

# Creating Opportunities for Global Learning in an International Research Program

CUR conference, 29 June 2019

***Marisa Moazen, Ph.D.***

Assistant Vice Chancellor for Research Engagement and  
Director Office of Undergraduate Research,  
University of Tennessee - Knoxville

***Usha Mohunlol***

Coordinator Head Office EuroScholars Program,  
based at Leiden University - The Netherlands

***Elizabeth Erbeznik, Ph.D.***

Academic Affairs,  
International Studies Abroad



# Creating Opportunities for Global Learning in an International Research Program

## Goals:

- Maximizing opportunities for undergraduate research abroad
- Supporting global learning and intercultural competence during a research abroad experience
- Sharing guidelines for undergraduate research, field studies & independent study projects abroad
  - established by the **Forum on Education Abroad**

# Research Abroad: Terms

International Education	Undergraduate Research
Student Mobility	Sending students abroad
Research Abroad	Internship-model; full-time research abroad
Study Abroad	Coursework abroad
3 <sup>rd</sup> party provider	Facilitates logistics of abroad programs for universities

# Undergraduate Research Abroad

**Institute for International Education (IIE)** 2018 Open Doors Report: 1 in 10 US students study abroad

STEM students = 40% of US undergraduates

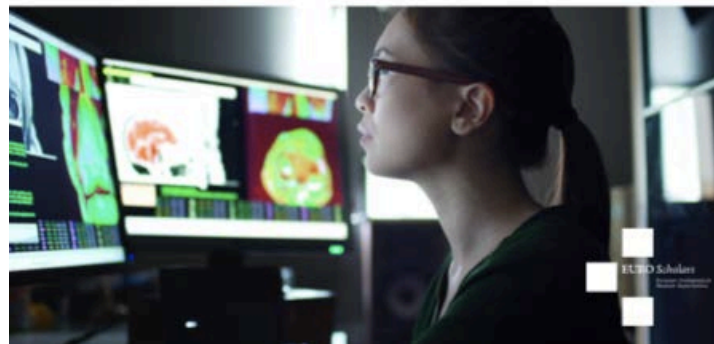
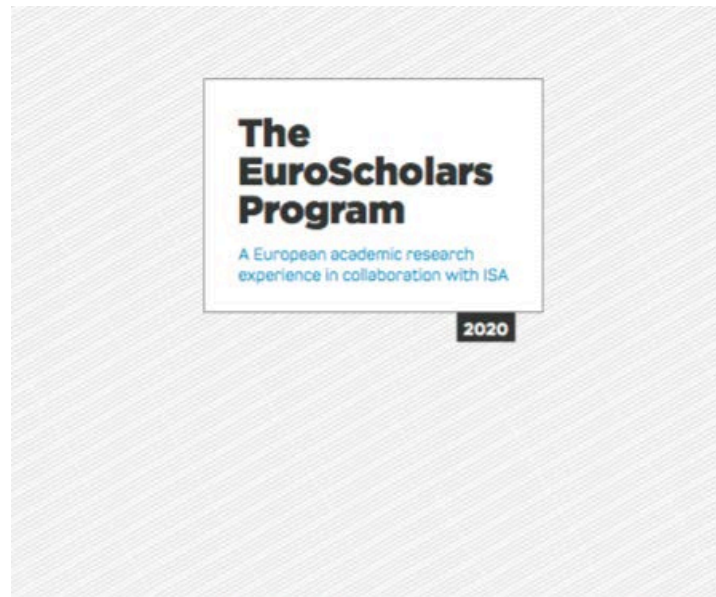
- STEM students = 26% of students who undertake an international educational experience.
- Worldwide, only 10% of STEM graduates are from the US
  - Global field requires a globally competent workforce

# Global Learning & Intercultural Competence

**Georgetown Consortium Project:** large-scale study focusing on study abroad outcomes

- researchers concluded that global learning and intercultural competence are **not** automatic outcomes of a study abroad experience.
- Exposure to another language and/or culture is **not** sufficient for the transmission of cultural knowledge or the promotion of cross-cultural proficiency.
- Specific interventions are needed in order to maximize student learning.

# EuroScholars: Undergraduate Research Experience Abroad



# EuroScholars Program



## Fast Facts / Program Details

- Geared towards bright and independent **undergraduate** (honors) students with **strong interest in research**: 3.4 GPA or higher required
- **Intensive, research-oriented** semester or academic year at one of 5 prestigious universities in Europe
- **Transfer of academic credits**. Earn up to 30 ECTS / equivalent to 15 US credits per semester. Each semester of study is considered full-time study.
- All research and deliverables are conducted in English
- Projects are available in **all disciplines**: STEM fields, humanities, social sciences, business & finance, etc.
- Culture a/o Language course provided at each university
- [MidStay program](#): allows students to network, and present their research findings to date.
- Student facilities at host university.
- Supervision of the research project.
- 1 elective course (if applicable and available)

**Application deadlines:** 1 April and 1 October

Fees per semester Fall 2019 and Spring 2020: € 9,975 per semester + USD 500 Administrative Fee

*Includes:*

- Program Fee
- Housing (rent)
- Mid-Stay Program
- Use of Study Facilities
- Health insurance (offered by ISA)

**Representative office in North America:** International Studies Abroad (ISA)





# EuroScholars Consortium and ranking



**KU LEUVEN** [KU Leuven](#), Belgium  
Ranked 48 (THES) / 86 (SJT)



**Universiteit Leiden**  
The Netherlands

[Leiden University](#), Netherlands  
Ranked 68 (THES) / 74 (SJT)



**LMU Munich**, Germany  
Ranked 32 (THES) / 53 (SJT)



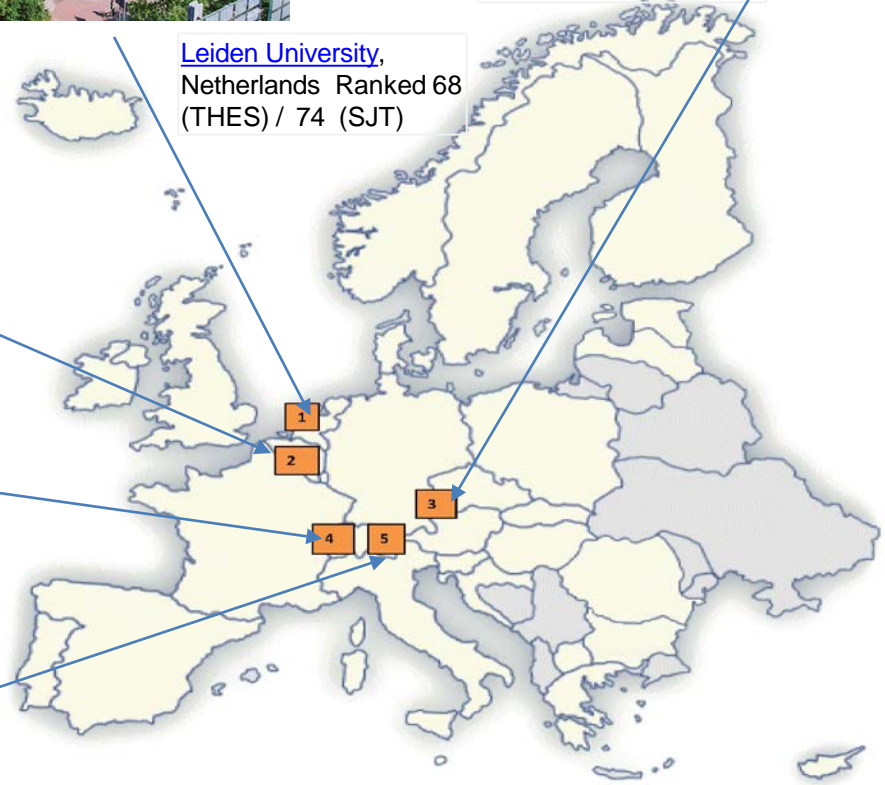
**UNIVERSITÉ DE GENÈVE**

[University of Geneva](#), Switzerland  
Ranked 135 (THES) / 59 (SJT)



**University of Zurich**

[University of Zurich](#), Switzerland  
Ranked 90 (THES) / 54 (SJT)



THES = [Times Higher Education Ranking 2019](#)  
SJT = [Shanghai Jiao Tong Ranking/ARWU 2018](#)



# EuroScholars Office, European Institutions and ISA

The EuroScholars Consortium is the owner of the EuroScholars Program

## ***EuroScholars Office:***

- Head Office
- Based at Leiden University
- Policies, Rules & regulations, guidelines
- Program Fee (set by ES Board & Consortium)
- ES Board & Consortium meetings
- Finances
- Collects ES Program Fee from ISA
- Website
- Marketing & promotion
- ES Newsletter
- Brochure in coop with ISA

## ***European Institution***

- Every institution has an Institutional Coordinator
- Education & Research
- Marketing & promotion
- Student services :
  - Application procedure
  - Guidance
  - Housing
  - Visa / residence permit
  - Orientation days/week
  - Transcripts



## ***ISA:***

- Based in Austin, TX
- Pre-application procedures and guidance of student & home university
- Marketing & promotion
- Study fairs & conferences
- Distribution of ES Newsletter & brochure in N-America
- Student services
- ISA Health insurance
- Collect transcripts from European Institutions
- Collect ES Program Fee from student / home university

# EuroScholars statistics

- Number of students since the start of the EuroScholars Program in S2008 – including F2019: 282
- Students come from: 104 various [North American](#) institutions.
- Number of Research projects offered in EuroScholars [database](#): approx. 100



# EuroScholars statistics: gender and state (S2008 – F2019)

US	Canada
<ul style="list-style-type: none"> <li>40 States</li> </ul>	<ul style="list-style-type: none"> <li>3 States</li> </ul>
<ul style="list-style-type: none"> <li>Total number <b>female</b> students: 171 86 STEM; 64 HASS; 18 STEM + HASS; 3 LAW</li> </ul>	<ul style="list-style-type: none"> <li>Total number <b>female</b> students: 2 2 STEM</li> </ul>
<ul style="list-style-type: none"> <li>Total number <b>male</b> students: 107 68 STEM; 34 HASS; 5 STEM + HASS</li> </ul>	<ul style="list-style-type: none"> <li>Total number <b>male</b> students: 2 2 STEM</li> </ul>



Students per state

- Green : ≥ 26
- White : 16 -25
- Purple: 6 - 15
- Yellow: 1 - 5
- Red : 0

**STEM:** science, technology, engineering, mathematics.  
**HASS:** humanities, arts and social sciences

	STATE	FEMALE	MALE	NUMBER OF STUDENTS TOTAL (\$2008 - including F2019)	STEM, HASS, LAW or combination
1	ALABAMA	1		1	STEM
2	ALBERTA, CANADA	1		1	STEM
3	ARIZONA	1	1	2	HASS
4	CALIFORNIA	3	1	4	STEM, HASS
5	COLORADO	15	22	37	STEM, HASS
6	CONNECTICUT	3		3	STEM, HASS
7	FLORIDA	1	1	2	STEM
8	GEORGIA	2		2	HASS
9	IDAHO		1	1	HASS
10	ILLINOIS		3	3	STEM, HASS
11	INDIANA	6	1	7	STEM, HASS
12	IOWA	7	1	8	STEM, HASS
13	KANSAS	2	1	3	STEM, LAW
14	KENTUCKY	5	2	7	STEM, HASS
15	LOUISIANA	1	1	2	STEM, HASS
16	MAINE	3	4	7	STEM, HASS
17	MANITOBA, CANADA	1		1	STEM
18	MARYLAND	4	2	6	STEM, HASS
19	MASSACHUSETTS	18	4	22	STEM, HASS
20	MICHIGAN	13	9	22	STEM, HASS
21	MINNESOTA	5	3	8	STEM, HASS
22	MISSISSIPPI	1		1	HASS
23	MISSOURI	4	1	5	STEM, HASS
24	NEBRASKA	2		2	STEM, HASS
25	NEW HAMPSHIRE	1	2	3	STEM, HASS
26	NEW JERSEY	10	13	23	STEM, HASS, LAW
27	NEW YORK	8		8	STEM, HASS
28	NORTH CAROLINA	2		2	STEM, HASS
29	OHIO	12	8	20	STEM, HASS
30	OKLAHOMA	2		2	STEM
31	ONTARIO, CANADA		2	2	STEM
32	OREGON	1		1	STEM
33	PENNSYLVANIA	13	8	21	STEM, HASS
34	SOUTH CAROLINA	2	2	4	STEM, HASS
35	SOUTH DAKOTA	1	1	2	STEM, LAW
36	TENNESSEE	8	6	14	STEM, HASS
37	TEXAS	4	3	7	STEM, HASS
38	UTAH		1	1	HASS
39	VERMONT		2	2	STEM
40	VIRGINIA	7	1	8	STEM, HASS
41	WASHINGTON		1	1	HASS
42	WASHINGTON DC	1		1	HASS
43	WISCONSIN	2	1	3	STEM, HASS
	<b>TOTAL</b>	<b>173</b>	<b>109</b>	<b>282</b>	



# Outcomes

## ***What the students are saying ...***

*Percentage of respondents who either strongly agree or agree:*

**97%** Would recommend the EuroScholars Program to other undergraduate students interested in Research.

**88%** The Program contributed to my personal development.

**85%** The Program exposed me to experience the opportunities I wouldn't have found on my home campus.

## ***What the Research Supervisors and Advisors are saying...***

**100%** Would recommend the EuroScholars Program to their colleagues and to undergraduate students interested in research.

## ***Other outcomes and impacts:***

- Increased academic maturity
- Hands-on experience in international research practices
- Unique insight into chosen field of research
- Increased interpersonal and academic communication skills
- Actual academic [\(joint\) publication](#)
- Improved profile for further study and career decisions
- Admission to prestigious graduate programs worldwide
- Life-long transatlantic network



# From a Researcher's perspective: why students should conduct research abroad



**Prof. Dr. Klaus Oberauer**, Professor of Cognitive Psychology, University of Zurich: *“Lab cultures differ between countries and cultures, so getting involved in research abroad broadens the student's experience. It is also an opportunity to build contacts with another section of the scientific community.”*



**Prof. Dr. Jan Aarts**, Scientific director / professor of Experimental physics, Leiden University: *“A research and culture experience which is enriching for both sides. Sometimes also because the facilities may be (even) better than what they have available at home.”*



**PD Dr. Dr.med. Caroline Ospelt**, Dept. of Rheumatology, University Hospital of Zurich: *“Students should gain practical experience in the lab, learn how to be independent and to cope with language/cultural differences.”*



**Prof. Dirk van der Marel**, University of Geneva: *“An undergraduate student should conduct research abroad in order to broaden his/her cultural horizon. Hosting a EuroScholar provides a unique insight, on the part of the student as well as on the part of his/her hosts, into the scientific and educational cultures on both sides of the Atlantic.”*

**Dr. Adriana Ruiz Rizzo**, LMU: *“Students could benefit from different ways of thinking and doing research.”*



**Dr. Bart Van der Bruggen**, KU Leuven: *“EuroScholars are typically creative explorers by nature, and the EuroScholars program only sharpens this orientation. It then helps the scholars adding more skills, and most of all: a broad vision on science and the world”.*

## From the Advisors' perspective: why students should conduct research abroad

**Lauren Winogron** (Program Manager, Rutgers Global – Study Abroad): *“I think research abroad is a great opportunity for advanced undergraduate students! The opportunity to be published as an undergrad is equally amazing; and students being able to get together and learn about other research areas that their fellow cohort are conducting.”*

**Amy Shenberger** (Director Study Abroad, University of North Texas): *“EuroScholars offers my students a unique opportunity to gain hands on research experience and gain an international perspective at the same time”.*

**Autumn Beechler Stebing** (Assistant Director of Education Abroad, Case Western Reserve University): *“Gives them better intercultural communication skills and cultural immersion than taking courses does, simultaneously a better understanding of their field in the context of the world v. a potentially smaller context of their home university/region alone.”*

**Heather Powell Browne** (Assistant Director Global Education, Colorado College): *“EuroScholars offers our undergraduates research opportunities that we would not be able to offer on such a scale on the home campus. EuroScholars has allowed my students to gain top-notch lab and research experience across a variety of academic disciplines, while still allowing them many of the important cultural and linguistic experiences of a more traditional study abroad model.”*



# Quotes from students



**Kylie Van Hoesen** (F2015, University of Geneva / University of Denver): *“EuroScholars gave me a unique research experience that allowed me to get research positions the following year in undergrad and likely helped on my application to medical school. I valued the opportunity to be part of a research team at an institution abroad. They were like a family and they taught me so much more than just research skills.”*



**Carl Edwards** (F2018, University of Zurich / University of Tennessee – Knoxville): *“I really liked being able to meet a diverse group of people while at the university in Europe. Additionally, I really value the different perspective I was able to gain on research.”*

**Nate Wright** (S2012, KU Leuven / University of Minnesota): *“I currently work at a state department of health and also am enrolled in a PhD program. Without the research experience offered through the EuroScholars program I likely would not have been as well positioned to succeed in my job and continue in my academic goals.”*

**Idu Azogu** (S2009, Leiden University / Rutgers - The State University of New Jersey): *“Euroscholars played a big role in helping me learn more about research, give me a different perspective on travel and culture, and improve my grades enough to complete an honors thesis, which then allowed me to apply for a masters/PhD program. I mostly value my growth as an independent woman and researcher, an immeasurable feeling of strength and confidence that I began to realize that I had. Secondly, I value the life-long friendships that I gained.”*

**Xiaoqi Yu** (S2018, LMU / Gustavus Adolphus College): *“I gained very valuable research experience at Munich, a good letter of recommendation, also a solid work to present when I applied for physics PhD programs.”*

# Interventions EuroScholars employ to support global learning and intercultural competence

- [Orientation week](#)
- [Language](#) and / or culture course
- [EuroScholars MidStay](#)
- [Student blogs](#)



© Jacques Erard



© Jacques Erard



© Jacques Erard



# Why UT Participates in EuroScholars





# University of Tennessee – Knoxville

- Why did we partner with EuroScholars?
  - Increasing undergraduate research opportunities
  - Limited staffing (1-2 person shop)
  - Looking for affinity partnerships across campus
  - High-achieving students are looking for more

# University of Tennessee – Knoxville

- Why expand research opportunities for our undergraduate students?
  - Globalization
  - Increase opportunities for undergraduate research
  - Top students looking for additional ways to differentiate themselves
- How did we leverage international research & EuroScholars?
  - Open to all majors
  - Students with no prior research experience accepted
  - Research is conducted in English
  - Honors requirements – global experience and thesis

# Student Outcomes

- Significant exposure to research early in academic career
- Refinement of personal goals
- Cross-cultural collaboration and intro to international scholarship
- Academic maturity
- Global competency
- Production of a paper of publishable quality
- Competitive CV for graduate school entry and career placements

# Student Outcomes (specific)

- Joint publications with PI
- Opportunities for national scholarships and fellowships
- Entrance to prestigious graduate programs domestically and abroad:
  - Cambridge University
  - Emory University
  - University of Pennsylvania
  - Karolinska Institutet
  - McGill University



# University of Tennessee – Knoxville

## ➤ Which tools do we use?

### ➤ Partnership with Center for International Education office

- Existing agreement with ISA
- Research Abroad seminars during Study Abroad Fairs

### ➤ On-campus marketing

- Seminars during Study Abroad Fairs
- Campus-wide info sessions during each semester
- Student videos of participation in Euroscholars
- Presentations in class or to clubs of targeted majors – Biomedical Engineering, Pre-med, College Scholars Program
- Presented program and goals to professional advising staff
- Identify individuals in advising software and direct emails
- Flyers, flyers, flyers

### ➤ Offered specific UGR International Research Scholarships (with both OUR and CIE contributing)

# University of Tennessee – Knoxville

- Partnerships developed
  - Center for International Education
  - Student Success & Advising Office
  - Honors & Scholars Programs
- What's the outcome?
  - Interest in international research is growing
  - UT Advisors are discussing undergraduate research, including international research options during early advising appointments
  - Increased participation in EuroScholars



# EUROSCHOLARS

**RESEARCH ABROAD  
FALL 2019 or SPRING 2020**

**T** UNDERGRADUATE RESEARCH

# In the words of our students, by our students:



- <https://www.youtube.com/watch?v=RT2A6CjROGk>

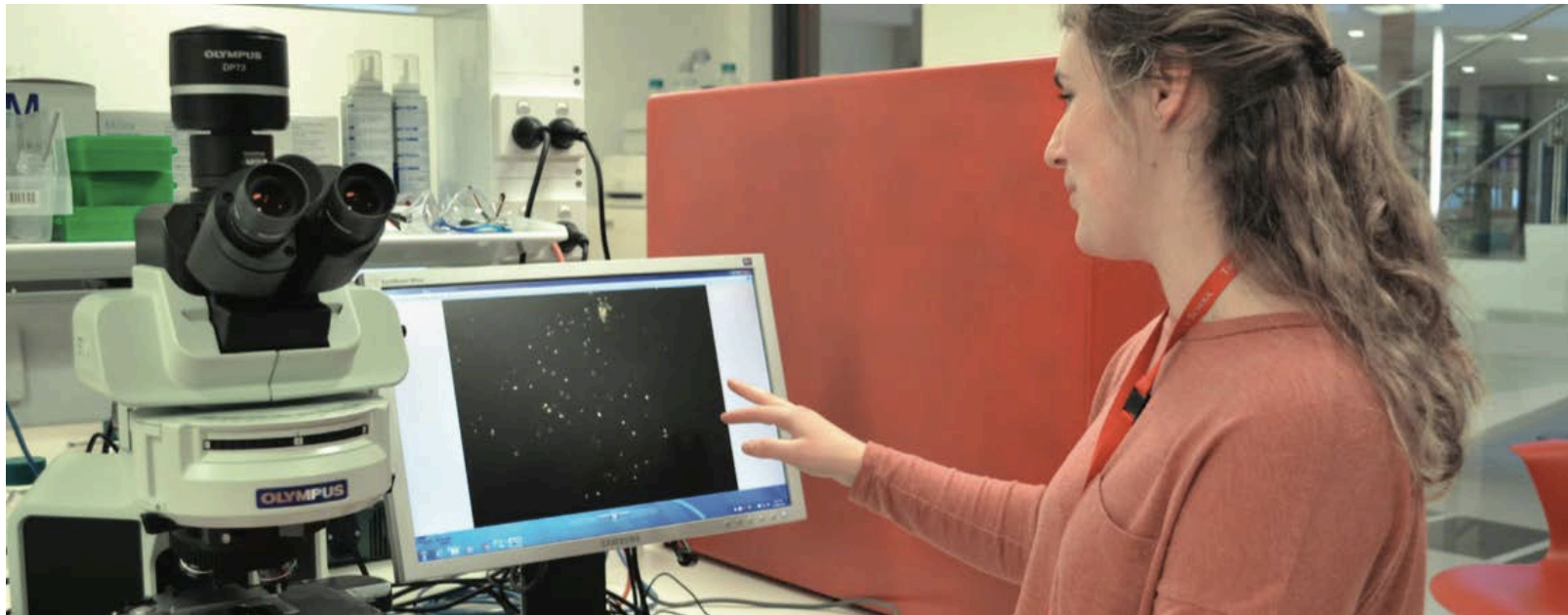
# Developing Your Campus Plan

- Who can you partner with on campus?
- What is the biggest draw for your students?
- How can you make the program affordable to your students?
- What is the biggest barrier for your students?



# Research Opportunities with ISA

- ISA Research Internships
- Host University Research Courses



# ISA Research Internships

8-week internships starting in September, January, May or June

Individualized placements based on academic preparation and student's goals

Research internship can be taken for academic credit

Locations that support research:

- Australia
- Chile
- England
- New Zealand
- Spain





# ISA Research Internships

Sample placements:

- Marine and Freshwater Research (Australia)
- Physics Research (Chile)
- Psychology Research (England)
- Medical Research (New Zealand)
- Environmental Management Research (Spain)



# Host University Research Courses (ISA)

## University of Auckland

- Summer
- Research in social science

## Universidad del Norte (Colombia)

- Semester & Summer
- Research projects proposed by students

## University College Dublin

- Semester
- Research in science

+ Many courses in Research Methods (various locations)

# ISA Goal-Setting & Reflection

## Goal Setting Preparation

1. What motivates you? What keeps you going when you experience setbacks?

2. What resources do you have at your disposal for achieving your goals?

3. What obstacles do you anticipate facing? What will you do to overcome these obstacles?

4. What impact will the successful realization of your goals have on your life?

# ISA Goal-Setting & Reflection

## Setting Goals & Defining Learning Objectives:

1. Name one or two overarching goals for your experience abroad?

2. What are your SMART learning objectives? (List at least 3)

# ISA Goal-Setting & Reflection

## Learning Objectives: Follow Up

Once you return from your program abroad, you will want to leverage this experience in graduate school applications, scholarship applications, job cover letters, interviews, etc. Being able to articulate your learning and growth is important.

**1. As you approach the end of your ISA program, reflect on the way your goals may have changed throughout your experience abroad.**

**2. What unforeseen factors contributed to your success (or lack thereof) with regards to accomplishing your learning objectives? How will you account for such factors in the future?**

**3. The transition back home can be full of challenges. What are your goals for this period? How will your international experience play into those goals?**

# ISA Goal-Setting & Reflection

4. Reflecting on the ISA areas of discovery (Intercultural, Historical, Sociopolitical, Professional, Environmental), how do you think your goals helped you grow and develop new competencies in these areas?



INTERCULTURAL



HISTORICAL



SOCIOPOLITICAL



PROFESSIONAL



ENVIRONMENTAL

A large, empty light blue rectangular box intended for students to write their reflections on the ISA areas of discovery.

# Global Learning & Intercultural Competency Interventions (ISA)

## Internship weekly workshop

- Week 2: Coping with Differences
- Week 6: Talking about Your Experiences

## Reflection essays

- Reflect on challenges & how they can be addressed
- Reflect on supervisor feedback & areas of needed professional development
- Reflect on initial learning objectives & what is required to accomplish them



# Global Learning & Intercultural Competency Interventions (ISA)

## ISA – Discovery Model

- Intercultural
- Historical
- Sociopolitical
- Professional
- Environmental



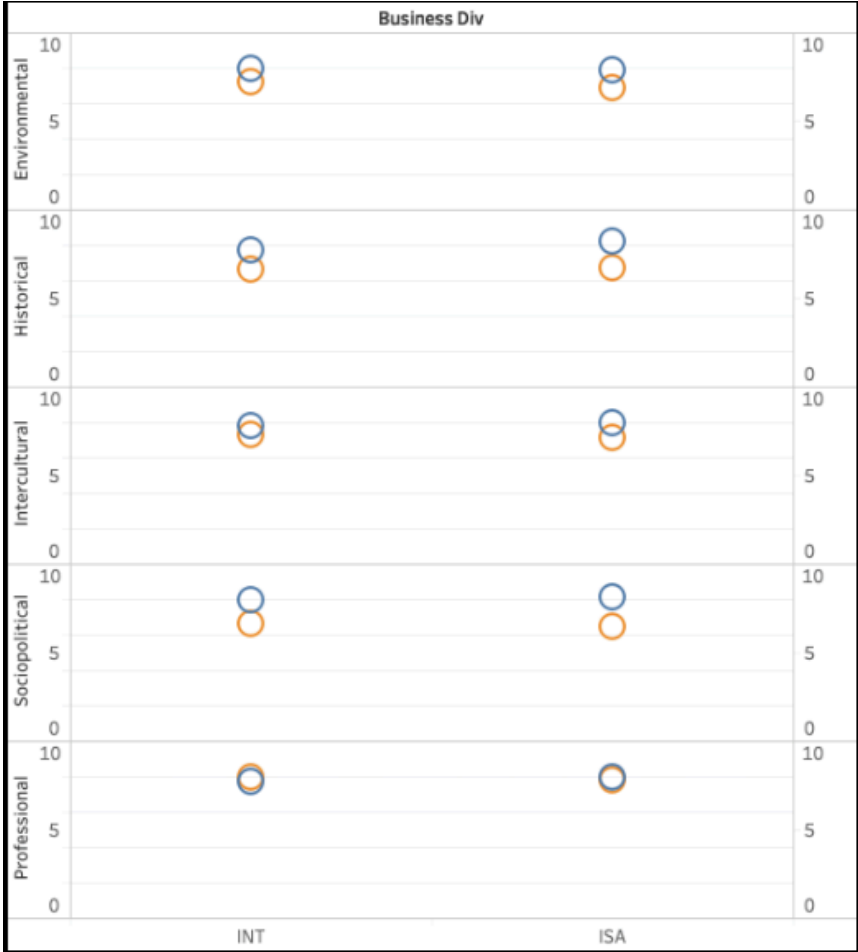
## Sample DM Activities

- New Zealand: Maori cultural experience
- Santiago, Chile: walking/bike tour of Santiago
- Madrid: Real Madrid Futbol Estadio tour
- Australia: Blue Mountains excursion

# Global Learning: Outcomes

- Intercultural
  - I adapt my behavior, mannerisms and communication when I am interacting with people from other cultures.
  - I do not feel anxiety when interacting with people from different cultures.
- Historical
  - I'm familiar with the history of the country where I studied.
  - I understand the roles of major world religions in shaping the society where I studied.
- Sociopolitical
  - I'm familiar with major current events in the country where I studied.
  - I am aware of how my home government policies are viewed in my host country.
- Professional
  - I know what I want to do professionally after graduation.
  - I plan to go to graduate school in the future.
- Environmental
  - I'm aware of the environmental issues impacting the country where I studied, and how my personal consumption contributes to this impact.
  - I explored and connected with the natural environment during my time abroad.

# Global Learning: Outcomes



# Global Learning: Outcomes

The screenshot shows a blog post on the ISA Student Blog. The header features the ISA logo and the text 'STUDENT BLOG' and 'STUDENT LIFE FROM AROUND THE GLOBE'. The post is titled 'What My ISA Excursion to La Victoria, Minca Taught Me About Colombia' and is by Claire Baghera, dated May 20, 2019. The post includes a 'DISCOVERY MODEL HISTORICAL' tag and a photo of a hand holding a white coffee cup with 'CAFE DE COLOMBIA' written on it. The sidebar contains a 'CONNECT WITH US!' section, a 'SUBSCRIBE' form, a search bar, 'TRENDING TOPICS', 'WHERE WILL YOU GO?', and a 'BLOGROLL'.

**isa STUDENT BLOG**  
STUDENT LIFE FROM AROUND THE GLOBE

**CONNECT WITH US!**

ISA - In...  
59K likes

Like Page

6 friends like this

**BARRANQUILLA**

## What My ISA Excursion to La Victoria, Minca Taught Me About Colombia

BY CLAIRE BAGHERA ON MAY 20, 2019 • ( LEAVE A COMMENT )

**DISCOVERY MODEL HISTORICAL**

Claire Baghera is a student at Adrian College and an ISA Photo Blogger. She is studying abroad abroad with ISA in Barranquilla, Colombia

Coffee. It is one of the things Colombia does best.

**SUBSCRIBE**

Enter your email address to follow this blog and receive notifications of new posts by email.

Join 24,513 other followers

Enter your email address

**Follow**

Search...

**TRENDING TOPICS**

- Beach Walk
- The Living History of Seville, Spain
- Where are all the Walmarts?
- Let's Remember the Good Days, Before We Leave Them
- 3 Reasons Why You Should Join a Sport Group While on Study Abroad

**WHERE WILL YOU GO?**

Select Category

**BLOGROLL**

- ISA High School Blog
- ISA Today - ISA Study Abroad Blog
- Veritas Christian Study Abroad Blog

# Guidelines for Undergraduate Research

## The Forum for Education Abroad

UPDATED IN 2019!

### Guidelines for Undergraduate Research, Field Studies, and Independent Study Projects Abroad

Research experiences for undergraduate students abroad can guide them to a first-hand understanding of the fundamentals of research, facilitate the development of discipline-specific knowledge, foster a deeper engagement with the local culture, and familiarize with unique opportunities that can only be researched in a specific location. Mentored research experiences can help students develop self-sufficiency and resiliency, assist them to explore the possibilities of more advanced studies in a particular field, and witness important events or phenomena in ways that can benefit themselves and the communities in which they are based.

Beneficial though they are to students, research experiences abroad are also very work-intensive for the faculty and administrators who guide and support them. In many ways, research abroad shares the same best practices as disciplinary research in the home campus setting. However, the fact that undergraduate students, and sometimes faculty mentors, must travel abroad for the experience presents an additional set of considerations and concerns beyond those of the more traditional education abroad learning experience, and different from the on-campus research setting. Often, neither a single education abroad professional nor a single faculty member has all of the time, resources, or expertise to address these varied considerations. Strong institutional support and collaboration between all who facilitate and mentor undergraduate research abroad is the best way to lay the groundwork for making these experiences educational and valuable for students, their mentors, and the communities in which they do their work.

Under the umbrella of “research experiences abroad,” undergraduate students are engaged in many activities across a variety of academic disciplines. They may travel on faculty-led programs to work as a team and learn research methods. They may visit research groups at host institutions and observe and assist with their work. They may conduct research as a part of an internship or service learning position they hold. They may choose to pursue an independent study in addition to their coursework. Sometimes, they travel alone to pursue a project entirely their own. They do research in communities, in labs, in archives, and “in the field.” The project can be limited to the time a student spends on-site or be designed on the home campus, conducted abroad, and continued after return to the home institution. The experiences may or may not garner academic credit. While these experiences can look very different, there are certain underlying principles common to them all.

These Guidelines are designed to help stakeholders who create or support undergraduate research experiences abroad to find common ground and collaborate to achieve their common goals. To achieve the most effective outcomes, we recommend using them in conjunction with the *Standards of Good Practice for Education Abroad* and discipline-specific guidance on research methods and ethics.

DOWNLOAD THE GUIDELINES

# Guideline 2: Student Learning and Development During Undergraduate Research Experiences Abroad

- Identify appropriate student learning and development outcomes specific to the experience.
- Ask students to identify and outline their own academic and personal goals for the experience in addition to those set by the program, institution, or organization.
- Assign well-defined roles in the research process to each student appropriate to their ability and knowledge of the discipline and location.
- Ensure that students are adequately supervised by a faculty member or expert with knowledge of the research being done and the locale in which it is being conducted, and the safety, cultural, and regulatory expectations of the local community and the student's home and/or sponsoring institution.
- Offer frequent feedback on student work throughout the project.



# Guideline 2: Student Learning and Development During Undergraduate Research Experiences Abroad

- Ensure that faculty, staff, and/or research collaborators are prepared to help students navigate, reflect on, and learn from issues of power, privilege, and positionality, cultural adjustment, cultural bias, and conflict resolution that can arise among research teams and with community members.
- Ensure that faculty, staff, and/or research collaborators are prepared to help students develop an understanding of the geography, history, and current status of the natural environment in which they may work, including their responsibility for sustaining natural communities.

# Next Steps: Internationalizing Research on Campus

- *What could the students' home institution do **to get more students abroad?***
- *How could the home institution ensure that these students are **gaining critical intercultural competencies and global knowledge?***

Students	University faculty & staff
Promote research opportunities abroad	Identify stake-holders
Host info sessions & classroom presentations	Share Forum's guidelines for undergraduate research abroad
Involve student alumni	Celebrate successful collaborations





# Thank You !

***Marisa Moazen, Ph.D.***

[University of Tennessee](#) – Knoxville,

Assistant Vice Chancellor for Research Engagement and Director Office of Undergraduate Research

[mmoazen@utk.edu](mailto:mmoazen@utk.edu)

***Usha Mohunlol***

[EuroScholars Program](#), based at [Leiden University](#) - The Netherlands,

Coordinator Head Office EuroScholars Program

[u.c.mohunlol@sea.leidenuniv.nl](mailto:u.c.mohunlol@sea.leidenuniv.nl)

***Elizabeth Erbeznic, Ph.D.***

[International Studies Abroad](#),

Academic Affairs

[Erbeznic@studiesabroad.com](mailto:Erbeznic@studiesabroad.com)

