



LEADERSHIP  
NETWORK ON  
INTERNATIONAL  
EDUCATION

## USING A CONSORTIUM TO INTERNATIONALIZE

Examples and lessons from the ACM



Good morning. I'm pleased to be here today to talk with you about ways the Associated Colleges of the Midwest use their consortium to internationalize.



## Overview

- Introduction: The ACM Consortium
  1. Student Program Collaborations
    - lessons
  2. Faculty Development Collaborations
    - lessons
  3. External Funding Collaborations
    - lessons

I'll start by talking briefly about the ACM as an example of consortial organization.

Then I'll discuss ways to collaborate in 3 areas of activity:

-Student programs

-Faculty development, and

-External funding

-For each, I'll mention some lessons we've learned.

## The ACM Consortium – Mission

**The Associated Colleges of the Midwest, a consortium of residential liberal arts colleges, aims to strengthen its member colleges as leaders and exemplars in liberal arts education through significant, innovative, and sustain able collaborations. The ACM does this by:**

- **Fostering professional effectiveness of faculty and administrative leaders at member colleges;**
- **Providing exemplary liberal arts learning through off-campus studies;**
- **Promoting members' excellence in teaching and learning, especially as achieved through collaboration.**

The 10 colleges in the Midwest Collegiate Athletic Association created the ACM in 1958 to build on their athletic relationships by developing academic collaboration.

- From the outset, the colleges used the consortium to focus largely on bringing their campuses more in contact with the world outside the US.

## The ACM consortium – 14 colleges

Beloit  
College

Carleton College

Coe College

COLORADO COLLEGE  
1874

Cornell College

GRINNELL COLLEGE

KNOX  
COLLEGE



LAKE FOREST  
COLLEGE



LAWRENCE

LUTHER COLLEGE

MACALESTER COLLEGE

MONMOUTH  
COLLEGE

RIPON  
COLLEGE

ST·OLAF  
COLLEGE

- Today 14 colleges comprise the consortium.
- They now belong to four different athletic conferences,
- But their academic collaboration has deepened, fostered by close professional relationships at many levels across the campuses.

## The ACM consortium – collaboration across distance



- About 23,000 full-time students
- About 1,900 full-time faculty

The colleges are located in five states and while each alone is small, together they add up to substantial numbers of students and faculty.

-The 14 presidents of the colleges are the Board of Directors.

- They meet twice a year to oversee their joint enterprise and -- at least as important -- to share what keeps them awake at night and to get advice from each other.

-The academic deans oversee the academic quality of programs and advise the board. They also share emerging concerns, experiences and ideas with each other.

- As do the CFOs, the admissions directors, financial aid directors, HR directors, deans of students, athletic directors so when they also meet each year.



# I. Student Program Internationalization

Let's turn to examples of the ways ACM colleges use the consortium to internationalize in the area of student programs.

## Student programs – A presence for member colleges on five continents



-During the 1960s, the colleges secured funding from the Ford Foundation to create jointly-owned off-campus study programs.

-With time they developed a portfolio of programs that now operates on 5 continents.

## Student programs – A network of program sites around the world



The colleges have found that by pooling resources to create joint programs, they now have a presence for the college in places where they would not otherwise have infrastructure.



## Student programs – Self-financing



- Consortial programs can be self-financed, through student tuitions.

-And -- like his group at the edge of a Costa Rican volcano that included students from both ACM and non-ACM colleges -- joint programs can be open to students from outside your consortium.

-Emory and Vassar

## Student programs – Photo contest

### The Carletonian

2009 Winter Issue 6 (February 20, 2009)

#### Kevin Close '09 wins first place in ACM photo contest

February 20, 2009

Kevin Close, a Carleton College senior from Salt Lake City, won the grand prize in the Associated Colleges of the Midwest's off-campus studies photo contest.

Close, a religion major, won for his image "A Long Car Ride," a photo taken during his studies in Mongolia in the fall of 2007. He simply describes the photo as "One student, one translator, and ten goats."

"While studying abroad in Mongolia, I spent one month researching a small group of Mongolian Muslims. One of the religious leaders of this group was spending the month herding sheep in the mountains. So, although temperatures were never above zero, I decided to go see him. The only ride available was an old, Russian van and since I was going up there anyway some of the villagers asked us to bring up some extra goats. Thank goodness because the van got stuck multiple times and we had to huddle with the goats to keep warm. The leader gave a great interview."



[Photo Contest](#)



[Photo Contest](#)

On a more modest scale than joint study away programs, a college can collaborate with other institutions to organize cross-campus activities like a photography contest based on study away experiences.

This gives students a high-profile venue for processing their transformative experiences after they return.

# Student programs – Study away symposium

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**ACM's 50th Anniversary**

- » **Student Symposium on Off-Campus Study**
- » Presentation Abstracts
- » Symposium Schedule
- » Photo Gallery
- » Soccer Classic

ACM Notes newsletter

## Student Symposium on Off-Campus Study

Students and faculty from ACM colleges gather at the ACM Off-Campus Study Student Symposium.

### *Leaving Footprints Behind ... Learning Lessons Along the Way*

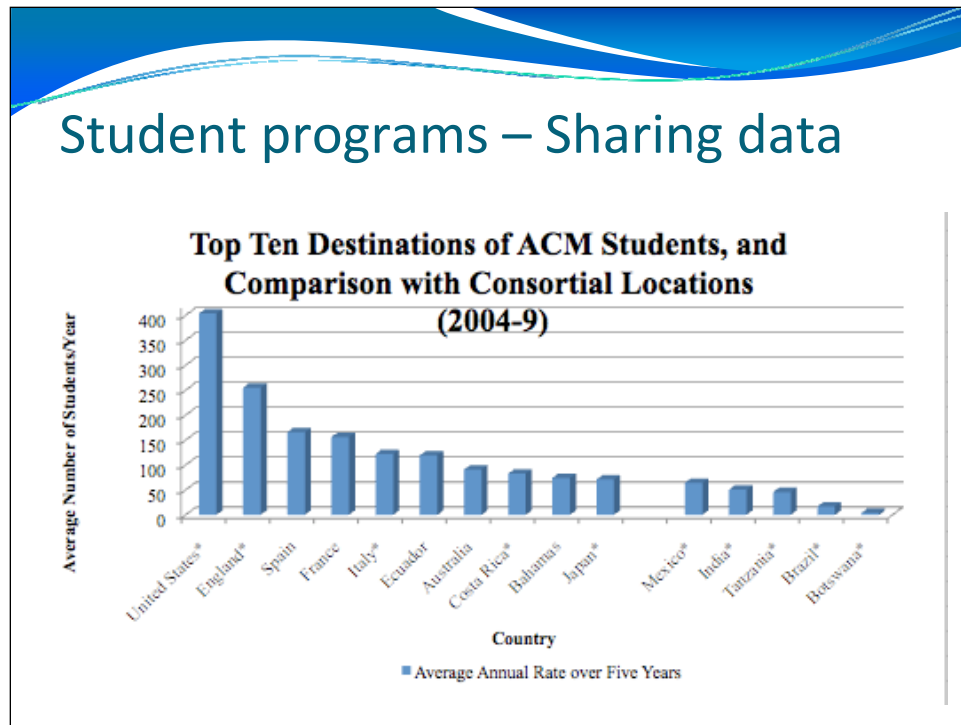
Compelling Stories and Thought-Provoking Discussion Highlight Student Symposium

When **Ariana Kiener** (Carleton College) wants to remember the warmth she felt living with a family in a village in Thailand, she touches one of the dozens of strings tied around her wrist – strings given to her by the people she met and lived with – and the memories come flooding back. Pulling at the strings as she spoke, she admitted that “the truth is that I took them out of my drawer before coming to this talk; at first I wore them all the time, but then I had to take them off”

Somewhat more ambitiously, but still at relatively low cost, through a consortium you can organize a multi-campus symposium on study abroad for students and faculty.

-Our campus colleagues say the all-ACM symposium helps students connect the passion, the questions and the insights that students bring back from study away programs to their studies ON campus, by giving them a formal and prestigious venue for the conversation.

## Student programs – Sharing data



-A final example of consortial initiatives for student programs is sharing data.

- As you may know, next week the International Institute of Education will release its Open Doors data on study abroad for the 2007-08 year.

-Through a consortium, however, you can quickly share the same data and see trends across campuses more than a year before the IIE data become available; we've already been sharing 08-09 data among our campuses since last summer.

## Student programs – Some lessons

- Attract new students with joint programs
- Engage faculty for success
- Promote staff development as you conduct joint activities

Here are some lessons we've learned about operating consortial study away programs:

1. Joint off-campus programs help admissions staff at each college, by expanding the number and range of opportunities that a college can offer potential students if they enroll.
2. It is essential to engage faculty. They set curricular goals on campus, and they advise students on finding the best fit when they plan study away, so faculty voices are key for running healthy programs.
3. Beyond the faculty, many campus officials have a stake in OCS activities – they are in financial aid, student affairs, off-campus study and so on. They can all benefit from opportunities to meet with their peers from other campuses.
  1. This is especially true for the OCS officials, as this is a field that has professionalized considerably during the last decade.



## II. Faculty Development Collaborations

Next let's look at examples where a college can use a consortium to offer faculty development opportunities that help the campus internationalize.

The screenshot shows the ACM website with a blue header and a green navigation bar. The main content area features a news article with a yellow sidebar on the left. The article title is 'Positions on ACM Off-Campus Programs Offer Opportunities for Faculty'. The text discusses teaching opportunities in Africa, Asia, Europe, and the U.S. for the 2010-2011 academic year, highlighting the role of directors and visiting faculty in ensuring academic quality and providing faculty development opportunities.

**Faculty development – International teaching positions**

ACM *Expand your world.*  
ASSOCIATED COLLEGES OF THE MIDWEST

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**Positions on ACM Off-Campus Programs Offer Opportunities for Faculty**

Published: April 6, 2009

Teach about the Renaissance in Florence or theatre in London ... supervise student fieldwork in Tanzania ... lead a research seminar at one of the world's great libraries.

ACM faculty can choose among these and other opportunities in Africa, Asia, Europe, and the U.S. to serve as program directors or visiting faculty on ACM programs during the 2010-2011 academic year.

Directors and visiting faculty are vital to the success of ACM off-campus study programs. ACM faculty ensure the academic quality of the programs and draw out the teaching moments from students' experiences that make off-campus study so valuable.

ACM programs also offer a variety of faculty development opportunities, such as:

-If you create jointly-operated student programs you can also offer faculty periodic opportunities to teach abroad, rather than rely on the faculty member who starts a program to sustain it year after year, as is often the case.

- The ACM academic deans see this opportunity as one of the chief benefits of the consortial ACM programs.

## Student programs – Opportunities for faculty from member colleges

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ACM off-campus study programs are available to students from any college or university. If you're a student at one of the ACM colleges, contact the faculty advisor for this program below:

<p><b>Beloit College</b> Natalie Gummer <a href="mailto:gummern@beloit.edu">gummern@beloit.edu</a></p> <p><b>Carleton College</b> Arnab Chakladar <a href="mailto:achaklad@carleton.edu">achaklad@carleton.edu</a></p> <p><b>Coe College</b> Bob Drexler <a href="mailto:rdrexler@coe.edu">rdrexler@coe.edu</a></p> <p><b>Colorado College</b> Nilanjana Bhattacharjya <a href="mailto:nbhattacharjya@coloradocollege.edu">nbhattacharjya@coloradocollege.edu</a></p> <p><b>Cornell College</b> Aparna Thomas <a href="mailto:athomas@cornellcollege.edu">athomas@cornellcollege.edu</a></p> <p><b>Grinnell College</b> Elizabeth Prevost <a href="mailto:eprevoste@grinnell.edu">eprevoste@grinnell.edu</a></p> <p><b>Knox College</b> Robin Ragan <a href="mailto:rragan@knox.edu">rragan@knox.edu</a></p>	<p><b>Lake Forest College</b> Cathy Benton <a href="mailto:benton@lakeforest.edu">benton@lakeforest.edu</a></p> <p><b>Lawrence University</b> Dirck Vorenkamp <a href="mailto:dirck.vorenkamp@lawrence.edu">dirck.vorenkamp@lawrence.edu</a></p> <p><b>Luther College</b> Brian Caton <a href="mailto:catobr01@luther.edu">catobr01@luther.edu</a></p> <p><b>Macalester College</b> Jim Laine <a href="mailto:laine@macalester.edu">laine@macalester.edu</a></p> <p><b>Monmouth College</b> Vasant Gadre <a href="mailto:vgadre@monm.edu">vgadre@monm.edu</a></p> <p><b>Ripon College</b> Paul Axelrod <a href="mailto:axelrod@ripon.edu">axelrod@ripon.edu</a></p> <p><b>St. Olaf College</b> Elizabeth Galbraith <a href="mailto:galbrais@stolaf.edu">galbrais@stolaf.edu</a></p>	
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With consorcially-operated student programs you can also offer faculty from each college the opportunity to oversee programs related to their field of study and – at the same time -- to develop peer relationships with their colleagues from other campuses.

For example, the faculty advisors to the ACM India program listed here speak with students who apply to the India program from their campus, and they meet annually to review the program’s curriculum, student evaluations, and director’s reports.



# Faculty development – Summer travel

## OUR COLLABORATIONS

### Opportunities for ACM Faculty

- » Faculty Travel Grants
- » Professional Development Grants
- » Program Directors and Visiting Faculty
- » ACM-University of Chicago Faculty Development Grants
- » Opportunities sponsored by ACM colleges

FACE (Faculty Career Enhancement) Project

Teagle Collegium on Student Learning

ACM-Mellon Post-doctoral Fellowship Program

Study Abroad Learning and Cost Alliance

Committee on Minority Concerns (CMC)

Committee on the Status of Women (CSW)

## Faculty Travel Grants

Travel grants are available to faculty from ACM colleges for travel to:

- » [Costa Rica](#)
- » [Japan](#)
- » [The Newberry Library in Chicago](#)
- » [Oak Ridge National Laboratory in Oak Ridge, TN](#)

### Costa Rica

The ACM Latin American Programs ([Latin American Culture & Society](#) and [Field Research](#)) offer two grants a year to visit the program site in Costa Rica.

The grants allow faculty to become more familiar with ACM's fall and spring programs, to make professional contacts, and to explore research possibilities in the natural and social sciences and in language, literature and the arts. Tropical biology, ecology and geology offer a particularly wide range of potential research projects, and faculty can also do research in anthropology, archaeology, economics, political science, sociology and history.

The grants typically cover short-term trips of one to three weeks, and ACM pays economy round-trip airfare between the recipient's campus and San Jose, Costa Rica. In San Jose, the program staff will help faculty visitors find lodging and provide local information, but all local expenses are the visitor's responsibility.

-A college can also collaborate with other colleges to gather a sufficiently large pool of interested faculty to organize summer faculty development travel abroad – to conduct research, extend their professional networks and develop new courses or course modules.

## Faculty development – Conferences on international topics

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### Conference to Explore Ways to Integrate Study Abroad with On-Campus Curriculum

Published: June 12, 2009

As increasing numbers of students participate in study abroad programs, how can colleges help students integrate their international experiences into their ongoing studies on campus? How can such integration transform the teaching and learning that takes place at colleges?

Faculty and administrators are invited to explore those questions, and many more, at a conference on "Integrating Study Abroad into the Undergraduate Curriculum: Transforming On-Campus Teaching and Learning" on November 6-7. The conference will be hosted by Beloit College in Beloit, WI, and co-sponsored by Kalamazoo College.

Panel discussions will be organized around the interests and expertise of the conference participants and are expected to include topics such as:

- » Ways that the home-campus curriculum can prepare students for the unique learning that takes place in study abroad;
- » The role of study abroad in preparing students for their future careers and lives; and
- » The role of faculty development activities in integrating study abroad into the curriculum.

**Call for papers and posters:** The conference organizers invite presentations for panel discussions and posters from the humanities, social sciences, and sciences as well as interdisciplinary studies addressing the conference theme.

- By joining forces colleges can also convene a critical mass of faculty expertise on specific international topics – at the same time helping faculty develop peer relationships with colleagues in their fields from partner campuses

# Faculty development – Research competitions

## Guidelines for Collaborative Research Projects

While research activities may involve collaborations with students and faculty across disciplines on a single campus, special priority will go to proposals focused on promoting collaboration across campuses and disciplines.

Each of these proposals should also address issues of dissemination and impact. That is, the proposal should outline methods to share the work of the collaboration with a wider audience, through web pages or other publications. The proposal also should outline how the collaboration might result in best practices or innovations that can be adopted more widely in post-secondary education.

All grant recipients will be expected to report to ACM about the accomplishment of the grant activity within a year of the award. For more information, see [Guidelines for Preparing a Proposal](#).

*Collaborative Research Projects can be funded in four areas:*

**C. Research collaborations that facilitate innovative on- or off-campus courses or programs with a multi-cultural or international focus that have the potential to become new models for the ACM.**

These collaborations, like those in Area B above, will ideally connect colleagues from different institutions in the exploration of new models.

- » One possible example: colleagues from 3 different institutions interested in issues of global warming, water issues, or aging develop a model for a research and travel course with interdisciplinary instruction and changing locations. The grant would support the forming of a course or program that could be explored and sustained as an ongoing project.
- » Attendees at a conference on a topic such as Latino studies follow up with plans for courses that offer new strategies or approaches – and might be a model for other liberal arts colleges.

- Through a consortium colleges can organize cross-campus research competitions on international topics.

## Faculty development - Lessons

- Train faculty for study abroad
- Consortial training helps campus-run programs too
- Faculty need introductions to develop joint research across campuses
- International collaborations help recruit new faculty

Some lessons we've learned about consortial faculty development:

1. Training for faculty who teach abroad is key to helping them be effective abroad. Faculty benefit from coaching on how to use a location to teach, on how to help students learn cross-cultural skills, and on the many roles the faculty will fulfill beyond teaching while abroad.
2. If you train faculty to teach on consortial programs, we found that you can offer the same training at essentially no extra cost for faculty who direct programs run by individual campuses.
3. Collaboration among faculty across campuses on international research doesn't usually happen spontaneously. Consortial workshops and conferences on international topics, however, are useful for connecting faculty who can then benefit from working together.
4. Lastly, The academic deans report that the various international collaborations that are possible through the ACM help them when they recruit faculty who work on international topics.



### III. External Funding Collaborations

The third area where colleges can collaborate is to secure external funding.

# Funding – RFPs designed for consortia

The screenshot displays the ED.gov website interface. At the top, the ED.gov logo and "U.S. Department of Education" are visible, along with a search bar and "Advanced Search" link. Below the logo, there are navigation tabs for "Students", "Parents", "Teachers", and "Administrators". The main content area is titled "US-BRAZIL HIGHER EDUCATION CONSORTIA PROGRAM". On the left, there is a "Programs" sidebar with a "Find Programs" section containing a tree view of categories like "Office", "Title", "Subject", "CFDA", "Assistance Type", "Eligibility", "Search", and "Archive". Below this are links for "About ED", "Budget & Performance", "Press Room", "Publications", "Teaching Resources", "FAQs", "Contact", "Help", "Jobs at ED", "Online Services", "Recursos en español", "State Information", and "Web Survey". The main content area includes a "Purpose" section with a list of links: "Purpose", "Eligibility", "Applicant Info", "Awards", "Performance", "Funding Status", "Laws, Regs, & Guidance", "Resources", "FAQs", and "Contacts". Below this is a "PROGRAM AT A GLANCE" section with a PDF link (91K, 08/2008) and a source link to the "Guide to U.S. Department of Education Programs". A "WHAT'S NEW" section contains a link to the "U.S. - Brazil Program Annual Project Directors' Meeting - Open to current FIPSE grantees only. October 18-20, 2009, Washington, D.C." and a link to the "Map of U.S. - Brazil Higher Education Consortia Program grants FY 2006-FY 2009". The "PROGRAM DESCRIPTION" section states that the program, jointly administered by FIPSE and the Brazilian Ministry of Education, provides grants for up to four years to consortia of at least two academic institutions each from Brazil and the United States. The "TYPES OF PROJECTS" section notes that the program supports projects that develop organizational frameworks for international student mobility between the United States and Brazil.

-One example is to compete for funding that is specifically targeted at consortial partnerships -- such as the exchange programs with universities in the European Union, Russia, Canada, Mexico and Brazil that are funded annually by FIPSE.

-The ACM colleges just won FIPSE funding for an exchange with Brazil and it will now underwrite student scholarships, faculty travel and administrative expenses.

# Funding – Create new programs

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Home » Off-campus study »



Mexico Summer Program: Service Learning & Language Immersion

Mexico City, Mexico

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A modern metropolis of over 22 million people, Mexico City is home to numerous civic organizations working to improve the situation of Mexicans living in one of the planet's largest cities. This commitment to civic action and development through volunteering attracts a diverse cross-section of people to this vibrant urban setting. With a fascinating blend of Colonial and Aztec roots, this cosmopolitan capital city of a country of over 100 million inhabitants has become a thriving center for commerce, finance, cultural activities, and the arts. For students interested in immersing themselves in an urban environment where Spanish language and the cultures of Mexico come together, and where a commitment to positive social change is of the utmost importance, look no further than spending a summer in Mexico City.

**APPLICATION DEADLINES**  
**MARCH 15, 2010**  
 Summer 2010 program

If the deadline has passed and you are interested in applying, contact the ACM Office immediately. Late applications may be accepted on a space-available basis.

**RELATED PROGRAMS**  
 » [India Summer Program: Service Learning & Cultural Immersion](#)

- Similarly, private foundations like to see collaboration.
- The MacArthur Foundation, for example, awarded the ACM colleges funding to create summer internship programs in Mexico and India, as a means to educate students about careers in international non-governmental organizations.

# Funding – Collaborative events

## Guidelines for Collaborative Events

Like Collaborative Research Projects, **Collaborative Events** may involve collaborations with students and faculty across disciplines on a single campus, but these grants also will be focused especially on promoting collaboration across campuses and disciplines.

Each of these proposals should also address issues of dissemination and impact. That is, the proposal should outline methods for sharing the work of the collaboration with a wider audience, through web pages or other publications. And the proposal should outline how the collaboration might result in best practices or innovations that can be adopted within the consortium and beyond.

Connecting Collaborative Event activities with [Collaborative Research Projects](#) would also be desirable. For example, the result of a conference about global warming and curricular approaches might lead to a research proposal that explores a new model of interdisciplinary and international education.

*Collaborative Events can be funded in three general areas to:*

**C. Increase internationalization by enabling faculty engaged in international and multicultural studies to network, share ideas, and explore means to collaborate across campuses.**

» One recently-funded proposal is a multi-step project on developing *A Sustainable International Student Teaching Experience for ACM Students and Faculty*. The project will begin this fall by identifying, visiting, and securing working relationships with ten to fifteen International Schools (or schools where the medium of instruction is English) in which undergraduate students from Ripon College, Colorado College, Beloit College, and Lawrence University may complete their student teaching experiences. The goal of this project is to establish relationships that can be used by all ACM schools.

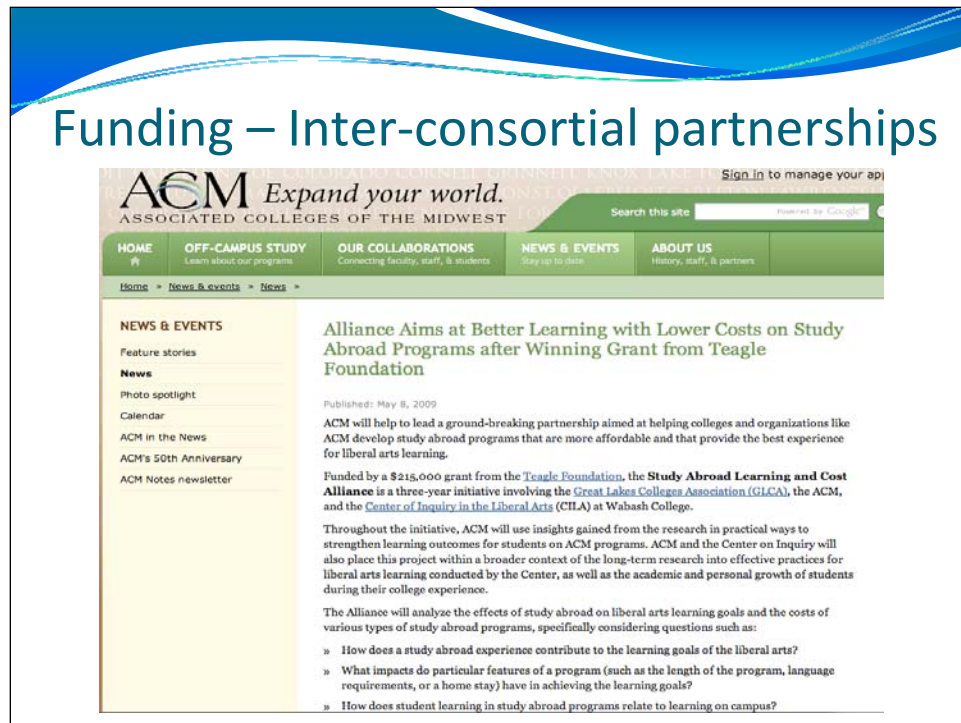
-Through a consortium colleges can also design internal competitions that are funded with external monies;

-A large project funded by the Mellon Foundation to enhance faculty careers at ACM colleges, for example, includes an internal competition for proposals to organize events on international topics that involve participants from multiple campuses.

- In the same project we also included a competition for joint research on international topics.



## Funding – Inter-consortial partnerships



The screenshot shows the website for the Associated Colleges of the Midwest (ACM). The header includes the ACM logo and the tagline "Expand your world." Below the header is a navigation menu with categories: HOME, OFF-CAMPUS STUDY, OUR COLLABORATIONS, NEWS & EVENTS, and ABOUT US. The main content area features a news article titled "Alliance Aims at Better Learning with Lower Costs on Study Abroad Programs after Winning Grant from Teagle Foundation". The article is dated May 8, 2009, and discusses a \$215,000 grant from the Teagle Foundation. It mentions a three-year initiative involving the Great Lakes Colleges Association (GLCA), the ACM, and the Center of Inquiry in the Liberal Arts (CILA) at Wabash College. The article also lists several research questions related to study abroad programs and liberal arts learning.

- A consortium can also be a building block for partnerships that bring a still broader mix of expertise and capacities to secure resources.

For example, with the Great Lakes Colleges Association and the Center of Inquiry in the Liberal Arts at Wabash College, the ACM colleges won funding from the Teagle Foundation to track the effects of OCS on liberal learning goals, and to analyze different models of funding OCS.

## Funding – Some lessons

- Keep everyone informed about applications
- Bring faculty in early
- Use funding to launch, not to operate activities
- Consortia can assure broad impact


-Some of the lessons we've learned about securing external funding jointly.

-1. Keep all partners informed about grant applications to avoid presenting applications that compete with each other. Your partnership will last longer this way.

-2. Bring faculty in early. They will be key to making proposed activities work, and they need to see how a project can advance their research and teaching goals.

-3 Use funding for startup costs, rather than ongoing operations. Otherwise the initiative will almost surely disappear when funding ends, as it eventually will because funders' priorities change.

-4. Remember that funders like to see broad impact and that through a consortium you can indeed provide a vehicle to bring many institutions along with the initiatives they fund.



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KENT STATE MICHIGAN MINNESOTA MISSOURI  
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OHIO PENNSYLVANIA SOUTH DAKOTA  
TOLEDO WISCONSIN

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*Expand your world through collaboration...*

[www.acm.edu](http://www.acm.edu)

Thank you for your time and attention. I look forward to any questions or comments you may have.