Steering Institutional Change Toward Greater Exchange with the US, while Consolidating the EHEA Reform

The Forum on Education Abroad
European Conference 2014

Cristina Grasset, Spain Education Programs (SEP)
cgrasset@spaineduprograms.es

Maria Luisa Sierra, San Jorge University (USJ)
mlsierra@usj.es
**EHEA: Continuous Reform Process**

- Government mandated/funded by national agencies (Spain/OAPEE)
- New ERASMUS+ Initiatives as part of 2014-2020 EHEA Plan
- Initiatives originate at institutional level
- Student, Faculty and Staff exchanges included/funded
- Highly bureaucratic

**US-EU Agreements**

- Structured by partner universities with limited/no access to public funding
- Initiatives originate at institutional level
- Focused on student mobility. Limited opportunities for faculty & staff
- Seek efficiency, strong student services, academic quality, standards of good practice

**EHEA Goals:**
- Fight unemployment
- Democratic engagement
- Promote sports

**Shared institutional goals & learning outcomes**

**Address:**
- EDUCATION
- TRAINING
- YOUTH
- SPORTS

**Address:**
- STUDY ABROAD
- LANGUAGE
- INTERNSHIPS
- SPECIAL FOCUS
Rating of the Obstacles Encountered when Setting up US-EU Agreements
Conflicting Calendars

- Start the 1\textsuperscript{st} week of September and finish in May
- Remaining obstacles: the 1\textsuperscript{st} semester ends at the end of January
- International students (EHEA) visit classes and do not register until the 3\textsuperscript{rd} week of September
Lack on-line Data (website)

- Not all degree programs display their info. in English
- No course descriptions
- Syllabi are in Spanish
- Last year specific area for international students
- Facebook
Limited Financial Resources/Costs

- Small team
- Lack of trained staff
- Study Abroad not seen as a priority
- Previous international programs developed by signing MOUs without a planned strategy
- Recruitment “by chance” i.e. French students at USJ
Lack of Language Skills

• Spanish professors: “teaching in English a blessing or a curse”
  ✓ ESL Training on campus
  ✓ CLIL implementation
  ✓ Training in teaching methodologies in English

✓ Complaints about English level

• International students:
  ✓ Free Spanish as a Second Language courses

✓ No requirements for taking courses
Differences in Academic Records/Transcripts

• General Secretary staff has no knowledge about differences between US grading system &
• Academic record format
• ECTS different from US credit system
Lack of Timely Data on Course Offerings (syllabi...) & Rigid Curriculum

- There are courses offered in English but cannot be offered for all international USJ students on campus.
- There are some degrees that have that possibility: Communication Sciences degrees: Journalism; Advertising; Audiovisual Communication; Translation & Economics and Business Administration
Lack of Timely Data on Course Offerings (syllabi...) & Rigid Curriculum

- Lack of mobility among degree programs
- High faculty rotation: teaching workload (end of June/July)
- Syllabi must be for 1st day of class
Complex Admission and/or Registration Processes

- No procedures in English
- 1st year registration is done by personal appointment & in person
- Online registration available only for 2nd year students
- Last year credit card payment before bank account
Lack of Students Services

- It is a cost not an investment
- Fragmented and disseminated assistance
- Too much reliance on professors as international advisors
- The IRR office does not concentrate all the information
Accreditations

• Lack of knowledge about the importance of accreditations
• No knowledge on US procedures & accreditation system
Student Visas

- Lack of trained staff
- Updated information & legal advisors
Flawed General Assumptions

• International students do not integrate well with Spanish students
• It is enough to bring international students to campus to promote an excellent internationalization
• It should happen naturally
Thank you very much
FORUM ON EDUCATION ABROAD
European Conference - Barcelona

MAIN OBSTACLES TO DEVELOP PARTNERSHIPS WITH US UNIVERSITIES

David Gil
Head of International Mobility
Oct. 25, 2014
• UC3M IS A YOUNG PUBLIC UNIVERSITY ESTABLISHED IN 1989

• A PRESTIGIOUS UNIVERSITY: SOME OF THE HIGHEST ADMISSION GRADES

• MORE THAN 18,000 STUDENTS

• 4 CAMPUSES:

  ✓ GETAFE: SOCIAL & LEGAL SCIENCES – HUMANITIES, COMMUNICATION & LIBRARY SCIENCES

  ✓ LEGANÉS: ENGINEERING SCHOOL

  ✓ COLMENAREJO

  ✓ DOWNTOWN MADRID: PUERTA DE TOLEDO (GRADUATE STUDIES)
PROBLEM: Spanish academic calendar overlaps with US calendar

TRADITIONALLY:

• Fall semester: Ended in mid Feb
• Spring semester: Ended in late Jun
• Retakes: Sep

CONSEQUENCES

✓ Existing agreements: Limited exchanges
✓ Impede new partnerships
1. CONFLICTING CALENDARS

NEW CALENDAR (EHEA):

- Fall semester: Ends mid Jan (Still a problem with finals after Christmas)
- Spring semester: Ends mid May
- Retakes: June

CONSEQUENCES:

- Existing agreements:
  - Still small numbers in Fall
  - But increase of exchanges in Spring

- Alternatives for students in Fall:
  - Anticipated exams
  - Distant exams
  - Results in uncertainty, student circulation, paper work
1. CONFLICTING CALENDARS

NEW REGULATION (To be approved this month)

• Guarantee the right to an anticipated exam

• CONSEQUENCES:

✓ Reduce incertitude and ambiguity
✓ Allow students to plan
✓ More exchanges in Fall
✓ Open the door to new partnerships
BUT THE BEST IS YET TO COME...

- A new academic calendar with finals before Christmas.
  - To be implemented in the future
  - Consequences:
    - Certainty: Perfect calendar matching
    - Uniformity: Same calendar for all students
    - Increase the number of exchanges in Fall
    - Attraction of new partners
2. Language requirements

SITUATION:

• Traditionally ALL UNDERGRADUATE programs in SPANISH ONLY

EFFECTS:

✓ Language barrier
✓ Difficulties to increase partnerships
At UC3M no specific level of Spanish required
(B1 recommended)

94/95: UC3M started to offer programs in:
B.A,Eco & Computer Eng.

14/15: 17 undergraduate programs:
✓ 6 English (100%)
✓ 11 Bilingual (>50%)
✓ Limited English offering in other degrees
04/05:
5 U.S. PARTNERS
27 EXCHANGE STUDENTS

14/15:
50 U.S. PARTNERS
530 EXCHANGE STUDENTS
THANK YOU VERY MUCH
Discussion Topic: Complex Admission and/or Registration Processes

A contribution to the session: “Steering Institutional Change Toward Greater Exchange with the U.S., While Consolidating the EHEA Reform”

25 October 2014
Fast Facts About Nebrija

• Private, independent university in Madrid with a student population of 5,000 (on-site and online)

• Originated as a center for Spanish language and culture studies, which led to naming the university after the 15th-Century humanist who published the first Spanish grammar book

• Welcomes between 1,000 and 1,200 international students each year via exchanges, custom programs, study abroad providers, and independent applications

• Full degree programs and semester or short-term programs available for international students in a variety of disciplines

• Wide selection of classes available in English and Spanish through the Centro de Estudios Hispánicos and the university itself
Addressing Admission and Registration Challenges Between the U.S. and Europe

Back to the Basics: Communication

• Know your audience.
• Ask questions.
• Listen to what Partners have to say.
• Be proactive in communication.
• Be clear and concise.
• Be an internal advocate for International Programs.
What Has Worked for Us

For incoming students to Nebrija (semester/academic year):

- Information online explaining program options
- Programs divided by Faculty so students can choose courses from more than one discipline
- Students choose several pre-approved alternative courses on Application Form in case initial choices have a scheduling conflict, etc.
- Scheduling on-site with academic advisors and International Programs team, but general course listings online
- International Programs as an advocate for more information in English online
- General information sent to Partners each semester to explain processes and new developments
What Has Worked for Us

For outgoing students from Nebrija (semester/academic year):

• Dramatic shift in promotional calendar to give Spanish students ample time to prepare for their Exchange
• Step-by-step information online about the process
• Confirmation and communication of U.S. Partner requisites to students through multiple channels
• For U.S.-bound students, sending in application forms and supporting documents to U.S. well in advance of deadlines for a better chance at getting into required classes
Suggestions, ideas, or questions?

Stephanie Lim
Department of International Programs
slim@nebrija.es

Ana Carballal
Centro de Estudios Hispánicos
acarball@nebrija.es

www.nebrija.com and www.hispanicosnebrija.com
ACCREDITATIONS
CEU SAN PABLO UNIVERSITY

Forum on Education Abroad
Barcelona, 25th October 2014
How can Spanish Universities get a US accreditation?

1. Get an accreditation in your home region or home country
   - Regional accreditor:
     Madrid:
     Fundación madri+d (former ACAP)
   - National accreditor:
     ANECA

Some regional or national accreditors have an agreement with US accreditors
How can Spanish Universities get a US accreditation?

2. Apply for an accreditation directly
Accreditation is a long process that can take 3-10 years and it implies periodic reviews of the accreditors.

The CEU San Pablo University case:
**Accreditation by NAAB** (National Architectural Accrediting Board)
Architecture (Escuela Politécnica Superior)

NAAB Accreditation Process: Substantial Equivalency Accreditation

The term “substantial equivalency” indicates that it provides an educational experience meeting acceptable standards, even though such program may differ in format or method of delivery.

NAAB is composed of 4 associations:

ACSA (Association of Collegiate Schools of Architecture)
AIA (American Institute of Architects)
AIAS (American Institute of Architecture Students)
NCARB (National Council of Architectural Registration Boards)
NAAB Accreditation Process: Substantial Equivalency Accreditation

The accreditation process of the Degree of Architecture takes 3 or 4 years and implies three visits (approx. 1 visit per year) of different groups of evaluators that analyze 58 points:

- Institutional support and constant improvement: 18 points
- Academic results and study: 32 points
- Framework of the study plan: 8 points

CEU San Pablo University has already passed 51 points, 9 of them with distinction.

Options to have US partner Universities with no US accreditation

- **Attend International Fairs:**
  - NAFSA
  - EAIE
  - APAIE

- **Look for similar universities**
  The CEU San Pablo University case:
  - Catholic universities
  - Member of ICUSTA (International Council of Universities of Saint Thomas Aquinas)
What can you offer?

• **Bilingual Programs**
  English taught courses

• **Study Abroad Programs**
  Fixed and tailor made programs

• **Summer University**
  A first step to get in touch with each other

• **Flexibility**
  Combined programs/ Open course registration to all Faculties or Schools/ Humanities: Art, History, Literature and Spanish Culture Studies
Results: Agreements with top US Universities

- Boston University
- Colgate University
- Florida International University
- Fordham University
- Hamilton College
- Regent University
- ST. Laurence University
- Suffolk University
- Syracuse University
- The University of Chicago
- The George Washington University
- University of California, Irvine
- University of California San Diego Extension
- University of Maryland Dental School
- University of St. Thomas (Houston, TX)
Thank you very much!

Alejandra Villena Uerkvitz
Head of International Office
international.office@ceu.es
+34 91 514 01 05