

Building Partnerships with US Institutions

UNIVERSITY OF TEXAS AT AUSTIN

HEATHER THOMPSON, DIRECTOR OF STUDY ABROAD



The University of Texas at Austin
International Office

Why is UT Austin so interested in Latin America?

1. CAREER IMPLICATIONS
2. LANGUAGE FOR LIFE
3. CAPACITY BUILDING
4. ACADEMIC AREAS OF INTEREST
5. ECONOMIC IMPACT



US Partnerships with Argentine Universities

Considerations

1. Internationalization Goals
2. Demand vs Supply
3. Economic Viability
4. Mission & Vision
5. Language Level
6. Academically Compatibility

Benefits

1. Deepens partnerships because of the complexity of establishing collaborations
2. Students are committed to the learning environment
3. Capacity to expand student mobility
4. Equal commitment

Challenges

1. Academic Calendar
2. Courses in English
3. Housing
4. Course Enrollment Guidance
5. Location
6. Risk Aversion
7. Finances



Challenge: Academic Calendars

| UT Austin DiTella | First Class Day | Last Class Day | Finals |
|----------------------|--------------------|-------------------|---------|
| Fall | Aug 25 | Dec 9 | Dec 21 |
| | Aug 1 | Nov 25 | Dec 16 |
| Spring | Jan 19 | May 6 | May 18 |
| | Mar 7 | June 24 | July 15 |
| Summer 1 | June 3 | July 14 | July 13 |
| Summer 2 | July 15 | Aug 23 | Aug 23 |

OPPORTUNITY

What types of creative programs
can we design to take advantage
of these differences?



EXAMPLE OF CREATIVITY

ISSS Customized

- ESL
- Foundation Year
- Professional Development Programs



EXAMPLE OF CREATIVITY

SEMESTER PLUS

- UT IN PARIS
- UT IN MADRID
- UT IN SYDNEY
- UT IN MEXICO CITY

STUDY ABROAD

UT SEMESTER PLUS



Go abroad with a group of UT students. Earn 16 or more credit hours toward your degree.

FALL 2015 PROGRAMS



UT in MADRID
Customized for Government majors

UT in SEUL
Customized for majors in the Moody College of Communication

UT in PARIS
Customized for International Relations and Global Studies majors

FALL 2015



| | FIRST 3 WEEKS 3 credit hours | FALL 2014 SEMESTER 12-16 credit hours | FIRST 3 WEEKS + FALL SEMESTER 1 credit hour |
|---------------------|--|---|---|
| UT in PARIS | IRG 320F: Foundations of International Relations and Global Studies (major requirement). Taught in Paris by Dr. Michael Anderson, Director, International Relations & Global Studies. | Taken at Sciences Po, in classes with French and international students. Courses in English offered in government, history, economics, European studies and many other disciplines. Local faculty include high-level politicians, military personnel and career diplomats. | LA 119: Applied Cultural Analysis is designed to develop crucial skills for the global marketplace while enhancing your ability to live and study in a cross-cultural environment. Taught online by UT faculty. |
| UT in MADRID | GOV 365N: Politics of New Democracies (major elective). Taught in Madrid by Dr. Raúl Madrid, Government faculty. | Taken at Universidad Pontificia Comillas in classes with Spanish and international students. Courses are taught in English and Spanish and include government, business, and international relations offerings, among others. Many local faculty have received awards for academic excellence and held high-level positions throughout Europe. | LA 119: Applied Cultural Analysis is designed to develop crucial skills for the global marketplace while enhancing your ability to live and study in a cross-cultural environment. Taught online by UT faculty. |
| UT in SEUL | Communicating Korea (major elective). Taught in Seoul by Prof. Tracy Dahlby, Journalism professor. | Taken at Korea University in classes with Korean and international students. Courses in English offered across all disciplines, including communication and humanities. KU has received worldwide recognition as one of a few private universities in Asia to be ranked by QS World Rankings to be in the top 150 universities in 2013. | COM 119: Applied Cultural Analysis is designed to develop crucial skills for the global marketplace while enhancing your ability to live and study in a cross-cultural environment. Taught online by UT faculty. |

LEARN MORE

- Attend an info session and meet the professor
- Attend a funding session
- Speak to a study abroad peer advisor

PRIORITY DEADLINE: DECEMBER 1, 2014

world.utexas.edu/abroad/programs/semester

[f/longhorns.abroad](#)



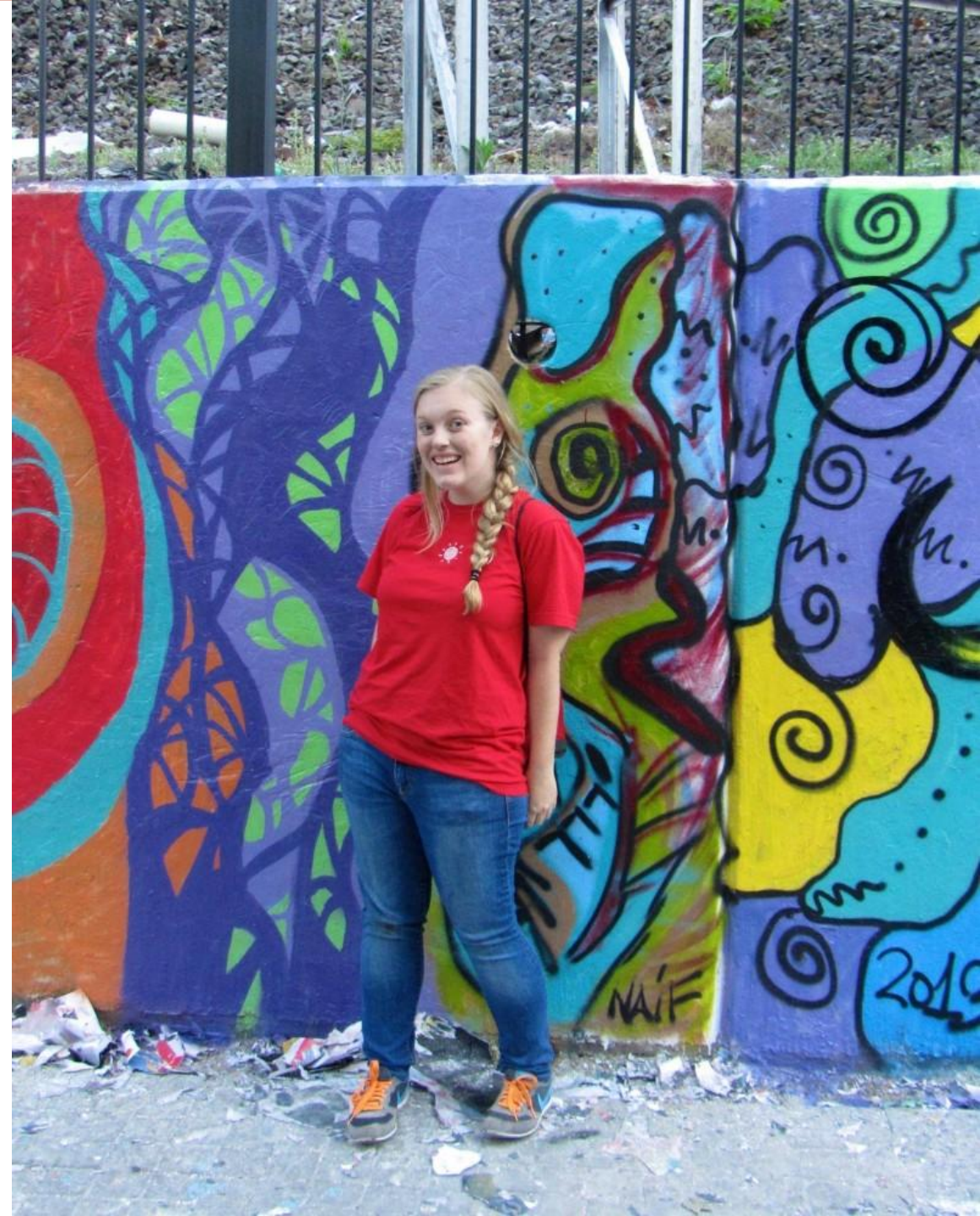
- ❖ ... an arranged marriage
- ❖ ... a communication tool
- ❖ ... a guarantee
- ❖ ... a way to make something complex = simple
- ❖ ... a commitment from an academic department

WHAT IS CURRICULUM INTEGRATION?

QUESTIONS DISCUSSION COFFEE BREAK

Horns meet World.
World meet Elizabeth Gerberich.

Elizabeth is an Anthropology and Latin American Studies major at UT. She studied abroad fall 2013 with IFSA Butler in Buenos Aires, Argentina.



TRABAJO EN TALLER

Case Studies



Photo by Kelly Vu, Study Abroad Participant



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Case Study #1

Academic barriers, including language level (Spanish and English) may be the most challenging aspect to student mobility between Latin America and the USA.
Discuss innovations and solutions.

Barriers

Innovations

Solutions

Discuss in your groups the question and fill in the three column chart.
Report back to the larger group.



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Case Study #1 (alt version)

Academic barriers including credit transfer, eclectic backgrounds, specific career tracks, academic culture & epistemology create tension. How do we shift the dialogue to frame these challenges as learning something new without creating decision fatigue when there are too many options?

Barriers

Innovations

Solutions

Discuss in your groups the question and fill in the three column chart.
Report back to the larger group.



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Case Study #2

Why are program providers so dominate in the Latin American market?
Discuss the positive and negative impact of such arrangements

Reasons

Positive Impact

Negative Impact

Discuss in your groups the question and fill in the three column chart.
Report back to the larger group.



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Case Study #3

Capacity building is all the buzz. As universities seek to send larger and larger percentages of students abroad. What must we change in the way we conduct our international partnerships to make this a reality?

Discuss the low level changes that must be made at your campus.

What must
change?

How are you going
to accomplish
that?

Who do you need
to help you?

Discuss in your group the question and fill in the three column chart.
Report back to the larger group.



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Case Study #4

US Universities are increasingly seeking customized short term programs?

Discuss why you think this is occurring, how it might benefit partnerships and what challenges it may bring.

Why are US partners seeking these programs?

What benefits do these programs bring to the partnership?

What challenges need to be considered?

Discuss in your group the question and fill in the three column chart.
Report back to the larger group.



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CASE STUDY WORKHOP

WRAP UP

Select one individual from your group to share your findings with the symposium attendees.



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