Making the Case for Innovative Returnee Programming: From Theory To Practice

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Presenters

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Agenda

- Making the Case: Framing an argument for returnee resources
- Getting Started: Common Problems, Unique Solutions
- Innovative Approaches: Local, Regional, National
- The Great Unpacking Game
The Great Unpacking Game

- Game Objective: Reflect + Share
- Will play once per section (Making The Case, Common Obstacles, Innovative Programming)
- When you roll, one of these will happen:
  - You answer a question in the section (both individually on your note sheet and in your table groups)
  - You consider a “Quick Win” in the section (both individually on your note sheet and in your table groups)
  - You consider a “Potential Setback” in the section (both individually on your note sheet and in your table groups)

Don’t speed through! We will give you time in each section to consider the content and play that section of the game.
Part 1

Making The Case for Returnee Programming: Alignment & Goals

- Framing a convincing argument
- Three important pieces:
  - Mission and values
  - Academic goals
  - Opportunity goals
Space 1:

How can returnee learning reflect your institutional values and internationalization goals?

- How does returnee learning fulfill office, administration, or institutional goals for student learning?
- Returnee learning as a fulfillment of commitment to High Impact Practices.
- Returnee learning as capstone or synthesis of well-curated education abroad portfolios.
- Internationalization goals = creating international culture on campus through sustained student engagement
Space 2:

Consider the academic argument for returnee learning. What are the most salient points for your specific institution?

- AACU VALUE rubrics
  - Global Learning
  - Civic Engagement
  - Creative Thinking
  - Critical Thinking
- Holistic student learning support- pre-departure, on-site, re-entry
- Higher education research
Space 3:

How can returnee learning strengthen the productivity of your office?

- Collaborations
  - Across campus
  - Across organizations
  - Across regions
- Financial opportunities
  - Peer Advisors
  - Marketing and Outreach
Setbacks

- The first investment-finding success stories
- Assessing return on investment
Quick Wins

- Consider your institutional mission and how it can be applied to returned students
- Identify who makes the call re: investment in returnee learning
Game: Part 1

Play! Reflect! Share!

Quick Wins

Setbacks
Part 2

Getting Started: Common Obstacles, Unique Solutions
Space 4

What common obstacles do you face with re-entry programming?

- **Students:**
  - Do not attend
  - Are at different stages in process
  - Do not think they need support

- **Finding content that is relevant to diverse group of students**

- **Staffing:**
  - Many evening and weekend events
  - Allocating time in overloaded schedules

- **Making it an institutional priority**

- **Money for supplies, food, guest speakers, etc.**
Space 5

What are the underlying causes of these obstacles?

- Student interest
- Human and financial resources

Photo by Megan Randall. Fall 2016 Returnee Social.
Space 6

Many campuses are collaborative. Who are your allies and what is your strategy for implementing re-entry programs?

- Existing Student Interest
- Strategic Collaboration
- Co-opting vs. Create & Sustain
Game: Part 2
Play! Reflect! Share!

Quick Wins

Setbacks
Part 3

Innovative Approaches: Local, Regional, & National
What can you do on your campus?

- PLNU Baggage Claim - Discussion Group
- CSU Long Beach Returnee Course
- University of Pittsburgh app

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**Pitt Business Outside the Classroom Curriculum**

Pitt Business has designed a special Outside of the Classroom Curriculum (OCC) for undergraduate business majors called Levels. Levels is designed for students to develop the core competencies crucial to becoming a well-rounded professional who will make an immediate impact at their company. Levels is customized to the specific needs of business students and will enhance their overall experience as our program takes them from the classroom, to the city, to the world.

**Competencies**

Levels comprises 10 core competencies that are used by professional organizations to develop their employees and leaders. All of the activities completed as part of Levels will fall into one of these competencies:

1. Leadership Development
2. Career and Professional Development
3. Communication Skills
4. Cross-Functional Team Management
5. Personal Financial Literacy and Wellness
6. Global and Cultural Engagement
7. Pitt Engagement
8. Networking and Relationship Management
9. Business Acumen
10. Civic and Social Engagement

**Levels**

Every competency contains four levels you must reach. Each Level is designed to ensure growth and development in the selected competency.

- **Level 1 - “Intern”** - Like an intern, Level 1 provides basic exposure to the selected competency.
- **Level 2 - “Associate”** - Like an associate, Level 2 ensures participation in activities to contribute to a project or organization.
- **Level 3 - “Manager”** - Like a manager, Level 3 develops the next level of skill and engagement to further your expertise in a given competency.
- **Level 4 - “Director”** - Like a director, Level 4 ensures you have developed all the skill necessary to be considered a master at a given competency.
How can you connect or partner with your local community?

- Willamette University Language in Motion program
- University of Washington (FIUTS)
Regional & National

- Lessons From Abroad
- Forum Best Practices in RSS Tool-kit
- International Education Organizations
- NAFSA Workshop and Publication
Advocacy / Civic Engagement

- LFA Resources
  - Resources for students / getting involved
- API / Advocacy Webinar
- AIFS / NAFSA Advocacy Day
- NAFSA’s Connecting Our World Website
Space 8:
What ways can you incorporate your returnee programming throughout the whole study abroad process?

Before (Plan)
- Pre-departure materials
- Create a returnee culture
- Resources on website

During (Learn)
- Reentry workshop while on-site
- Global Scholars programs

After (Integrate)
- Events
- E-portfolios & Digital Storytelling
- Career prep and processing emotional experience
**Space 9:**

How can you expand your programming to engage students with returnee content in multiple formats?

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<thead>
<tr>
<th>Formats</th>
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<tbody>
<tr>
<td>Videos</td>
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<td>Audio files</td>
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<td>Quizzes / online learning</td>
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<td>Gamification</td>
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<td>Workshops / in-person</td>
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</tbody>
</table>
Setbacks

Stale programming
Student timeline vs ours
One-dimensional
Lack of scholarship on topic
Assessment of programming
Quick Wins

Using students to create content
Collaboration (campus and beyond)
Create a returnee culture
Carrot = career & marketing
Game: Part 3
Play! Reflect! Share!

Quick Wins

Setbacks
Bringing It All Together

Questions & Discussion