THE CASE FOR PRIORITIZING EDUCATION ABROAD WITH HARD-TO-REACH MAJORS
WELCOME!

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Agenda

- Identify hard-to-reach
- Define success
- Review challenges
- Summarize strategies
- Create action plan
- Takeaways
- Q&A
Identifying hard-to-reach

Requires institutional research/knowledge

Open Doors 2018 report, STEM students represent the largest group studying abroad, which was an underrepresented field abroad not long ago (2003-4).*

*Chapter 9 Engineers Abroad - Amalia Perez-Juez and Solomon Eisenberg
Case in Point: CSU Mechanical Engineering

Education Abroad Participation Rates

Participation rate is calculated by the number of students abroad over the number of students graduating in a given year.*
Recent Changes at CSU’s College of Engineering

- The College of Engineering had the lowest education abroad participation rate at CSU in 2016-2017 at 9.6%.
- In 2017-2018, the education abroad participation rate spiked up to 16.9%.
- Aim is to build on momentum to continue an upward trend in education abroad participants and to close the gap with the University.
DEFINING SUCCESS
“I am learning cultural competencies by talking with my host dad about his work as an Engineer in Spain.”

“I originally wanted to learn about the world and feel a sense of independence.”

- BU

“A lot of companies are looking for students who have experience with looking at things differently. I hope my experience abroad makes me more hirable and more effective professionally.”

- CSU

“It’s important to me to be able to understand the global mindset.”

- UM
Identify how the following items influence(d) your interest in going abroad

- Cultural Experience
- Learn a Language
- Marketability for jobs
- Personal Discovery
- Explore Something New
- Make friends from another country
- Experience a new education system

- Not Important to Me
- Somewhat Important to Me
- Important to Me
- Very Important to Me
"Our vision is for all College of Engineering students to have an international experience by the time they graduate. We consider ourselves successful if we are able to move the needle closer to that goal each year."

– UM

“Originally, we had a target number to measure success. Now that the number has been met, success lies more in the career outcomes and opportunities for our students.”

– BU

“We want to honor our land grant mission by providing access to higher education as well as access to the opportunities within. For us, success is about changing the culture to show students that it’s possible for Engineering students to go abroad.”

– CSU
How Do You Define Success at Your Institution?
CHALLENGES

As defined by students, staff, and faculty
Students

“I’m in engineering, I can’t go abroad”

- Transferability of courses
- Time to graduation
- Level of academic quality
- Finances and Housing
Identify how the following obstacles impact(ed) your consideration for going abroad

- Availability of courses need for your major: 6.59% (No Impact), 9.89% (Minor Impact), 23.08% (Impact), 49.45% (Significant Impact)
- Affect on your graduation timeline: 6.59% (No Impact), 13.19% (Minor Impact), 27.47% (Impact), 54.57% (Significant Impact)
- Limited or no foreign language experience: 6.59% (No Impact), 27.47% (Minor Impact), 50.55% (Impact), 15.5% (Significant Impact)
- Family obligations: 6.59% (No Impact), 21.98% (Minor Impact), 26.37% (Impact), 45.2% (Significant Impact)
- Anticipated home sickness: 6.59% (No Impact), 28.57% (Minor Impact), 39.56% (Impact), 25.27% (Significant Impact)
- Financial constraints: 6.59% (No Impact), 9.89% (Minor Impact), 16.48% (Impact), 69.14% (Significant Impact)
- Work obligations: 6.59% (No Impact), 21.98% (Minor Impact), 25.27% (Impact), 37.16% (Significant Impact)
- Housing concerns at home: 6.59% (No Impact), 30.77% (Minor Impact), 34.07% (Impact), 28.66% (Significant Impact)
- Commitments to student orgs: 6.59% (No Impact), 43.96% (Minor Impact), 41.76% (Impact), 8.79% (Significant Impact)
- College sports seasons: 6.59% (No Impact), 43.96% (Minor Impact), 73.33% (Impact), 8.89% (Significant Impact)
Staff and Faculty

- Prerequisites for future coursework
- Planning ahead (falls on advisors)
- Transferability of courses, not guaranteed
- Perception of barriers
  - e.g. time to degree, finances, professional value

- Capacity to evaluate coursework
- Lack of curriculum flexibility
  - Sequential
- Access to facilities
- Summer programming
  - Additional expenses
  - Does not always accelerate graduation
STRATEGIES
Working with Students
Low resource visibility strategies

- Marketing around common myths
- Showcase opportunities early and often
- Develop recommended program lists by department, with transfer credit noted
- Collaborate with past participants
“We hire you because you are bigger than the role that we are interviewing you for. That’s a person that brings a mindset, a way of thinking. The only way to get that is by going out there and experiencing the world.”

Rob McClung | Director of Global Customer Care, Google

“Customers are worldwide, and one of the huge rights of a customer is that they want to talk to you in their own language, in their own paradigm.”

Sanjay Correa | Vice President (Retired), GE Aviation

“It’s really important that we create breakthrough products that meet customers needs, and to do that we have to understand the consumers and their regions.”

Kathy Fish | Chief Research, Development and Innovation Officer, Procter & Gamble
Working with Faculty and Staff
Develop Relationships

- Host annual advisor breakfast/open house
- Present at faculty/staff meetings
- Include in the development of the application process
- Deliver marketing materials each term
- “Pop-up” advising in targeted departments
- Send out a monthly advisor newsletter
- Find positive deviants
- Build upon overall mission of the institution
Leverage and Support Faculty

- Annual meeting with department chairs
- Provide support services in the generation of MOU’s
- Support faculty site visits when possible
- Have faculty send pre-drafted emails to students
- Create a faculty advisory board for international programs
- Pre-evaluate course equivalencies
"You can take engineering and replace it with nursing, with medical school, with philosophy, with any major. The exposure to and appreciation of cultural differences and how exciting those are for human societies is not only important from a professional point of view but also as a human being."

Volker Sick | University of Michigan
• **Pluses** | what are we already successfully doing?

• **Opportunities** | where can we go from here?

• **Issues** | what barriers exist to our opportunities?

• **New Thinking** | what strategies can we use to overcome the barriers?
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<thead>
<tr>
<th>Target Major/Department</th>
<th>Mechanical Engineering</th>
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<tbody>
<tr>
<td><strong>Key Stakeholders</strong> (be specific)</td>
<td>Student EA alums, EA staff, dept. faculty, engr advisors, first -year students, dean</td>
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<tr>
<td><strong>Pluses</strong></td>
<td><strong>Opportunities</strong></td>
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<tr>
<td>• Showcasing EA options for ME students during orientation and first -year classes</td>
<td>• Retention impacts</td>
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<tr>
<td>• Recommended programs list, sample grad plans, workshops</td>
<td>• Relieve course capacity concerns</td>
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<tr>
<td>• Champions: Dept. Head, Undergrad program head, EA collaborators</td>
<td>• Invite other departments to join</td>
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<tr>
<td>• Champions: Dept. Head, Undergrad program head, EA collaborators</td>
<td>• Celebrate EA alums</td>
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<tr>
<td>• Champions: Dept. Head, Undergrad program head, EA collaborators</td>
<td>• Enhance visibility of ME students abroad</td>
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<tr>
<td><strong>Issues</strong></td>
<td><strong>New Thinking</strong></td>
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<tr>
<td>• Rigid curriculum</td>
<td>• Create an exit survey for EA students to identify champions and help smooth out challenges</td>
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<td>• Faculty priorities</td>
<td>• Provide retention data of EA students &amp; present at faculty meeting</td>
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<td>• Buy -in from other gatekeepers</td>
<td>• Create pre -first -year faculty -led program</td>
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<td>• Time required to establish infrastructure</td>
<td>• Scholarships timeline</td>
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TAKEAWAYS
Broadening your Circle

1. Identify hard-to-reach majors and reasons

2. Define success in sending students abroad

3. Recognize low resource strategies

4. Create action plan for implementing change
QUESTIONS

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