



# STRATEGIES FOR EDUCATION ABROAD ADVOCACY ON CAMPUSES

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## INTRODUCTION

This Advocacy Manual provides campus-based education abroad professionals with strategies and resources for raising the profile of education abroad on their campus and, to a more limited extent, with their local state legislature. The manual identifies critical constituents, offers key strategies for working with these colleagues, and provides suggested tools and further resources to consult in this effort. It also identifies Forum on Education Abroad publications and resources on the Forum web site that can be useful to education abroad professionals in their effort to create successful and mutually beneficial relationships with their campus colleagues. While the information in this manual is designed to be useful to the broad Forum membership, the authors recognize that each institution of higher education is unique, and education abroad professionals will need to reflect on and adapt the suggestions in this manual to their particular institutional context.

This manual is divided into five broad categories with the information in each category organized in an easy-to-read outline format. Each category reflects a particular role that one or more offices on campus play in the realization and implementation of education abroad at U.S. institutions of higher education. As with any grouping, there is the potential for overlapping goals, services and divisions of labor. As a result, suggestions provided for one category of constituents may also be useful when working with constituents from other categories. Some categories may be collapsed or grouped in different ways on individual campuses and the list of offices and individuals within each category is representative and not prescriptive. Given the variety of dynamics that exist on each campus, the broad categories and the suggestions provided in this manual are designed as a starting point for integrating education abroad into the campus fabric through strong linkages and carefully coordinated partnerships. We welcome information on successes you have had at institutions, and resources or ideas to share with colleagues in the field.

This manual is a work in progress, and the Forum welcomes feedback from the membership on its contents and additional resources that should be included. The Forum Advocacy Committee wishes to thank the many colleagues who attended the Visibility Matters sessions at the 2008 and 2009 Forum conferences and provided valuable suggestions and feedback on the early drafts of this manual. The Committee also wishes to recognize Lynn Anderson (University of California, San Diego) as well as Loren Crabtree (Semester at Sea) and David Gies (Semester at Sea) whose insights contributed to this work.

## THE IMPORTANCE OF RECIPROCITY

The concept of *advocacy* can be easily misinterpreted. It is important to keep in mind that education abroad can only be successfully integrated into the campus mission and infrastructure if it is viewed as beneficial to all parties involved. Students participating in education abroad impact all aspects of campus life – from admissions to alumni, from the financial aid office to the registrar’s office to individual academic departments. In order to promote the value of education abroad, it is essential that offices that service students and are impacted by their participation view the education abroad office as an advocate for their offices as well. Success is measured by the ability of the education abroad office to be aware of the impact that students who participate in education abroad have on campus offices, recognize how these offices support education abroad, and the benefits that accrue to all involved. It is also essential to find ways to provide mutually beneficial support to facilitate a sense of common mission and purpose.

The same interpretation of advocacy applies to relationships with senior administrators. Education abroad professionals can best advocate for the value of education abroad if they can demonstrate how the programs and services they provide help to achieve the broad educational goals that the senior administration envisions for its institution, and if they can demonstrate that education abroad is an effective component of these goals. The more effectively education abroad initiatives reflect the language and content of the institution’s mission and is viewed as a pillar of support in achieving institutional goals, the greater education abroad offices’ activities and goals will be viewed as being worthy of support and recognition.

Networking with colleagues across campus is both rewarding and challenging, particularly for small or single-person offices that are also trying to service individual student advising needs. Building these coalitions will lead to greater efficiencies in the long term and enable the education abroad office to achieve its goals with greater effectiveness and success.

In order to achieve cooperative and mutually supportive relationships with colleagues across campus, the following strategies are recommended:

- know the mission of other campus offices, programs, departments and units and consider how education abroad can support their goals and objectives.
- accept invitations from across campus to serve on task forces, search committees, make presentations or assist with projects. Even if the project or task force does not seem directly related to international education, participation can help forge new relationships and build goodwill that may pay future dividends.
- take some time to meet staff in offices other than study abroad to learn about their work responsibilities and challenges. These relationships help to build trust and provide an better understanding of the impact of

education abroad across the institution. This knowledge facilitates discussions on ways to collaborate successfully and to integrate education abroad into the mission of other offices on campus.

- recognize the work of other offices and units; thank them, identify ways to show your appreciation for the work others do to support education abroad.

- be prepared to articulate how education abroad is beneficial to other campus offices and programs.

For example, it is currently estimated that 53% of entering freshmen in the U.S. arrive on campus interested in studying abroad (*American Freshman, 2008*). Strong education abroad offerings, therefore, assist admissions offices in their recruitment efforts. In addition to aiding domestic recruitment, sending students overseas can help raise an institution's profile abroad and assist with international student recruitment. Exchange programs, often an element of education abroad programming, help to diversify the on-campus student population, contributing to an institution's student diversity goals. Recent research has drawn parallels between education abroad and increased retention and graduation rates (*Effects of Study Abroad*), and alumni satisfaction associated with study abroad can impact donor responsiveness as well as spur alumni to promote an institution to prospective students. The positive impacts of education abroad can be useful in convincing other areas of the campus of the value of effective advising, financial aid and credit transfer procedures for education abroad students. For some institutions education abroad assists with institutional enrollment management and on-campus housing challenges. For specialized services, such as the institution's health center, the education abroad can assist in highlighting the value of their services by advising students to visit with the health center prior to departure in order to be informed about immunization or other health needs. A list of resources at the end of this section identifies key research on the learning outcomes of education abroad. Knowing how education abroad is an asset at the institution will assist advocating for its value.

### ***Additional Resources***

[www.forumea.org](http://www.forumea.org): The Forum on Education Abroad web site has information on numerous studies conducted on learning outcomes for education abroad (click on the "Research" tab) and also offers general resources on standards for the field (click on the "Standards" tab).

[www.frontiersjournal.com](http://www.frontiersjournal.com): *Frontiers: The Interdisciplinary Journal of Study Abroad* is the Forum's official journal and the leading research publication in the field. Its primary focus is on student learning outcomes.

<http://www.umabroad.umn.edu/ci/evaluation/index.html>: As part of its curriculum integration project, the University of Minnesota has published comparative evaluation of persistence towards graduation among students who study abroad.

Jodi Malmgren and Jim Galvin. *Effects of Study Abroad Participation on Student Graduation Rates: A Study of Three Incoming Freshmen Cohorts at the University of Minnesota, Twin Cities*. *NACADA Journal* Vol. 28, no. 1, Spring 2008.

A recent *Frontiers* article describes a survey from 2003 that also provides relevant data. "Student Involvement as Predictive of College Freshmen Plans to Study Abroad," by Val Rust, Cathryn Dhanatya, Linda H.L. Furuto, and Omid Kheiltash, presents results of the Cooperative Institutional Research Program (CIRP) Freshman Survey conducted by the Higher Education Research Institute (HERI) at the University of California, Los Angeles (*Frontiers*, Volume XV, Winter, 2007-08). The authors explain that the CIRP Freshman Survey is the nation's oldest and largest empirical research source for higher education, and that in 2003, approximately 400,000 students at 614 of the nation's colleges and universities, representing 23 percent of all freshmen students in the country entering four-year institutions, filled out the questionnaire. A copy of the survey is available online at:

[http://www.gseis.ucla.edu/heri/cirp\\_survey.html](http://www.gseis.ucla.edu/heri/cirp_survey.html)

Another recent *Frontiers* article provides evidence that education abroad also has a positive impact on retention. In her article, "Persistence at a Liberal Arts University and Participation in a Study Abroad Program (*Frontiers* Winter 07-08)," Denise Young explores the association between persistence toward graduation and participation in a study abroad program. The results of her study of 1,237 students present evidence that participation in study abroad had a positive effect on persistence toward the degree, and that study abroad was "associated with both academic and social integration (pp107-108)."

*The American Freshman: National Norms Fall 2008*. Higher Education Research Institute, Graduate School of Education & Information Studies, UCLA, 2008.

The most recent data from the American Council on Education (ACE) Survey of College-Bound High School Seniors is helpful in this context

(<http://www.acenet.edu/AM/Template.cfm?Section=Search&template=/CM/HTMLDisplay.cfm&ContentID=25973>). It found that the majority of incoming freshmen have some international experience prior to entering college. More than 77% of respondents indicated that they had some type of direct international experience prior to attending college, whether they hosted an international student in their home, traveled abroad, or had immediate family members move to another country. Nearly all the respondents (98%) indicated that they have studied a foreign language. More than half of the respondents (57%) indicated that they plan on studying a foreign language in college, and half said that they expect to take courses focusing on another country's history or culture. What did this college-bound group report about their view of study abroad programs? Nearly half (48%) indicated that they expected to study abroad during their college or university years, while more than 70% of respondents said it is important that their college offer study abroad programs. Nearly nine in ten students said they were interested in gaining exposure to another culture while in college, nearly two-thirds of respondents said they were interested in learning another language, and just over 60% said they were interested

in international education to acquire career-related experiences. ACE survey on college-bound high school seniors

## SENIOR LEADERSHIP

### *Key Campus Decision Makers*

Board of Trustees/Regents

President

Provost

Academic Dean

International Vice-President

Graduate Vice-President

Undergraduate Vice-President

Statehouse

These constituents influence the overall mission, agenda, strategy, momentum, and funding of the education abroad office. Education abroad offices are often uniquely situated as being both academic and administrative in scope, affecting the educational mission of the college as well as having significant impacts on the financial, enrollment, housing, and service areas of an institution. Education abroad offices, however, are rarely staffed by faculty; therefore, the traditional pathways of influence are not normally available. As a result, direct contact with senior leadership will likely vary significantly depending on the size and prestige of the office, number of students abroad, and the type of institution.

The senior leadership of a college or university determines broad institutional goals, including an internationalization agenda, strategy, and funding.. This section provides a list of strategies, tips, and links to relevant materials to help you advocate effectively for education abroad to senior leadership on your campus.

### *Strategies and Tips for Advocating for Education Abroad to Senior Leadership*

- **Gain Access:** Many education abroad professionals have only limited exposure to senior administrators. This means that being prepared to deliver a clear, focused presentation is important when opportunities arise or as you create them. When opportunities do appear, be aggressive and assertive when pointing out the needs of the office and how education abroad fits into the institution's educational mission. Have talking points ready for each audience with data to confirm your assertions.

Another way to gain access to senior leadership is to invite them to visit program sites and your office.

- ✓ Invite leadership to visit your study abroad sites. Virtually every college president has a heavy travel schedule. Work with their office to include a short site-visit whenever they may be in the region.
- ✓ If the campus sponsors faculty-led programs, work with faculty to invite the campus leadership to visit the programs. Visiting short-term summer or winter-term programs is a great alternative for institutions without semester or year-long programs and campuses abroad.
- ✓ Host an education abroad office Open House for faculty and administration. This is an easy way to encourage campus leaders to visit your office and gain insight into your operations. Invite students

and alumni to speak at these events to provide compelling details about the programs and their outcomes.

- **Understand their Needs:** Senior leadership is where academic goals and administrative realities meet..

Particularly in the current financial climate, the education abroad office must be adept at discussing the cost of education abroad and the implications for the campus as well as its educational importance and how it is affirmed. Proposals that reflect a clear understanding of the institution's financial situation and the ability to demonstrate how education abroad contributes to the institution's mission have a higher chance of success.

- ✓ Volunteer for committees that include planning or budgeting for the institution. This provides a good understanding of the entire institutional context as well as an opportunity to introduce yourself to key people across campus.
- ✓ Review (or develop) financial management plans for education abroad as recommended by the Standards of Good Practice. This process is particularly important in the current financial climate and can serve as an access point for larger discussions on education abroad.
- ✓ Make sure that the Forum on Education Abroad word mark appears on the institution's web site (if they are a member), signaling the institutions commitment to Standards of Good Practice. The Forum is designated by the U.S. Department of Justice and Federal Trade Commission as the Standards Development Organization for education abroad, and its members are committed to adhering to the Forum Standards of Good Practice. The Forum is becoming a key resource for students and their parents, who contact the Forum and visit the web site in order to find information about education abroad programs, and to see which institutions are members. As a result, the Forum has developed a special page for these visitors (<http://www.forumea.org/faq.html>), and has a new graphic identity program for Forum institutional members that will help to make your membership in the Forum more visible to your constituents. Under this program, the Forum logo may appear on the web page of the institution with a link to a landing page that will explain that the institution is a member of the Forum, and as such is committed to the Standards of Good Practice. The Forum believes that the graphic identity program will be important for institutional members in their promotion of education abroad to students, parents, and other key constituents.
- ✓ Participate in the Forum's Quality Improvement Program for Education Abroad (QUIP). <http://www.forumea.org/quip-index.cfm> QUIP is the most effective way for an institution to achieve quality assurance in education abroad. QUIP is an evaluation tool that assists institutions to assess how well their education abroad programming conforms to the Forum's Standards of Good Practice for Education Abroad. QUIP provides institutions and education abroad programs with customized recommendations and action plans for quality improvement. Assessment results apply to all facets of education abroad programming, and program improvement directly benefit students. Successful completion of QUIP signifies that the institution is committed to quality improvement and the Standards of Good Practice. Recognition by the Forum is important to students, parents, and to an institution's administration, board, and other stakeholders. QUIP is also an excellent process to

complete as part of reaccreditation. Those institutions that have participated in QUIP say that it is an excellent way to highlight the importance of education abroad and assess and improve the overall institutional support for it.

- **Understand their Goals:** Most administrations have a few top priorities, which are often made clear whenever there is change in Deans, Vice-Presidents, or Presidents. Take the time to learn about your administration's goals and understand how and where education abroad fits into their vision.

- ✓ Establish a mission statement for the education abroad office (as recommended in the Standards of Good Practice) in conjunction with campus leaders.

- **Build a Support Base:** Advocating on behalf of education abroad must involve faculty, advisors, and administration beyond the education abroad office.

- ✓ Create an Advisory Committee on Education Abroad to engage with and offer advice on key education abroad issues and topics while raising the profile of education abroad on campus. Involve members of Financial Operations, Admissions, Alumni, Registrar, Housing, and other administrative divisions that contribute to and are affected by education abroad.

- **Facilitate Peer Interaction for your Campus Leaders:** Sometimes the most effective way to advocate for education abroad is to empower presidents and deans to do it for you. This can be accomplished by encouraging your campus leadership to become involved in education abroad networks so that they become aware of the field as a whole and the activities taking place on other campuses, especially at peer institutions.

- ✓ Encourage your campus leaders to participate in the Forum Fireside Dialogue, "Institutional Leadership for Education Abroad," intended for Provosts and Deans seeking to develop and advance education abroad in broad and deep ways across their institutions. Participants generate this Dialogue's topics, potentially to include staffing and financial models, managing relationships with provider organizations and international partners, and faculty incentives and curriculum development. The limited size, residential setting and focus on dialogue and problem-solving makes this a distinctive gathering during which participants will develop strategies for their campuses and organizations. The Dialogue is typically held in conjunction with the Forum's Annual Conference.
- ✓ Encourage senior leadership of the institution to attend the Forum on Education Abroad Annual Conference. The level of discussion and quality of content at the Forum Conference has been noted as being the best that the field offers. Senior campus leaders who have attended in the past report that it has assisted them greatly in understanding the field of education abroad and provided concrete ideas for their institutions.
- ✓ Invite the Forum to your campus to offer a customized workshop for your senior leadership, faculty and staff. A membership benefit, the Forum will present and review the Standards of Good Practice and lead participants in analyses of case studies applying the Standards to actual campus situations. Institutions that have recently convened Forum workshops on their campuses have praised them as

an ideal way to engage campus leaders on the topic of education abroad standards and quality assurance.

- ✓ Stay current on education abroad publications directed towards senior leadership and make sure that they are aware of them. Do not simply forward them to their offices; rather, try to present them thoughtfully in person, or write a targeted memo to accompany them that explains their importance. Examples are: *The Forum's Standards of Good Practice for Education Abroad*, *Code of Ethics for Education Abroad* ([www.forumea.org](http://www.forumea.org)), and *A Call to Leadership, The Presidential Role in Internationalizing the University* (Association of Public and Land-Grant Universities, 2004)
- ✓ Encourage campus leaders to become involved in senior-level internationalization associations. These could include the Association of International Education Administrators (AIEA), or the American Council on Education's (ACE) Internationalization Collaborative:

<http://www.acenet.edu/Content/NavigationMenu/ProgramsServices/cii/current/networks/Collaborative.htm>

- **Developing your Message – Emotional:** Demonstrating the impact of education abroad through illustrative examples of individual students and faculty can help promote a belief in the mission of education abroad.
  - ✓ Encourage students (particularly student leaders) to send postcards, letters or emails from abroad to campus leadership. Arrange for them to have lunch or coffee with key administrators upon return. It is important to prepare the students for this task by providing them with talking points so that they properly focus their message on what they are learning or have learned through education abroad. Messages that emphasize the joys of travel rather than the substance of learning are bound to convey the wrong impression about the purposes and value of education abroad.
  
- **Developing your Message – Data-based:** Beyond the emotional connection, advocacy requires being able to respond confidently to common questions about education abroad. While there are many questions that the field has not conclusively answered, there is a wide range of education abroad research detailing the various impacts, benefits, and trends and their effects on an institution and its various departments (student life, financial aid, housing, etc.).
  - ✓ When addressing specific questions about education abroad (e.g. are there any benefits to short-term programs? Is a semester as valuable as a full year of study?) always refer to past and on-going studies. The Forum Council's Assessment and Research Committee provides a number of resources that explain current research on the Forum's web site: <http://forumea.org/research-outcomes.cfm>. In addition, the latest volumes of *Frontiers* are important to consult.
  
- **Tap the Competitive Instinct:** Education abroad administrators often know where their institution lies in relation to their peers. Take the time to demonstrate clearly to your campus leadership where the institution stands. If your education abroad office is a leader, identify the positive impact that this has on admissions

recruitment, how it distinguishes the institution's educational mission and helps to make it distinct, and how it helps to engage faculty. If your education abroad office is less advanced, study and clearly define in a detailed proposal what it would take to build the office, and how this would strengthen the institution's overall competitive position.

- ✓ Know where you stand in relation to your peers. Use the Institute for International Education's (IIE) *Open Doors* to present information on the state of education abroad enrollments, and the relative position of your college: <http://opendoors.iienetwork.org/>
- ✓ Know where your office stands in terms of staff positions, resources, funding, advising load, and productivity. Several Forum surveys provide excellent resources that you can use to compare the with others: The State of the Field Survey, Survey on Program Management, the Pathways Survey, and the Survey on the Impact of the Global Economic Crisis on Education Abroad (<http://forumea.org/research-data.cfm>).
- ✓ Nominate students at the institution to apply for the Forum's Undergraduate Research Awards.
- ✓ Make your senior leadership aware of both the Senator Paul Simon Award for Campus Internationalization (NAFSA), and The Andrew Heiskell Awards for Innovation in International Education (IIE). These awards offer a clear goal and incentives for senior leaders:

## ACADEMIC ADVISORS

### *Key Decision Makers*

Faculty

Professional Academic Advisors

These constituents directly impact the choices students make concerning education abroad. They may need to be convinced of the academic merit of education abroad, how it can benefit the student directly, and how to fit education abroad into a student's degree plan. Some may also need to be convinced that they play a crucial role in both promoting education abroad and possibly supporting students while abroad.

### *Tips and suggestions for advocating for education abroad to offices that impact academic advising:*

- Show how students are impacted by education abroad.
- What do parents say? Consider starting a parent web site that academic advisors can reference.
- Find out how many courses can be taken abroad (major, minor, language, general education) and learn if any restrictions exist on completing requirements overseas.
- Identify what courses are not offered in the department that faculty would find attractive for students to take while overseas.
- Collect and use statistics:
  - ✓ GPA before, during and after study abroad experience
  - ✓ Retention and graduation rates for students who participate in study abroad programs
  - ✓ If a senior thesis or research project is required, was it based on or impacted by a student's study abroad experience?
- Know the student's stories – while statistics and data are helpful, knowing specific stories of students who have benefited from a study abroad experience is also useful. A newsletter of student stories from the previous semester or year sent to key offices can be effective in reminding offices what students are accomplishing abroad.
- Know what peer institutions are doing.
  - ✓ Monitor *Open Doors* and be prepared to present on how you compare to peer institutions.
  - ✓ Suggest to local peer institutions that you share more detailed data on study abroad participation to collect information on majors, language focus, etc.
  - ✓ Know your peer institution's policies about approved programs, eligibility requirements, and budgeting for study abroad.

In addition to broad considerations, keep in-mind specific activities for individual constituencies.

### *Tips and Suggestions for successful advocacy with faculty:*

- Encourage faculty involvement in discipline-based programs, such as by creating a faculty advisory committee or designating a key faculty resource person who visits the program regularly.
- Include faculty in on-site visits, program review visits, etc.

- Put together education abroad program materials by discipline.
- Provide to faculty lists of students who are returning from a program abroad so that faculty might consider opportunities for students to make contributions in the classroom that draw upon their experience abroad, or so that faculty may recognize the academic or personal growth that has occurred.
- Support faculty-led programs (short-term programs are often popular) to encourage faculty involvement in education abroad and to offer faculty the opportunity to see first-hand what students can learn overseas.
- Work with departmental faculty on creating departmental education abroad scholarships that will assist departments in meeting their learning goals through education abroad.
- Work with departments to establish course equivalencies and credit transfer policies and practices.
- Ask chairs to invite you to department meetings on a regular basis to share information and identify common goals and challenges.
- Invite chairs to attend your office meetings and events periodically.

## PROMOTION OF STUDY ABROAD

### *Key Decision Makers*

Career Center

Alumni Office

Development/Foundation Office

Admissions

Collectively, these units provide the most traditional and useful links between universities, their graduates and the external world. Informing colleagues in these offices of the goals and benefits of education abroad exponentially increases the range and number of entities that learn about the importance of study abroad, and will help to promote your office and programs.

### *Tips and Suggestions for advocating for education abroad to career centers, alumni offices, development offices, and admissions:*

- **Career Offices:** For many parents and students, the career center embodies the goal, the end result, of an undergraduate education. Career centers help to inform commercial, business, professional, and government sectors about what is current and vibrant about the graduating classes of colleges and universities. At the same time, career centers enlighten study abroad offices about the concerns and interests of those sectors that employ graduates.
  - ✓ Provide a link to the career center on your education abroad website or post on the study abroad website subsets of various appropriate employment opportunities. For example, Wayne State University's Junior Year in Munich Job Board posts current openings for which German language skills and education abroad experience is required. (See Appendices)
  - ✓ Offer to co-host an education abroad fair with your career center and include "international careers."
  - ✓ Ask to have a reciprocal table at campus career fairs.
  - ✓ Invite a career center representative to your pre-departure orientation and re-entry events.
  - ✓ Co-design and market joint information panels on the intersection of majors, careers and education abroad.
  - ✓ Jointly offer information on post-baccalaureate "gap" year options abroad such as The *Japan* Exchange and Teaching (*JET*) Programme, the Peace Corps, teaching abroad opportunities, etc.
  - ✓ Conduct joint in-service for career center and education abroad professionals. Look for opportunities to present at professional conferences. [www.forumea.org](http://www.forumea.org) and [www.nace.org](http://www.nace.org), National Association of Colleges and Employers.
  - ✓ Suggest an event for International Education Week involving career center, any municipal or chamber of commerce group interested in global competencies and the education abroad office.

- ✓ Consult *FRONTIERS, The Interdisciplinary Journal of Study Abroad* for related articles: [www.frontiersjournal.com](http://www.frontiersjournal.com)
  - VOLUME XVII: FALL 2008: *Study Abroad and Career Paths of Business Students*, Tammy Orahood, Larisa Kruze, Jennie Woolf.
  - VOLUME XVII: FALL 2008: *You're Hired! Study Abroad and International Career Paths*, Tammy Orahood, Larissa Kruze, Denise Easley Pearson.
  - VOLUME XV: WINTER 2007-2008: *Employer Attitudes toward Study Abroad*, Stevan Trooboff, Michael Vande Berg, Jack Rayman
  - VOLUME XI, AUGUST 2005: *Business Study Abroad Tours for Non-Traditional Students: An Outcomes Assessment*, Spero C. Peppas
  - VOLUME VII, FALL 2001: *The Effect of Work Abroad Experiences on Career Development for U.S. Undergraduates*, Terence Hannigan
  - VOLUME VI, WINTER 2000: *Special Issue: Perspectives on Area Studies and Study Abroad*
  - VOLUME III, FALL 1997: *Special Issue: International Science Education and Study Abroad*
  
- **Alumni Offices:** Alumni offices are often closely aligned with career centers. Alumni serve as mentors, and may provide shadowing and internship experiences. There is also a natural link between alumni offices and institutional development activities. The link bolsters and authenticates university messages of success and impact. Develop a repository of student testimonials, written and media-based, that you can share at a moment's notice.
  - ✓ Offer to help with first-year student orientation, parents' weekend or alumni association events, etc.
  - ✓ Offer study abroad graduation sashes as a gift option parents could choose to send to their student.
  - ✓ Offer to speak at alumni events (e.g., homecoming). Create a virtual homecoming for education abroad program past participants.
  - ✓ Offer to prepare a program of study abroad returnees and/or international students for those going on alumni international travel programs. This could be a virtual offering for those not residing near campus.
  
- **Development/Foundation Offices:** These campus colleagues spend a lot of time with the senior leadership as they travel with presidents, chancellors, provosts and vice chancellors and vice presidents to the headquarters of major corporations and foundations. They also regularly interact with local and regional governmental and civic groups and other people of influence. Seeking partnerships with such units helps promote study abroad and gives these "publicists" new and exciting items of conversation or efforts to pursue.
  - ✓ Establish quarterly lunches with development officers or offer an annual update at the beginning of each year. This mutual briefing can lead to fortuitous opportunities for education abroad, as development officers are out conducting their routine business of friend building.
  - ✓ Negotiate to have a donation line for study abroad scholarships in the Annual Fund Drive.

- ✓ Negotiate the ability to conduct a giving campaign directly from the education abroad office. View University of Wisconsin's efforts: [//www.international.wisc.edu/giving/](http://www.international.wisc.edu/giving/)
  - ✓ Offer to write a script on campus study abroad news that can be used by Development Call Centers.
  - ✓ If your campus has a Student Alumni Association (SAA) for current students, ask for an opportunity to develop some mutually beneficial activities. The SAA at University of California, Riverside has supported re-entry activities with modest raffle prizes and speaking opportunities (e.g., graduating seniors are able to influence their peers on the message of education abroad and SAA may start embedding the notions of alumni membership). They also created a tie-in with international exchange or degree students who did not ordinarily think about the alumni tradition.
- **Admissions:** Close collaboration with your Office of Admissions can result in top quality student recruitment for the institution and for the education abroad office. The following considerations and suggestions can help both offices reach their goals:
- ✓ Education abroad programs can help recruit top quality students to campus, especially if the Office of Admissions offers scholarships for education abroad as part of its admissions package.
  - ✓ Working collaboratively with your Office of Admissions to publish information on returnee quotes, data on time to graduation, and alumni stories can help market the institution.
  - ✓ Education abroad is a dimension of undergraduate education that students and parents increasingly know is critical. Work with your Office of Admissions to highlight what your education abroad office can offer.
  - ✓ Prepare admissions ambassadors and recruiters with language on what to say about education abroad at the institution.
  - ✓ Suggest to the Admissions Office that you be part of the training of admissions counselors.
  - ✓ Include education abroad sessions in admissions events for prospective students.
  - ✓ If reasonable, suggest that admissions campus tours stop by the education abroad office to highlight the importance of and opportunities for education abroad.

## STUDENT SERVICES

### *Key Decision Makers*

Financial Aid

International Student & Scholar Advisors and Administrators

Student Affairs/Student Life

Health Center

The four administrative units discussed in this section provide education abroad professionals and their students with the resources and broad range of support needed to create a welcoming environment for education abroad students. Working closely with colleagues within the institution and creating a system that is designed to reduce barriers to education abroad is essential, and also helps integrate education abroad into the academic and administrative culture of the campus.

In addition to these units, a number of other offices can be valuable liaisons for education abroad professionals, including athletics, student organizations, multicultural student office, and disability support services. These offices can assist education abroad in the joint effort to support and encourage a diverse student population studying abroad.

### *Tips and Suggestions for advocating for education abroad to student services:*

- **Office of Financial Aid:** One of the most significant barriers to participation in education abroad is the cost. The staff of student financial services/financial aid can create a system that responds to the needs of students, but they will need guidance from education abroad professionals.
  - ✓ Financial aid professionals can support education abroad by providing training on how federal, state, and institutional aid policies are administered. Education abroad professionals should have a clear understanding of the financial aid staff's role in advising students on funding options such as scholarships, grants, and loans.
  - ✓ Request a designated liaison in financial aid with whom you can meet on a regular basis.
  - ✓ Provide training about education abroad programs and include the financial aid professional in student orientations and information events. The primary financial aid liaison can provide training to other members of their staff and also serve as the ombudsman when issues arise.
  - ✓ Reward this staff member through recognition to supervisors.
  - ✓ Create budgets and cost sheets for each program abroad that can be used by the financial aid staff to determine the cost of attendance. Create these in a timely manner so that they meet the needs of the financial aid staff.
  - ✓ Provide an informational link about financial aid policies on the education abroad web site.
  - ✓ A brochure designed specifically for education abroad students to help clarify financial aid terms and eligibility can streamline advising and assure accuracy for both offices.

• **International Student and Scholar Advisors and Administrators:** Institutions both small and large often face challenges obtaining resources to support international education. Education abroad professionals may find themselves competing with campus colleagues for the support needed to fund and administer their programs. It is important to collaborate with other international education colleagues to focus on campus internationalization generally and send a unified message to senior administrators about its importance. International student and scholar advisors and administrators are a rich source of information on multicultural and international issues and can be a great partner for joint programming initiatives and advocacy.

- ✓ Bilateral exchanges will need the support and cooperation of international student professionals. Consulting with the staff that will need to manage the visa process for incoming exchange students is essential to a successful exchange agreement.
- ✓ International students are a valuable source of information for education abroad students. Create a network that brings together international students and students who are planning to study abroad and include international students in your education abroad fairs, pre-departure orientations and welcome back from education abroad events.

• **Residence Life:** Residential students are a major market for education abroad recruitment, and access to these students is coordinated by residential life administrators.

- ✓ Many residence halls have regular programming for students. The education abroad office should look for opportunities to contribute to this programming by making presentations in residence halls and including education abroad returnees as speakers.
- ✓ Be sensitive to the fact that housing for exchange students and outbound and returning education abroad students often requires that residential life administration be flexible in regard to both financial and calendar deadlines.
- ✓ Meet with and help residential life colleagues to plan for student spaces in campus housing. Some education abroad offices help to fill spaces on campus through incoming exchange students.
- ✓ Encourage returned education abroad students to become campus leaders as residential advisors, student organization officers, etc.
- ✓ Consult with the student life and student affairs offices to identify shared learning outcomes between student life and education abroad and discuss common ways to achieve and assess these goals.

• **Health Center:** It is essential for education abroad professionals to understand the physical and mental health issues facing students. Health care and counseling professionals' services can be critical to a student's ability to participate successfully in education abroad. A close relationship between education abroad offices and health and counseling services should be established to develop an understanding and supportive collaboration that is prepared to respond to health and safety issues that may arise.

- ✓ Collaborate with the health center on pre-departure information for students about physical and mental health issues. The University of Minnesota offers a web site dedicated to mental health issues, which provides useful resources: [www.mentalhealth.umn.edu](http://www.mentalhealth.umn.edu)
- ✓ In many cases a campus-based health center can administer pre-departure medical evaluations and mental health reviews.
- ✓ Some institutions also offer services for vaccinations and prescription medications. Another option is to establish a close working relationship with a local hospital or travel medicine clinic.

## INSTITUTION-WIDE COMMUNICATION

### ***Key Decision Makers***

College-wide Committees

Faculty Advisory Boards

Administrative Staff

For education abroad to be visible on campus, it is important to use frequent and consistent communication strategies to keep campus constituents interested and aware of your activities and priorities. Effective communication serves several purposes: it informs, educates, and builds and sustains relationships that are crucial to the success of the education abroad mission. Effective communication also expands the circle of stakeholders who can become influential and strategic supporters of education abroad.

Each campus constituency group (e.g. administrators, faculty, students, alumni, etc.) has different vested interests in what they need to know, and what they want to know; communication is most effective when it is coordinated to address the specific needs and interests of the constituency group you wish to target. Effective communication also presupposes your familiarity with academic and non-academic offices and programs, as well as with their respective committees that guide policy, approve curricular initiatives, and implement administrative practices.

Effective communication refers not only to the production of print material or website content, but also to being represented on university/college committees, being actively engaged in campus-wide events and activities, and creating new venues to facilitate communication about and advocacy for education abroad.

Bringing a wider circle of support and leadership into your work and priorities has important strategic value. The following venues can provide valuable ways to ensure good communication and buy-in from your campus colleagues.

### ***Tips and Suggestions for advocating for education abroad through effective institution-wide communication:***

- **University/College-wide Committees:** Identify representatives from your office or from among your colleagues who can consistently serve on academic and non-academic committees to represent education abroad perspectives.
  - ✓ Join campus-wide standing committees that intersect with education abroad such as international student services, housing, health, retention, admissions and enrollment planning, planning and budget, academic program or curriculum, freshman or senior experience (there are often college-wide and university-wide committees for these topics).

- ✓ Establish an all-college/university governance committee for international affairs or education abroad that is composed of representatives from across the institution to review issues and vet new policies and strategies.
  - ✓ Provide regular updates at the senior administration level such as Board of Trustees, President's Staff, Council of Deans, Associate Deans meetings, etc. in order to keep education abroad issues, policies and concerns on the minds of key institutional leaders and in order to be able to gain their insights on strategic issues.
  - ✓ In your communications, always frame your education abroad goals within the context of the stated university/college mission statement and strategic plans.
- **Faculty Advisory Boards:** Always remember that education abroad is an academic endeavor; you will be most effective with faculty, chairs and deans if you describe and promote education abroad from this perspective.
- ✓ Create a faculty advisory board composed of individuals known to be avid supporters of education abroad; identify faculty who are receptive to education abroad needs and who are available to meet quarterly or once a semester to discuss where education abroad should be headed. Consider including a few influential “naysayers” on such a board as well with a goal of changing their views about education abroad.
  - ✓ Advisory board members provide academic authority to the decisions you make regarding education abroad; therefore, be certain that board members have some decision-making ability so that they feel that their time is well spent and that their input is valued. Associate deans and provosts who are responsible for curriculum, and department chairs and program directors, are a critical source of support to engage.
  - ✓ Discuss ways to bring the results of the advisory groups to college/university or departmental committees or meetings in order to integrate your work with broader faculty awareness.
- **Administrative Staff:** In addition to creating formal committees/advisory boards, it is essential to maintain regular communication with all levels of administrative staff involved in the daily procedures governing the institution as they pertain to education abroad (e.g. recruitment, admissions, academic advising, financial aid, housing, disbursements, advising, accounts receivable/finances, records/transcripts, health/safety, risk management, etc.). Effective communication that engages these administrative units may include the following practices:
- ✓ Offer to attend staff meetings/information sessions in other units to explain the goals and challenges of education abroad and to hear about their goals and challenges related to education abroad. This can help you identify ways to cooperate and provide complementary support to students.
  - ✓ Volunteer to participate in the organization of campus events, e.g. freshman orientation, career and study abroad fairs, new faculty orientation, homecoming, parents' day, International Week, Honors College/Program events and orientations, etc.

- ✓ Arrange an informal luncheon or information session to educate staff from strategic administrative units and offices in the multifaceted dimensions of education abroad.
- ✓ Send thank-you notes to staff regarding students they have assisted or issues they helped resolve.

• **Modes of Strategic Communication:** Always consider your audience, i.e. the targeted constituency group, when creating your mode of communication. The following suggestions can assist in designing an effective approach:

- ✓ Produce newsletters, bulletins or internal press releases (print or electronic), and make them available on your website; consider joint responsibility for creating newsletters with other offices/units when appropriate.
- ✓ Create an electronic mailing list (listserv) to communicate with education abroad stakeholders.
- ✓ Consider adding a Blog to your website
- ✓ Offer to contribute a regular column or feature article to your alumni magazine, as well as college or departmental newsletters; sharing or co-authoring articles with colleagues from another office or unit can be mutually beneficial.
- ✓ Create a presence on Facebook (e.g. study abroad alumni groups or program specific pre-departure groups).
- ✓ Work with your foreign language lab to create short video clips for posting on your website (e.g. interviews with students who talk about their study abroad experience, interviews with faculty who have directed study abroad programs, or interviews with administrators who are enthusiastic supporters of education abroad).
- ✓ Encourage study abroad students while abroad and upon return to contribute a regular column or feature article to your student newspaper.
- ✓ Arrange for students to present their experiences abroad at a public venue on campus.
- ✓ Create speaking opportunities on campus by connecting with departmental colloquia that already might have an international dimension, or design a venue that focuses on the contributions of education abroad to a student's major (e.g. internships or research abroad for liberal arts and science majors).

• **Newsletter Ideas:** Create a newsletter template for consistent design and ease of production. Limit newsletters to four pages; keep articles short and include photos whenever possible. Student testimonies and stories of their achievements provide powerful content for internal newsletters, and much of this content can be recycled to address different constituencies. Depending on your target audience, your newsletter might include:

- ✓ *News from your Office:*
  - Program highlights, additions and updates
  - Policies, procedures, deadlines
  - Study abroad enrollment data and trends
  - International student enrollment data

- Scholarship opportunities and deadlines
- Scholarships awarded by your office
- Data regarding career placement and satisfaction of your study abroad alumni
- Reports about participation by you and your staff in national conferences (e.g. Forum on Education Abroad sessions, committees, research, etc.).
- ✓ *Focus on Campus Life:*
  - International Education Week
  - International tea/coffee hour
  - International events on campus
  - Residence hall learning communities that have an international focus/theme
- ✓ *Faculty Spotlight:*
  - Interviews with faculty who direct study abroad programs
  - Faculty research related to your international partnerships or that relates to education abroad topics
- ✓ *Student Articles:*
  - Students address the myths/misconceptions of education abroad
  - Students reflect upon intercultural awareness gained abroad
  - Students assess the value of their study abroad experience
  - Students share fun and memorable moments abroad
- ✓ *Student Spotlight:*
  - Students who were awarded institutional scholarships for education abroad
  - Students who won international scholarships, awards or prizes
  - Students who found employment because of their education abroad experiences
  - Students who successfully pursued international careers after graduation
  - Students who were awarded fellowships or scholarships after graduation because of their education abroad experiences (e.g. Fulbright, Rhodes, NSEP, Boren, etc.).
- ✓ Newsletter examples below include St. Mary's University, the Miami University of Ohio, Texas A&M, and Wayne State University.

## APPENDIX: EXAMPLES OF EFFECTIVE PRACTICES

- **Study Abroad Newsletters**

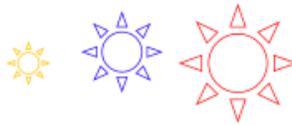
St. Mary's University, Study Abroad Newsletter, Fall 2006

<http://www.units.muohio.edu/internationalprograms/sa-newsletter.php>



# STUDY ABROAD

Volume 2, Issue 1  
Fall, 2006



**Want to study abroad but don't think you can afford it? \$\$\$**  
By Renee Solberg - Director of Study Abroad

According to [www.studentsabroad.com](http://www.studentsabroad.com), most students who can afford to study at a U.S. college or university can also afford to study abroad. Consider the following:

**SMU's Florence and London Study Abroad program fees are approximately the same as studying on campus.** To participate in the Florence or London study abroad program, you pay the same tuition, room, board, technology and activity fees as you would if you stayed on campus. There is an additional study abroad fee of \$525 for Florence and \$975 for London. Additional fees include round-trip airfare, some extra food expenses, personal expenses, laundry, local transportation, etc.

So how much do students pay above the basic cost of the program? The study abroad office conducted an informal survey and asked last year's groups how much they spent. Here are the results:

*London group 05:* Those that responded spent an average of \$3700, ranging from 1800 - \$5000.  
On average, they traveled 18 days outside of school sponsored trips.

*Florence group 06:* Those that responded spent an average of \$4100, ranging from \$2400 - \$6000.  
On average, they traveled 29 days outside of school sponsored trips.

**If participating in SMU's Florence or London Programs, SMU scholarships and all federal and state aid are applicable (except for work-study).** Students should research the details of non-SMU scholarships to check for applicability.

**Additional loans and/or scholarships may be available.** Additional loans can be taken out through the financial aid office, banks, credit unions, etc. Some additional scholarships are available for students planning on studying abroad. See "Helpful Websites" on the study abroad main page, [www.smumn.edu/studyabroad](http://www.smumn.edu/studyabroad), for more information on scholarships.

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## Study Abroad Newsletter: November 2008



### In this issue:

- 1) Upcoming Events and Deadlines
- 2) Program Updates
- 3) What is Study Abroad 101?
- 4) Study Abroad Association
- 5) Office of International Education Feedback
- 6) Featured Study Abroad Location of the Month: Chile

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### 1) Upcoming Events and Deadlines

See <http://www.muohio.edu/international/events.php> for more information on upcoming events and deadlines, including times, locations and links for more information. If you plan on studying abroad in spring 2008, CHECK NOW to see what your program's application deadline is.

- November 5 – Office of Diversity Affairs Study Abroad Information Session
- November 5 – Peace Corps Information Session
- November 10-11 – Study abroad advisors out of the office for a conference (peer advisors will be here)
- November 14 – Extended application deadline for selected IES spring 2009 programs
- November 15 – Extended application deadline for selected CIEE, IFSA-Butler and ISA spring 2009 programs
- November 19 – Human Rights and Social Justice Fair
- December 1 – Extended application deadline for selected CIEE and IFSA-Butler spring 2009 programs
- December 2 – Spring 2009 Orientation Session - For all students studying abroad on Miami Exchange, Co-Sponsored, Approved and Non-Miami programs. (Note: MUDEC students should attend Luxembourg orientation sessions instead of this one). We will be discussing Miami study abroad procedures, health and safety, money matters, travel tips, etc. This is a good way to meet up with people who are going to the same region/country/city/program as you, and to get advice from a panel of returning students about packing, academics, health and safety, and other study abroad questions you have. We strongly recommend that all students studying abroad in spring 2009 attend this session, but if you absolutely cannot attend, some orientation materials will be available online.

Remember that our **Study Abroad 101** group advising sessions are held several times a week throughout the semester – see the events page of our website for specific dates and times (See “What is Study Abroad 101” below for more information).

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### 2) Program Updates

- IFSA-Butler has extended the November 1 deadline to November 15 for: Beijing Language and Culture University, Contemporary India: Development, Environment, Public Health, Fudan University, Massey University, University of Auckland, Xi'an International Studies University. See <http://www.ifsa-butler.org/about-us/news-a-updates.html>
- IFSA-Butler have extended the November 15 deadline to December 1 for: Murdoch University, University of Adelaide, University of Tasmania, University of Western Australia. See <http://www.ifsa-butler.org/about-us/news-a-updates.html>
- ISA has extended their application deadline to November 15 for the following programs: Meknes, Buenos Aires, Heredia, San Jose, Santiago (Dominican Republic), Guanajuato, Xalapa, Cusco. See <http://www.studiesabroad.com/programs/viewApplicationDueDateApproaching>
- IES has extended their application deadline from November 3 to November 14 for the following programs: Auckland, Berlin (all programs), Buenos Aires (Beginning/Intermediate and Advanced programs), Christchurch, Dublin (Irish General Studies and Peace & Conflict Studies), European Union, Freiburg, London (Study London and Theater Studies), Melbourne, Quito (Language & Area Studies), Santiago, Sydney (all programs), Tokyo (all programs), Vienna (all programs). See [https://www.iesabroad.org/IES/About\\_IES/IES\\_News/Articles/newsArticle0061.html](https://www.iesabroad.org/IES/About_IES/IES_News/Articles/newsArticle0061.html)
- CIEE has extended their application deadline to November 15 for the following programs: Argentina, Buenos Aires – Liberal Arts (November 15 or until all spaces are full), Australia, Wollongong – Arts and Sciences, Botswana, Gaborone – Arts and Sciences, Chile, Santiago – Liberal Arts, Chile, Valparaiso – Liberal Arts, China, Nanjing – Intensive Chinese Language and Culture, France, Paris – Contemporary French Studies, France, Paris – Critical Studies, France, Rennes – Liberal Arts, Ghana, Accra – International Business and Culture, Ghana, Legon – Arts and Sciences, Hungary, Budapest – Central European Studies, Italy, Ferrara – Language and Culture, Italy, Ferrara – Liberal Arts, Netherlands, Amsterdam – Social Sciences, Poland, Warsaw – Central European Studies. See [http://ciee.org/alerts\\_news.aspx?item\\_id=130](http://ciee.org/alerts_news.aspx?item_id=130)

## Solicitation of Newsletter Articles

Texas A&M University, Call for study abroad newsletter submissions, June 2008

Texas A&M University - About the Study Abroad Programs Office

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**Title:** Study Abroad Newsletter Submissions Wanted

**Posted on:** 06/23/2008

**Posted by:** Orle Varner

#### Study Abroad Newsletter Submissions Wanted

Howdy!

The peer counselors of the Study Abroad Programs Office are creating a newsletter and need your assistance! They would greatly appreciate if anyone that has gone abroad or is currently abroad could send in submissions and/or pictures to be used in the newsletter. Participants on faculty-led, field trip, internship, independent, reciprocal exchange, research, or volunteer programs abroad are all welcomed to send in items.

##### Submission Guidelines:

- Topic of your choosing, e.g. experiences abroad, journalistic report on an issue facing your host country, tips for those going abroad, etc.
- As short as a paragraph or as long as a one page article
- Should provide 3 - 5 photos to be included
- Does not include profanity or discussions of drugs, sexual encounters, or alcohol

Please send in submissions no later than July 18<sup>th</sup> to be included in the Fall 2008 edition.

We thank you for your help and look forward to hearing from you.

**Elizabeth and Collin**  
Peer Counselors  
Study Abroad Programs Office  
[studyabroad@tamu.edu](mailto:studyabroad@tamu.edu)

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## Job Board

Wayne State University, Junior Year in Munich,

[http://www.jym.wayne.edu/studyabroad\\_germany\\_alumni\\_jobswithgerman.html](http://www.jym.wayne.edu/studyabroad_germany_alumni_jobswithgerman.html)

**Alumni of the Junior Year in Munich - Microsoft Internet Explorer**

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Back Address [http://www.jym.wayne.edu/studyabroad\\_germany\\_alumni\\_jobswithgerman.html](http://www.jym.wayne.edu/studyabroad_germany_alumni_jobswithgerman.html) Go

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**Current Openings at Other Job Boards**

**Testimonials: Alumni who found Jobs via the JYM Job Board**

**General Information**

[http://www.jym.wayne.edu/studyabroad\\_germany\\_advisors.html](http://www.jym.wayne.edu/studyabroad_germany_advisors.html) Internet

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