

STATE OF THE FIELD SURVEY 2008

THE FORUM ON EDUCATION ABROAD

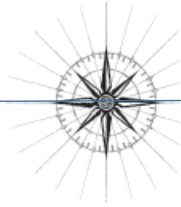
ACKNOWLEDGEMENTS

The Forum on Education Abroad would like to recognize the work of Kim Kreutzer, Charlotte Blessing and Elise Rayner in analyzing the survey results and preparing this summary.

As a project of the Forum Council Data Committee, the following members of the committee contributed to the project: Jim Ellis, Stephen Hall, Bill Hoffa, Martin Hogan, Vija Mendelson, Chip Peterson, David Shallenberger and Paige Weting.

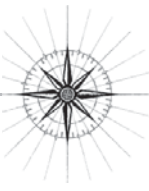
The Forum is grateful to its members for their participation in this project.

THE FORUM STATE OF THE FIELD SURVEY
2008



THE
FORUM
ON EDUCATION
ABROAD

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These results from the Forum on Education Abroad's 2008 State of the Field Survey come at an opportune time. During this unprecedented global economic and financial crisis, it is more essential than ever before to reflect on the value that education abroad has for institutions and organizations and their students. The Survey provides information on the funding, cost and value of education abroad that will be useful to incorporate into strategic planning.

While the Survey shows that there is concern about the rising costs of and relative lack of funding for education abroad, institutions and organizations report plans to expand programs and student enrollments. 75% of respondents report that their institutions are actively trying to send a greater number of students abroad. Additionally, the Survey shows that since 2003/04, study abroad participation has increased 11% or more at 52% of institutions, and increased at least 1% or more at 87% of institutions.

These ambitious institutional goals and increased enrollments signal a growing commitment for and support of education abroad programs. Further evidence for this commitment can be seen in the fact that 64% of institutions report that international education is included in their mission statements, up slightly from 61% in 2006.

A special section of the Survey, conducted in partnership with the Institute of International Education (IIE), asked questions about the capacity for expanding education abroad at U.S. institutions, provider organizations and overseas host institutions. The Survey as a whole provides a useful snapshot of the current concerns and issues on the minds of the education abroad leadership, which is interesting and valuable to compare with the results from the 2006 Survey.

One topic on the minds of colleagues has been the investigations into study abroad by the New York and Connecticut Attorneys General. The Survey asked questions about whether the Forum's *Code of Ethics for Education Abroad* has been useful to institutions in the evaluation of their practices. 71% of respondents report that they have used the *Code* to evaluate their education abroad practices while 31% report that their institution or organization has adopted the *Code of Ethics* as the governing ethical code for education abroad.

It is significant that most institutions have not significantly changed their operations as a result of the investigations; only 17% "agree" or "strongly agree" that they have significantly changed their operations because of the subpoenas. Presumably, this indicates that institutions and organizations are satisfied that their education abroad practices correspond well with the guidelines provided by the *Code of Ethics*.

The State of the Field Survey is one of the many resources that the Forum provides to its members and the field at large to help advance quality education abroad programming. The Forum's surveys, publications, web resources, annual conference, workshops, and the Quality Improvement Program (QUIP), together support the Forum's mission to improve programs in order to benefit the students who participate in them.

The Forum is indebted to three members of the Forum Data Committee who coordinated the development of the Survey and the analyzed the results: Kim Kreutzer (chair), Charlotte Blessing, and Elise Rayner.

Brian Whalen, Ph.D.
President and CEO



The Forum on Education Abroad State of the Field Survey – 2008

In August/September 2008, the Forum on Education Abroad conducted its second State of the Field Survey. This survey provides an assessment of the most pressing issues and topics that are on the minds of Forum members and, by extension, the field of education abroad as a whole. (The first State of the Field survey was conducted in 2006 and may be accessed at <http://www.forumea.org/research-data.cfm>.)

The 2008 survey was developed and designed by the Forum Data Committee with input from the Forum Council, and it was managed by the Forum Data Committee and staff. A survey invitation was sent by email on August 28, 2008 to the institutional representative of each Forum member institution. Survey invitations were sent to the institutional representatives in order to receive one set of responses to the survey. However, some adjustments were made to this policy as seemed appropriate. For example, if an institution had both a home campus operation and a provider branch that enrolls outside students, we allowed both parts of the organization to answer separately since the issues they each face and their respective answers to questions represent different perspectives.

Members who received the email invitation were directed to the survey, which was conducted online. The survey was open through September 25, 2008. 324 members received the invitation to participate and 136 members completed the survey, a 42% response rate.

For some of the survey questions the Forum partnered with the Institute of International Education (IIE). IIE was interested in examining capacity issues at U.S. institutions, particularly their ability to enroll students in short-term education abroad programs. The capacity questions on the Forum's survey were also duplicated on a survey sent by IIE to non-Forum member U.S. institutions that are IIE members. A report that combines both the Forum data on these questions and the IIE data will be released by IIE in the near future.

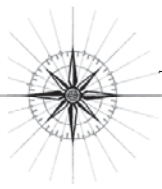
Definition of Terms

The following text in italics below was included as a preface to the survey in order to clarify the particular aspects of study abroad and education abroad to which the survey applies.

Some of the questions in this survey refer to "study abroad" and some refer to "education abroad." We will be using these terms as defined in the Forum's Education Abroad Glossary:

STUDY ABROAD - Education abroad that results in progress towards an academic degree at a student's home institution. Although most often this means the earning of credit that will be accepted by the home institution, other goals can include satisfaction of a language requirement or completion of a senior thesis.

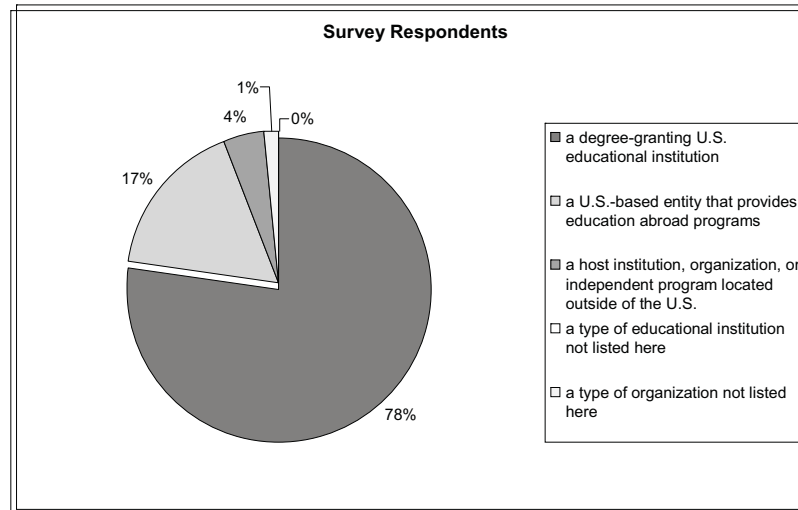
EDUCATION ABROAD - Education that occurs outside the participant's home country. Besides study abroad, examples include such international experiences as internships, work, volunteering, and directed travel, so long as they are driven to a significant degree by learning goals.



Who Completed the Survey?

105 of the respondents (77%) represent degree-granting U.S. institutions. Of these, 30% represent public institutions and 70% private institutions. 23 respondents (17%) represent U.S.-based entities that provide education abroad programs for students not earning a degree through their organization (i.e. what the field commonly calls program providers). 6 respondents (4%) represent institutions or organizations outside of the U.S., and 1% represent educational institutions that do not fall into any of the other categories.

Figure 1



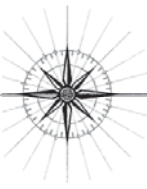
Source: Forum on Education Abroad State of the Field Survey 2008

Comparisons with the 2006 Survey

The 2008 survey asked several questions that were also asked in the 2006 survey. There are some notable differences in the results between the two surveys.

Mission Statements

In 2006, 54% of respondents report that international education was included in the mission statements for their institutions. In 2008, 58% of U.S. institutions report that international education is included in the mission statements of their institutions. In 2006, the survey asked this question only of U.S. educational institutions, but the 2008 survey asked this of all respondents. 87% of provider organizations report that international education is in their mission statements. This is not surprising since international education is the primary focus of many of these organizations, in contrast to the broader missions of U.S. colleges and universities. 83% of organizations outside of the U.S. report that international education is incorporated into their mission statements.



Standards of Good Practice

In 2006, the Forum's *Standards of Good Practice for Education Abroad* were still relatively new. At that time, 63% of all survey respondents believed that the *Standards* would be used to shape their organizational/institutional policy on education abroad.

The 2008 survey asked if the *Standards* are being used to shape the respondents' organizational or institutional policy on education abroad. 74% of respondents report that they “agree” or “strongly agree” that the *Standards* are being used to shape their organizations' policies.

Figure 2

2. Please rate the following statement based on the plans of your organization or institution: The Forum's Standards of Good Practice are being used to shape our organizational/ institutional policy on education abroad.		
Strongly agree	34	25%
Agree	66	49%
Neutral	31	23%
Disagree	4	3%
Strongly disagree	0	0%
N/A	1	1%
Total	136	100%

Source: Forum on Education Abroad State of the Field Survey 2008

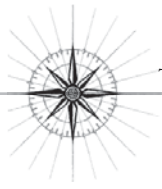
Open Doors

The survey asked how closely institutions watch their positions in the tables published annually in the Institute of International Education's *Open Doors* report. The results show that more institutions paid closer attention to this in 2006 than in 2008.

Figure 3

	2008		2006	
Our institution pays close attention to our position in the tables published annually in IIE's Open Doors.				
Strongly agree	15	14%	20	26%
Agree	39	37%	25	32%
Neutral	31	29%	15	19%
Disagree	16	15%	14	18%
Strongly disagree	5	5%	3	4%
N/A	0	0%	1	1%
Total	106	100%	78	100%

Source: Forum on Education Abroad State of the Field Survey 2008



State Department Travel Warnings

The majority of respondents in both the 2006 and 2008 surveys consider State Department Travel Warnings to be a critical factor in deciding whether to run or allow students to participate in study abroad programs in a given location. In 2006, 83% of the respondents agreed that the Warnings were a critical factor. In 2008, 77% report that they consider the Warnings to be a critical factor.

Health and Safety Concerns

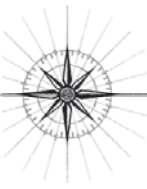
The 2006 survey asked respondents to report their top three concerns regarding education abroad health and safety issues in an open-ended question. The top three issues for each respondent were combined to create the following list of the top health and safety issues:

- #1: Student mental health
- #2: Alcohol consumption and substance abuse
- #3: Pandemics
- #4: Terrorism
- #5: Need for risk management and emergency protocols
- #6: Crime
- #7: Risky student behavior
- #8: Traffic-related safety
- #9: Lack of student awareness/concern about health and safety concerns
- #10 (tie): Personal safety
- #10 (tie): Access to appropriate medical care
- #10 (tie): Political uncertainty
- #10 (tie): Sexual harassment and sexual assault

The top 10 list from 2006 (which has 13 items because of ties) was used in the 2008 survey by asking respondents to rank their top concerns from the list. The top health and safety concerns of 2008 are:

- #1: Student mental health
- #2: Alcohol consumption and substance abuse
- #3: Risky student behavior
- #4: Need for risk management and emergency protocols
- #5: Lack of student awareness/concern about health and safety
- #6: Personal safety
- #7: Sexual harassment and sexual assault
- #8: Crime
- #9: Access to appropriate medical care
- #10: Traffic-related safety
- #11: Terrorism
- #12: Political uncertainty
- #13: Pandemics

It is interesting to note that the #1 (Student mental health) and #2 (Alcohol consumption) items are the same on both surveys. Pandemics and terrorism have both moved well down on the list (to #13 and #11, respectively) from their #3 and #4 spots in the 2006 survey.



General Education Abroad Concerns

In a similar fashion to the health and safety question, the 2006 survey asked respondents to report their top three general education abroad concerns in an open-ended question. The top three issues for each respondent were combined to create the following list of the top general issues:

- #1: Academic quality
- #2: Curriculum integration
- #3: Program costs and rising costs
- #4: Adequate preparation of students
- #5: Parent involvement
- #6: Need for better funding
- #7: Disparity between student expectations and the reality of the experience
- #8: Increasing participation on short-term programs
- #9: Helping students maximize their experience
- #10: The commodification of study abroad

The top 10 list from 2006 was used in the 2008 survey to ask respondents to choose their current top concerns from the list. The top general education abroad concerns for 2008 are:

- #1: Academic quality
- #2 (tie): Curriculum integration
- #2 (tie): Program costs and rising costs
- #2 (tie): Adequate preparation of students
- #5: Parent involvement
- #6: Need for better funding
- #7: Disparity between student expectations and the reality of the experience
- #8: Increasing participation on short-term programs
- #9: Helping students maximize their experience
- #10: The commodification of study abroad

The Forum’s Code of Ethics for Education Abroad

The Forum’s *Code of Ethics for Education Abroad* was published in 2008. To see what impact it is having on Forum member institutions, the survey asked a series of questions about how institutions are using the *Code*.

71% of respondents report that they have used the *Code of Ethics* to evaluate their education abroad practices (Figure 4). 31% of respondents report that their institution or organization has adopted the *Code of Ethics* as the governing ethical code for education abroad (Figure 5).

Figure 4

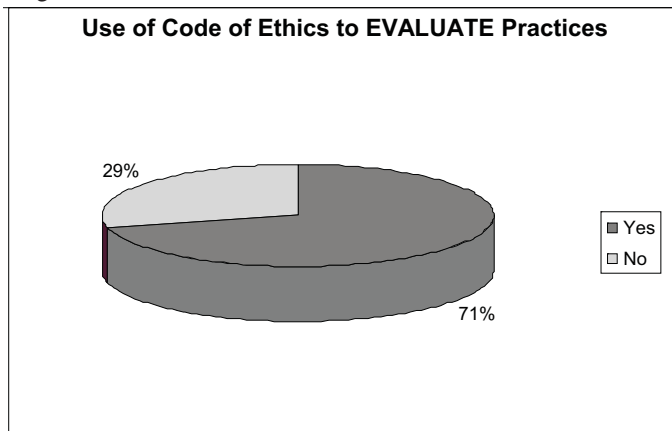
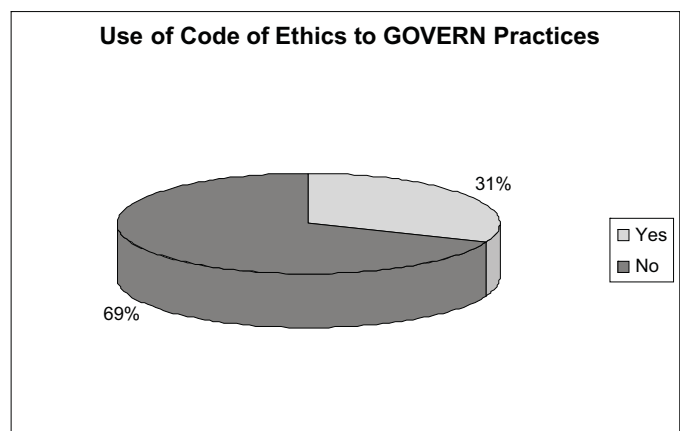
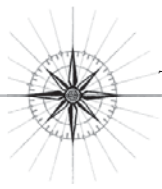


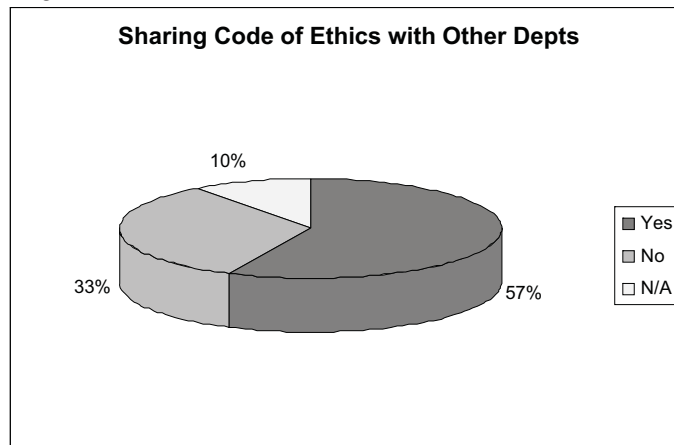
Figure 5





57% of respondents have shared the *Code of Ethics* with offices at their institution or organization that are concerned about ethical practices, such as the Legal Counsel's office.

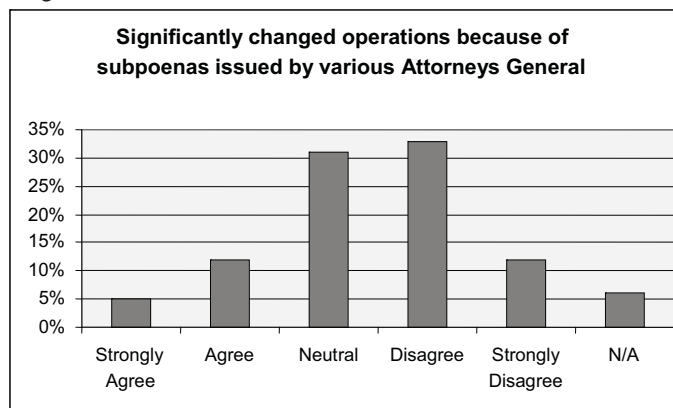
Figure 6



Source: Forum on Education Abroad State of the Field Survey 2008

Most institutions have not significantly changed their operations as a result of the investigations by the Connecticut and New York Attorneys General. It is interesting to note that while 71% of institutions and organizations have used the *Code* to evaluate their practices, only 17% “agree” or “strongly agree” with the statement that they have significantly changed their operations because of the subpoenas. Presumably, this means that institutions and organizations are satisfied with their practices vis-à-vis the *Code of Ethics*.

Figure 7



Source: Forum on Education Abroad State of the Field Survey 2008

61% of respondents note that there have been instances when the *Code of Ethics* has proven to be a useful tool for them or their institution or organization. The survey asked respondents to share ways in which they have used the *Code* and a number responded to this request. The top ways in which respondents have found the *Code* to be useful are:

- in developing or reviewing policies, procedures, and standards (11 respondents)
- to determine best practices in working with providers (5 respondents)
- to craft responses to the issuances of subpoenas (4 respondents)
- to work towards more transparency (3 respondents)
- to consult as a reference tool (3 responses)



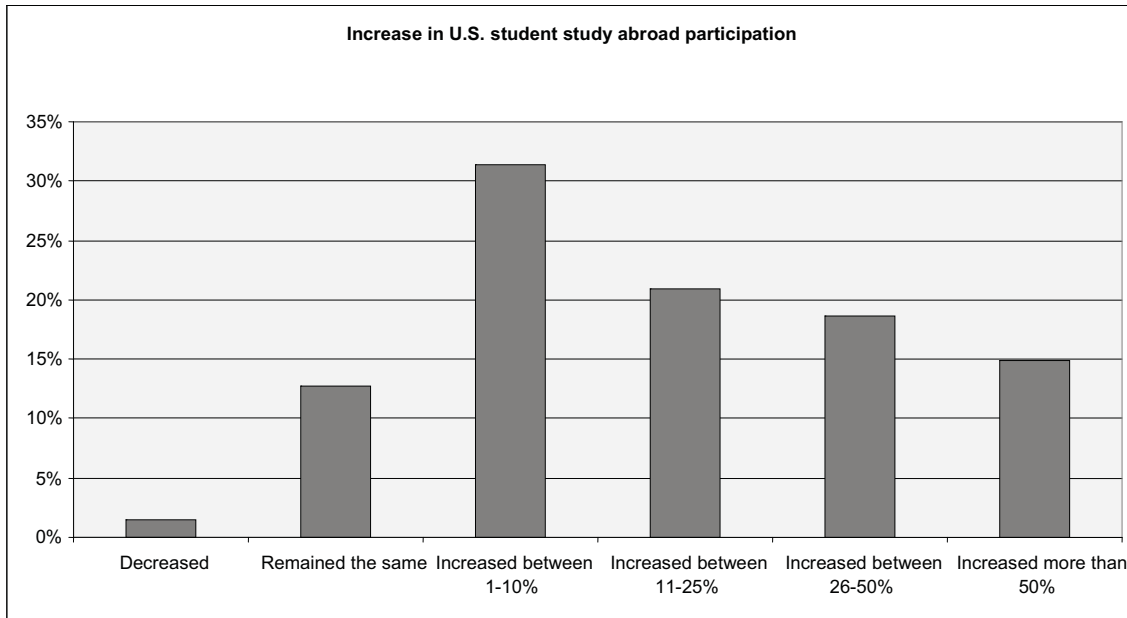
Questions on Study Abroad Capacity

The survey questions on capacity were developed jointly with the Institute of International Education (IIE), which asked the same questions of the subset of their members who are not Forum members. The questions in this section of the survey focused on "study abroad" rather than the broader category of "education abroad." A report on the results will be released by IIE in the near future.

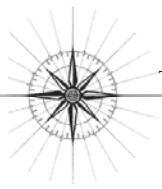
Forum members were divided into three categories for the purpose of examining capacity issues within different types of institutions and organizations. IIE's questions were directed at U.S. academic institutions that send their own students abroad, so Forum U.S. member institutions who send their own students abroad were asked these same questions. But the survey also recognized the two other principal types of organizations in the Forum's membership: U.S.-based program providers and institutions and organizations based outside of the U.S. The survey attempted to ask all three of these groups the same questions, but because each of them has a different perspective on capacity issues, the questions sometimes were different for each.

The vast majority of survey respondents report significant increases in U.S. study abroad student participation through their institutions or organizations in the last 5 years. 115 respondents report some level of increase. 17 report that their numbers have stayed the same. Only 2 respondents report decreases in this time period. The overall pattern of responses can be viewed in Figure 8 below.

Figure 8



Source: Forum on Education Abroad State of the Field Survey 2008



To follow up on the question about study abroad participation over the past five years, the survey asked each group if they had plans to send abroad or to host more U.S. study abroad students. The vast majority do have plans to increase enrollment. However, fewer U.S. institutions (75%) have such plans compared to U.S.-based providers (91% have plans to increase student participation) and non-U.S. entities (83% have plans to increase student participation).

Figure 9

18. Is your institution actively trying to send a greater number of students abroad each year? (U.S. institutions - home schools)			30. Is your organization actively trying to send a greater number of students abroad each year? (U.S.-based providers)			41. Is your institution or organization actively trying to host a greater number of U.S. study abroad students abroad each year? (non-U.S.-based institutions and organizations)		
Yes	79	75%	Yes	20	91%	Yes	5	83%
No	26	25%	No	2	9%	No	1	17%
Total	105	100%	Total	22	100%	Total	6	100%

Source: Forum on Education Abroad State of the Field Survey 2008

Most U.S. institutions that send their own students abroad do not have targets for increasing study abroad enrollments (63%). On the other hand, most (83%) U.S.-based program providers do set targets. The majority (67%) of the small group of non-U.S.-based respondents also set targets for enrollments.

Figure 10

23. Does your institution set targets for increasing U.S. study abroad enrollments? (U.S. institutions - home schools)			35. Does your organization set targets for increasing study abroad enrollments? (U.S.-based providers)			46. Does your organization set targets for increasing study abroad enrollments? (non-U.S.-based institutions and organizations)		
Yes	39	37%	Yes	19	83%	Yes	4	67%
No	67	63%	No	4	17%	No	2	33%
Total	106	100%	Total	23	100%	Total	6	100%

Source: Forum on Education Abroad State of the Field Survey 2008

The survey asked institutions that send their own students abroad about a number of potential challenges to increasing the numbers of U.S. study abroad students by asking if they agreed with a series of statements. The following chart shows the percentage of respondents who “agree” or “strongly agree” with each stated challenge. It is interesting that the three statements that respondents agree with the most relate to the cost of and funding for study abroad:

- Rising cost for students to participate in study abroad
- Rising cost for program operation and administration
- Not enough endowments or scholarship funding from the institution



The fourth item on the list, “Not enough staff and advisors to handle more students,” also relates directly to funding. And the fifth item, “Not enough federal funding available to students for study abroad,” again is a funding issue.

Figure 11

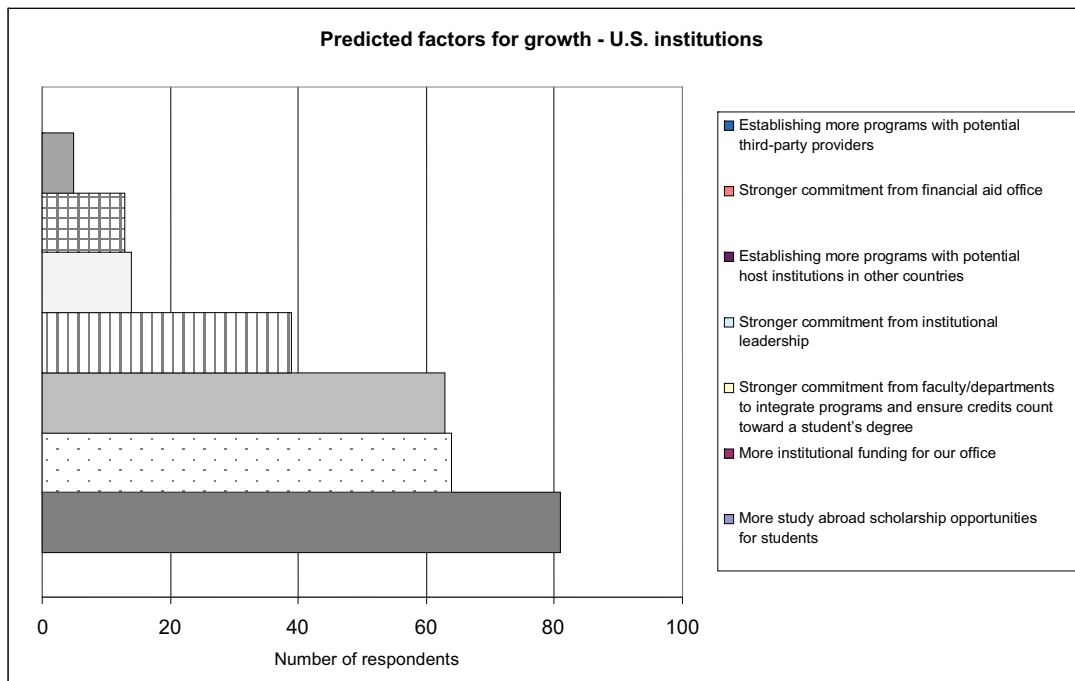
19. Please rate each of the following statements. “The following poses a significant challenge to my institution for increasing the number of U.S. students participating in study abroad...”	Total of agree and strongly agree
Rising cost for students to participate in study abroad	82%
Rising cost for program operation and administration	69%
Not enough endowments or scholarship funding from the institution	67%
Not enough staff and advisors to handle more students	61%
Not enough federal funding available to students for study abroad	55%
Not enough interest on the part of faculty members and professors to integrate study abroad into degree requirements for credit transfer	40%
Impact of study abroad on on-campus enrollment	22%
Not enough program diversity to meet demand from students (diversity as far as destination, program length, and field of study)	17%
Not enough interest from students	16%
Not enough programs or program space to meet demand from students	11%
None of the above as our institution already meets or exceeds its targets for study abroad participation rates	8%

Source: Forum on Education Abroad State of the Field Survey 2008

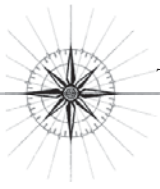
In order to understand what it might take to send increased numbers of U.S. students abroad, the survey asked each sub-group what they thought would help. They were provided with a series of factors from which to choose and were asked to pick the top three.

U.S. institutions that send their own students abroad indicate that more scholarship opportunities are the most critical factor to increasing study abroad participation. The factor ranked second is more institutional funding for the respondent's office, and third factor is a stronger commitment from faculty/departments to integrate programs and ensure credits count towards a student's degree.

Figure 12

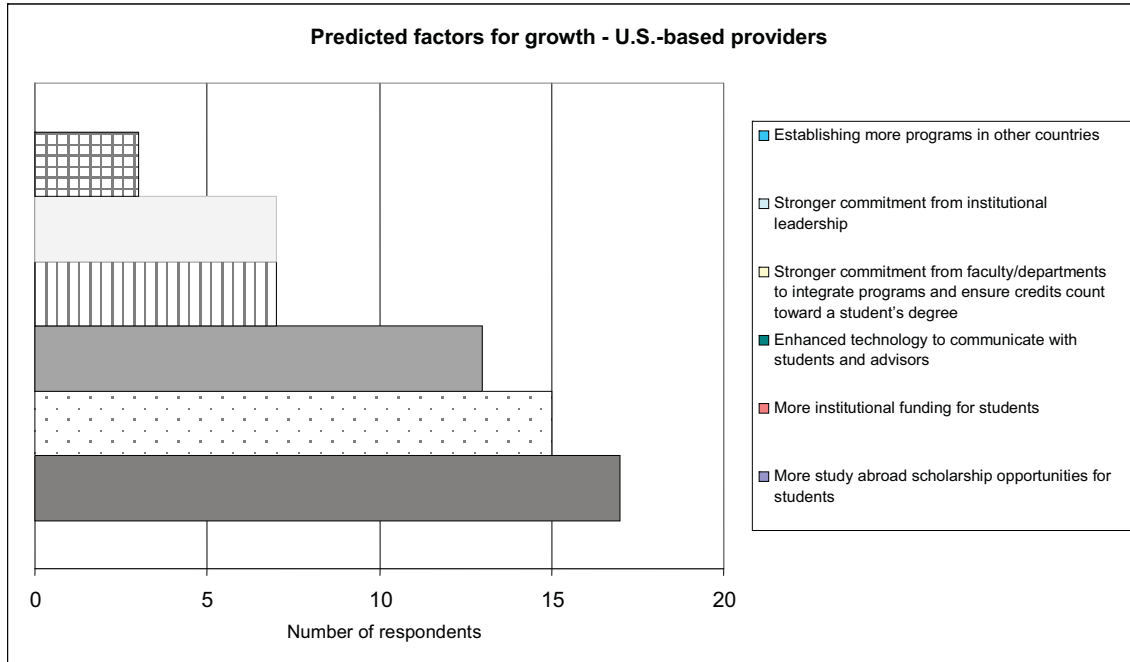


Source: Forum on Education Abroad State of the Field Survey 2008



U.S.-based program providers also report that more study abroad scholarship opportunities for students is the top factor that would make a difference in increasing enrollments. Their second rated factor is more institutional funding and their third factor is enhanced technology to communicate with students and advisors.

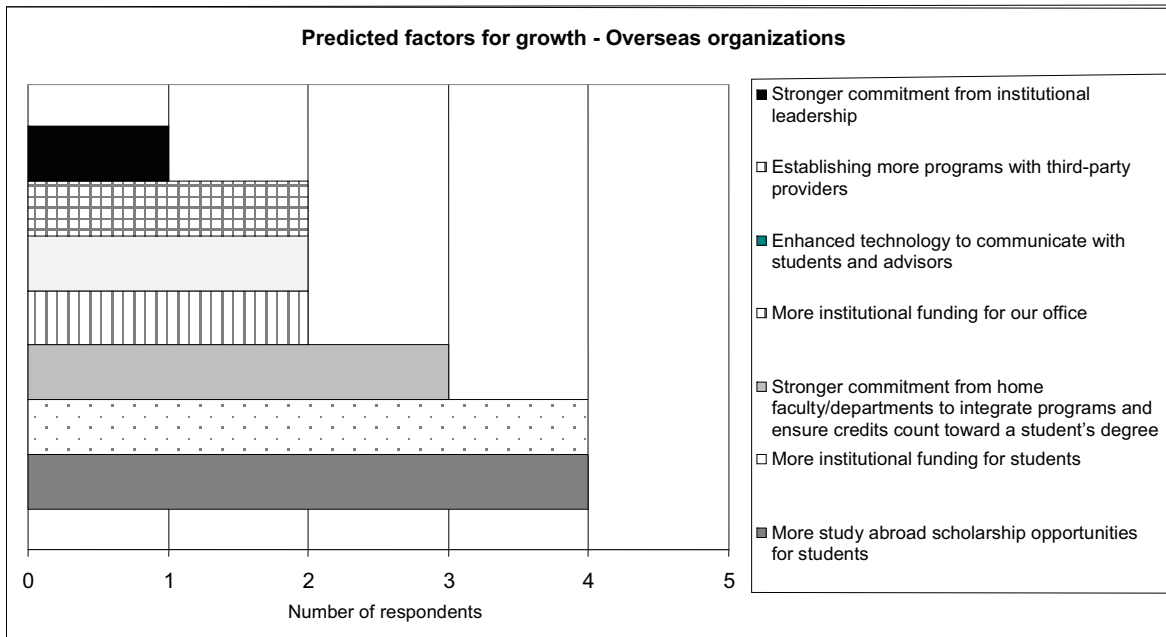
Figure 13



Source: Forum on Education Abroad State of the Field Survey 2008

The overseas institutions and organizations also chose more scholarship opportunities as the top factor. Their second factor is more institutional funding for students and their third factor is stronger commitment from home faculty/departments to integrate programs and ensure credits count toward a student's degree.

Figure 14



Source: Forum on Education Abroad State of the Field Survey 2008

MEMBERS OF THE FORUM ON EDUCATION ABROAD
(DECEMBER 2008)

Abroadco		Georgia Institute of Technology
Academic Programs International†	Center for University Programs Abroad	Gettysburg College
Accent International	Centers of Academic Programs Abroad*	Global College of Long Island University
Adelphi University	Centers for Interamerican Studies	Global Learning Semesters, Inc.
Agnes Scott College	Central College Abroad*	Global Student Experience
AHA International	Champlain College	Gonzaga University
Albion College	Chatham College	Goucher College
Alfred University	Claremont McKenna College*	Greenville Technical College
Alliance for Global Education	Colby College	Grinnell College
American Councils for International Education*	College Consortium for International Studies (CCIS)	Gustavus Adolphus College
American Institute for Foreign Study*	College of William and Mary	Hamilton College
American University of Rome	College of Wooster	Hampden-Sydney College
American University Center of Provence*	College of Staten Island, CUNY	Hampshire College
Amherst College	Colleges of the Fenway	Hobart and William Smith Colleges
AMIDEAST	College Year in Athens*	Harvard University*
Andalusian Education & Culture Solutions	Colorado College	Haverford College
Anglo American Educational Services	Colorado State University*	Hope College
Appalachian State University	Columbia University	Illinois State University
APUNE	Compostela Group of Universities	Indiana University*
Arcadia University, Center for Education Abroad†	Connecticut College	Institute for American Universities*
Arizona State University*	Consortium for North American Higher Education Collaboration (CONAHEC)	Institute of International Education (IIE)
Armenian General Benevolent Union	Cornell University*	Institute for International Education of Students (IES)†
Associated Colleges of the Midwest	Council on International Educational Exchange (CIEE)†	Institute for Shipboard Education†
Association of American College and University Programs in Italy (AACUPI)	Cultural Experiences Abroad (CEA) *	Institute for Study Abroad, Butler University†
Association of International Education Administrators (AIEA)	Cultural Insurance Services International	International Honors Program
Augustana College	Danish Institute for Study Abroad*	International Student Exchange Programs (ISEP)
Austin College	Dar Loughat	International Studies Abroad‡
AustraLearn* / AsiaLearn / EuroLearn	Dartmouth College	Interstudy*
Australian Catholic University	Davidson College	James Madison University
Australian Education International*	DePaul University	John Carroll University
Azusa Pacific University	De Pauw University*	Johns Hopkins University
Babson College	Dickinson College*	Juniata College
Barnard College	Dublin Business School	Kalamazoo College*
Baruch College, CUNY	Dublin City University	Kenyon College
Bates College	Duke University	Lafayette College
Baylor University	Duquesne University	Landmark College
Bellarmino University	Earlham College	Lehigh University
Beloit College	East Carolina University	Leiden University
Bentley College	Eastern Illinois University	Lewis & Clark College
Bethel University	Edge Hill University	Lexia International
Boston College	Educational Directories Unlimited	Linfield College
Boston University‡	Emory University	Living Routes
Bowdoin College	European Association for International Education (EAIE)	Loyola University Chicago
Bradley University	European Study Abroad (EUSA)	Lynn University
Brandeis University	Fairfield University	Macalester College
Brethren Colleges Abroad	Florida Atlantic University	Macquarie University
Brigham Young University	Food for the Hungry	Marquette University
Brown University	Fordham University*	Marymount University
Bryn Mawr College	Foundation for International Education	Meredith College
California Colleges for International Education (CCIE)	Framingham State College	Messiah College*
Campbellsville University	Franklin & Marshall College*	Miami University of Ohio
Carleton College	Freie Universitat Berlin	Michigan State University*
Center for Cross-Cultural Study‡	Frostburg State University	Middlebury College*
Center for International Studies	Georgetown University	Missouri State University
	George Washington University*	Monash University
		Mount Holyoke College

Status as original members: † Global Charter Member ‡ Continental Charter Member * National Charter Member

Muhlenberg College
Murray State University
National University of Ireland, Maynooth
National University of Ireland, Galway
New York University
North Carolina State University
Northwestern University
Oberlin College
Ohio University
Ohio State University*
Oklahoma State University
Old Dominion University
Oregon University System
Pacific University
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Spelman College
St. Lawrence University
St. Mary's College of Maryland
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State University of New York (SUNY)
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State University of New York (SUNY)
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Sweet Briar College
Swinburne University of Technology
Syracuse University†
Tarleton State University
Terra Dotta
Texas Christian University
Texas Lutheran University
The Scholar Ship
Tidewater Community College
Towson University
Transylvania University
Trinity College
Tufts University
Tulane University*
Umbra Institute
Union College
Universitat Pompeu Fabra
University of Adelaide
University of Arkansas
University of Alabama
University of California Education
 Abroad Program
University of California, Riverside
University of Central Florida
University of Chicago
University of Cincinnati*
University of Colorado at Boulder*
University of Colorado at Denver
University of Connecticut
University of Dayton
University of Denver*
University of Hartford
University of Houston
University of Illinois, Chicago
University of Illinois, Urbana-
 Champaign*
University of Iowa*
University of Kentucky
University of Limerick
University of Louisville
University of Maryland
University of Massachusetts, Amherst
University of Maryland
University of Massachusetts, Amherst
University of Melbourne
University of Miami*
University of Michigan*
University of Minnesota, Twin Cities*
University of Maryland
University of Massachusetts, Amherst
University of Melbourne
University of Miami*
University of Michigan*
University of Minnesota, Twin Cities*
University of Missouri, Columbia
University of Missouri, Kansas City
University of Nevada, Las Vegas
University of New Orleans
University of Newcastle
University of North Carolina, Charlotte
University of North Texas
University of Notre Dame
University of Oregon
University of Pennsylvania
University of Pittsburgh*
University of Puget Sound
University of Queensland
University of Redlands
University of Richmond
University of San Francisco
University of Scranton
University of South Alabama
University of South Carolina
University of South Florida
University of Southern California
University of St. Thomas
University of Tennessee
University of Texas, Austin*
University of the Pacific
University of Tulsa
University of Virginia
University of the West Indies
University of Wisconsin, Madison*
University of Wisconsin, Milwaukee*
University of Wisconsin, Platteville
University of Wollongong*
University Studies Abroad Consortium*
University System of Georgia office*
Ursinus College
Vanderbilt University
Vassar College
Villanova University*
Wake Forest University
Warren Wilson College
Washington and Jefferson College
Washington and Lee University
Washington State University
Washington University in St. Louis
Webster University*
Wellesley College
Wells College
Wesleyan University*
Western Connecticut State University
Wheaton College
Whitman College*
Whitworth University
Willamette University
Williams College
Wofford College
Worcester Polytechnic Institute
Yale University

ABOUT THE FORUM ON EDUCATION ABROAD

The Forum on Education Abroad is the only organization whose exclusive purpose is to serve the field of education abroad. Incorporated in 2001, the Forum holds 501 (c)(3) nonprofit status and is recognized by the U.S. Department of Justice and the Federal Trade Commission as the Standards Development Organization (SDO) for education abroad.

Forum members include US colleges and universities, overseas institutions, consortia, agencies, and education abroad provider organizations. The Forum membership includes more than 350 institutions that together account for approximately 90 percent of U.S. students studying abroad.

The Forum develops and implements standards of good practice, promotes and supports research initiatives, and offers educational programs and resources to its members. The Forum's members, represented by the Forum Council and its goals committees, determine the scope and direction of these initiatives. The Forum's annual conference is known for its distinctive format that fosters thought-provoking dialogue, and promotes collegiality and the vibrant exchange of ideas.

THE FORUM ON EDUCATION ABROAD MISSION STATEMENT

The mission of the Forum on Education Abroad is to promote high quality and effective education abroad programs on behalf of students at U.S. colleges and universities through providing opportunities for global discourse and information sharing among the educational institutions, faculty and staff, consortia, agencies and organizations that are its members.

By providing opportunities for discourse and information sharing, the Forum promotes high quality and effective programming through:

- Advocating standards of good practice,
- Promoting excellence in curricular development and academic design,
- Encouraging outcomes assessment and other research,
- Facilitating data collection, and
- Advocating education abroad at all levels.

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