

# THE FORUM ON EDUCATION ABROAD

## TRACING THE EXPERIENCE: FROM INQUIRY TO INTEGRATION

March 21–23, 2012 | Denver, Colorado

EIGHTH ANNUAL CONFERENCE

---

### HOST INSTITUTIONS:

Boise State University, Brigham Young University,  
CEA Global Education, GlobalLinks Learning Abroad,  
Metropolitan State College of Denver,  
Northern Arizona University, Regis University,  
University of Colorado Boulder, University of Denver

# SCHEDULE AT A GLANCE



## “Tracing the Experience: From Inquiry to Integration”

focuses on the transformational nature of education abroad by exploring the education abroad experience as a whole, from the first spark of interest to the incorporation of the experience later in a student’s life. Sessions will address the ways in which the pedagogy, program models, co-curricular programming, and support structures of education abroad affect student learning and development.

The learning process begins at a student’s initial inquiry, which calls for self-reflection and setting goals. Choosing an education abroad program provides an opportunity for a student to learn how to assess a multitude of variables, to make educated choices, and even to take calculated risks. The program models we develop and the pedagogical methods we employ directly impact the depth of students’ engagement with the host culture and society. Returning to the home campus brings students the opportunity to integrate the knowledge gained abroad into their studies, to think critically about their experience and, ideally, to process it in such a way that they recognize and can articulate the transformational learning that has taken place.



Forum conference sessions engage participants in thought-provoking dialogue, promoting collegiality and the vibrant exchange of ideas. The signature interactive sessions promote professional development through roundtable discussions and town-hall style debate. Education abroad professionals value the high-level discourse, and the opportunity to continue dialogue outside the conference sessions. New this year is a system to identify sessions according to content and those that are at an advanced level.

### Tuesday, March 20

**4–7 p.m.** Registration and Information

### Wednesday, March 21

**8 a.m - 5 p.m.** Registration and Information  
**8:30 a.m. - 5:15 p.m.** \*Standards of Good Practice Institute: “Outcomes Assessment in Education Abroad”  
**8:30 a.m. - Noon** \*Half-day Workshops  
**8:30 a.m. - Noon** \*Full-day Workshops  
**1–4:30 p.m.** \*Half-day Workshops  
**1–4:30 p.m.** Opening Plenary – Richard Slimbach (Plaza Ballroom, Plaza Tower)  
**5:30–6:30 p.m.** Welcome Reception (Plaza Exhibit, Plaza Tower)  
**6:30–8 p.m.** \*pre-conference events requiring separate registration

### Thursday, March 22

**7 a.m. - 5 p.m.** Registration & Information  
**7 a.m. - 5 p.m.** Exhibit Hall (Plaza Exhibit, Plaza Tower)  
**7–8:30 a.m.** Continental Breakfast (Exhibit Hall)  
**8:45–10 a.m.** Concurrent Sessions  
**10–10:45 a.m.** Coffee Break  
**10:45 a.m. - Noon** Concurrent Sessions  
**Noon–1:30 p.m.** Portable Lunch  
**1:45–3 p.m.** Concurrent Sessions  
**3–3:45 p.m.** Coffee Break  
**3:45–5 p.m.** Concurrent Sessions  
**5:30–7 p.m.** Networking Reception hosted by host institutions (Denver Art Museum)

### Friday, March 23

**7 a.m. - Noon** Registration and Information  
**7:45 a.m** Breakfast in Plaza Ballroom  
**8:15–8:45 a.m.** Annual Business Meeting  
Presentation of Peter A. Wollitzer Advocacy Award  
**8:45–10 a.m.** Concurrent Sessions  
**10–10:45 a.m.** Coffee Break  
**10:45 a.m. - Noon** Concurrent Sessions  
**Noon–1:30 p.m.** Lunch Plenary: Undergraduate Research Awards  
**1:45–3 p.m.** Concurrent Sessions  
**5:30 p.m.** †Fireside Dialogue: Women’s Leadership in Education Abroad  
**5:30 p.m.** †Fireside Dialogue: Our Students: Who are they and what can we do about that?

*†post-conference event requiring separate registration*

Wednesday, March 21, 2012

**Standards of Good Practice Institute:  
Outcomes Assessment in Education Abroad\***

The Forum is pleased to offer a Standards of Good Practice Institute on Outcomes Assessment in Education Abroad, to be held immediately before the annual conference. The Forum's Standards of Good Practice Institutes provide a full-day, focused exploration of a topic in relation to the Forum's *Standards of Good Practice for Education Abroad*. The goals of this Standards of Good Practice Institute are to:

- Identify outcomes appropriate to participants' institutions and organizations;
- Identify internal and external resources that can aid in the assessment of outcomes;
- Examine the strengths and weaknesses of different approaches and tools;
- Empower participants to develop and improve assessment strategies for their institution or organization.

The Standards of Good Practice Institute schedule includes morning and afternoon sections of concurrent sessions, and a luncheon plenary. Sessions will be led by colleagues and by invited experts on assessment, both from within and from outside education abroad.



Following is a list of accepted Standards of Good Practice Institute sessions:

**Capturing Institutional Perspectives to Assess Study Abroad**

*Elizabeth Brewer (Beloit College), Russell Cannon (Beloit College), Helena Kaufman (Carleton College), Andrea Nixon (Carleton College)*

Focuses on a collaborative approach to the assessment of study abroad. Data from institutional sources as well as widely-used instruments such as the NSSE and CIRP

both inform institutional understandings of study abroad and improve practices around it. Participants will have opportunities for hands-on engagement with the topic.



*\*pre-conference events requiring separate registration*

**Designing Course Outcomes and Assessment for Cross-Cultural Learning and Development**

*Joan Gillespie (IES Abroad), Steven Duke (Wake Forest University)*

Cross-cultural understanding and development figure as prominent goals of international education, and one strategy to assess students' progress toward those goals is to integrate them as learning outcomes that are linked to evaluation methods in coursework. This session offers a guided discussion of different course models and specific course assessments.

**Education Abroad Outcomes Assessment for Community College Students:  
The CCC SOAR Project**

*Gary Rhodes (UCLA Graduate School of Education and Information Studies), Rosalind Raby (California Colleges for International Education)*

Recent research findings at four-year universities have shown that education abroad supports international learning and student retention and success toward their degrees. Presenters will discuss surveys and findings from the California Community College Student Outcomes Abroad Research (CCC SOAR) Project, looking at these issues at the community college level.

**Global Competence? Assessment Challenges and Preliminary Results from a Longitudinal Evaluation of the Georgia Tech International Plan**

*Jonathan Gordon (Georgia Institute of Technology), Rebecca Bacon (Georgia Institute of Technology)*

Shares evaluation findings from the Georgia Tech International Plan and reflects on the successes and remaining challenges in program implementation. Discussion among audience members will address challenges of introducing international curricular interventions and assessing their effectiveness.

**"Of Course Study Abroad Changes Students:" Using Assessment to Substantiate the Claims**

*Karey Sabol (San Diego State University), Teresa Cisneros-Donahue (San Diego State University)*

SDSU assessed the impact of study abroad on learning through partnership with the GLOSSARI Project. Using lessons learned, this session will help participants move from satisfaction surveys to outcomes assessment, explore the benefits and pitfalls of pre/post-testing and control group design and develop techniques for measuring learning directly.

**Reflecting on Reflection: Assessment of Student Learning in a Required Re-entry Course**

*Scott Manning (Susquehanna University), Linda McMillin (Susquehanna University), Marcos Krieger (Susquehanna University), David Richard (Susquehanna University)*

Re-entry courses present a fertile site for the assessment of education abroad learning. The semester following a students' return to campus is critical for student learning, and for institutional learning. This session examines lessons learned from a university where all students complete a course reflecting on their education abroad experiences.

### Rules of Engagement: Operationalizing Outcomes Assessment at the Staff and Student Level through Intentional Advising Philosophies and Strategies

Michelle Gere (Northwestern University), Kelly McLaughlin (Yale University), Jessica DuPlaga (College of Wooster), Annagene Yucas (CAPA International Education)

An advising model that assists students to identify and elaborate goals can result in deeper learning, inform educators about expected and real learning outcomes, and guide staff preparedness. Participants will discuss advising through the lens of assessment, review innovative assessment tools, and learn ways to strengthen their organization's advising strategy.

### So What's the Use: Using Evidence to Foster Global Learning and Development

Larry Braskamp (Central College), Michelle Durán-Ruiz (Center for Cross-Cultural Study [CC-CS]), Jessica DuPlaga (College of Wooster), Scott G. Blair (CEA Global Education)

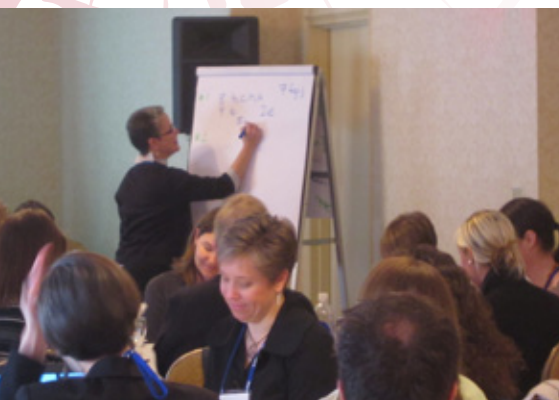
Focuses on using evidence to improve the quality of student experiences by presenting principles of effective use. Users from several institutions will share their experiences on enhancing use, and small groups will share examples of effective use, particularly connecting desired student learning with environmental factors.



### The Who, What, and Why of International, Multicultural, and Transformative Learning: Recent Findings from the Forum - IBAVI Working Group

Craig Shealy (International Beliefs and Values Institute and James Madison University), Brad Baltensperger (Michigan Technological University), Cynthia Banks (GloLinks Learning Abroad), Brian Brubaker (Dickinson College), Stephen DePaul (Dickinson College)

The Working Group on BEVI Implementation will highlight recent findings to be followed by audience exchange. Participants will emerge with a deeper understanding of who is more likely to be “transformed” by education abroad, under what circumstances, and why such processes of transformation occur in the first place.



## FULL-DAY PRE-CONFERENCE WORKSHOPS

8:30 A.M. – 4:30 P.M. (LUNCH PAUSE FROM NOON-1:30 P.M.)

### Digital Storytelling & Study Abroad: Reflection, Articulation and Integration

Doug Reilly (Hobart and William Smith Colleges), Tom D'Agostino (Hobart and William Smith Colleges), Marie Bongiovanni (Lebanon Valley College)

Introduces study abroad practitioners to the powerful integrative pedagogy of digital storytelling, in which images, words and music are combined into short films that are easy to disseminate. Participants will make their own digital stories, and then share them at a follow-up conference session open to all Forum members.

### Training for Holistic Transitions Abroad: The Emotional and Physical Dimensions of Intercultural Experience

Michael VandeBerg (Council on International Educational Exchange), Lilli Engle (American University Center of Provence)

Education abroad orientation and training programs often focus more on transmitting knowledge to students than on enhancing their intercultural competence. This full-day, train-the-trainer workshop offers a holistic approach to intervening in student intercultural development, focusing on the emotional and physical, as well as the intellectual, dimensions of the experience abroad.

## HALF-DAY PRE-CONFERENCE WORKSHOPS

MORNING WORKSHOPS | 8:30 A.M. – NOON

### Challenging the Lens: Examining Symbolism and Meaning in the Promotion of Education Abroad

Bradley Rink (CIEE), Martha Johnson (University of Minnesota-Twin Cities), Laurie Black (SIT Study Abroad)

This workshop is intended to elicit self-reflection by education professionals in how we represent the education abroad experience through promotional materials & program design. The lenses that help to shape the experience for prospective participants—visual discourses from the camera and narrative discourses from texts—are the source of multiple views of the world, including the romanticized, the terrorized or the colonized. Through analysis of narrative and visual texts, this half-day workshop challenges these discourses in order to reflect on the state of the field. The workshop format will allow participants to directly apply assessments of their own program promotional materials and program design—examples of which they will be invited to bring to the workshop.

### Implementing a High-Impact, Technology-Supported Intercultural Course Abroad

Kris Lou (Willamette University), Gabriele Bosley (Bellarmine University)

Facilitators present the effectiveness of combining theory, research and curriculum design in delivering an on-line intercultural course that connects both U.S. students across the globe and international students in the U.S. around common intercultural challenges, from

the vantage points of many different cultural contexts. Participants work interactively with this self-paced/instructor-guided course model that integrates the “laboratory” of cultural immersion with the home-campus curriculum.

**QUIP Peer Review Training**

*Brian Whalen (Forum on Education Abroad), Annmarie Whalen (Forum on Education Abroad)*

This Forum workshop is a prerequisite for becoming a QUIP Peer Reviewer. It focuses on the concept of quality improvement for education abroad, the implementation of the Forum’s Standards of Good Practice, and the role and responsibilities of the QUIP Peer Reviewer. The workshop details the processes of the different types of QUIP Reviews, including how to analyze the Self-Study Report, conduct the Site Visits and write the Peer Review Report. Participants will analyze sample Self-Study and Peer Review Reports in breakout groups, then present their analyses for group discussion.

**AFTERNOON WORKSHOPS | 1-4:30 P.M.**

**Balancing Art and Practicality: Education Abroad Leadership in Times of Resource Constraint**

*Sarah E. Spencer (University of St. Thomas), Lisa Donatelli (Georgetown University), Martin Hogan (CIEE), Malene Torp (DIS: Danish Institute for Study Abroad), Joël Gallegos (University of North Carolina – Charlotte)*

Guides participants through building and making the case for new resources, in addition to addressing alternatives such as reorganization and virtual assets. Participants will learn strategies for building alliances, when and how to use data, and how to persuade decision-makers who are not international educators.

**Experiential Learning Doesn’t Just Happen: Designing Effective Experiential Learning Programs**

*Mark A. Ritchie (International Sustainable Development Studies Institute), Paul Robinson (HNDR, Wheaton College), Robin Sears (School for Field Studies), Sarah Schmidt (University of Denver)*

Using case studies from a diverse set of education abroad programs in developing countries, this workshop focuses on helping participants design effective experiential learning programs. It will examine experiential learning in both the natural and social sciences, and focus on developing practical steps to improving experiential study abroad.

**An Introduction to the Forum’s Standards of Good Practice for Education Abroad**

*Kim Kreutzer (University of Colorado, Boulder), Irene Gawel (GloboLinks Learning Abroad)*

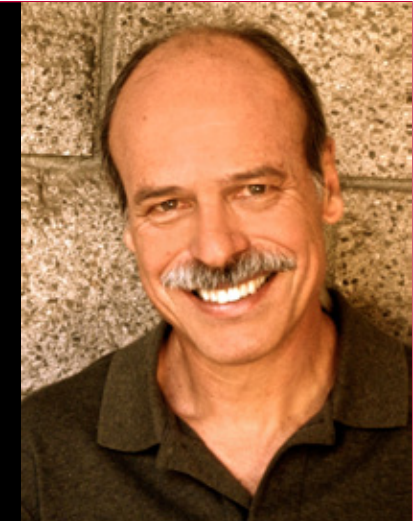
Through group exercises and roundtable work, areas that will be addressed in this workshop include: the context for the Standards; the structure and content of the Standards; what the Standards of Good Practice encompass; and an opportunity to apply the Standards in real-world situations.



**OPENING PLENARY 5:30-6:30 P.M.**

**Plaza Ballroom, Plaza Tower**

**RICHARD SLIMBACH**  
**“The Fate of Civilization and the Future of Study Abroad: From Doorstep to Planet”**



Modern urban civilization faces its own dire version of the age-old “to be or not to be” question. Although its economic performance has been nothing short of stunning, the negative social and ecological effects of 150 years of industrialization have become impossible to ignore. This presents global educators today with a rare opportunity and responsibility: to mediate the question of whether we can—or even *should*—save industrial civilization. Taking this charge seriously will require that we re-consider the ultimate purposes of a global education as the necessary first step for re-imagining global learning in an era of “peak everything.” Using Kentucky farmer and essayist Wendell Berry as dialogue partner, we propose an integrated, “doorstep-to-planet” pedagogy that transcends the false choice to either “stay at home” or “study abroad.” A local-to-global model of global learning, it’s suggested, can enable students to embrace one of the great tasks of our time: discerning what to *cherish* and what to *challenge* within the “modern way of life” as a precondition to making worthy homes in the world.

Richard Slimbach is a Professor of Global Studies and Director of the Global Studies Program at Azusa Pacific University in Southern California. He founded Azusa’s Los Angeles Term and Global Learning Term programs. More recently, he co-created the Master of Arts in Transformational Urban Leadership (MATUL), perhaps the only academic program in the world focused exclusively on the one billion slum and shantytown dwellers. Slimbach holds a Ph.D. in comparative and international education from UCLA. He specializes in cross-cultural program designs that integrate traditional and experiential pedagogies, and cultivate in students a “fair share” of responsibility for the fate of the world. He is the author of *Becoming World Wise* (Stylus, 2010).

**WELCOME RECEPTION | 6:30-8 P.M.**

Join colleagues immediately following the opening plenary for informal networking and collegial conversation

**Plaza Exhibit, Plaza Tower; Sheraton Denver Downtown Hotel**

Thursday, March 22, 2012

MORNING CONFERENCE SESSIONS | 8:45-10 A.M.

**Cultural Analysis Methodology for Students**

*Deirdre Mendez (The University of Texas at Austin), Maria Terrazas Carbajal (The University of Texas at Austin)*

Introduces a methodology developed at the University of Texas for self-directed cultural analysis that students conduct abroad with minimal preparation and supervision. Participants receive training in the technique and complete exercises using it. Links to all relevant documents and sample student assignments will be provided for these no-cost materials.

**Engaging First-Generation College Students in Education Abroad**

*Michelle Tolan (Institute For Study Abroad, Butler University), Heather Powell Browne (Colorado College), Karyn Sweeney (University of Denver), invited students*

First-generation students comprise up to 40% of college enrollment, yet are among the highest attrition and lowest study abroad rates. This session will outline “First Gen” characteristics; share best practices for engaging and advising; identify unique challenges from application to re-entry; and contribute strategies from colleague and student perspectives.

**Ethical Predicaments of Promoting Student Internships in Africa**

*Kati Csoman (Juniata College), Emil Nagengast (Juniata College), Buba Misawa (Washington & Jefferson College), Lindsay Briggs (California State University)*

Study abroad programs are scrambling to meet the growing demand among students to have an internship as part of their education abroad. This session addresses some of the ethical predicaments of this trend in Africa.

Are we enhancing or undermining our student’s stereotypes? Are students’ perceptions damaged by this “drive-by humanitarianism?”



**The FAQs of Creating an International Internship Program**

*Daniela Ascarelli (Drexel University), Debbie Donohue (Georgia Tech), Peter Kerrigan (DAAD)*

International internships are an integral component of any internationalized campus. What are the realities of establishing an international internship program? These realities will be analyzed and deconstructed through roundtable discussions and the exchange of best practices.

**Gatekeepers or Gate Crashers: Seamless Advising - Partnerships between the Study Abroad Advisor, the Program Provider Representative and Multiple Stakeholders on Campus**

*Neva Barker (Scripps College), Kristen Mallory (Claremont McKenna College), Rhonda Chiles (Harvey Mudd College), Eowyn Greeno (School for International Training)*

Students are best served when campus advisors and program representatives work together to help students identify academically appropriate programs. Panelists will discuss the challenges of negotiating a balance between the institution’s goals and the program provider’s offerings while working in the best interest of students, from inquiry through participation.

**How Does Internationalization at Home Impact the Field of Education Abroad?**

*Sebastian Fohrbeck (German Academic Exchange Service (DAAD), Alison Corbett (British Council), Sarah Wolf (Embassy of Australia)*

This session will look at the shift in how internationalization at home is understood in Australia, Germany and the United Kingdom and what this means in term of mobility, funding and resources.

**Engaging the Small Group Experience: Pedagogical Challenges and Strategies in Graduate Short-term Study Abroad Programs.**

*Alexander Akulli (Davenport University & Michigan State University), John Dirx (Michigan State University)*

Engages participants in collegial dialogue about pedagogical challenges and strategies exploring group dynamics as potentially powerful mediating influences on quality of learning in graduate short-term study abroad programs. This session draws on multiple case examples of faculty-led graduate programs of Michigan State University and Davenport University.

**Walking the Walk: U.S. Faculty and the International Academic Experience**

*Julie Scott (DIS-Danish Institute for Study Abroad), Helena Kaufman (Carleton College), Ana Maria Wiseman (Wofford College), Lawrence Bell (University of Colorado, Boulder)*

U.S. faculty who are actively engaged in international education are of vital importance to the recruiting, advising and selecting mission of the study abroad office and moreover to the internationalizing mission of the university. Besides encouraging students to study abroad, faculty who have had an opportunity to participate in or design an international program themselves, are better at drawing from the student experience to enrich classroom content, are in a better position to reach out to international counterparts, and are more inclined to mentor new faculty to do the same.

**Which Tool Does What? Aligning Assessment Tools to Forum Standards**

Scott Blair (CEA Global Education), Larry Braskamp (GPI Institute), Craig N. Shealy (International Beliefs and Values Institute), Mitchell R. Hammer (Hammer Consulting)

Bringing together the architects of the key assessment instruments used today in study abroad to gauge student learning and development (GPI, BEVI and IDI), this session asks the simple question: Which tool does what? Panelists discuss the effectiveness of their respective instruments in assessing student learning and development as expressed in Forum Standards and Queries.

**Digital Storytelling & Study Abroad: Reflection, Articulation and Integration through Multimedia Narrative**

Tom D’Agostino (Hobart and William Smith Colleges), Doug Reilly (Hobart and William Smith Colleges), Marie Bongiovanni (Lebanon Valley College)

Digital Storytelling is a powerful pedagogy that addresses many of the challenges study abroad students face before, during and after study abroad: reflection, articulation and integration. Participants in the pre-conference digital storytelling workshop will present their films and facilitate a discussion about the potential of digital storytelling in study abroad.



**Leveraging Assessment Data to Support Education Abroad: Ph.D. not Required**

Margaret Wiedenhoeft (Kalamazoo College), David Comp (University of Chicago), Joe Hoff (University of Richmond), Michael Nelson (CET Academic Programs)

Whether or not you have a Ph.D., you can develop research demonstrating the transformational effects of education abroad on stakeholders, including students and campus communities. Should mid-level professionals pursue a Ph.D. or take another path? Presenters will also identify needed research for measuring the transformational nature of education abroad.

**Owning Privilege and Avoiding Paternalism: Case Studies of U.S. Students in India, Bosnia and Cambodia**

Todd Waller (Spring Hill College Italy Center), Michael Duffy (University of San Francisco), Muhamed Durakovic (Summer Research University)

Kolkata, India; Srebrenica, Bosnia; Phnom Penh, Cambodia - lessons learned from placing students in situations where others are living in extreme poverty, have been victims of war, or are trafficked as slaves. This round table dialogue session will focus on how to avoid paternalism in international projects that bring privileged American students in contact with marginalized individuals.

MORNING CONFERENCE SESSIONS | 10:45 A.M. - NOON

**Critical Issues: Community Colleges and Education Abroad**

Jen Sydow (Scottsdale Community College)

A moderated discussion identifying and discussing critical issues, challenges and successes of community colleges integrating education abroad on their campuses, and looking ahead to shared solutions.

**Cross-Cultural Engagement Courses, Pre-departure and While Abroad: What Makes Them Effective for Student Learning?**

Steven Duke (Wake Forest University), Joseph Hoff (University of Richmond), Christine Anderson (University of Minnesota)

A small but growing number of institutions now offer cultural engagement courses for students. What makes these courses effective? What do students learn, and what forms of challenge and support work best at these stages? What items should you consider when planning or implementing a cultural engagement course?

**The “Realities” of U.S. Study Abroad: Perspectives from the ‘Old’ World**

Michael Woolf (CAPA International Education), Peter Kerrigan (DAAD), Rolf Hoffman (German-American Fulbright Commission)

The panel will interpret the current state of U.S. study abroad from the perspectives of three professionals working on both sides of the Atlantic with explicit aim at engaging our U.S. colleagues in a productive and open debate. The objective is not to denigrate or be critical of the endeavors made by our colleagues but instead to raise issues that relate to our mutual strengths, weaknesses, assumptions, objectives and visions.

**The Role of Resident Directors in Students' Experience Abroad: International Perspectives**

*Monique Fecteau (APUAF & Tufts in Paris), Julia Carnine (SIT - Toulouse), Mingzheng Shi (New York University), Laurie Kohler (AASAP - Association of US Programs in UK)*

Seasoned Resident Directors from France, China and the UK representing diverse program models will engage participants in a discussion of the RD's role and impact on students' experience from pre-departure to re-entry. Results of a 2011 study of perceptions of Chinese, French and U.S. returned students will serve as the springboard for group work.

**Saturated Markets in Study Abroad: Designing Serious Programs in 'Less Serious' Destinations**

*Randall Salisbury (CET Academic Programs), Nicole Hubbell (Denver University), Meredith Akery (CET Academic Programs), Shelley Jessee (George Washington University)*

Explores the challenges and successes of advising and designing serious programs in popular destinations, discusses the best way to meet the issue of saturated destinations, and how to best achieve immersion environments where students may be less interested in becoming immersed. A number of questions will be discussed including whether destinations are "less serious" or if we have made them "less serious."

**Study Abroad in China, Study Abroad in the U.S.: A Collaborative Endeavor**

*Lauryne Massinga (EducationUSA China), Carola McGiffert (U.S. Department of State)*

Both the State Department's 100,000 Strong Initiative and EducationUSA China have as part of their mission outreach to underrepresented students. This session presents the challenges and opportunities for heretofore unseen large-scale, people-to-people engagement. In this session, the EducationUSA China Regional Education Advising Coordinator based in Beijing and the 100,000 Strong Initiative Senior Advisor based in Washington, DC. share their observations about the unique needs of the underrepresented on both sides.

**Emerging Destinations in Education Abroad: Case Study India**

*Dan Olds (CIEE), Andrea Custodi (The Alliance for Global Education), Chris Deegan (University of Illinois at Chicago)*

India has recently become an emerging education abroad destination on U.S. campuses. This session provides the context to the many ways that institutions may advise the benefits of studying in India and provide broader access to India for students and faculty alike by creating synergies across disciplines and departments given the transformational nature of India itself and its rapidly changing educational landscape.

**Successfully Incorporating Provider Programs into your Study Abroad Office Offerings**

*Stacy McKay Benander (Athena Study Abroad), Katie Roller (Marymount College), Lee Frankel (Academic Studies Abroad), Sarah Goolkasian (Saint Anselm College)*

This roundtable session will examine the relationship between study abroad program providers and college/university study abroad offices, and outline some best practices and successful and ethical models for incorporating provider programs into the offerings of a school-based study abroad office.

**Examining the Minority Study Abroad Experience**

*Patricia Chow (Institute of International Education), Olivia M. Blackmon (Thurgood Marshall College Fund)*

This session will review data on study abroad at Historically Black Colleges and Universities (HBCUs) from the Open Doors Report on International Educational Exchange and explores how this data can be used to improve current programs and challenge students to consider how study abroad relates to career aspirations.

**AFTERNOON CONFERENCE SESSIONS | 1:45-3 P.M.**

**Contemplative Pedagogy for Intercultural Development**

*Meg Quinn (Council on International Educational Exchange), Lilli Engle (American University Center of Provence), Vaishali Mamgain (University of Southern Maine), Denise A. Cope (Koc University)*

Negotiating intercultural difference can be stressful; overwhelmed students tend to withdraw into social/digital 'bubbles.' Contemplative practices can reduce stress, improve clarity, and develop empathy - keys to learning abroad. This session provides a survey of research, examples in current use, and interactive demonstrations to help you integrate secular contemplative practices into your courses, programs, or orientations.





**First-Year Students Abroad: Perspectives and Models from Three Institutions**

*Brett Berquist (Michigan State University), Brian D. Harley (Purdue University), Kurt Olausen (University of Cincinnati), Inge Steglitz (Michigan State University)*

Should first-year students study abroad? Three institutions, at different stages of program development, argue that they should and share program philosophy, pedagogy and practical lessons learned about program implementation and logistics. Participants contribute their perspectives for a comprehensive look at the pros and cons of first-year education abroad.

**Photoblogging with the Facebook Generation: Using GenY's Strengths in Study Abroad Reflection**

*Tonia Gray (University of Wollongong), Greg Downey (Macquarie University)*

Aldous Huxley stated, "Experience isn't what happens to you, it is what you make of what happens to you." In study abroad, intercultural learning goals require reflection. This session discusses an ongoing research-curriculum project using blogging and photo-elicitation. By harnessing the strengths of GenY, tech savvy, multi-taskers, visual stimuli facilitate reflective narratives that impact study abroad.

**Proposed New Standards: Work in Progress from the Forum Standards Committee**

*Michael Steinberg (IES Abroad), Bill Nolting (University of Michigan), Margaret Wiedenhoef (Kalamazoo College), Steve Schmidbauer (Child Family Health International (CFHI))*

Leaders of standards working groups will present their work in progress. Roundtables will then focus on proposed standards that some of the working groups are developing including work, internships, and volunteer programs, the use of technology in study abroad, diversity, research, and advising.

**Universitas 21: A Consortium Approach to Inspiring Global Perspectives through Study Abroad**

*Chris Berry (The University of Auckland), Nigel Cossar (The University of Melbourne), Marilyn Miles (The University of Birmingham), TBC (The University of Nottingham)*

Presented by the Universitas 21 consortium, an international network of 23 leading research-intensive universities in fifteen countries, and will focus on two particular courses which underpin study abroad experiences. 1. U21 Global Issues Program (GIP) - a multi-lateral model incorporating virtual and physical student exchange; 2. Nottingham University's Intercultural Learning Module, developed in partnership by practitioners and academics.

**What is Study Abroad's Campus Address?: Concrete Steps for Integrating Education Abroad into the Undergraduate Curriculum**

*Timothy Carlson (IFE, French Field Study and Internship Programs), Truett Cates (Austin College), Mark Sheldon (Northwestern University), Marina Markot (University of Virginia)*

Catalogs current problems and practices in the academic integration of education abroad, starting with brief presentations from three different institutional viewpoints. Themed breakout groups led by specialized discussants will report out at session's end, to establish a nuts-and-bolts list of issues and possible responses.

AFTERNOON CONFERENCE SESSIONS | 3:45-5 P.M.

**Assessment & Marketing: Using Data to Shape and Promote a Message of Transformation and Strategic Integration**

*Nick Gozik (Duke University), Amanda T. Kelso (Duke University), Adam Henry (Arizona State University), Margaret Heisel (Center for Capacity Building in Study Abroad)*

Explores how data-driven marketing and outreach can promote the idea of education abroad, as well as shape a message of transformation and integration. Presenters will provide an overview of assessment and marketing trends, as well as specific examples from their own institutions. Presentations will be followed by roundtable discussions.

**Eulogy to Slowness: Time as the Best Foundation to Build a Successful Program Abroad**

*Luca Bonomi (Società Dante Alighieri Siena), Irina Krymova (University of Illinois at Chicago)*

The concept of slowness is very popular in everyday life but in the world of work it is still generally viewed negatively. Through the experience of a US/Italy long-term program collaboration, the session will demonstrate how building a program intentionally with pace leads to beneficial outcomes.

**Evacuation from Egypt: Exploring Lessons Learned**

*Joanna Holvey-Bowles (Institute for Study Abroad, Butler University), Christie Harrison (Institute for Study Abroad, Butler University), Mohamed El-Komi (Institute for Study Abroad, Butler University), Jen Hogan (Drake University), Ian Weller (student, Drake University)*

After evacuating students from Egypt, the education didn't end. Panelists include diverse perspectives including that of student, on-site staff, U.S. staff and university director. Learn how they managed the crisis and what the experience taught students and staff. What lessons can we teach future students?

**Exploring and Redirecting Student Attitudes toward Ethical Conduct and Expectations**

Margaret Wiedenhoeft (Kalamazoo College), Mike Morrison (Baylor University), Karen McBride (University of Minnesota) (Advanced level session)

This interactive session addresses contemporary students' understanding of and respect for ethical conduct and decision-making with an emphasis on abroad programs. Factors, roles, and responses contributing to ethical decision-making are explored, on the part of both educator and student. The session includes presentation, case study analysis, and vigorous discussion.

**Presentation and Discussion of Proposed Standards for Language Education (Language Standards Working Group)**

John Lucas (IES Abroad), Peter Kerrigan (DAAD), Dan Davidson (Bryn Mawr College)

The chief purpose of this session, sponsored by the Language Standards Working Group, will be to discuss the development of a draft of queries for faculty, administrators and advisors in education abroad programs focusing on foreign language acquisition and education abroad programs. These queries will ultimately be an addendum to the Standards of Good Practice.

**Sex and Sexuality in Study Abroad**

Stephen Ferst (The Education Abroad Network), Petra Visscher (Maryland Institute College of Arts), Anthony Ogden (University of Kentucky)

Learn innovative ways to talk about sex, sexuality, and sexual identity during advising, pre-departure, and on-site orientation for study abroad programs and help your students think about and prepare for these issues while abroad.

**Standards for Programs Serving Pre-Health Student Experiences**

Tricia Todd (University of Minnesota), Scott Daby (University of Minnesota), Jose B. Alvarez IV (SIT Study Abroad), Jessica Evert (University of California)

In April 2011, a Forum Working Group was created to develop standards for programs that serve pre-health students. The standards have been reviewed by task force members, and others, and are ready to present for general review. This session will allow attendees to review and comment on the standards.

**Sustainability Best Practices: Unpacking Guidelines for Study Abroad**

Andrea Dvorak (Augsburg College), Katie Bell (Yale University), Daniel Greenberg (Living Routes), Joseph Underhill (Augsburg College)

Climate change creates many challenges for education abroad. Presenters will discuss the creation of sustainability guidelines and possibly a "green certification" system for programs, and engage in critical conversation about the challenges and opportunities the field faces in making study abroad environmentally sustainable.

**Winning Proposals: Preparing Your Students for Competitive Study Abroad Scholarships**

Malaika Serrano (Council of American Overseas Research Centers (CAORC)), Jody Dudderar (U.S. Student Fulbright Program, IIE), Susan Sharp (Boren Awards, IIE), Jane Thiele (Gilman International Scholarship Program, IIE)

As study abroad numbers continue to rise, education abroad practitioners need to be aware of best practices in advising students for competitive U.S. study abroad scholarships. Learn what it takes to develop a winning application from Fulbright, Gilman, Boren, and Critical Language Scholarship administrators, and hear directly from program alumni.

EXHIBIT HALL | 8 A.M. - 5 P.M.



An opportunity to learn about the programs and services offered by Forum member organizations.

**INTERNET ACCESS**

Conference attendees may use the computers that are part of the Link @Sheraton area in the lobby of the Sheraton Denver Downtown Hotel. Guests may access free wireless internet in the lobby area as well.

NETWORKING RECEPTION | 5:30-7 P.M.



Join colleagues and friends at the networking reception at the Denver Art Museum. Enjoy dinner on your own following the reception.

**Friday, March 23, 2012**

**Annual Business Meeting and Presentation of Peter A. Wollitzer Advocacy Award**



**MORNING CONFERENCE SESSIONS | 8:45-10 A.M.**

**Building Consortia to Increase Study Abroad Opportunities in New Destinations, in New Disciplines, and for Underrepresented Groups**

*Margaret Heisel (Center for Capacity Building in Study Abroad), Carol Dickerman (Associated Colleges of the Midwest), Margaret Riley (Duke University), Neal Sobania (Pacific Lutheran University), Julie Lindsay (University of Wisconsin, Madison)*

Consortia present opportunities for addressing the increasing number of student interests and additional disciplines and destinations for which study abroad must be developed. Engaging with other colleges and universities in consortia can promote program innovation while sharing risk and responsibility. Discuss these options with experts from several successful consortia.

**Confidence and Credibility in Education Abroad Advising**

*Ryan Meyer (University of Cincinnati), Jill Reister (University of Cincinnati), Leslie Anderson (The Ohio State University)*

It's hard to feel confident when talking to students about places you haven't been to yourself. Mistakes in pronunciation and geography can challenge even a seasoned professional. This round-table dialogue will discuss common issues that make practitioners feel less confident or seem less credible. The presenters will also give tips for how practitioners can overcome these barriers when talking to students, parents, and faculty.

**Encountering the Holy: Religion and the Study Abroad Experience**

*Matthew Herbst (University of California San Diego), Jim Galvin (University of California San Diego), Eric Lund (St. Olaf College), Kevin Murphy (CEA)*

This panel addresses religion in study abroad as topic, priority and experience, and addresses strategies to foster religious understanding through encounters with the lived experience. How can study abroad programs help students better understand the diverse religious traditions of our world and what administrative, pedagogical, and other challenges does this present?

**Fostering Transformative Learning in Education Abroad Programs**

*Kristine Lalley (University of Pittsburgh), Tina Mangieri (SIT Study Abroad), Louis Berends (SIT Study Abroad)*

Transformative learning is a theory that supports education as fostering critically reflective thought, where discourse is learner-centered and interactive – involving group deliberation and problem solving. This session will introduce participants to theories of transformative learning and will encourage debate about the applications of this theory to education abroad.



**Good Work in Progress: Diversity, The Standards of Good Practice and Education Abroad**

*Joy Carew (University of Louisville)*

This session will present the initial efforts of the Standards Committee Working Group on Diversity in Education Abroad. Members of the group will present the work to date, identify issues and challenges, and invite participants to contribute to the crafting of policies that support diversity, in all its definitions, in education abroad.

**Sharing a Common Language: Building Alliances with Human Resources Professionals**

*Sarah Groskreutz (University of Minnesota - Twin Cities), Sarah E. Spencer (University of St. Thomas), Lisa Donatelli (Georgetown University)*

Addresses the building and strengthening of relationships with Human Resources professionals, in the context of the Forum's work in establishing benchmarks for the education, skills and staffing required in our work. Initial research and data on measuring workload for advising and program management will also be presented.

**Stepping into Our Carbon Footprints and Walking Our Talk**

*Daniel Greenberg (Living Routes), Katie Bell (Yale University)*

Education abroad has the inherent dilemma of supporting our global understanding while harming our global environment through extensive travel. This session will summarize major issues, strategies, and best practices in addressing our carbon footprints and share some exciting new tools for measuring, reducing, and mitigating these impacts.

**“This is not Study Abroad:” Bridges to Globalize the Health Professions**

*John Sunnygard (University of Colorado Denver), Rory Foster (Common Ground International), Karen Giesecker (University of Colorado Denver Anschutz Medical Campus)*

In the health professions, the demand for international experience is growing exponentially. Generally, the health professions have separate, distinct administrative and academic structures. This session addresses the challenges and solutions to incorporate intercultural and language growth in curricula with foci on rigorous professional development. Intricacies and ethics of international risk management are explored.



MORNING CONFERENCE SESSIONS | 10:45 A.M. – NOON

**Accommodation and Response: What You Need to Know About Pre-existing Mental Health Conditions and Psychotropic Medications**

*Bill Frederick (Lodestone Safety International), Adam Rubin (CIEE), Kristen Mallory (Claremont McKenna College)*

Midway through a program is not the time for program leaders to start discovering student pre-existing mental health conditions or the potentially challenging issues associated with psychotropic medications. This presentation will explore what you need to know before you go and look at some innovative institutional management strategies.

**Adjunct Instruction in Education Abroad: A Town-Hall Discussion**

*Scott Blair (CEA Global Education), Russ Alexander (The Education Abroad Network), Lisa Chieffo (University of Delaware), Wedigo de Vivanco (De Vivanco Consulting International; Freie Universität), Jeremy Geller (University of New Haven)*

This discussion-based session explores the landscape of adjunct instruction in education abroad and outlines a research agenda of its many ramifications. The reality of adjunct instruction should be assessed by professionals precisely because it’s so prevalent and because it takes place at such a critically important place in study abroad—in the classroom.

**Building Cultural Competence Through International Education: Action Research Towards a Sustainable Pedagogy**

*Chantal Bourgault Du Coudray (The University of Western Australia), Martin Forsey (The University of Western Australia), Milly Ingate (The University of Western Australia), Kris Lou (Willamette University), Gabriele Weber Bosley (Bellarmine University), Nigel Cossar (University of Melbourne)*

Building upon recent research exploring the sometimes yawning gaps between the ideals of international exchange and its practice, this session takes up the challenge of creating a sustainable pedagogy built around the development of reflective practices amongst study abroad students through “Action Research,” a family of research methodologies which pursue action and/or change simultaneously.

**Enabling Long-term Benefits from Short-term Programs: Key Practices for Sustaining Community Engagement Outcomes**

*Mireille Cronin Mather (Foundation for Sustainable Development), Nicole Patel (Northwestern University), Paul Arntson (Northwestern University), Star Moore (University of San Francisco), Zack Klim (New York University)*

Covers critical questions concerning aspects of education abroad program design to best mitigate and leverage the impact of globalization. Panelists have all partnered on programs that go beyond a ‘do no harm’ approach and transform the paradigm of education abroad for both students and the communities they impact.

**Just Because You're Comfortable Doesn't Mean You Get It: Practice and Theory to Help Students Get the Most from Studying Abroad in English-Speaking Countries**

*Susan Popko (Santa Clara University), Martha Johnson (University of Minnesota), Colin Ireland (Arcadia University College of Global Studies), Lance Kenny (Villanova University)*  
 (Advanced level session)

The vast majority of American students choose to study abroad in English-speaking destinations. Many advisors categorize English-speaking study abroad destinations as a homogeneous unit. How can advisors encourage students to look for those rich, but often subtle, cultural lessons that they can learn from English-speaking countries? How can educators enhance their advising methods to ensure that students are alive to the possibilities of their experiences abroad? This session offers theory-based approaches to how international educators and their students engage their experiences. Post-colonial theory and aspects of post-structural theory, such as the notions of heterotopias and nomadology, can be productively used by students in their preparations for studying abroad.

**Overcoming Barriers in Using Data to Improve Study Away Programs**

*Brian Zylstra (Central College Abroad), Kelly McLaughlin (Yale University), Michael Zoll (Semester at Sea), Kevin Kehl (Abilene Christian University), Cheryl Young (Miami of Ohio), Larry A. Braskamp (Central College)*

Barriers and strategies in using data to improve the quality of student experiences in study abroad are highlighted. After five users present their strategies to enhance use, participants in small groups will react to and share their strategies in enhancing use of data for improvement.



**Preparing Students to be Intentional and Reflective Learners**

*Marina Markot (University of Virginia), Mick VandeBerg (Council on International Educational Exchange), Carol Zachs (University of British Columbia)*

Learning abroad experiences can be powerful vehicles to change perspective and foster deep gains in a student's development. Research has shown that intentional programming that fosters reflection throughout the experience enables deeper learning. This session explores two programs designed with this goal in mind and, through participant discussion, will explore other creative ways to reach these gains.

**Social Justice and Education Abroad**

*Joseph Brockington (Kalamazoo College), Margaret Wiedenhoeft (Kalamazoo College), Tina Mangieri (SIT: School for International Training), Rachel Tomas Morgan (University of Notre Dame)*

Increasingly, students are drawn to issues of social justice on campus and in their selection of opportunities abroad. This session explores the ways in which issues and activities related to social justice can be incorporated into education abroad program design and activities, staff training, and access.

**LUNCH PLENARY**

**Undergraduate Research Awards**

One of the highlights of the conference, the Forum's Undergraduate Research Award Winners will present their research projects conducted as part of their education abroad programs.



Student: **CLAIRE JENSON**  
 Program: **Center for University Programs Abroad (CUPA), Paris**  
 Home Institution: **Oberlin College**  
 Discipline: **Art History**  
 Project Title: **Robert of Hangest's missal: reconstructing a medieval illuminated manuscript**

Student: **RICHARD HONG**  
 Program: **University of California Education Abroad Program (UCEAP), Mexico Field Research Program, Mexico City/San Cristobal, Mexico**  
 Home Institution: **University of California, San Diego**  
 Discipline: **Political Science-International Relations/Latin American Studies**  
 Project Title: **Upon Greater Security, Greater Vulnerability: How the Growing Presence of Border Enforcement in Mexico has Affected the Flow of Central American Migrants**

AFTERNOON CONFERENCE SESSIONS | 1:45-3 P.M.

**Challenge by Choice: Alumni with Disabilities Discuss Studying Abroad**

*Olivia Hardin (Mobility International USA), Teresa Nguyen (University of Colorado - Boulder), Franz Knupfer (Johns Hopkins and Fulbright Alum), Carolyn Belle (Colorado College Alumna)*

Students with disabilities and education abroad professionals are both concerned with balancing risk and adventure when choosing an education abroad program. Discuss the idea of challenge by choice with study abroad alumni with disabilities, and how these students perceive the most effective methods of support from advisers and other professionals.



**What is the State of the Field ?**

*Kim Kreutzer (University of Colorado, Boulder)*

The Forum's State of the Field Survey is the only initiative in education abroad that collects information on issues of importance to all education abroad constituencies. Members of the Forum's Data Committee will report out the latest results, place these in the context of benchmark data from previous surveys, and facilitate discussion of the data and its implications.

**Ethical Issues in Sending Students to Dangerous Areas**

*Mark Sheldon (Northwestern University), Jerome B. Bookin-Weiner (AMIDEAST), Andrea Custodi (The Alliance for Global Education)*

Are there ethical issues involved in sending students abroad on programs that operate in dangerous parts of the globe? If there are issues, what are they, and how should they be addressed? By reference to which standards should these issues be resolved? Or, is parental permission adequate?

**Expanding Horizons – Education Abroad with First-Year Students**

*Wendy Viggiano (Syracuse University), Terri Arnold (Northeastern University)*

The internationalization of higher education as well as the growing demand from students for unique ways to begin their college careers has led to an increase in first-year abroad opportunities. Two universities examine their program benefits and challenges, strategies, cohort selection, student development theories, curriculum design, as well as orientation and transition programming for first-year students.

**Fostering Undergraduate Research Abroad: Opportunities and Challenges**

*Christopher Welna (Associated Colleges of the Midwest), Eric Lund (St. Olaf College), John Ottenhoff (Associated Colleges of the Midwest), Peter Peregrine (Lawrence University), Carol Dickerman (Associated Colleges of the Midwest)*

Provides an opportunity to share strategies for fostering strong undergraduate research in off-campus study programs and for meeting the challenges involved in such work. The session will offer brief presentations of case studies of undergraduate research followed by round-table discussions.

**Internationalizing the International: International Students who Study Abroad**

*Davina Potts (Michigan State University), Dawn Koban (RMIT), Aleece Sisson (Michigan State University)*

As learning mobility continues to grow, more international students are choosing education abroad programs within their degree program, already abroad. Their objectives can be significantly different from the norm. This session will report research on the experience of international student participants as well as institutional strategies to expand this activity.

**Using Digital Video Logs to Promote Global Competency in Study Abroad Programs**

*David Wong (Michigan State University), Rene de la Fonteijne (Maastricht University), Wei Qiu (Webster University), Allison Webster (Michigan State University)*

Study abroad students on a 3-week program to the Netherlands were asked to spend an hour by themselves in culturally unfamiliar situations. Afterwards, they created digital video logs of their experience. We share students' videos (heartfelt, vivid, filled with tension, drama, and humor) to stimulate discussion of the potential of video logs to promote global competency.



# CONFERENCE FEES

Registration opens October 17, 2011. (Early bird fees are effective October 17 - January 20; regular fees apply January 21- February 24; late fees February 25 – March 21.)

	Early Bird Registration	Regular Registration	Late Registration
Conference Registration MEMBER	\$475	\$525	\$575
Conference Registration NON-MEMBER	\$575	\$625	\$675
ONE-DAY	\$250	\$275	\$300
Full-Time GRADUATE STUDENT	\$225	\$250	\$275
Half-day Workshop MEMBER	\$125	\$150	\$175
Half-day Workshop NON-MEMBER	\$175	\$200	\$225
Full-day Workshop MEMBER	\$225	\$250	\$275
Full-day Workshop NON-MEMBER	\$250	\$275	\$300
Standards Institute MEMBER	\$250	\$275	\$300
Standards Institute NON-MEMBER	\$300	\$325	\$350

**REGISTRATION INCLUDES**—Plenary lunch, lunchtime conversations, evening receptions, breakfasts and all coffee breaks.

Group registration discounts are available to Forum members—contact the Forum for details.



## About Denver

Scratch the veneer of the new-West look of urban Denver and you'll get a glimpse of the Old West, too. Sitting at 5,280 feet above sea level and framed by the Rocky Mountains, the Mile High City is a study in contrasts. Cowboy-hat-wearing ambassadors greet travelers at the city's state-of-the-art airport. The golden dome of the state capitol overlooks downtown, where renovated historic buildings and architecturally striking modern structures stand side by side. Denver's arts and cultural world has thrived in the last decade, with the opening of a major expansion to the Denver Art Museum — the Hamilton Building, designed by renowned architect Daniel Libeskind. Two years later, the city was given a new home for The Museum of Contemporary Art Denver, an eco-friendly building created by David Adjaye. Meanwhile, the city's creative community has transformed several neighborhoods into vibrant art districts, with First Friday Art Walks attracting art lovers year-round. There are plenty of attractions for visitors who want to spend a few days in Denver. The Denver Museum of Nature & Science is filled with treasures of the earth — dinosaurs, dioramas, space exhibits, science experiments, digital planetarium, IMAX theater and touring shows. At the Denver Zoo, visitors go underwater with polar bears, get eyeball-to-eyeball with a gorilla and see a rainforest teeming with crocodiles and gila monsters. Several museums pay tribute to larger-than-life Denver characters, such as Buffalo Bill Cody, the Unsinkable Molly Brown and modern artist Vance Kirkland, and visitors can discover Denver's rich ethnic history at the Black American West Museum and Museo de las Americas.

(From the Official Site of Colorado Tourism, [www.colorado.com/Denver.aspx](http://www.colorado.com/Denver.aspx))

## CONFERENCE HOTEL: Sheraton Denver Downtown



Denver, Colorado photo by David Shankbone

The conference will be held at the Sheraton Denver Downtown, 1550 Court Street, along 16th Street Pedestrian Mall. It boasts 1,250 guest rooms and the hotel offers eight restaurants and lounges.

The Forum conference rate at the Sheraton Denver Downtown Hotel is \$189 + tax /night for a standard guest room and \$265 + tax/night for a Towers room. You may call the Sheraton Denver Downtown Hotel directly to make room reservations at 800-325-3535 or (303) 893-3333. You may also make hotel reservations directly on-line by visiting the Forum's conference website.

The deadline to make reservations at the Forum conference rate is Sunday, February 19, 2012. **Once the Forum room block is filled, the hotel may be unable to guarantee attendees the conference rate.** Please note that all conference participants who reserve a room at the Sheraton Denver Hotel at the Forum conference rate will also receive free internet access in their guest room from Tuesday, March 20 through Sunday, March 25.





## Host Institutions

Boise State University  
Brigham Young University  
CEA Global Education  
GloLinks Learning Abroad  
Metropolitan State College of Denver  
Northern Arizona University  
Regis University  
University of Colorado Boulder  
University of Denver

## Conference Committee

Kim Kreutzer, University of Colorado Boulder, Chair  
Luc Beaudoin, University of Denver  
Kara A. Bingham, Colgate University  
Heather Browne, Colorado College  
Timothy Carlson, Internships in Francophone Europe (IFE Paris)  
Bill Clabby, International Studies Abroad (ISA)  
Lucia Conte, Universitat Pompeu Fabra  
Irene Gawel, GloLinks Learning Abroad  
Karyn Jones, Yale University (Past Chair)  
Peter R. Kerrigan, German Academic Exchange Service (DAAD)  
Kristen Mallory, Claremont McKenna College  
Paul J. McVeigh, Northern Virginia Community College  
Christopher Powers, Institute of International Education (IIE)  
Bradley Rink, Council on International Educational Exchange (CIEE)  
John Sunnygard, University of Colorado, Denver  
Leo Van Cleve, California State University System  
Margaret Wiedenhoef, Kalamazoo College

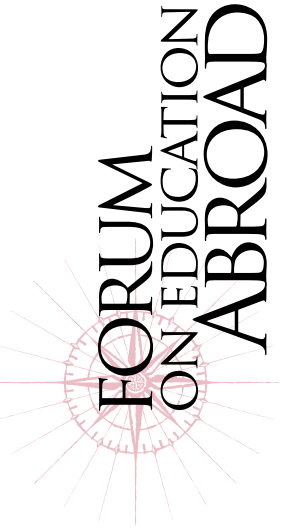
## Conference Sponsors\*

CAPA International Education  
The Center for Cross-Cultural Study (CC-CS)  
CIEE  
CIS Abroad  
College Year in Athens  
The Education Abroad Network  
HTH Worldwide  
IES Abroad  
IFSA-Butler  
Indiana University – BCPS  
International Student Exchange Program (ISEP)  
Foundation for International Education (FIE)  
The School for Field Studies  
SEA Semester  
SIT Study Abroad  
Smith College  
Syracuse University Abroad  
University of Limerick  
University of Melbourne  
University of Wollongong

## Exhibitors

Academic Programs International (API)  
Advantage Travel of CNY, Inc.  
American University Center of Provence (AUCP)  
Athena Study Abroad  
CEA Global Education  
The Center for Cross-Cultural Study (CC-CS)  
CIEE  
CIS Abroad  
Cultural Insurance Services International (CISI)  
Don Quijote Spanish Language School  
Dickinson College  
EPA Internships in Europe  
Foundation for International Education (FIE)  
GloLinks Learning Abroad  
IES Abroad  
IFSA-Butler  
Learning Abroad Center, University of Minnesota  
Platform 3000  
SEA Semester  
Select Travel Services  
Seminars International, Inc.  
The School for Field Studies  
SIT Study Abroad  
Study Abroad.com (EducationDynamics)  
STA Travel  
Syracuse University Abroad  
University of Limerick  
University Studies Abroad Consortium (USAC)





Non-Profit  
US Postage  
**PAID**  
Permit No. 173  
Carlisle, PA

Dickinson College  
P.O. Box 1773  
Carlisle, PA 17013

Phone: 717-245-1031  
Fax: 717-245-1677  
[www.forumea.org](http://www.forumea.org)  
[info@forumea.org](mailto:info@forumea.org)

*The Forum on Education Abroad is hosted by Dickinson College.*

**Mark Your Calendar—**

**Early-bird registration ends January 20, 2012**