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# CUR Focus

## The International Fellows Program at The University of Wisconsin-Eau Claire

Undergraduate research, study abroad, and service-learning are three high-impact practices that enhance college student engagement and promote retention (Kuh 2008), and all three have been embraced by the University of Wisconsin-Eau Claire. In recent years an average of nearly 22 percent of each graduating class have studied abroad, 37 percent have been involved in a significant faculty-mentored research experience, and nearly 100 percent of students have performed at least 30 hours of service-learning. The campus's current strategic plan, developed with campus-wide input, has as a major goal to "Transform Learning," with a sub-element to "accelerate global learning" (UW-Eau Claire 2008, 12). This prompted exploration for ways to implement these goals, including combining travel abroad with other high-impact practices such as undergraduate research and service-learning.

Although a growing trend, incorporating undergraduate research into study abroad programming is still relatively uncommon (Streitwieser 2009). However, research abroad has been identified as a potential way to increase the number of STEM (science, technology, engineering, and mathematics) majors studying abroad. Those majors currently are underrepresented in that activity (DeWinter and Rumbley 2010). Different models have been employed for such programming.

For example, the University of Arizona, a Research I institution, developed a program to send individual students to work in biology labs in other countries (Bender 1995).



UW-Eau Claire students Daniel Smith and Kaleb Durocher (left) with Assumption University students after presenting their artwork on campus.

This was funded by a mix of existing grant funds from the Howard Hughes Medical Institute and from a National Institutes of Health Minority International Research Training Grant (MIRT), as well as individual faculty members' grants, and in-kind funding by the host laboratory.

At a comprehensive university (then Northeast Missouri State University, now Truman State University) a chemist developed a three-week course involving environmental research in Norway (Van Galen 1995). This was funded through tuition and a course fee. This kind of course-based, research-abroad model has been reported in non-STEM disciplines, as well (e.g., Orr 2009).

Another model is having a student involved in an existing study-abroad program, with assistance of faculty in the program (or visiting faculty), take advantage of research resources in the vicinity of the foreign institution (e.g., Dellinger 2009; Essary 2014). An example of combining international research with service-learning is the Uganda Project, a collaborative University of San Diego interdisciplinary project in which students "serve as consultants" to help the Ugandan community of Mbarara to "help itself" (Bolender and Hunter 2009). This major institutional commitment used a combination of internal funding from course credits, scholarships, and other college funds for research, as well as gifts and support from a foundation and a non-governmental organization to launch the project.

Because none of these examples fit UW-Eau Claire's situation a different model was developed: a primarily non-credit, institution-funded experience mentored by UW-Eau Claire faculty and staff.

### Program Conception and Funding

Beginning in 1998, and expanded in 2010, an additional tuition amount is paid by students to "preserve and enhance the distinctive UW-Eau Claire undergraduate experience ... by investing in more of the high-impact educational experiences that prepare them to succeed when they graduate" (<http://www.uwec.edu/bc/AboutBC.htm>; see also Havholm 2012 and Lind 2008). These "differential tuition" funds—first approved by the student government in 1998, expanded in 2010, and approved by the Board of Regents—now are referred to as the Blugold Commitment differential tuition. They are accounted for separately and are disbursed

through an annual process in which teams of students, staff members, and administrators review proposals for funding. Our undergraduate research and service-learning programs have been recipients of funding from this source since 1998.

In 2009, staff members handling study abroad (in the Center for International Education), undergraduate research (in the Center of Excellence for Faculty and Undergraduate Research Collaboration), and service-learning (in the Center for Service Learning) worked together to develop the International Fellows (IF) program. They modeled the program on the ASIANetwork Freeman Foundation Student-Faculty Fellows program, run by a consortium of institutions (<http://www.asianetwork.org/programs/freeman-student-faculty-program/>). Small teams of faculty and students apply for funds to travel abroad for a minimum of three weeks during the January Winterim term or the summer to accomplish research goals. A service-learning component is encouraged as part of the in-country activities, and applicants are asked to explain the benefits of their project for the host country (see Vignette 1, on community health).

Students or faculty may originate the research/service ideas. Typically, faculty invite students they know from class or from previous research projects, or who are recommended by other faculty, to join their teams. In some cases they advertise for students in a targeted department and select from among applicants. Students also have initiated projects and identified faculty collaborator(s). There are no specific academic requirements for student participants, and team members may be from a single discipline or from multiple disciplines, as appropriate to the project. Applicants are asked to explain in their proposal how team members are prepared, and appropriate to, the research project and how any needed preparation for research and travel will occur (see example of year-long preparation in Vignette 2). Preparation activities include both preparation for research (e.g., development of interview questions, preparation of the institutional-review board protocol, purchase of supplies) and for the travel experience (e.g., travel logistics, readings about the country, basic instruction in language/culture). Similar to any research project, students may elect to sign up for one or more research credits.

To launch this international program in academic 2010-11, the undergraduate research office carved \$22,886 from its existing award of differential tuition funds to begin a pilot version of the program. Pilot funding was enhanced by a one-year award of such funds that increased the 2010-11 budget to \$185,000. The program was overseen by a committee with membership from all three centers mentioned above and was housed in the Center for International Education (CIE).

## The Pilot Year (2010-11)

In the first iteration of the program, travel costs were covered and the faculty mentor received a \$500 stipend for work involved in preparing students to travel. The application consisted of: (1) a cover page with applicant information, a project summary, and space for the department chair and college dean to comment and indicate their funding support (some support is expected, contributions from chairs and deans have ranged from \$50 to \$1,000); (2) a budget and justification; and (3) a proposal describing the research plan, the service-learning plan (if applicable), description of the preparations for travel, and how expected results will benefit participants, the host country, and the home institution.

A committee comprising two members of CIE and one member each of the undergraduate research and service-learning program staffs managed the review of proposals, soliciting independent reviews of the research plan from faculty in the primary discipline of each proposal. Criteria considered by the committee included quality of research proposed, thoroughness of preparation, in-country plans, nature of any service component, budget feasibility, and potential for impacts on students, faculty, institution, and the host country.

In the first year, 12 projects were supported in 10 countries, involving 41 students and 12 faculty members from eight diverse disciplines. Assessment of these projects involved student and faculty questionnaires, requested a month after travel. The student survey elicited self-reported information about perceived learning gains related to the campus's desired learning outcomes in liberal education. The survey also inquired about students' career objectives, whether participation in the international program affected time to degree, and what research skills were employed, along with other questions about project logistics. The faculty questionnaire asked the mentor to evaluate gains in students' learning and the ways in which the experience enriched their own teaching, advising, and research (see Vignette 3). In addition, students were required to present research results at the on-campus student-research celebration.

Unanticipated challenges marked the first year of the program. As no new staffing accompanied the program, CIE staff struggled to meet demands for administrative support from participating faculty, some of whom had limited experience with grant management and international travel. With only one year of funding guaranteed, project dates were restricted in order to meet deadlines for fiscal-year reimbursement prior to June 30—particularly problematic for summer projects. In addition, we noted a low participation rate (only 7 percent of recipients) among high-financial-

**Table 2. International Fellows Projects, Costs, Fiscal 2013-14**

Project Title	Discipline(s)	Country	Term	# Fac	# Stud	Stipend	Travel, Supplies, & Insurance	Total IF Award
Surveillance for Methicillin-Resistant <i>Staphylococcus aureus</i> in Ecuador	Biology	Ecuador	Summer 2013	1	6	\$5,500	\$14,045	\$19,545
Diversity Inventory for the Charles Darwin Research Station, Galapagos Islands, Ecuador	Biology	Ecuador	Summer 2013	1	4	\$5,500	\$11,342	\$16,842
Moldova Media Radio Giurgiu	Journalism	Moldova	Summer 2013	1	4	\$5,500	\$19,104	\$24,604
Global Feminisms	English & Women's Studies	India	Winterim 2014	2	2	\$5,000	\$12,128	\$17,128
Global Warming: Comparing Public Opinion in the U.S. & China*	Economics	China	Fall 2013	1	4	\$4,000	\$16,510	\$20,510
Making Minds- Constructivist Rationality and Historical Origins of State Schools	Economics	Germany	Winterim 2014	1	1	\$2,500	\$4,168	\$6,668
Investigating Coastal, Glacial and Tectonically Active Geomorphic Landscapes	Geography	New Zealand	Winterim 2014	1	3	\$4,500	\$16,988	\$21,488
Establishing Societal Linkages: Introducing the Relevance of Geology of the Andes to Argentinian High School Students	Geology	Argentina	Summer 2013	1	3	\$4,500	\$12,926	\$17,426
Exploring the Significance of the African Worldview of Ubuntu in Social Welfare	Social Work	South Africa	Summer 2013	1	2	\$3,500	\$10,552	\$14,052

\*Note: This project was part of a sabbatical, therefore the faculty member was not eligible for the stipend. The students spent 8 weeks in China (nearly all other projects are 3 weeks in length) and the faculty member also secured significant outside funds for the project; as such the IF award does not reflect the full cost of the project.

need students (those with expected annual family contributions to college costs of \$10,000 or less). For this primarily non-credit experience, high-need students could not use financial aid to cover costs. This issue was compounded by the fact that such students would have to forgo summer employment while abroad.

### Program Evolution (2011-14)

On the strength of early program demand and success, the International Fellows program was awarded three years of continued funding, averaging a little over \$200,000 a year. In response to commentary by reviewers, several changes have been made to the original program's design. The faculty stipend was increased to \$1,500, in recognition of the significant work involved in ensuring full preparation of the student-faculty research teams for travel and research. Student stipends of \$1,000 were added to make the program affordable for a wider range of students. In addition, a student joined the proposal-review committee.

Faculty members also were asked for a narrative post-experience report describing how project outcomes met intended objectives. To increase

**Table 1. Disciplines Represented and Countries Visited In International Fellows Projects.**

Departments	Countries
Accounting	Argentina Peru
Art & Design	Australia South Africa
Biology	Bahamas Sri Lanka
Communication & Journalism	Belgium Switzerland
Economics	Cambodia Tanzania
Education Studies	Chile Thailand
English	China United Kingdom
Foreign Languages	Costa Rica (England & Scotland)
Geography & Anthropology	Cuba
Geology	Ecuador
Information Systems	Germany
Kinesiology	Guatemala
Management & Marketing	Hungary
Mathematics	India
Nursing	Ireland
Psychology	Japan
Philosophy & Religious Studies	Macedonia
Social Work	Moldova
Women's Studies	New Zealand
	Nicaragua

the number of students involved, the review committee began to encourage faculty to consider adding students to their research teams and instituted the rule that students may be funded only once through this program. To ensure broad distribution of funds, funding for any one project was limited to three years. Programs with potential ongoing research opportunities for students have been encouraged to seek other sources of support for continuation.

In Fall 2011, a study-abroad coordinator and half-time program assistant were hired in CIE to oversee faculty-led, study-abroad programs and the IF program. Dedicated staffing allowed for greater pre-departure support, better tracking of financial reports, and completion of surveys, as well as the required presentation at the campus student-research celebration, and expanded data collection.

### Student Outcomes

In four years the IF program has supported 46 projects in 28 countries, involving 38 faculty in 20 departments and 149 students (Table 1).

Some illustrative details of the 2013-14 projects are provided in Table 2. Based on the post-experience student questionnaire, 95 percent (n=105) strongly agreed or agreed that the international research experience made an important

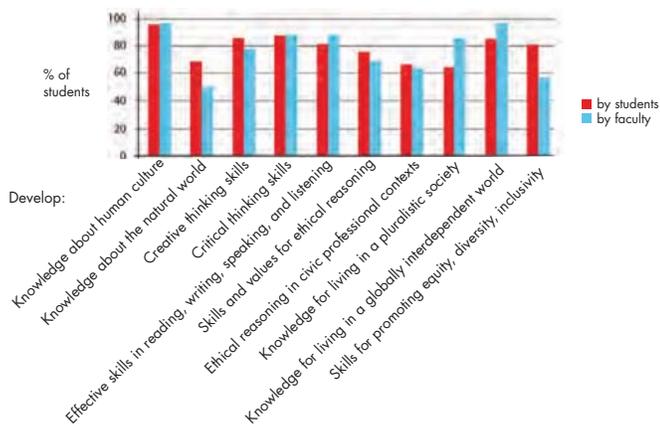


UW-Eau Claire student Erin Leisen collecting a nasal swab from a volunteer at the Rio Bamba Regional Public Hospital.

contribution to their future goals, and 98 percent strongly agreed or agreed that the project allowed them to have significant experiences with the host culture(s). Students perceived they achieved gains in the campus's Liberal Education Learning Outcomes (Figure 1). Not surprisingly, the desired outcome most impacted by the experience was the goal of developing "a depth of knowledge about human culture." Fully 96 percent of the students (n=84) and 97 percent of faculty (n=44) reported student gains in this area.

Students and faculty had different perceptions about whether gains were made toward the goal of developing "knowledge for living in a pluralistic society," developing "knowledge for living in a globally interdependent world,"

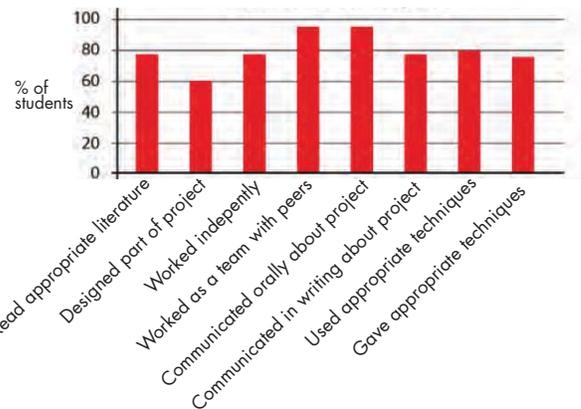
**Figure 1. Perceived Student Learning Gains in Liberal Education Learning Goals**



and developing and using skills "for promoting equity, diversity, and inclusivity in civic and professional contexts." Given the complexity of those desired outcomes, perhaps more directed readings or teaching are required for students to perceive advances toward those outcomes.

Students also reported on research skills used during the experience (Figure 2). Most students (95 percent) reported working as a team with peers and engaging in oral communication about the project (96 percent; n=105). Only 78 percent reported reading appropriate background literature, and only 77 percent reported engaging in written communication about the project. More explicit guidelines for skill development may be required to encourage more universal student practice of basic research skills related to their discipline. Other skills typically developed or practiced later during the research cycle (working independently and writing about the research) are expected to be lower in questionnaires collected after travel but before project completion. Faculty narratives also report more intangible student gains (e.g., leadership and academic focus; see Vignette 4).

**Figure 2. Research Skills Used in IF Project, Students' Self-Reports**



The goal of the IF program of providing an alternative international experience to students who cannot or do not study abroad was achieved: 70 percent of student participants had not studied abroad prior to their IF experience. Of those who had studied abroad, the majority went abroad prior to the IF experience and used their acquired language or culture skills in their IF research.

The participation rate of high-financial-need students increased from 7 percent in the first year of the program

in 2010 to 33 percent over the three-year period from 2011 to 2014. This is attributable to adding the student stipend, asking faculty to consider including students with financial need on their teams, and by reaching out to offices that serve needy students (e.g., TRIO programs). Despite this increase, we must still work to achieve parity with the campus-wide proportion of students with significant financial need (43 percent of those who complete the Free Application for Federal Student Aid or FAFSA).

Institutional data show that participation in high-impact practices has not had the effect of extending the time it takes participants to earn their degrees. The IF student questionnaires confirm this: 96 percent of students (n=105) reported that their research abroad would not delay their graduation. The UW-Eau Claire experience aligns with existing research on student success in the field of international education (“Impact of Study Abroad on Retention and Success,” n.d.).

### Faculty Professional Development

Significant resources are required to support the opportunities for research and service-learning abroad that the IF program offers to about 40 students and 12 faculty members per year. Small groups traveling internationally for short time periods are inherently costly. For example, Marshal et al. (2009) showed that short-term international student research costs up to 130 percent more per student per day than longer-term experiences. However, IF program funds are supporting both a high-impact student experience and important opportunities for faculty members’ professional development, as the four vignettes accompanying this article illustrate. If our campus is to “accelerate global learning,” and only 22 percent of our students study abroad, it is imperative that our on-campus curriculum be internationalized in ways that provide global learning to the other 78 percent of students. Faculty members’ international mobility and research are critical to developing an internationally competent faculty willing and able to internationalize the campus (ACE 2012; Burn 1980).

The structure of the IF program supports faculty learning and campus internationalization. In the proposal for IF support, applicants identify how the experience abroad will impact the campus; the post-trip questionnaire and faculty report also elicit this information. As we institute longitudinal studies, we will be able to report more fully on the program’s impact on campus. But based on nine IF faculty members’ responses to a question on added to the most recent faculty survey, about 700 students have been impacted through internationalization of these faculty members’ courses in academic 2013-14 alone (Freitas 2014).

### Challenges and Lessons Learned

Financial management has been challenging because the fiscal year ends in mid-summer during prime travel time or between when airline tickets must be paid for and when travel occurs. Campus administration has assisted by relaxing this normally rigid fiscal boundary for this one program. The financial workload was eased for IF program’s staff by moving awarded funds out to departments. More recently, a state-mandated tuition freeze has hindered the goal of having this program receive continued “base” funding through the differential tuition program; it has currently been awarded a one-year extension.

Student attrition has been low (only one student did not complete the in-country experience), which is likely due to careful team selection and preparation of students in advance of travel. Similarly, there have been few challenges in the area of risk management. The IF management committee felt that, in the words of McClaugherty (2007), “Risk management should begin long before the experience is advertised to students.” Therefore the committee incorporated standard study-abroad risk-management measures during creation of the IF program. For example, students and faculty were enrolled in mandatory UW System health/evacuation insurance; the students were registered with the U.S. State Department when traveling abroad; and applicants were required to detail in their proposal how health and safety risks would be addressed both prior to departure and while in-country.

With the program’s evolution, IF program staff grappled with whether risk management for international research is the same as for typical study abroad. Should students and faculty be able to go to locations (e.g., countries under State Department travel warnings) or engage in activities (e.g., horseback riding in the mountains) for the sake of academic inquiry that would not be approved for many study-abroad programs? Over time, the IF program adopted strategies similar to the standard UW-Eau Claire study-abroad programs: Students now sign a liability waiver and submit a medical and disability self-report even though they do not complete such items for U.S.-based research.

The program has received some pressure from faculty to reduce the three-week requirement for research, partly because our Winterim term can be slightly shorter than that. A change was made so that the 21 days could include travel days, but the three-week requirement was retained to encourage the most in-country immersion possible.

Finally, ensuring 100 percent compliance with post-experience reporting requirements has demanded ongoing

efforts. We are considering tying payment of a portion of the faculty stipend to completion of the reports.

## Conclusion

In addition to high-impact student experiences in research and service abroad, and faculty members' internationalization of their teaching and research, UW-Eau Claire has benefitted from the public appeal of the IF projects. Stories about students' international research have been picked up by the local press and have been used by admissions staff in recruiting. The program also received the 2014 Andrew Heiskell Award for Innovation in International Education, in the category of Internationalizing the Campus, from the Institute of International Education (<http://www.iie.org/Who-We-Are/IENetwork-Membership/Heiskell-Awards/Internationalizing-Campus/2014-University-of-Wisconsin-Eau-Claire>). This award recognizes the institution-wide impacts of the IF program on student learning and faculty development.

The IF program serves to support much of the current demand for international research involving undergraduates and supports some companion service-learning abroad. Campus funding is unlikely to grow, so if demand for these kinds of experiences expands, the campus will need to look to external funding sources. One project has combined IF funding with ASIANetwork funding to support student-faculty research experiences in Asia, and one project received an NSF grant to continue research in Argentina that was begun, in part, through an IF experience.

We are interested in learning whether some of the predicted outcomes and benefits of the IF program actually materialize, and whether there are additional, unanticipated results over the long term. Therefore, we recently developed a questionnaire to collect longitudinal data from former program participants in the hope of documenting longer-term outcomes from the IF program. 

## Examples of International Fellows Programs

### Vignette 1: Community Health in Rural Ecuador (2010-2013)

Daniel Herman

**M**ethicillin-resistant *Staphylococcus aureus* (MRSA) is an antibiotic-resistant strain of *S. aureus* that is responsible for significant morbidity and mortality throughout the world. MRSA is of particular concern in health-care institutions because it can be transmitted easily between patients and health-care providers. The prevalence of MRSA in Ecuadorian hospitals was largely unknown before student-faculty teams investigated the issue over four summers. Based on more than 2,000 samples from five different hospitals in Ecuador, the research teams have

demonstrated that MRSA is present in patients and health-care providers in those settings. They have also identified populations within each hospital at the highest risk for colonization by MRSA. This information helps participating hospitals develop strategies to reduce the spread of MRSA and decrease risk of MRSA-caused infections.

The MRSA surveillance project involved 23 students—seven in the pilot year, and then six, four, and six, respectively, in the following three years. During stays of at least three weeks (some participants opted to stay longer), students have benefitted from exposure to a different culture, observing and experiencing the Ecuadorian health-care system, learning how to conduct team-based international research, and learning techniques to collect and analyze the samples to check for MRSA. Students work in regional public hospitals located in larger cities such as Machala, Cuenca, and Rio Bamba. While students stay in hotels when in Ecuador, they have an opportunity to interact with hospital patients and staff when collecting nasal swabs from volunteers within the hospitals, and to immerse themselves in the day-to-day life of the community.

For Spanish-speaking students, this is a great opportunity to practice the language and learn more about the Ecuadorian people. The faculty mentor has benefitted by having the opportunity to build and strengthen international collaborations with scientists at Catholic University in Quito, Ecuador, as well as with personnel at the participating hospitals. He has presented preliminary results from this research at local, regional, national, and international scientific conferences and is preparing a manuscript for publication in a peer-reviewed journal. He plans to use the results to help seek extramural funding to continue and expand this research project. Aspects of the MRSA-surveillance projects also have been incorporated into courses for biology majors and minors and into a microbiology course taken primarily by nursing students, thus impacting more than 450 students per year. 

### Vignette 2: Comparative International Study of Health Professionals' Attitudes Toward Non-Suicidal Self-Injury (2011)

Jennifer Muehlenkamp

**T**he study focused on identifying potential differences between attitudes of U.S. and Belgian health professionals toward non-suicidal self-injury (e.g., cutting oneself without intent to die) and also whether training impacts attitudes and treatment practices. These comparisons were of interest because treatment approaches and the type of graduate training health professionals receive differ between the two countries.

Two students collaborated with Belgian faculty and graduate students over the 2011 academic year to conceptualize the study and collect survey data from social workers, nurses, and psychologists/psychiatrists in each country. The students' subsequent three-week international visit focused on analyzing and interpreting the data in the appropriate cultural contexts. Additionally, the students met with researchers and practicing psychologists, social workers, and psychology graduate students in Belgium, Germany, and Switzerland to obtain a better understanding of cultural differences in training (a key concept in the research project).

At each site-visit the students observed research related to non-suicidal self-injury, learned about procedures for reviewing the ethics of proposed research projects, and learned about training experiences for psychologists within that country. The students also visited two psychiatric-inpatient units, interviewing staff about their education process and how research informs their practice. The students also interviewed 15 adolescent patients about their experiences with therapy.

The students presented their research at a conference of the International Society for the Study of Self-Injury, and both earned co-authorship on a peer-reviewed publication based on their data. Both students also are pursuing research in the area of clinical psychology (one focusing on multicultural dimensions), and both described the project as having given them a broader understanding of how culture impacts attitudes and treatment practices.

For the faculty mentor, this experience resulted in a co-edited book, two peer-reviewed publications, and potential collaboration with another international expert. The faculty member has integrated information about cultural differences in training for clinical psychologists and treatment practices in the U.S., Belgium, and Germany into relevant courses, impacting about 70 students per year. 

### **Vignette 3: Collaboration in Photographic Arts, Thailand (2010)**

Wanrudee Buranakorn and Jyl Kelley

Two faculty members and four students traveled to Bangkok, Thailand, and the vicinity for three weeks of intensive work aimed at accomplishing four goals: (1) to design and install a retrospective exhibition of faculty member Buranakorn's photographic work; (2) to allow the students to share their art work with Thai students and faculty at art universities and artists' studios; (3) to allow each student to complete new work informed by their Thai cultural experiences; and (4) to share their experience and creative work with people on the home campus.

The fellowship of six photographic artists began months prior to the trip as Buranakorn, Kelley, who would be the curator of Buranakorn's show, and the four students who would serve as the production crew planned the exhibition, entitled *Language In-Form*. The production process included printing photographs and creating an exhibition catalogue. The year-long project culminated with the group's design of the exhibit in a 4,000 square-foot Bangkok art gallery. This included installing 22 large-scale photographic pieces and launching a 116 page exhibition catalogue that included four essays in English and Thai.

The group was invited to the Department of Visual Communication Art at Assumption University, near Bangkok, visiting its state-of-the-art facilities, presenting portfolios of photographic artwork, and leading a discussion on art in the global-learning culture. The audience included the university president, professors, students, and guests.

Students each completed individual photographic art projects. These were informed by the sharing of art at Assumption, as well as by visits to other university art programs, artists' studios, and numerous other sites rich in art and culture. Upon their return to Eau Claire, students presented their work on campus in lectures and at the annual student research celebration.

The experience transformed Buranakorn's teaching style: She is now comfortable expressing her "artist self" to students, knowing they will not be swayed from their own individual artistic expression. Kelley brings a broader artistic perspective to all her classes, which broadens her students' perspectives when thinking critically about producing visual art and encourages them to research international subjects that are relevant to their own interests. The professional connections the faculty established have led to discussions of potential student and faculty exchanges and a plan for an exhibit of Thai colleagues' work in Eau Claire in Spring 2016. 

### **Vignette 4: Burnout and Resiliency Among Human-Service Professionals Caring for Children Impacted by HIV/AIDS in South Africa (2011, 2012)**

Leah Olson-McBride

Over two summers, eight social work students (five in the first year and three in the second) traveled to South Africa to participate in a research project that focused on ascertaining factors that enhance resiliency and decrease burnout among human-service professionals caring for children impacted by HIV/AIDS. During each three-week visit, they used a combination of qualitative and quantitative data-collection techniques—including semi-structured interviews and psychological measures—to collect data from

170 human-service professionals. Interviews with caregivers focused on institutional factors, client characteristics, social support, family support, and spiritual or religious beliefs. Caregivers also completed the Maslach Burnout Inventory (MBI) and the Positive and Negative Affect Schedule (PANAS).

Initial findings indicate that caregivers experience high rates of emotional exhaustion and cynicism; however, these same individuals also report very high levels of professional efficacy. Protective factors reported by respondents include a supportive organizational climate, high levels of social support, and the presence of spiritually focused coping strategies. In addition, respondents stated that job status or feeling that one's work is valued by the community contributed to high levels of professional efficacy.

Student researchers applied and enhanced skills they had acquired in the classroom. Living in backpackers' lodges, they were immersed in the local culture through activities of daily living. The faculty mentor acquired a rich data set and gained valuable insight into culturally appropriate means of enhancing resiliency and preventing burnout. This content would be included in campus courses. Both the faculty mentor and the student researchers have shared their experiences and presented findings in a variety of venues on campus and at state and national conferences.

The faculty mentor continues to share knowledge regarding culturally competent research methodologies that she gained in South Africa with approximately 70 students per year, all of whom are enrolled in undergraduate and graduate research-methods courses. She is preparing a manuscript for submission to an international journal, and one student participant who entered the project with a weaker academic record than other students has blossomed into a group leader, developing a follow-up project designed to compare the South African results with the experience of local personal-care workers. 

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### **Karen Havholm**

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*Colleen Marchwick, senior study-abroad coordinator at the University of Wisconsin-Eau Claire, has 14 years of experience in international education. A member of the team that founded the campus's International Fellows Program, she played a leading role in the design and development of the program and has worked collaboratively across campus to secure funding for grants for study abroad and to implement the university's global-learning outcomes. Marchwick regularly presents at regional and national conferences on topics ranging from service-learning to student indebtedness and study abroad. She recently was selected for a three-year term in the Trainer Corps of NAFSA: Association of International Education to train personnel in education-abroad advising, the fundamentals of short-term programming, and health, safety, and risk management. Marwick studied abroad in France as an undergraduate and later served as a Peace Corps volunteer in Morocco. After the Peace Corps, she received her master's at Ohio University and began her career in study abroad at Washington State University.*

*Karen Havholm has overseen the Office of Research and Sponsored Programs at the University of Wisconsin-Eau Claire since 2006. The office, which contains the Center of Excellence in Faculty and Undergraduate Student Research Collaboration, supports research, grantsmanship, and professional development. She has worked to create programs and opportunities that encourage participants from all disciplines and demographic groups in scholarly activities. Previously she was a teacher and research mentor in the geology departments at UW-Eau Claire, the University of Washington, and Colorado College, and before that taught at the pre-college level. Her degrees and teaching certifications are from The College of Wooster and the University of Texas at Austin.*

*Karl Markgraf has served as director of the Center of International Education at the University of Wisconsin-Eau Claire since 1998. He oversees education abroad, international student and scholar services, intensive English instruction, and Chinese programs and services. He previously served as director of international programs and services at Michigan Technological University, taught German at Millsaps College, and was a lecturer in the Department of Germanic and Slavic Languages and Literatures at the University*

*of Florida. Markgraf received his BA in German from the University of Oregon and his MA and PhD in German language and literature from the University of Wisconsin-Madison. He has lived and taught abroad and has wide experience in all fields of international education.*

*Katie Weibel is currently the student-services coordinator for AHA International at the University of Oregon. She started her career in international education at the Center for International Education at the University of Wisconsin-Eau Claire. She earned her master's degree in student affairs in higher education from the University of Wisconsin-La Crosse.*

*Donald Mowry has been a faculty member in the Department of Social Work at the University of Wisconsin-Eau Claire since 1988, and he is currently serving as program director. He served as director of the Center for Service-Learning on campus from 2001 to 2012 and earlier helped institute the service-learning requirement for graduation, implemented in 1995. Mowry has led two International Fellows projects, one to Costa Rica and Nicaragua to study the transformative learning impact of two study-abroad programs, and one to Macedonia to evaluate the effectiveness of a three-week summer English-language camp for children.*

*Daniel Herman has taught courses in microbiology, molecular biology, and introductory biology for thirteen years, the past ten at the University of Wisconsin-Eau Claire. In addition to teaching, he has mentored numerous undergraduates in research projects focusing on morphogenesis in the pathogenic yeast *Candida albicans*, as well as projects determining the prevalence of methicillin-resistant *Staphylococcus aureus* within public hospitals in Ecuador. Students participating in these research projects have presented results at regional and national meetings of the American Society for Microbiology. Herman received his PhD in cellular and molecular biology from Ohio University.*

*Jennifer Muehlenkamp is a licensed clinical psychologist and an associate professor of psychology at the University of Wisconsin-Eau Claire. She regularly teaches undergraduate courses in psychology and graduate courses in counseling skills, as well as mentoring a handful of undergraduate students in research each year. Her research interests focus on understanding and preventing suicidal and non-suicidal self-injurious behaviors in youth. Her work has been recognized with awards from the American Association of Suicidology.*

*Wanrudee Buranakorn, born and raised in Thailand, received an MFA in book arts and an MFA in photography from the University of Alabama. In addition to the University of Wisconsin-Eau Claire, she has taught at the University of Alabama, Ohio University, the Ringling School of Art and Design, and the University of South Carolina at Salkehatchie. Her work, which employs a variety of alternative printing processes in addition to traditional gelatin silver and digital prints, has been exhibited nationally at galler-*

ies and museums. Her limited-edition book of platinum images of Buddhism in Thailand by Ben Simmons, is in the private collection of the King of Thailand.

Jyl Kelley is a professor of visual art, teaching undergraduate art history and studio courses in the Department of Art & Design at the University of Wisconsin-Eau Claire since 2008. Her many projects with undergraduate students include several that involve community collaboration. A photographer and intermedia artist whose work incorporates video, digital technology, and performance and installation art, Kelley has exhibited her work nationally and internationally. She received a BFA in photographic illustration from the Rochester Institute of Technology and an MFA in visual art from the University of New Mexico.

Leah Olson-McBride is an associate professor in the Department of Social Work at the University of Wisconsin-Eau Claire. A key focus of her work is fostering participation in undergraduate research among first-generation college students, students of color, and academically at-risk first-year students via course-embedded research experiences. In addition, she has focused on the development, dissemination, and utilization of culturally appropriate research practices in both domestic and international settings. She obtained her BSW from the University of Wisconsin-Eau Claire, an MSW from Loyola University Chicago, and a PhD in social work, with an emphasis on education-research methodology, from Louisiana State University.

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