

MAKING THE CASE AMIDST COMPETING PRIORITIES: INTERNATIONAL EDUCATION IN AN INSTITUTIONAL CONTEXT

SUSAN POPKO, SANTA CLARA UNIVERSITY; HANNAH
STEWART-GAMBINO, LAFAYETTE COLLEGE; MARGARET
PLYMPTON, NATIONAL ENDOWMENT FOR THE
HUMANITIES; PATRICIA SCROGGS, HOWARD UNIVERSITY

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ABROAD

A map of the San Francisco Bay Area, showing major cities like San Francisco, Oakland, San Jose, and Fremont, along with highways such as I-80, I-580, I-680, and I-280. The map is overlaid with a semi-transparent text box containing a title and four bullet points.

Roadmap for Making the Case

- ◆ Connect to your specific institutional mission and strategic plan
- ◆ Measure what you do
- ◆ Tell your global story
- ◆ Envision international education beyond mobility and focus on learning

Measure What You Do

- ◆ Institute for International Education (IIE) Open Doors:
<http://www.iie.org/>
- ◆ IPEDS: <https://nces.ed.gov/ipeds/>
- ◆ National Survey of Student Engagement (NSSE):
<http://nsse.iub.edu>
- ◆ Comparison institutions
- ◆ AAC&U VALUE rubrics:
<https://www.aacu.org/value-rubrics>
- ◆ Institutional metrics that matter at your institution

What Matters at Your Institution?

- Mission & Strategic Plan

Santa Clara University Strategic Priorities

- ❖ Excellence in Jesuit Education
- ❖ Engagement with Silicon Valley
- ❖ Global Understanding and Engagement
- ❖ Justice and Sustainability
- ❖ Academic Community

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Telling Your Story: What is your Global Narrative?



- Kyra Sjarif, '14
- From Indonesia
- Double-majors: Psychology and French; Art minor
- Honors Program
- Short-term program abroad
- Currently working in France teaching English

What Does Proximity Have to Do with Learning?



Education Abroad from a Dean's Perspective

HANNAH STEWART-GAMBINO

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What are the major arguments for study abroad?

- I. Job preparedness (Obama, Scott Walker, Trustees)
- II. Citizenship (Nussbaum)
- III. Academic Excellence (Kuh)
- IV. Personal Growth (Kuh)
- V. Institutional Interests (prestige or philanthropy)

Job Preparedness

Knowledge

- Language
- Place-specific culture
- Place-specific production or business practice

Skills

- Problem solving
- Working in teams
 - Diversity in the workplace
 - Diversity in the market
- Travel skills

Attitudes

- Cultural awareness/cross-cultural competencies
- Openness/critical thinking

Informed Citizenry

Individual reflection - US citizenship in global context

- Democratic ideals
- Individual rights and obligations

US role in globalized world

- Cosmopolitanism (Nussbaum)
- Anti -Orientalism (Edward Said)/Multiculturalism
- US exceptionalism

Academic Excellence

High Impact –

- Grades go up
- Majors and minors change
- Increase in retention and graduation
- More likely to engage in further research
- More likely to continue language training
- More likely to work directly with faculty in other ways

Personal Growth

It was awesome!

- Maturation
- Independence
- Confidence
- Resiliency

Institutional Interests: Prestige/Reputation or Philanthropy

- Programs contribute to perceived institutional prestige
- Programs contribute to admissions competitiveness
- Individuals more likely to contribute positively to campus
- Individuals less likely to engage in bad or risky behaviors
- Graduates more likely to give back – donors, internships, advisory committees, etc.

How to construct case for your specific programs

- Institutional Mission: what is your institution's primary niche?
- Institutional Strategic Plan: what are your institution's priorities in the next 5-8 years?
- Institutional Type: who are your institution's students?

Institutional Missions by Institutional Type

	Liberal Arts – primarily undergrad	Undergrad and Masters	PhD research	Special Religious
Regional Private				
Elite Private				
Community College				
Regional Public				
Elite Public				
For Profit				

Study Abroad outcomes by student target population

	Job Preparedness	Citizenship	Academic Excellence	Personal Growth	Institutional Interests
Undergrad STEM					
Undergrad Arts and Sciences					
Undergrad Business					
Undergrad Engineer					
Masters					
Religious					

Construct Arguments: Mission-specific and Strategic Plan- specific

Does your study abroad profile match the institution's mission?

Does your study abroad profile match the institution's strategic plan?

Can you align your programs with the language of either?

Can you align the various priorities with your programs?

What metrics can you use to demonstrate your programs' contributions?

Who has the information that you need?

How do you access and/or create the data that you need?

Construct Arguments Targets and Metrics

You meet the mission – how do you know?

You support the strategic plan – how do you know?

Your students demonstrate the 5 reasons for study abroad – how do you know?

The institution (not just the students) is stronger because of you – how do you know?

Takeaway: The academic case for study abroad is

Mission specific

Strategic plan specific

Stakeholder specific

Aligned with specific targets

Measured by concrete metrics

Education Abroad from a CFO's Perspective

PEGGY PLYMPTON

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Some Questions, first

How many of you are at the table when institutional priorities/resource allocations are being decided?

If not you, is your boss? Or your boss' boss?

Is it clear, at your institution, what the high priority areas are for your campus?

If so, is Education Abroad one of them?

Some Assumptions

Bad news, your CFO thinks of Study Abroad as “costing money”

Good news, just about everything on a campus either reduces revenues or adds costs:

- Financial aid
- Research
- Athletics
- adding faculty/staff, etc.

So?

Reducing costs/managing costs

More important, showing your support for the mission:

- Advancing strategic priorities
- Contributing to the academic enterprise

How do you do that?

What is your institution concerned with/proud of?

How do your programs contribute to those?

- Graduation and retention statistics for study abroad participants
- Donations from SA participants
- SA alumni accomplishments

And most importantly...

Academic impact of your programs

Back to the Cost Picture— what are they?

Enrollment

Compensation

Facilities


Risk

Enrollment

Challenges:

- Tuition paid to another institution
- Financial aid awards going with students

Strategies:

- Increase the transfer student population
 - Spread Study Abroad activity across both semesters
 - Increase summer-only programs
- 

Compensation

Challenges:

- Standard semester pay?
- room and board included?
- In-country support folks?

Strategies:

- Keep enrollments healthy
- Full picture of responsibilities

Take Away

Be cost-aware and responsible, but first—

Alignment with the mission, and

Excellent results!

Education Abroad from an Employer's Perspective

PATRICIA SCROGGS

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Does Education Abroad Impact Careers?

- ❑ Education abroad can be a powerful contributor to career success.
- ❑ Students/alumni report that education abroad provides them with skill sets that increase their competitiveness for jobs and shapes their career choices.
- ❑ Employers value the skills and experiences that can be developed during study abroad.

Students/Alumni Believe Study Abroad Influences Their Careers

2008 study of 17,000 participants in IIE programs 1950-1999.

Asked students whether studying abroad influenced their careers.

- 77% said they acquired skills that influenced their career paths.
- 62% said it ignited an interest in a career direction pursued.
- 48% reported working or volunteering in an international capacity since college.
- 84% of those who chose to work internationally say that their study abroad experience enabled them to acquire a skill set that influenced their career path.

Illustrates a significant career impact of study abroad on most students.

Career impact is much greater for alumni who

- work internationally, study abroad for a year, enroll in host universities, study exclusively in a foreign language, participate in internships, live with host families.

Five Characteristics of a Successful Career Professional in an International Organization

2003 Rand Corporation Study

- ❑ General cognitive skills (problem solving, analytic ability)
- ❑ Interpersonal and relationship skills
- ❑ Tolerance for ambiguity and adaptability
- ❑ Cross-cultural competency (ability to work well in different cultures and with people from different backgrounds)
- ❑ Personal traits (e.g., character, self-reliance, dependability)



Foreign Service Officer Qualifications - 13 Dimensions

- ❑ **Composure.** To stay calm, poised, and effective in stressful or difficult situations; to think on one's feet, adjusting quickly to changing situations.
- ❑ **Cultural Adaptability.** To work and communicate effectively and harmoniously with persons of other cultures, value systems, political beliefs, and economic circumstances; to recognize and respect differences in new and different cultural environments.
- ❑ **Resourcefulness.** To formulate creative alternatives or solutions to resolve problems, to show flexibility in response to unanticipated circumstances.
- ❑ **Experience and Motivation.** To demonstrate knowledge, skills or other attributes gained from previous experience of relevance to the Foreign Service.
- ❑ **Working With Others.** To interact in a constructive, cooperative, and harmonious manner; to work effectively as a team player; to establish positive relationships and gain the confidence of others; to use humor as appropriate.
- ❑ **Judgment.** To discern what is appropriate, practical, and realistic in a given situation; to weigh relative merits of competing demands.
- ❑ **Initiative and Leadership.** To recognize and assume responsibility for work that needs to be done; to persist in the completion of a task; to influence significantly a group's activity, direction, or opinion; to motivate others to participate in the activity one is leading.
- ❑ **Oral Communication.** To speak fluently in a concise, grammatically correct, organized, precise, and persuasive manner; to convey nuances of meaning.
- ❑ **Information Integration and Analysis.** To absorb and retain complex information drawn from a variety of sources; to draw reasoned conclusions from analysis and synthesis of available information; to evaluate the importance, reliability, and usefulness of information.
- ❑ **Objectivity and Integrity.** To be fair and honest; to avoid deceit, favoritism, and discrimination; to present issues frankly and fully, without subjective bias.
- ❑ **Planning and Organizing.** To prioritize and order tasks effectively, employ a systematic approach to achieving objectives, make best use of limited resources.
- ❑ **Quantitative Analysis.** To identify, compile, analyze, and draw correct conclusions from pertinent data.
- ❑ **Written Communication.** To write concise, well organized, grammatically correct, effective and persuasive English in a limited amount of time.

Employers' Perspective

- ❑ Employers value the skills and experiences that can be developed during study abroad.
- ❑ Students must be able to articulate how their study abroad experiences helped them develop skills and characteristics valued by employers.

Relating Study Abroad Experiences to Professional Skills

- Individuals must highlight skills and experiences gained through study abroad that are relevant to those needed by employers.
 - Personal Statements
 - Resumes
 - Interviews
 - Cover letters
 - On the job

Positive University Approaches

- ❑ Building career considerations into planning for study abroad.
- ❑ Encouraging students to reflect on their experiences when they return through various programs
- ❑ Creating collaborations across campus between education abroad offices, career centers, fellowship advisors and other actors to help students translate and articulate their career skills.

Takeaway:

- ❑ Education abroad enhances students' competitiveness for employment and ignites interests in careers with an international component.
- ❑ University initiatives to help students link their study abroad experiences to professional skills help maximize the benefit.
- ❑ Positive impact on employment helps make the case within universities for supporting education abroad.