SUPPORTING MORE THAN THE WHOLE STUDENT
ENGAGEMENT OPPORTUNITIES WITH THE FAMILY

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AGENDA

• Why Are We Here?
• Flipping the Script on Active Family Engagement
• Signs of Success: Examples from Three Institutions
• Group Roundtable Dialogues and Engagement Successes
• Wrap-up and Questions
Who is in the room?

- Institution A
- Third-Party Provider B
- Based Internationally (receiving students) C
Does your office pro-actively engage with parents/families?

- Yes A
- No B
- In the process of starting to C

In the process of starting to

Yes

No
What is your most common form of interaction with parents/families?

- Finances (A)
- Safety/Security (B)
- Academics (C)
- Applications (D)
- General Program Information (E)
- Other (F)
When does this interaction most frequently occur?

- Initial Outreach (when advertising the programs) - A
- At Application (when the student applies) - B
- Pre-departure (after the student has been accepted) - C
- While Abroad - D
- After Return - E

Choose the option that best represents the most frequent interaction.
Is traditional engagement an inadvertent barrier? Consider:

- FERPA and confidentiality of student choice and needs
- Culture of contracts, advisories, and risk management
- Emphasis on student independence, travel to far off places
- A sense that we need to “sell” parents/family on the value proposition of study abroad
Whole family engagement in other student success contexts:

- Parent/family campus tours and orientations already include parents in student success
- Parent newsletters/institutional magazines
- Holistic support – informed decisions, community networks, “meet students where they are”
FLIPPING THE SCRIPT ON ENGAGEMENT

Linkages with non-traditional study abroad participants:

• Elon Center for Engaged Learning study
• Best practices for underrepresented recruitment
• End-to-End support
SIGN OF SUCCESS:
EXAMPLES FROM THREE INSTITUTIONS

UC Education Abroad Program: Parent welcome page; Resources; Webinars; Marketing materials; Case Studies

Stanford University: Family Resource Fairs/panels; Webpage; Campus Collaboration

UC Davis: Parent/Family Webinars; Freshman Orientation (Parent/Family Sessions)
STUDY ABROAD WITH THE UNIVERSITY OF CALIFORNIA

150+ PROGRAMS
100+ UNIVERSITIES
UCEAP HOST UNIVERSITIES

Host Universities

Scandinavia: Norway, Sweden, Denmark

Netherlands: Utrecht, Leiden, Maastricht, Wageningen

Barbados, Belgium, Canada, Cyprus, Hong Kong, Israel, Korea, New Zealand, Solomon Islands, Singapore, South Africa, Switzerland, Thailand, Taiwan
UCEAP THIRD-PARTY PROVIDERS

Third Party Providers

- ACCENT
- CIEE
- AIC INTERNSHIPS
- IFE INTERNSHIPS
An Invitation to Parents and Family Members

I invite you to encourage your son or daughter to take advantage of the Education Abroad Program (UCEAP), the University of California’s central international study program.

For more than 50 years, more than 120,000 alumni have participated in UCEAP and come away with life-changing experiences. This past year, more than 5,000 UC students participated in 350+ UCEAP programs in 42 countries worldwide. Most were enrolled through UCEAP as full-time students in some of the world’s major universities.

UCEAP students take courses that are fully integrated into their UC degree programs. The wide variety of programs includes year-long, one-semester, one-quarter, and summer study abroad opportunities that attract UC students majoring in a range of disciplines, including engineering, the physical and biological sciences, economics, environmental studies and other social sciences, communication, literature, history, drama, and art.

Many UC students use their UCEAP experience to develop proficiency in a second or third language, a proficiency increasingly important for employment in a global economy. Others take advantage of research and internship opportunities that enhance their ability to gain admission to major graduate and professional schools upon their return to California. Many have praised their academically challenging and culturally enriching UCEAP experiences as important to their success as citizens in and contributors to a rapidly changing world.

The University of California makes sure that its UCEAP students have strong support while they are studying abroad. Study Centers in UCEAP countries are run by UC or local faculty and capable local staff. The Study Center staff organize orientations for arriving UCEAP students and help them register their courses, settle into their housing, and take advantage of the rich social and cultural opportunities made available by their host universities and communities. Expert UCEAP specialists also look out for students’ health and safety and are available on a twenty-four hour basis in the event of an emergency. All students are automatically covered by UCEAP travel insurance.

I encourage you to explore the wealth of information available on this website. I also invite your son or daughter to stop by their Campus EAP Office, where the campus EAP staff will welcome questions and help them find a UCEAP program that best fits their needs.

Sincerely,

Vivian-Lee Nyitray
UCEAP Associate Vice Provost and Executive Director

UCEAP PARENT’S GUIDE
AN INVITATION, A MESSAGE OF SUPPORT
IN VOLVING FAMILY IN DECISION MAKING

- External gateway pages for parents to explore UCEAP.
- Prominent emergency protocols.
- UCEAP staff collaboration with some UC offices in creation of parent webinars.
MOVING AWAY FROM PERCEPTIONS THAT STUDENTS ARE ALONE ON STUDY ABROAD
# CASE STUDIES

## #1: 2010 Chile Earthquake (4 days after Haiti earthquake)

- Proactive in engaging parents & students
  - Ran a student welfare / asked students to check-in.
  - Emailed student’s emergency contacts:
    - That we were conducting a welfare check and asked them to support us. Often students contact family first; asked them to communicate with UCEAP about their safety.
    - Supplied them with information about how Chilean building codes are similar to California’s; different environment to Haiti.
CASE STUDIES

#2: Challenging Parent & Student Dynamics

UCEAP was contacted by a participant’s friend because they had received a “goodbye text” and were concerned. The friend said the participant had prior mental health issues.

We looked at the student’s health clearance and contacted their campus counseling center for advice. After asking if we should be concerned about the student’s welfare, we were told to get emergency services to the student ASAP.

The country Faculty Director met emergency services at the student’s residence. Upon arrival, the student’s stomach was being pumped. The FD discovered that the student’s father was in the next room.

The Faculty Director overheard the father’s phone conversation with the student’s mother, “Guess what? Your daughter did it again.” It came to light that the student had attempted suicide a few months prior and that her mother was severely depressed. Due to the apparent lack of familiar support, the student stayed in country on program with the support of UCEAP, a local psychiatrist and a health plan.
STANFORD’S ENGAGEMENT WITH FAMILIES

• Stanford University Parents Page on the Stanford Website
  *The student is at the center — and is the focus — of this important partnership*

  • There are situations where parental or guardian involvement or notification may be appropriate:
    * Enrollment status changes (on leave, withdrawn, suspended, etc.)
    * Health or safety emergency
    * When a student otherwise engages in behavior calling into question the appropriateness of the student’s continued residency in university housing or enrollment in the university.

• Parents’ Helpline
  • Email address and phone number
BING OVERSEAS STUDIES PROGRAM (BOSP)

- 10 Overseas Centers
  - Australia
  - Berlin
  - Cape Town
  - Florence
  - Kyoto
  - Istanbul (currently suspended)
  - Madrid
  - Oxford
  - Paris
  - Santiago

- 10-12 Faculty-led Programs
  - Providers are used to coordinate the logistics for all faculty-led programs
  - Locations usually change every year
BOSP
A DIVISION OF THE VICE PROVOST FOR UNDERGRADUATE EDUCATION

• Admit Weekend
  • Panels for students and families

• New Student Orientation
  • Open House for parents and families at BOSP to engage families from the beginning

• Family Weekend
  • Table with staff and student ambassadors at the Family Resource Fair

• Faculty-led Programs
  • In addition to a Participation Agreement, students are required to sign Program Ground Rules for programs in locations with an increased risk (ex. India, Mexico, South Africa)
  • 2017-18 – BOSP started requiring that a family member/designated emergency contact sign the Program Ground Rules
BOSP PARENTS & FAMILY WEBPAGE

• Overview of the Following:
  • BOSP Programs
  • Financing Study Abroad
  • Student Application Process
  • Preparation Students Receive
  • Returning to Stanford

• Includes a “Take Action” Statement
  • Tells parents/family how to support their student in each area

As parents, you may have some questions about how the Bing Overseas Studies Program (BOSP) at Stanford helps and prepares your student to study abroad. However, due to the Family Educational Rights and Privacy Act of 1974 (FERPA), BOSP staff is prohibited from discussing individual student issues directly with parents and family. Please encourage your student to communicate directly with our staff regarding your questions or concerns. That said, we put together an overview of the study abroad process, included some helpful links, and a few resources such as tips for parents and family to give you a better idea how you can best support your student before, during, and after he or she studies abroad.
PARENTS & FAMILY FAQS & TIPS WEBPAGES

• FAQs
  • Best time to visit
  • Questions related to health or travel health preparation
  • Questions about safety and security while abroad

• Tips
  • Communication
  • Health and Safety – information about health insurance
  • Money
  • Culture
RESIDENTIAL EDUCATION
A DIVISION OF STUDENT AFFAIRS

• Residence Dean Philosophy
  • The **whole student** matters
  • Learning students’ stories is central to ensuring their success and ability to further thrive
  • Recognizing that life existed before arriving to Stanford and that life will continue to unfold upon their graduation from Stanford

• Collaboration with BOSP
  • Residence Deans are assigned to a BOSP center/program and act as the main point of contact for BOSP staff, students, and families while students are overseas
  • Residence Deans understand the program, have a relationship with center staff, and learn aspects of the culture that can help in supporting the students
UC DAVIS STUDY ABROAD PROFILE

- Large, Public, R1 Institution – 38,500 students (30,000 undergrad)
- 1,300 students study abroad annually
  - 950 students on UC Davis Faculty-Led
  - 350 students on UC Education Abroad Program
  - 1,100 UC Davis students, 200 non-UC Davis
- UC Davis Faculty-Led: 60+ programs in 30 countries
  - 35 Summer Abroad
  - 14 Summer Internships Abroad
  - 10 Quarter Abroad
  - 2 Seminars Abroad
- Faculty lead, with Onsite Coordinator and/or local onsite staff
UC DAVIS: PARENT/FAMILY WEBINARS

• Offered in Fall Quarter just prior to enrollment opening
• Pre-registration encouraged, reminder emails, etc.
• Hosted in Zoom – allows real-time Q&A, slides, and recording
• 84 participants in first year, 91 in second (with 50+ additional views each)
• 54.6% “[As a result of this webinar] I am likely to support my student’s enrollment in a Study Abroad program.”
• 81% strongly agree or agree….but 19% disagree. Opportunity to address concerns.
UC DAVIS: PARENT/FAMILY ORIENTATIONS

• Offered during summer orientation season

• 5-10 Transfer & Family Orientations given – 1,400 reached/year

• 10-15 First Year & Family Orientations given – 4,200 reached/year

• Year over year, 7-8% of UC Davis participants report they learned about or decided to study abroad because of their parents and/or family.
ROUNDTABLE DIALOGUE

• 15-20 minutes group discussion at your table
• Select one question to discuss (more if time permits)
• Choose a note-taker/scribe AND a speaker to report back to group
• Feel to take notes of your own!
Debrief on Roundtable Discussions:

• What Works at Your Institutions?
• What Challenges or Concerns Do You Face? Opportunities?
• What Data, Information, or Resources Are Needed for Success?
THANK YOU!

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