhoods and in international settings. In some cases the lessons and techniques used in developing countries are more sophisticated and more successful than the approaches used in US cities. I have worked to understand why this is the case and used this insight to improve my own work evaluating community improvement programs in the US.

Teaching abroad gave me the opportunity to collaborate with international NGOs like WOTR in India, to renew my interests in international development, and to focus my research on it.

Teaching abroad has help shape and refine my research agenda. My course in Kenya covers how nonprofit organizations work in Africa. In the course of studying this, I have been further exposed to the inadequacies and failures of African governments and with it, the huge role that nonprofit, nongovernmental and civil society organizations play in the development efforts of these countries.

International teaching expanded my network of relationships abroad and brought new opportunities for joint projects and publications.

I was able to schedule some field visits so they were of mutual benefit to the students and me. These site visits added more depth to my understanding of the differences between the US and European policymaking.

It has provided me a forum to test my theoretical preconceptions against real-world NGOs in the field. It has provided me with a laboratory to test and refine my theories of what makes an organization's and government's policies more or less likely to achieve their stated results.

How Teaching Abroad Has Influenced Faculty Service

Only in being a more informed member of the study abroad and away SPS committee last year.

It has further convinced me of the need to put whatever resources I have at the service of DePaul. In the course of my study abroad trips, I have seen first-hand how, and what a difference, the availability and application of resources (human and otherwise) can make in solving problems. This has strengthened my resolve to avail DePaul of whatever is at my disposal.

Other Experiences and Learning from Teaching Abroad

It has made me grow into a better person overall, in terms of both my personal and professional development. Whereas in I had previously seen education through a rather narrowly defined prism, my study abroad experiences have changed that to a large extent. I now appreciate the benefits of a truly internationalized educational experience as the way forward, particularly in today's increasingly globalized world.

Study abroad classes foster a more intensive faculty-student relationship than other types of classes not only because students face far fewer outside distractions but also because students and faculty learn together. I feel students benefit by seeing me learn along with them about the policymaking process from our guest speakers. We learned together as a group in ways that generally do not happen in a traditional classroom setting.

As an aside, it has given me just about my first opportunity since joining the university to lecture on world affairs and military history, which was a refreshing change from my usual teaching. I'm already planning how to improve this historical discussion during my next class.

In our current configuration for India, students will have spent much, much more time (2x contact hours with faculty) than they would otherwise get. Students get probably 30 percent more subject matter exposure than Chicago-only classes, and the rest is cultural exposure (just as, if not more valuable).

If I were to do my dissertation over today, I would add an international section.

I wish I could do my first course abroad over. I have learned so much and want to share it again, on a new level my students, peers, and directors have allowed me to rise to since I started.

I learned that the fellowship of international education is one of the most precious gifts in the academic world; pity anyone who has not experienced it.

We should establish a policy that every faculty member teach abroad for a complete term as a visiting lecturer.

I would say teaching abroad is a necessity now, not a luxury—I don't see how anyone can teach a subject today without some kind of global consciousness and experience. ...the Vincentian approach that starts with experience. All education, planning, begins with reflection on experience.

This is the most exciting aspect of being an SPS faculty member!

Like students whose lives have been forever changed by study abroad, in significant ways faculty have changed how they teach and learn, how they conduct research, how they relate to students, alums each other, and their institutions. They are making a difference with their lives and modeling the way for students—especially the new Millennial generation—who desperately want to make a difference.

Success Factors

There are many ways to measure success. Besides the comments from faculty above, two measurable results are the improvement in the quality of student research papers and the increasing enrollments.

Student Research Papers.⁵ One way of measuring the success is by the quality and topic area of student research papers and capstone projects. For instance, these are recent student paper titles based on the study-abroad courses to the European Union and NATO in Brussels. Before study abroad students would never have written on topics such as these.

“Urban Sprawl in the EU: Policy Implications”

“Where Does Loyalty Belong in the European Union and What Structures are in Place to Bind the Union and Its Citizens Together”

“Maintaining National Sovereignty within the EU Common Agricultural Policy (CAP) “Enlargement Fatigue”

“A Democratic Deficit in the European Union”

“Creating Sustainable Public Transport Throughout Europe”

“National Security Policy within the Framework of a Growing European Union”

“Sustainable Development—How the European Union is Leading the World”

“European Union’s Role in the Middle East”

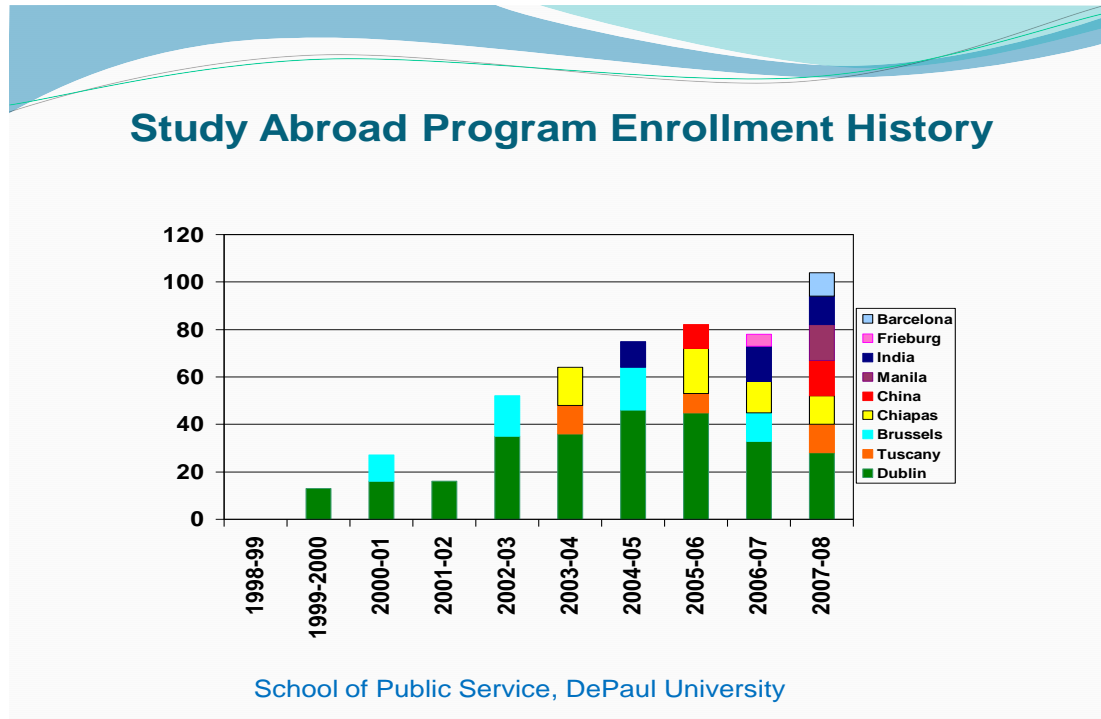
“Security and Justice—What Impact Has 9/11 had on the European Union and NATO?”

“Immigration in the European Union”

“The European Union and Global Climate Change”

Enrollment. Under the maxim of “if you build it they will come” we found registrations in study-abroad courses increased steadily over ten years as indicated in Table I, below. Applications, admissions and enrollments increased steadily during the same time period—oftentimes *because of* the availability of study abroad opportunities. Official enrollment statistics for 2008-09 are unavailable at this time but, unofficially, total enrollments rose to 120, 15 percent higher than the previous year.

Table I
School of Public Service Study Abroad Enrollments



Other success factors include the following:

- We changed how we think about ourselves and our mission.
- We created the MS in International Public Service and it has fast become one of our most popular degrees.
- We created two new nonprofit organizations to benefit partners abroad.
- We advancing the international mission of the University and School.
- Built capacity within the School and in partner institutions.
- We helped our partners develop new degree programs in Ireland and Croatia; we are considering developing degree programs in India.
- We are pursuing bringing a cohort of Chinese public administrators to campus in September, 2010, for the MPA.

On the Horizon

The School of Public Service is currently preparing a study-abroad course to Haiti in

early 2010—In response to the University’s call for assistance in the poorest country in the western hemisphere. Another faculty member is finding opportunities to launch our degree programs in India. The University is moving forward in bringing 25 Chinese public administrators to campus for the MPA degree. The Catholic University of Croatia has opened and admitted undergraduate students; graduate programs will follow.

We are international by design.

¹ Distinguished Carlson Lecture Series, University of Minnesota, November, 2005.

² I am most grateful to my colleagues Patricia Bombard, Michael Drumm, Dave Ehrlich, Ron Fernandes, Michael Gibbs, Joe McCann, Victor Meyer, Raphael Ogom, Heather Sattler, Joe Schwieterman, and Garth Taylor.

³ Jackson, Tammy, “Stretching the Soul: Why Global Experiences Matter,” A personal reflection on the importance of study abroad opportunities. June, 2004.

⁴ Ibid.

⁵ Compiled by Ronald Fernandes for NASPAA presentation, October 16, 2009.