



STANDARDS IN A DIVERSE WORLD: THE FUTURE OF EDUCATION ABROAD

Dialogue Sessions Summary
Austin Conference ★ 2007

A NOTE FROM THE PRESIDENT

In planning the Forum's Austin Conference, the Conference Planning Committee wanted to implement a more effective note-taking and reporting system in order to capture the results of the discussions within the various sessions. The Committee also wanted to convene a wrap-up session at the end of the conference in order to provide an opportunity to present these results, provide a "sense of an ending" to the conference, and to share how the results might be turned into an action plan for the future.

This conference summary is the result of the dedication and creative work of Vija G. Mendelson of Academic Programs International and Deirdre Mendez of The University of Texas. They designed a system that involved dozens of recorders who wrote down the highlights of the conference sessions that they attended. This information was then compiled and presented at the conference wrap-up session, and is now assembled here.

This summary demonstrates how the Forum conference involves the input of many colleagues who contribute to its discussions. In this sense, this summary is a synopsis of the creative thinking of the membership. These ideas do not end at the conference; rather, they form the basis for the ongoing work of the Forum. These highlights will continue to inform the work of the Forum Council and the Goals Committees as they advance the Forum's agenda to impact the quality of education abroad.

**Brian Whalen
President and CEO
Forum on Education Abroad**

Thank you to all of our volunteer lead recorders and note-takers for helping us gather the raw material to make this summary possible.

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Indispensable Partners: Advocating with Academic Advisers

WHAT COMMONALITIES/THEMES EMERGED FROM YOUR DISCUSSION TODAY?

- We all work with students from specific academic disciplines that have a difficult time studying abroad (engineering, education, bio/pre-med).
- Many of us are already reaching out to academic advisers.
- Be helpful to advisers and build bridges; raise level of knowledge about education abroad.
- Work with the director of advising to make sure the advising manual has sufficient sections devoted to international education.
- For large universities, meet regularly with the group of chief academic advisers.
- Place the course equivalency database on the web.
- Recognize the informal advising that happens through colleagues such as housing and residential life.
- Role of adviser as the “connective tissue” of students.
- Academic advisers seem to turn over often that one must be cognizant of differences between professional academic advisers and faculty academic advisers.
- Outreach to academic advisers is hard to do when one has so many other responsibilities to carry out.
- What is the interface between third party providers and academic advisers?
- Advising models have a deep impact on how Ed Abroad staff work with them. All methods related to building a collaborative team. Most suggestions linked to good practice for developing allies.

WHAT IS THE PRINCIPAL CHALLENGE RELATED TO YOUR DISCUSSION GROUP’S TOPIC?

- De-centralized campuses.
- Time availability.
- Students of color.
- Underrepresented disciplines.
- Disconnect between “core “ and “general education” requirements and study abroad course offerings.
- Need to educate academic advisers about courses offered on study abroad programs.
- Many of us have a large number of advisers to reach out to. How does the outreach work?
- Creating an overreaching collaborative effort to provide academic advising to students that includes education abroad.
- How to become allies with chief academic/faculty advisers.
- Narrowing the topic was a challenge. Differences in campus structure – determining if we should use advisers to lead to curricular integration. This was closely related to the nature of advising on our campuses.

DID YOUR GROUP DISCUSS ANY NEXT STEPS OR POSSIBLE SOLUTIONS TO RELATED CHALLENGES?

- Appoint central academic adviser as point of contact in each college.
- Arrange monthly meetings/semesterly meetings to update academic advisers on study abroad program changes.
- Active involvement in joint conferences/meetings/organizations/events/activities, etc.

NEXT STEPS/POSSIBLE SOLUTIONS [cont'd]

- Best practices: specialized training, “champions” from university administrators (president, provost, dept. chairs, etc.)
- Organize outreach activities for staff and faculty.
- Get everyone involved in outreach to incoming and potential students.
- Indispensable partners include:
 - Financial aid offices
 - Student affairs offices
 - Faculty
 - Statehouse
 - Career center
 - Parents
 - Student government

IS THERE VALUE IN THE FORUM’S PURSUING THIS DISCUSSION AS AN ORGANIZATION?

IF SO, DOES YOUR GROUP HAVE ANY SUGGESTIONS FOR THE FORUM ON HOW BEST TO DO SO?

- Absolutely, especially for professional schools.
- Advisers must be included in the process and in all areas of the Forum.
- Yes, this is of value for the Forum to do. Continuing this discussion will be helpful.

IS THERE ANYTHING ELSE ABOUT YOUR DISCUSSION THAT YOU WOULD LIKE TO SEE INCLUDED IN THE CONFERENCE SUMMARY? FEEL FREE TO ELABORATE ON ABOVE QUESTIONS OR SHARE ADDITIONAL DETAILS.

- The structure of the session did not give us time for depth with the topic. Our discussion was enjoyable but somewhat superficial

Key points:

- Meeting with students early in career (freshman year), getting them to plan ahead.
- Advisers are tissues/links for students with programs – connect study abroad to students’ learning outcomes/ career goals.
- Validation of study abroad experience for academic advisors who are study abroad alumni

Why are academic advisers indispensable for study abroad?

[Motivation for brochure production]

- Access to students.
- Can define “progress”, “career development”.
- Have more knowledge of student background (money, interests, etc.).
- Knowledge of degree plans.



Data: Beyond Collection General notes

WHAT COMMONALITIES/THEMES EMERGED FROM YOUR DISCUSSION TODAY?

- Data needs to be required – can be general (not legally sensitive).
- The guiding theme was how to make data work to go beyond being an end in itself.
- Don't rely on "data" for every Standard, some soft info is just as important.
- Concept of planning for data collection: knowing how you will collect data, anticipating how you will analyze it and then ultimately preparing means to disseminate the information.
- Need to demonstrate transparency to both students and partners.
- Finding ways to provide easy access to data after determining who should view/use the data.
- Using data collection to improve quality across the board and acting on recommendations.
- Using existing resources/tools as a basis for developing institutionally appropriate models.
- The method of data collection and storage – electronic vs. paper.

WHAT IS THE PRINCIPAL CHALLENGE RELATED TO YOUR DISCUSSION GROUP'S TOPIC?

- Deciding with whom and how to share data: having the resources (e.g., financial, human, and time) to collect, analyze and disseminate information.
- Remaining transparent despite "fears" of the discoveries and their impacts.
- Collection of required forms vs. voluntary reporting – how effective are these?

DID YOUR GROUP DISCUSS ANY NEXT STEPS OR POSSIBLE SOLUTIONS TO RELATED CHALLENGES?

- Build in existing resources.
- Create your own models (at your own institution).
- Actively share your models with partners (to serve as a positive example).

IS THERE VALUE IN THE FORUM'S PURSUING THIS DISCUSSION AS AN ORGANIZATION?

IF SO, DOES YOUR GROUP HAVE ANY SUGGESTIONS FOR THE FORUM ON HOW BEST TO DO SO?

- Importance of continuing to emphasize transparency within the field so that data can be fully utilized.
- Presenter provided feedback on how to provide data online to interested parties (advising staff, partners, on-site staff, etc.)

IS THERE ANYTHING ELSE ABOUT YOUR DISCUSSION THAT YOU WOULD LIKE TO SEE INCLUDED IN THE CONFERENCE SUMMARY? FEEL FREE TO ELABORATE ON ABOVE QUESTIONS OR SHARE ADDITIONAL DETAILS.

- Considerations were discussed regarding what can and cannot be automated.



Data: Beyond Collection Scenario A

Scenario A: You are asked to take part in an Intra-organizational Task Force on pandemic preparedness. At the first meeting you will discuss ways to deal with potential crises such as avian flu. You are asked to bring data and a preliminary contingency plan for your students currently overseas in case of an outbreak. How do you prepare for the meeting?

Based on – Standard 4c, Query iv: Does the organization have sufficient financial resources to deal with crises and/or weather sudden and unanticipated financial changes?

WHAT COMMONALITIES/THEMES EMERGED FROM YOUR DISCUSSION TODAY?

- Assess information and resources available on local level (for example: local government policies and procedures, health and housing resources).
- Predict possible responses or remedies and the associated costs.
- Invest in (or commit to) responses (crisis reserve fund, supplemental insurance, partnership with crisis response organization, etc.)

WHAT IS THE PRINCIPAL CHALLENGE RELATED TO YOUR DISCUSSION GROUP'S TOPIC?

- There are so many variables, it is impossible to determine a dollar amount or other needs to respond or have in place for the crisis, yet we must prepare as much as possible.

DID YOUR GROUP DISCUSS ANY NEXT STEPS OR POSSIBLE SOLUTIONS TO RELATED CHALLENGES?

[None]

IS THERE VALUE IN THE FORUM'S PURSUING THIS DISCUSSION AS AN ORGANIZATION?

IF SO, DOES YOUR GROUP HAVE ANY SUGGESTIONS FOR THE FORUM ON HOW BEST TO DO SO?

- Most of us felt comfortable gathering this data because of the support the Forum provides.

IS THERE ANYTHING ELSE ABOUT YOUR DISCUSSION THAT YOU WOULD LIKE TO SEE INCLUDED IN THE CONFERENCE SUMMARY? FEEL FREE TO ELABORATE ON ABOVE QUESTIONS OR SHARE ADDITIONAL DETAILS.

- The support of the Forum allows us to have this kind of discussion – we should continue this kind of conversation guided by the Standards.



Data: Beyond Collection Scenario B

Scenario B: Your Chief Academic Officer has just returned from a holiday in Italy with two new, signed institutional agreements. You are charged with meeting the below standard.

Based on – Standard 3b Query vii: If the EdAP involves direct enrollment in university courses, does the program advise students effectively on course enrollments that best suit their interests, needs, and background preparation?

WHAT COMMONALITIES/THEMES EMERGED FROM YOUR DISCUSSION TODAY?

- For pre-departure advising will need course/syllabi info. If Standards were in place it could inhibit signing such agreements.

WHAT IS THE PRINCIPAL CHALLENGE RELATED TO YOUR DISCUSSION GROUP'S TOPIC?

- There was confusion regarding Standard 3B about whether it is pre-departure or on-site.

DID YOUR GROUP DISCUSS ANY NEXT STEPS OR POSSIBLE SOLUTIONS TO RELATED CHALLENGES?

- By having Standards in place, this situation could possibly be averted. New agreements that do not meet Standards often die or are on their own.
- Move agreements/programs to an institutional, rather than a personal/faculty member level – this will bring Standards more to bear on these agreements.
- Setting policy to avoid repeating a problem (such as Scenario B).
- Create database of information on courses, update regularly.
- Enlist support of departments and student participants to prevent further issues.
- Create “pairs” or models, such as “Science students should take these X courses”.
- Consider ways to alter or modify new institutional agreement so that it would be more beneficial, or point out ways in which it is not.

IS THERE VALUE IN THE FORUM'S PURSUING THIS DISCUSSION AS AN ORGANIZATION?

IF SO, DOES YOUR GROUP HAVE ANY SUGGESTIONS FOR THE FORUM ON HOW BEST TO DO SO?

[None]

IS THERE ANYTHING ELSE ABOUT YOUR DISCUSSION THAT YOU WOULD LIKE TO SEE INCLUDED IN THE CONFERENCE SUMMARY? FEEL FREE TO ELABORATE ON ABOVE QUESTIONS OR SHARE ADDITIONAL DETAILS.

[None]



Data: Beyond Collection Scenario C

Scenario C: Your university wants to increase financial accessibility to students in order to adhere to Standard 2f.

Based on – Standard 2f, Query i: Does the organization have an established policy to make education abroad financially accessible to as many students as possible?

WHAT COMMONALITIES/THEMES EMERGED FROM YOUR DISCUSSION TODAY?

- It became clear that this question would require data from a variety of sources to be addressed.
- How to identify how much of a factor financial aid has on a student's decision to go abroad? (Easy "out" but is FA the true reason? Get data on why students DON'T go abroad.)
- Use data that already exists in other campus offices (Financial Aid, NSSE).
- Get access. *Open Doors*, Pell, etc.
- Ask students. Value of students relaying info to students (case studies, interviews).
- Outreach to students (education).
- Context of university/university's commitment is key.
- Work with departments, offer wide variety of programs.
- Institutional vs. individual data sets.
- Longitudinal trend data needed.
- Sensitivity of scenario (financial aid)
- How to divide aid (merit vs. financial-based, study abroad requirement for major?)

WHAT IS THE PRINCIPAL CHALLENGE RELATED TO YOUR DISCUSSION GROUP'S TOPIC?

- The complexity of the issue: How it related to institutional and professional ideals that were sometimes in conflict with financial reality.
- How to use data from evaluations?
- What data is important to collect?

DID YOUR GROUP DISCUSS ANY NEXT STEPS OR POSSIBLE SOLUTIONS TO RELATED CHALLENGES?

- The group discussed gathering data from a number of sources to make the strongest case for increased study abroad budgets and to aid student outreach (e.g.: Pell Grants on campus, comparing college data to *Open Doors*, comparing financial picture of college to students going abroad, collect information on real costs from students, faculty, records).
- Build relationships with departments that have information you need and who can also use it.
- Outreach to target students with need.
- Compile lists of scholarships.
- Gather perceptions as well as numbers, expense budget, etc.
- Triangulate policies vis a vis data.
- Comparisons with other similar institutions.
- Follow-up with students – was FA the reason for not studying abroad?

**IS THERE VALUE IN THE FORUM'S PURSUING THIS DISCUSSION AS AN ORGANIZATION?
IF SO, DOES YOUR GROUP HAVE ANY SUGGESTIONS FOR THE FORUM ON HOW BEST TO DO SO?**

- Data collection and the use of results is a "hot topic" and directly linked to QUIP and Standards.

IS THERE ANYTHING ELSE ABOUT YOUR DISCUSSION THAT YOU WOULD LIKE TO SEE INCLUDED IN THE CONFERENCE SUMMARY? FEEL FREE TO ELABORATE ON ABOVE QUESTIONS OR SHARE ADDITIONAL DETAILS.

- There was consensus that a disconnect exists between professional goals of inclusion and increase in study abroad numbers and institutional constraints imposed on study abroad budgets and numbers.

Scenario D: Your U.S. institution is establishing a new study abroad program for your students in conjunction with an institutional partner in South Africa. Students will directly enroll in courses at the South African institution.

Based on – Standard 6a, Query ij: Does pre-departure information include accurate information about academic credit, program requirements, living and travel arrangements, safety and health considerations, and expectations about expenses?

WHAT COMMONALITIES/THEMES EMERGED FROM YOUR DISCUSSION TODAY?

- This scenario helped us recognize just how “naturally” we collect and share info/data with various audiences already.
- Comparable data (across country, institution, etc.) for other programs that have already gone.
- Consider LGBT, race, gender, etc. implications (what IS safety and who does this definition refer to?)
- Must go to site and talk to people (stats are not the full story). Importance of context of data (crime stats, for example).
- Need data on course info, course credits, structure of system.
- Methods of dissemination – timing (before application? pre-departure orientation? on-site orientation?), medium (website? informal?)
- Clarity of information, need to speak in concrete terms.
- Need for distinction between motives behind sharing accurate pre-departure information. (legal protection, or out of concern for student well-being?)
- Need to educate students about our own behaviors in addition to providing statistical information about health/safety.

WHAT IS THE PRINCIPAL CHALLENGE RELATED TO YOUR DISCUSSION GROUP’S TOPIC?

- Defining measurements (quantitative/qualitative) – definition of “data”.
- Getting info on-site, from locals or students already there.
- How to balance messages re: safety/security – so as to avoid scare tactics but provide accurate information.
- How to ensure accurate understanding of curriculum abroad (i.e., what is meant by internship in a science course? Lab work? Field work?)

DID YOUR GROUP DISCUSS ANY NEXT STEPS OR POSSIBLE SOLUTIONS TO RELATED CHALLENGES?

- Re: health/safety – on-site directors can intervene when they see students engaging in “risky” behavior.

**IS THERE VALUE IN THE FORUM'S PURSUING THIS DISCUSSION AS AN ORGANIZATION?
IF SO, DOES YOUR GROUP HAVE ANY SUGGESTIONS FOR THE FORUM ON HOW BEST TO DO SO?**

- Yes, though we did not discuss concrete ways.

IS THERE ANYTHING ELSE ABOUT YOUR DISCUSSION THAT YOU WOULD LIKE TO SEE INCLUDED IN THE CONFERENCE SUMMARY? FEEL FREE TO ELABORATE ON ABOVE QUESTIONS OR SHARE ADDITIONAL DETAILS.

[None]



Is Education Abroad Valuable for Pre-medical Students?

WHAT COMMONALITIES/THEMES EMERGED FROM YOUR DISCUSSION TODAY?

- Significant challenges for Pre-med/Health students to study abroad and yet if student will apply the experience it can help with medical school applications.
- Timing is the most significant challenge as it relates to a pre-med student planning their abroad experience around the required classes, MCAT and medical school applications.

WHAT IS THE PRINCIPAL CHALLENGE RELATED TO YOUR DISCUSSION GROUP'S TOPIC?

- The best program format is immersion with a focus on learning about the health system of the host culture, but it is also the most challenging to design and maintain. The design of the program should be based on cooperation with administration, the medical school advice and a look at student needs and desires.
- The challenges of finding study abroad programs that will appeal to pre-med students because of the pressures on students to take certain prerequisites, do well on the MCAT, etc.

DID YOUR GROUP DISCUSS ANY NEXT STEPS OR POSSIBLE SOLUTIONS TO RELATED CHALLENGES?

- UT Austin has designed a summer abroad program that occurs for students between the sophomore and junior year. Students have to apply with 2 years Spanish language and they are then immersed in the culture and given opportunity to observe, in teams, medical practices and doctor/patient discussions.

IS THERE VALUE IN THE FORUM'S PURSUING THIS DISCUSSION AS AN ORGANIZATION?

IF SO, DOES YOUR GROUP HAVE ANY SUGGESTIONS FOR THE FORUM ON HOW BEST TO DO SO?

- No suggestions – it has merit, but due to limitations in potential outcomes it would be difficult to pursue.
- The big step mentioned was the need to get med schools to understand that if “global medicine” is an issue (as many claim) then they need to make accommodations so that pre-meds (and maybe even meds) can study abroad. Anything the Forum can do to get this point across to these administrators would be useful. Address the disconnect between upper-level administrators who say study abroad is great and admissions officers who are skeptical.

IS THERE ANYTHING ELSE ABOUT YOUR DISCUSSION THAT YOU WOULD LIKE TO SEE INCLUDED IN THE CONFERENCE SUMMARY? FEEL FREE TO ELABORATE ON ABOVE QUESTIONS OR SHARE ADDITIONAL DETAILS.

- Working with science students (as a major) requires us to think about the TYPE of students they are specifically in the way they approach problem solving (i.e., non black /white) and potentially we need to advise them differently on all programs so that they can make informed choices and find the most suitable program.
- Look at GPA of student in science courses (not all cumulative courses) when selecting to a program to ensure student will be successful in the program.
- Dr. O'Neil (Tufts Medical School) – *A Practical Guide to Global Health Service* [www.ama-assn.org]

ADDITIONAL NOTES OF SESSION CONTENT

Introduction:

There is no real answer to the session question. Session leaders were unable to get a definitive answer to the question from medical school admissions directors. Part of the reason for this is that student applicants to med-schools are so different as are study abroad programs. Thus it is difficult to say that study abroad will benefit med-school applicants in the same way that a high GPA or MCAT score would do.

Patti Brown:

Works with a large number of science and pre-med students since coming to Franklin and Marshall University. She has collected a lot of information from medical school admissions people in an attempt to see the impact of study abroad on those going into health professions.

She shared the anecdote of a medical professional on her campus who said that the whole ideal of global health is becoming important to medical schools and that those students who have worked in clinics in the developing world will likely benefit in their medical school applications. However, the same health professional said that students must take all med-school prerequisites on their home campus since these are difficult to transfer from international universities. This in turn limits the opportunities to study abroad.

She also notes that if a student has a GPA above a 3.4, they might be able to get away with taking a prerequisite overseas. Those with lower GPAs are unlikely to have this alternative.

Jeanne Lagowski:

She went through the challenges that Health profession students face and the benefits they get from studying abroad. These students (70%) tend to be self-selected while most of the rest do it because of pressure from other sources.

Pre-med students have 3 goals – 1) complete degree – 98% accepted in med schools today have completed their BS/BA ; 2) Complete med-school prerequisites; 3) Test their commitment to medicine.

All of these students want to get the highest GPA and best MCAT scores possible. After this they also need to create a well-written application.

Study abroad often gives students a chance to “try” medicine. Some stay with medicine after this experience while others transfer out.

Students need letters of recommendation. Studying abroad often gives them a way to get to know professors, advisors, etc.

Med schools look for evidence of leadership, which is benefited by studying abroad as it builds self-confidence, good decision-making, etc.

Study abroad will often come up in the med-school interview and is often a major part of the interview. As an example of the value of this she mentioned one student who had studied in Mexico was able to give a much more interesting med-school interview than would have been the case had s/he not studied abroad.

Can the student fit SA in their schedule? It is a big investment and may require giving up jobs etc. It is also hard to fit it in the midst of prerequisites. And, if the student goes abroad in their Junior year this can conflict with the MCAT. Also the SA might conflict with the interviews for Med school.

About 60% of UT pre-med students are majoring in the sciences with most of the rest in the social sciences. As the sciences tend to focus more on quantitative skills rather than writing and people skills, many pre-meds do not have as good verbal and writing skills as do those who study the liberal arts where these skills are more highly stressed. Studying abroad can help the science students overcome this deficit as students are forced to deal with new cultures.

Med schools won't make a blanket statement on the value of SA since the study abroad programs are so different.

Medical schools are either the German Model – with very rigorous selection process up-front but a relatively easier system once students are in the school; or the French model – where a lot of people are accepted but are weeded out once in the medical school so relatively few actually graduate.

Jerry Brand:

The University of Texas (UT) had 4,000 majors in the medical fields, but traditionally few of these study abroad. Also, relatively few of these students want to work in poorer communities once they graduate.

UT developed a semester long program at a University in Guadalajara where the students could go and get a study abroad experience that would be of benefit when they applied to medical school.

In order to get accepted students need to have an interest in the program and in health professions. They also need 2 years of Spanish and need to be mature (determined in an interview). Students spend 5 weeks in a language school once they arrive in Guadalajara. After this they go directly into the University of Guadalajara medical school. This is managed by a local program coordinator. While there, students are encouraged to keep in touch with the home campus.

The UT students do well in this setting, since they often have a better background in the sciences than do the Mexican students, who have not had to take as many science prerequisites because the Medical school at the Mexican university is based on the French system.

The UT students also have the chance to do rotations at the Mexican University which gives them insight into the broader Medical profession.

UT is expanding the program into the summer with 5 weeks of Spanish the first part of the summer and then a 4-week rotation in Mexico (without taking courses).

UT had to do a lot of work to get the program off the ground and to a point that it is self-sustaining. This included a lot of faculty-to-faculty conversations between the two institutions and work with the UT faculty and study abroad office who would administer this program.

The program originally was originally to be a reciprocal exchange but this did not work out because the Mexicans needed to do clinical work in medical school as opposed to the UT students who do not need this.

UT is partnering with a college in Galveston to open this program up to more students.

Sophie Gladding:

Met with Dean of Medical School at University of Minnesota on the subject of the effect of study abroad on med school acceptance. The dean is interested in the idea of developing competencies in general, but also those that could be developed through studying abroad. The Dean is in favor of studying abroad with two caveats. 1) The experience is more likely to help the students in non-resume building ways (i.e., giving more confidence, etc.); 2) They are probably better served to take the prerequisites at their home campus. A third caveat could be that Med-schools have a hard time evaluating the grades of all courses (not just the study abroad prerequisites) taken away from the home campus.

Notre Dame has made it possible for students to take a required physics course while studying abroad by hiring a local physicist who would teach from the university's required textbook.

Lawrie Davidson from University of Western Australia noted that the Aussie universities want information on courses taught abroad so students can study abroad and have these courses count at their home university. However, American universities have generally not been forthcoming with this information, while his university - by contrast - is trying to be completely open in providing information on the courses they teach so that American universities can evaluate them and, hopefully, be willing to accept the courses for med-school prerequisites, thus allowing more American students to study abroad. He wonders if part of the source of the problem with U.S. admissions deans is that they do not know what the foreign classes are like and how they can meet the requirements of the school. These efforts at providing this information are an attempt to break these barriers down.

Questions:

How does one fit this into the student's schedule?

- At two of the schools, the Fall semester of the junior is the only time that students can really do a program like this so this is the time targeted for study abroad.
- Students are beginning to come to college with more AP courses and thus might have more time to study abroad. Colleges usually have interest in keeping students for the full four years and thus there may be more incentive for upper administration to push study abroad.

Questions: [cont'd]

What does one do if U.S. students are asked to do invasive medical procedures while abroad?

- One answer is to train the students and team leaders in advance through role-playing etc.
- Medical schools are likely to place the most value on SA programs that include clinical work. Is this how we should be approaching it? Do we have SA programs for pre-meds to give them general intercultural experience or should we focus on getting students a chance to work internationally in a clinic.
- The School for Field Studies noted that they have started a program in the Masai area of Kenya which will create a baseline survey that public health professionals can use in combating diseases like Malaria that is beginning to be seen in the area. This will give an opportunity for those interested in medical fields an opportunity to do significant medical-related research abroad.



Focus on Latin America

WHAT COMMONALITIES/THEMES EMERGED FROM YOUR DISCUSSION TODAY?

- The need for strategic planning at the institutional level. The University of Texas at Austin has prioritized Mexico in its internationalization planning, hoping that it will serve as a “pilot” for global education engagement in Latin America and beyond. Initiatives capitalize on institutional assets (e.g., faculty interests, research centers international connections) to create opportunities for student study and research as well as faculty exchange.
- Effective programs are integrated into the institutional mission and with curricular needs of students and departments
- Faculty-led programs could be a means of inspiring more support for study abroad.
- The need for creative programming: UT Austin is creatively “outsourcing” Spanish language training and disciplinary (nursing, education) study in Argentina and Mexico, with real faculty exchanges and scholarships for Argentine students.
- Use relationships with partners overseas to strengthen educational opportunities for both students and faculty in both locations (both U.S. and abroad), and use overseas/study abroad programs to fill academic holes on-campus. Institutions can take advantage of their internal assets and geographically-proximate cultural opportunities to maximize cross-cultural learning.
- The need to optimize educational environments. Mexico, for example, offers U.S. students an environment where hospitality and service to others is prominent. Family home-stays and community-based internships can serve to deepen student language, culture, and disciplinary proficiency. You can tailor classes (potentially only taught on-campus in the past) to the context in which they are taught (i.e., using local resources to educational advantage).
- Make preparations for political/social instability in the host country (i.e., to protect against environmental hazards like striking).
- Everyone involved must move beyond his or her comfort zone. This can be especially difficult for faculty, but in the end faculty may also have life-changing experiences when leading study abroad.

WHAT IS THE PRINCIPAL CHALLENGE RELATED TO YOUR DISCUSSION GROUP’S TOPIC?

- Helping faculty re-structure courses to adapt them appropriately to the study abroad context.
- Not sacrificing academic rigor or standards to allow for more exploration/experiential activities.
- Adjusting the U.S. model to better fit the experiential learning opportunities abroad.
- Finding financially feasible ways of increasing academic options for students.
- Resources and support (or lack thereof) influence how well we can implement models such as those described.
- Balance between time abroad and learning goals or preconceived notions about learning can inhibit creativity in program design.
- The model possible at UT is limited to the small number of institutions like UT.

DID YOUR GROUP DISCUSS ANY NEXT STEPS OR POSSIBLE SOLUTIONS TO RELATED CHALLENGES?

- Combining on-site experience with on-campus class (combining U.S. and overseas location for one course) – example cited of Maymester programs at UT.
- Using returned faculty members to work with faculty members on-campus.

IS THERE VALUE IN THE FORUM’S PURSUING THIS DISCUSSION AS AN ORGANIZATION?

IF SO, DOES YOUR GROUP HAVE ANY SUGGESTIONS FOR THE FORUM ON HOW BEST TO DO SO?

- The “case study” approach is useful as it profiles the way particular types of institutions (in this case a large public school) can undertake deliberate, systematic means of connecting institutional assets to resources abroad.
- Raising awareness among faculty of the idea that there are many compromises made on U.S. campuses in order to teach a particular discipline (so as not to see increased experiential components in study abroad programs as a negative tradeoff to academic rigor).
- The discussion here ties to Standards, Outcomes, and Advocacy. In some ways the “Latin American” focus was only important because that is the focus of the institution presenting. The discussion is broader than the geography suggested in the title of the session.

IS THERE ANYTHING ELSE ABOUT YOUR DISCUSSION THAT YOU WOULD LIKE TO SEE INCLUDED IN THE CONFERENCE SUMMARY? FEEL FREE TO ELABORATE ON ABOVE QUESTIONS OR SHARE ADDITIONAL DETAILS.

- Always going back to one’s institutional mission when assessing/creating programs.
- In many ways the discussion became relevant to those select institutions like UT. Our digression went to program design and campus infrastructure.
- The structure of the session was essentially a “best practices” type of session. Thus the discussion remained mired in procedural details rather than the larger issues and broader learning.
- This session reinforced the continued importance of curricular integration.



The Value of Education Abroad: Perspectives from the Workplace

WHAT COMMONALITIES/THEMES EMERGED FROM YOUR DISCUSSION TODAY?

- Professionals struggle with how to get students to articulate the value of their study abroad experience to employers.
- Professionals are also concerned about whether or not prospective employers truly value study abroad. Is study truly as much of an asset in the job search as we say it is?
- Students come back from abroad and are excited to further their international experience but they have no idea how. They also have no idea how to adequately communicate and translate what they have learned to future employers.

WHAT IS THE PRINCIPAL CHALLENGE RELATED TO YOUR DISCUSSION GROUP'S TOPIC?

- How to get students to THINK. Students do not take the initiative (by and large) to plan how to articulate skills taken from study abroad – much less present them imaginatively.
- Helping students develop the skills to process their international experience and be able to explain it to others, especially personalizing their skills to a company in a job interview.
- How to get students to recognize and value the intangible benefits of study abroad.

DID YOUR GROUP DISCUSS ANY NEXT STEPS OR POSSIBLE SOLUTIONS TO RELATED CHALLENGES?

- Share best practices on how to develop pre-departure and post-program programming that helps students process and delineate technical and cultural competencies gained through study abroad.
- Partnering between career centers, study abroad offices, academic advisors and alumni. Connecting all these groups together to help students “connect their own dots”.

IS THERE VALUE IN THE FORUM'S PURSUING THIS DISCUSSION AS AN ORGANIZATION?

IF SO, DOES YOUR GROUP HAVE ANY SUGGESTIONS FOR THE FORUM ON HOW BEST TO DO SO?

- We are assessing outcomes and possibly should continue on to discuss other value adds from study abroad in terms of employment. More data collection could be done on what skills employers are looking for, how they feel study abroad provides these skills and how students should be able to put skills earned in context.
- Look at how to get the value CEOs place on international experience to be communicated to and understood by first-line recruiters/interviewers.

IS THERE ANYTHING ELSE ABOUT YOUR DISCUSSION THAT YOU WOULD LIKE TO SEE INCLUDED IN THE CONFERENCE SUMMARY? FEEL FREE TO ELABORATE ON ABOVE QUESTIONS OR SHARE ADDITIONAL DETAILS.

- Students need to learn how to “tell stories” to communicate the importance of and learning from their experiences. Employers use behavioral interviewing – this is the chance to relate everything to study abroad, but students have to start thinking about how to do this ahead of time. Students who have studied abroad must give concrete examples of the skills they developed while abroad during the interview process.



Engaging the Issues: Making Federal Programs Work for You and Your Students

WHAT COMMONALITIES/THEMES EMERGED FROM YOUR DISCUSSION TODAY?

- All parties agreed that the need exists to find additional funds, be it through private or federal means, to provide funding for study abroad.
- Amount/type of aid for students to use and whether it can travel varies by institution, not by public vs. private.
- Concerns on implementation of Lincoln – who to administer? Private organization = less bureaucracy but need to create staff administration. Government = slow bureaucracy, but already have organization in place.
- Lincoln may increase capacity for U.S. study abroad.
- Who would provide funding? Need “new money”.
- Value of Federal programs to the global community, campus, and students.

WHAT IS THE PRINCIPAL CHALLENGE RELATED TO YOUR DISCUSSION GROUP’S TOPIC?

- Finding funding for “middle income” students – who do not qualify for federal aid, whose parents aren’t wealthy, but whose funds are strictly used and there is no “spare change” for study abroad.
- Equitable distribution of awards (taking into account gender, race, socioeconomic background).
- Many students (athletes, parents, etc.) cannot study abroad during semester, but financial aid is “used up” during semester. Gilman not available for summer, although NSEP and Freeman Asia can apply.
- Restriction on using Gilman etc. for programs in countries with travel restrictions causes real problem (Kenya, Israel, Cuba etc.)
- How to convince financial aid offices that federal/state/institutional aid should travel.
- Scholarships (Gilman, NSEP) to institutions can create complications for financial aid offices.
- Summer financial aid disbursements are often too late to make program payments.
- Students are not aware of federal aid for study abroad, so how do we effectively inform them about funding opportunities and new programs.
- Advocacy for expansion of current funding opportunities (If Gilman and NSEP exist, why do we need Lincoln?)
- Administration of new programs (e.g., Lincoln) and sustainability of existing programs.

DID YOUR GROUP DISCUSS ANY NEXT STEPS OR POSSIBLE SOLUTIONS TO RELATED CHALLENGES?

- Possibility of approaching corporations to sponsor scholarships – how to make it mutually beneficial. Corporations are always looking for international experience.
- Create bi-partisan support by involving NGOs, for profits (i.e., matching federal grants), raise private funds.
- Can use Gilman/NSEP/Freeman wording to publicize scholarships and also study abroad to reach audience that might not normally make it to study abroad office (e.g., contact all Pell students to notify them of Gilman eligibility – might reach students for whom study abroad is not on the radar).

NEXT STEPS/POSSIBLE SOLUTIONS [cont'd]

- Use scholarship recipients to market study abroad and to let students know that funding exists. Track impact on campus of current federal grants.
- Recipients can write blogs, articles.
- Approach government/ROTC students to apply – highlight future job benefits.
- Re: Lincoln. Authorize program. Create an appropriations bill.
- Lincoln will fill the gaps – new federal avenue for spending on study abroad – major player, but does not consolidate current grant/funding opportunities.

IS THERE VALUE IN THE FORUM'S PURSUING THIS DISCUSSION AS AN ORGANIZATION?

IF SO, DOES YOUR GROUP HAVE ANY SUGGESTIONS FOR THE FORUM ON HOW BEST TO DO SO?

- Continue to track and advocate the creation of Lincoln scholarship as it evolves from the recommendations of the commission's report
- List recipients by name in newspaper – makes awards “real”, “attainable”.

IS THERE ANYTHING ELSE ABOUT YOUR DISCUSSION THAT YOU WOULD LIKE TO SEE INCLUDED IN THE CONFERENCE SUMMARY? FEEL FREE TO ELABORATE ON ABOVE QUESTIONS OR SHARE ADDITIONAL DETAILS.

- Gilman scholarship is creating diversity in arena of study abroad – greater diversity among Gilman scholars in terms of ethnicity and program location.
- Gilman can be applied for 4-week programs including “Jan term” and “Maymester” students.
- Gilman – 1 recipient for every 3 applicants.
- Gilman always needs panelists. Experience allows advisors insight into process, to assist with future applicants, as well as for help with setting up scholarships on your own campus.
- \$1 million estimated at least to fund summer Gilman scholarships.
- NSEP – awards 150/year – out of 700/800 applications. New NSEP graduate programs.
- Fulbright program has over 300,000 alumni.
- Atmosphere in Congress positive for support of study abroad. Bi-partisan support.
- State Dept. supports Lincoln Commission, but not in President's budget.
- <http://www.studyabroadfunding.org> – lists alternative scholarships and aid.
- This discussion mostly revolved around current scholarships: Gilman and NSEP – their current capacity and limitations
- Advocacy is a never-ending process!

WHAT COMMONALITIES/THEMES EMERGED FROM YOUR DISCUSSION TODAY?

- Study abroad professionals should review the evaluation process attached to programs with the mindset to consider if the questions are phrased correctly so that students learn from goal setting/evaluating goals and an honest review of the program.

Questions to put the evaluation form into context:

- When is it administered? The timing of this imprints an everlasting impression of the program on the student.
- How long in existence?
- Who developed?
- Who evaluates instrument?
- In climates that revise evaluations each year, how does the more stable mission and intent remain prevalent? Important to link evolution of evaluation with evolution of mission and intent.
- Challenge of purpose of evaluation - intended to pass on lessons learned from student to peers or institutional effectiveness in its operations and goals to attainment? Should these efforts be combined in one evaluation or separated?
- Is the data collected representative? Are students with complaints more likely to respond?
- Potential effects of pre-questionnaire? Help students take responsibility and understand expectations – goal setting, active learning.

Ways to get students to complete evaluations fully and thoughtfully:

- Incentives vs. threats.
- Incentives to increase percentage of students returning evaluations – gift? Tied to grades? Tied to scholarship?

Related issues:

- Student as consumer.
- Doing MEANINGFUL evaluation – not just what is easy to count.
- What do offices do with evaluation once completed? Put in resource room, make available to applicants? Share with higher administration?
- Need for better software to collect, analyze and share evaluations.
- Need to be aware of value-laden language when designing questionnaires. Don't use words like adequate or sufficient. Instead of weakness use "most challenging" or "rewarding".
- Be careful of comparative questions.
- Need to tie questions to mission, try to get students to think about totality of experience.

Ideas for best practices:

- Start students thinking about the programs' goals in pre-departure, do it repetitively and (include post-re-entry) then you are likely to get more meaningful data. Use same labels throughout process to eliminate confusion. No surprises.
- Consider other formats to collect this info: some questions can be asked pre-departure, some can be asked in an interview, some as open-ended questions.
- Balance questions on practical info (like money) with outcome questions.

Ideas for best practices: [cont'd]

- Eliminate questions that compare learning abroad with learning on home campus.
- American university Center of Provence – the use of weekly and end-of-program data collection forms that ask students to:
 - A) describe their language and culture learning experiences through serviced-based club, host family and second language conversational activities
 - B) interpret that experience in terms of local meanings, and frames of reference and
 - C) summarize their progress on a mid-term evaluation form
- St. Mary's College evaluation – good emphasis on student responsibility, break out language learning (addenda). Does length affect completion rate? (Caused to stop it electronically, and do it during class time/hold grades.)

WHAT IS THE PRINCIPAL CHALLENGE RELATED TO YOUR DISCUSSION GROUP'S TOPIC?

- All programs are different and there have to be different models for how/when evaluations are done to best achieve the overall goals of the program.
- Balancing educational challenge and meeting these goals in the academic realm vs. competing customer service expectations related to non-academic realm (housing, excursions, etc.)
- Dealing with the issue of considering broad program objectives and specific program structure in one questionnaire.
- Keeping students' role in the evaluation clear. Don't ask them to rate the program, quality of teaching, etc.
- The need to be explicit about who is setting standards (professionals vs. students) what those standards are and how are they being met.
- For international partners – how do they evaluate U.S. and intl. students using same matrix? (not possible)
- Evaluation of questions: How to look below the surface of questions (items) that appear on typical program evaluation instruments to the underlying assumptions, relevance to program, improvement.
- How to improve the questions... it's easy to see the flaws but hard to change.
- Also want to keep evaluation short enough that students will do it and yet address everything that needs to be asked.
- Issues of timing and response percentage.
- Determination of appropriate benchmarks.

DID YOUR GROUP DISCUSS ANY NEXT STEPS OR POSSIBLE SOLUTIONS TO RELATED CHALLENGES?

- Discussion about having students set program and personal goals earlier in the process (even at the application stage) so that further touch base/evaluations can support learning outcomes and guide the student through the program. Develop a question related to student goals and expectations of program.
- Managing expectations can move toward erasing the dichotomy of customer satisfaction mentality and educational challenge.
- Establish a contract of what we can do for the student and what they need to do for themselves.
- Allow the student to evaluate how their objectives match program objectives.
- Divide the questionnaire into things you can ask pre-departure, on-site, and then end of term evaluation.
- Consider the answers received on "bad" questions and think about how to ask better ones.

NEXT STEPS/POSSIBLE SOLUTIONS [cont'd]

- Develop neutrally worded questions.
- Ask specific behavioral questions.
- Keep questions in context.
- Use open-ended questions.
- Evaluation of U.S. and ERASMUS participants differently.
- Use/create an institutional blog to collect evaluative content.
- Report on type of students applying for programs.
- Don't publicize the evaluation reports to all.
- Separate course evaluations for faculty-led courses.
- National assessment of student engagement (NASE) form has question on study abroad.

IS THERE VALUE IN THE FORUM'S PURSUING THIS DISCUSSION AS AN ORGANIZATION?

IF SO, DOES YOUR GROUP HAVE ANY SUGGESTIONS FOR THE FORUM ON HOW BEST TO DO SO?

- There is some concern and confusion about goal setting vs. getting program evaluations and we need good tools and guides to be sure we are helping students work to achieve goals while honestly gaining feedback.
- Online sharing of potential questions. Establish a "wiki" (as in Wikipedia) that collects ideas and items related to program evaluation as a collective exercise.
- Include URLs of institutions represented at the session that have their program evaluation forms posted online.
- People seem anxious to learn more about designing an assessment plan – a workshop that provides theoretical frameworks and practice developing a plan and then exposure to already developed instruments would be very valuable.
- It would be wonderful for Lilli and others to lead in a Forum project that collects instruments from member schools and hosts workshops to refine/revise institutional forms.
- American U of Center of Provence has a great weekly, midterm and final evaluation set of questions and I think they should be shared with the Forum.
- Give us the session material ahead of time so we can come having considered it and feel ready to discuss.

IS THERE ANYTHING ELSE ABOUT YOUR DISCUSSION THAT YOU WOULD LIKE TO SEE INCLUDED IN THE CONFERENCE SUMMARY? FEEL FREE TO ELABORATE ON ABOVE QUESTIONS OR SHARE ADDITIONAL DETAILS.

- There was some discussion about the form an evaluation should take – at end of program, afterwards (longitudinal) etc. A lot of discouragement about end-of-program evaluations.
- Service is a new goal of many students on study abroad experiences.
- Short-term programs – group goals before trip and reflection by advisors during the stay/immersion.
- Are we moving away from evaluation and towards assessment?



Integrating Student Research Abroad into Liberal Arts Education: Three Faculty Perspectives

WHAT COMMONALITIES/THEMES EMERGED FROM YOUR DISCUSSION TODAY?

- Some faculty members do appreciate study abroad because their students' research is much richer and detailed.
- Experiential learning and research abroad is an important component of the undergraduate degree and can give students an edge in admission to graduate schools.

WHAT IS THE PRINCIPAL CHALLENGE RELATED TO YOUR DISCUSSION GROUP'S TOPIC?

- Language barriers for science students, especially with scientific terms in the foreign language.
- How to meet laboratory requirements while studying abroad.
- How can faculty members develop relationships with institutions abroad so their students can do research?

DID YOUR GROUP DISCUSS ANY NEXT STEPS OR POSSIBLE SOLUTIONS TO RELATED CHALLENGES?

- Often science terms are in English as "chit chat" is in the foreign language (related to challenge #1).
- Professional associations (related to challenge #3).

IS THERE VALUE IN THE FORUM'S PURSUING THIS DISCUSSION AS AN ORGANIZATION?

IF SO, DOES YOUR GROUP HAVE ANY SUGGESTIONS FOR THE FORUM ON HOW BEST TO DO SO?

- There was a general challenge recognized – how do education abroad administrators convince faculty that study abroad is important, especially in the sciences and engineering?

IS THERE ANYTHING ELSE ABOUT YOUR DISCUSSION THAT YOU WOULD LIKE TO SEE INCLUDED IN THE CONFERENCE SUMMARY? FEEL FREE TO ELABORATE ON ABOVE QUESTIONS OR SHARE ADDITIONAL DETAILS.

- Ethics in conducting research while studying abroad – oversight of studies, methods, questionnaires, etc.
- Issues with reciprocity with U.S. students studying abroad. Our responsibility to add to the quality of life in the communities where students study.
- How to deal with the Institutional Review Board for student research abroad – especially with human subjects.



Mid-Career Professionals

WHAT COMMONALITIES/THEMES EMERGED FROM YOUR DISCUSSION TODAY?

- Survey sent to chief international education officers at academic institutions.
- When surveyed, respondents cited similar job definitions.
- Respondents engaged in strategic planning and education abroad program development.
- International office survey of 100 senior international officers using the Delphi method.
- Focus on internal (on campus) activities, as well as external.
- Engineering a career in international education is difficult, but the landscape has changed.
- An accomplished track record in the field, good references, good contacts are necessary. What are the academic qualifications? MA or PhD?
- Never confuse success with effectiveness.
- Trends in access to high-level positions vary greatly and are expected to change within the next 10 years.

WHAT IS THE PRINCIPAL CHALLENGE RELATED TO YOUR DISCUSSION GROUP'S TOPIC?

- Recognition by senior administration officials on campus of the international organizations (i.e., NAFSA) to which professionals devote a great deal of volunteer time is lacking.
- How to obtain skills in strategic planning, budgeting, and Human Resources management. Should NAFSA/Forum play a role in offering training opportunities at conferences?

DID YOUR GROUP DISCUSS ANY NEXT STEPS OR POSSIBLE SOLUTIONS TO RELATED CHALLENGES?

- On-campus advocacy – raising visibility of education abroad during meetings, committees.
- Truly looking at professional fulfillment vs. what is expected of mid-career professionals as far as professional development is concerned.

IS THERE VALUE IN THE FORUM'S PURSUING THIS DISCUSSION AS AN ORGANIZATION?

IF SO, DOES YOUR GROUP HAVE ANY SUGGESTIONS FOR THE FORUM ON HOW BEST TO DO SO?

- Survey presented could be the basis of a larger survey of education abroad professionals. This survey didn't include providers or other education abroad institutions.
- Workshops or sessions could be offered addressing such required skills as: strategic planning, university governance, office budgeting, personnel management.

IS THERE ANYTHING ELSE ABOUT YOUR DISCUSSION THAT YOU WOULD LIKE TO SEE INCLUDED IN THE CONFERENCE SUMMARY? FEEL FREE TO ELABORATE ON ABOVE QUESTIONS OR SHARE ADDITIONAL DETAILS.

[None]



The Glossary Project

WHAT COMMONALITIES/THEMES EMERGED FROM YOUR DISCUSSION TODAY?

- The need for agreement on terms.

WHAT IS THE PRINCIPAL CHALLENGE RELATED TO YOUR DISCUSSION GROUP'S TOPIC?

- Defining the scope and limits of the projects.

DID YOUR GROUP DISCUSS ANY NEXT STEPS OR POSSIBLE SOLUTIONS TO RELATED CHALLENGES?

- Posting the glossary to the web for additional comments.

IS THERE VALUE IN THE FORUM'S PURSUING THIS DISCUSSION AS AN ORGANIZATION?

IF SO, DOES YOUR GROUP HAVE ANY SUGGESTIONS FOR THE FORUM ON HOW BEST TO DO SO?

[None noted, but the Glossary Project was designed and carried out by working members of the Forum. The 16th draft of the Glossary can be accessed on the Forum website <http://www.forumea.org/research-glossaryindex.cfm>, and it will continue to be refined in the future.]

IS THERE ANYTHING ELSE ABOUT YOUR DISCUSSION THAT YOU WOULD LIKE TO SEE INCLUDED IN THE CONFERENCE SUMMARY? FEEL FREE TO ELABORATE ON ABOVE QUESTIONS OR SHARE ADDITIONAL DETAILS.

- This was really just a presentation on the state of the project. Small group, had to redesign presentation.



The State of the Field Survey Project

WHAT COMMONALITIES/THEMES EMERGED FROM YOUR DISCUSSION TODAY?

- Low return rate of survey.
- Should we ask questions about where institutions will send students in the future?
- How to get at staffing issues – it would be useful to know typical staffing at comparable institutions.
- The survey may need to be thematic – focusing on a few current issues.
- Should we do a survey on how institutions handle re-entry programs?

WHAT IS THE PRINCIPAL CHALLENGE RELATED TO YOUR DISCUSSION GROUP'S TOPIC?

- Do we need to have a survey asking Forum members what ought to be included on a survey?
- Should there be a survey for providers separate from a survey of the colleges/universities?

Questions that arose/concerns:

- What is the purpose of the survey? Clarify objectives for each question on survey.
- Address nature of survey to reflect U.S. and non-U.S. perspectives and academic institutions vs. providers.
- Identify benchmarks that institutions use and how they relate to survey.
- Link definitions in “Glossary” to survey or vice versa – consistency of meaning.
- Concern that survey does not relate to internationalization – i.e., skewed to “Forum” or study abroad?

DID YOUR GROUP DISCUSS ANY NEXT STEPS OR POSSIBLE SOLUTIONS TO RELATED CHALLENGES?

To improve low return rate:

- Distribute survey with dues letter.
- Do not distribute during Sept/Oct. since this is a busy time.
- Does the survey reflect the whole field? Since forum membership is only a small part of the whole field is it correct to make conclusions for the field from this survey?
- Ask people to do the survey as part of the forum conference – send survey in packet.

IS THERE VALUE IN THE FORUM'S PURSUING THIS DISCUSSION AS AN ORGANIZATION?

IF SO, DOES YOUR GROUP HAVE ANY SUGGESTIONS FOR THE FORUM ON HOW BEST TO DO SO?

New areas to explore

- Electronic information – how Education Abroad campus information is connected/accessed (i.e., direct link from main webpage, 2-10 links below main, etc.)
- How Education Abroad data is collected, used, who reports? Is data collected/analyzed by an Education Abroad staff member or the institutional planning and analysis? Where does info reside?
- Add connection to international student and scholar community. Participation in Education Abroad, “study abroad in U.S.”, etc.

SUGGESTIONS FOR FORUM [cont'd]

New areas to explore [cont'd]

- Non-traditional groups – add athletes, EMBA, etc. to mix.
- What are requirements to participate in Education Abroad? Faculty as leader, students (GPA, language, major).
- For providers – what information do they share?

Question suggestions

- Change Likert scale to 7 points for statistical accuracy (neutral would be exactly in middle).
- #1 – Link to dues classification. Break-out question to add U.S./non-U.S. distribution as separate question
- #2 – Do a more detailed report by type/size of institution
- #3 – same as above – more details in analysis to add clarity
- #5 – Category should be clearer, because 31% used “other”. Connect to “structural” names used in other surveys such as AIEA, CIEO survey. Use titles commonly accepted in higher education
- #6 – Question makes assumption about what is “correct” – last 4 items – care about way questions are asked to avoid precondition
- #7 – multiple topics in question. Recommend identifying different ways students participate in study abroad, not just exchanges. Address cost as a separate question – include financial aid % on types of aid being used, access – use of institutional aid
- #8 – ok, good
- #9 – address faculty aspects of internationalization. How is Education Abroad connection to curriculum and specialization (i.e., major)?
- #10/11 – address whether languages are taught on campus. How do students access languages? (distance education, Education Abroad) Relationship of language to Education Abroad programs – are local languages required for programs in locations where English is not the (primary) language? # of students enrolled in language to understand the increase/decrease.
- #12 – does not need to be repeated every year.
- #17 – could be left out or reworded to reflect changes each year.
- #19 – remove the qualifier “effective”.

What new questions should we ask?

- Break out some information on student mobility broken out for providers?
- Salary ranges/information.
- Adding/deleting position.
- Mimic *Open Doors* questions so we have student mobility data by institution type of our own.
- How many institutions issue transfer credit vs. resident credit?
- Does your institution charge home fees? And does your institution allow students to transfer/carry with them federal and/or institutional financial aid?
- Can we cut out public vs. private vs. provider responses?
- More clearly define some terminology.

IS THERE ANYTHING ELSE ABOUT YOUR DISCUSSION THAT YOU WOULD LIKE TO SEE INCLUDED IN THE CONFERENCE SUMMARY? FEEL FREE TO ELABORATE ON ABOVE QUESTIONS OR SHARE ADDITIONAL DETAILS.

- Breakdown of institution type – does the survey of Forum members reflect the field as a whole? Can we compare the Forum survey breakdown with the breakdown of the respondents to the IIE open doors survey?
- The question that asks the number of staff but this may not be useful since it lumps universities with likely will have small staffs with providers that have big staffs.
- The question on advising may also not be as useful since different institutions do advising in different ways.
- It's not clear why the language question is included. The answers are likely to be impressionistic and may be collecting information that is already being collected by other sources.