Developing a Collegiate Infrastructure for Global Education for Graduate and Professional Students

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1. Purpose

Purpose: An important feature in internationalizing the curriculum for graduate and professional students is providing opportunities for field training in global sites. An infrastructure is needed at the collegiate level to support these field placements.

The purpose of this poster is to describe major issues in developing a collegiate level infrastructure for global education for graduate and professional students.

What is an infrastructure?
The basic, underlying framework of a system or organization, including leadership and organizational components.

Why is an infrastructure needed? Doesn't the GPS Alliance already have one?
Yes, GPS Alliance has an excellent infrastructure for global field placements and study abroad programs primarily for **undergraduates**.

We believe that most graduate/ professional students find global placements through their professors or other contacts in their colleges, but these sources often lack the infrastructure created by GPS Alliance.

2. What are the Issues?

What Students Want to Know
How do I find a placement?
How can I find different placement opportunities? Who do I contact? How do I apply?
What is the application process?
I need information about how to apply for global field training: learning about, applying for, orientation sessions, contact with global site personnel.
- Who will help me find living quarters? Will housing be provided? How safe is this site?
- Who will help me with travel arrangements? Is a visa required? How do I apply for a visa?
- What are the geographic and cultural characteristics of different placement sites?
- What would I do on a day-to-day basis? Will my professional skills be used? Can I travel around the country before, during or after the field training?
- What is the cost of different placement sites? Are scholarships available? From whom, deadlines?
- How will this placement contribute to my career goals?
- Can I use data I collect in my field placement for my master's project?
- Do I need IRB approval?

3. What are the Issues?

- What do I have to do about IRB requirements before I leave the US?
- What is the State Department's Warning List and why do I have to get a letter from the Dean?

What Faculty, Staff, & Deans Want to Know Tracking Students Abroad.
Who is responsible for tracking students abroad?
How can they be contacted in case of an onsite emergency? Who is their contact person in the College in case they have a medical emergency?

Vetting the sites and preceptors
What do we know about the placements sites or the onsite preceptors?
Should we evaluate the students' experiences or the preceptors or the sites?
Are they offering a quality learning experience?

Pre-trip Orientations for all Students to All Sites
Are cultural and behavioral orientation sessions available elsewhere in the University?
Is GPS Alliance responsible for these orientations?
How can we require all students to attend orientations?
Can we require orientations for students not registered for academic credit or students who are native to their destination?

4. Creating an Infrastructure

Issues: Why have an infrastructure?
- What do we need to know and what is missing?
- Where can this information be found?

SPH Plans: Develop Infrastructure
- Create an SPH landscape of resources and an organization chart of faculty/staff who manage the global education program.
- Create a step-by-step guide for the application process, including names and contact information for key staff, faculty, and administrators.
- Create an online *Global Education Directory of Administrators, Faculty, and Staff* that includes each component and role of the infrastructure.
- Make this information available on the College's website to facilitate use by students, faculty, staff, and Associate Deans.
- Recruit an SPH faculty/staff advisory committee to meet once/month to guide the development of the infrastructure. Include student representatives.

5. Tracking Students & Faculty Abroad

Issues: What system do we have in place to track students abroad?
- How can we reach students in an onsite emergencies (terrorism, natural disaster, local disturbances)?
- Do we know who is where, when, and with what group/organization? Does the Collegiate Administrator have an on-site telephone number and/or e-mail address for each student?
- What is the communication hierarchy within the College; who communicates with GPS Alliance?

SPH Plans: Database for Tracking Students
- Create a *Database of SPH Students in Global Sites*. Make this an electronic, up-to-date database of students in global sites and how to contact them in case of emergencies. Once developed, include faculty, staff and others who are abroad.

Problems: Non credit students; tracking faculty
- Tracking students in global settings who are not registered for academic credits is a problem.
- Create a system that requires students to complete a tracking form, whether on academic credit or not.
- Tracking faculty or staff in global sites poses other difficulties, but the same database could be used to contact them in emergencies.

6. Vetting Sites and Preceptors

Issues: What is the College's responsibility for vetting the placements and onsite preceptors?
- Is the College legally responsible?
- Does the College or University have affiliation agreements with universities and NGOs where placement sites are located?
- Is there a University database of all MOUs?

SPH Plans: Affiliation and MOU Agreements.
- SPH is responsible for vetting global placements. This can be done through affiliation or MOU agreements.
- SPH needs to work more systematically with faculty and staff to identify NGOs and sites where students have had successful experiences.
- We need to meet with the leaders in the NGOS based in the Twin Cities, and formalize these relationships.
- Our MOUs/Agreements need to be coordinated with agreements throughout the UMN.
- A standardized form is needed across the University for approving on-site preceptors and placement sites.

7. Evaluation: Students, Sites, Preceptors

Issues: How are students, sites, & preceptors evaluated? How will evaluation data be used?
- Create standardized forms for onsite preceptors to evaluate student performance and for students to evaluate field experiences, placement sites, & onsite preceptors.
- Make the use of evaluation forms a regular part of the process in the Infrastructure.
- Assemble the evaluation information about the sites, field experiences, and onsite preceptors into a single database. Add this to the portfolio of an Associate Dean who will work with Faculty Committee on Global Education to improve experiences.

SPH Plans: Evaluations and Feedback Processes
- Database. Create an SPH **One-Stop for Global Education** to provide feedback about students' evaluation of their global field experiences: field experiences, placement sites, and preceptors.
- CQI. Include continuous quality improvement processes to keep the One Stop for Global Education up-to-date.
- Students. Conduct standardized exit interviews with a sample of returning SPH students about their global field experiences. Hold feedback sessions for current students to learn from returning SPH students (expectations, culture, visa issues, safety).
- NGOs and Other Organizations. Standardized interviews with host organizations, especially those with whom we have or are developing affiliation agreements. Centralize an affiliation agreement system within the AHC to reduce duplication of efforts.
- Integrate feedback from students, NGOs and other information with the **Global Activities Database**.
- Develop a plan to keep faculty advisors, program chairs, and coordinators informed about student experiences in global education.

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