

THE FORUM ON EDUCATION ABROAD

Being There: Teaching and Learning Abroad FIFTH ANNUAL CONFERENCE

Portland, Oregon
February 18-20, 2009



Host Institutions: Gonzaga University, Intercultural Communication Institute, Lewis and Clark College, Linfield College, The Oregon University System, Pacific Lutheran University, Portland State University, Seattle University, University of Oregon, University of Puget Sound, Whitman College, Whitworth University and Willamette University.



Being There: Teaching and Learning Abroad focuses on the unique opportunities and challenges of teaching and learning at education abroad sites. A particular emphasis will be on the dynamics of education abroad student learning and the best practice strategies that assure high quality in education abroad teaching and learning. Sessions will focus on effective and innovative curricula and programs, pedagogies, and assessment methods that advance our understanding of education abroad teaching and learning.

Dynamic plenary speakers will challenge participants to think about the broader context for education abroad, and its relation to culture, language, and identity in a time of rapid global change. The annual Undergraduate Research Award presentations, a conference favorite, will highlight excellence in student learning abroad.

Conference sessions draw on the myriad ways in which education abroad has developed as a field, offer insight into its continued growth and explore its increasingly critical importance to higher education and society as a whole. Forum conference sessions are distinctive. Developed by education abroad professionals for education abroad professionals, each session engages participants in a thought-provoking dialogue; roundtable session formats provide opportunities to present and evaluate case studies, discuss topics openly and collegially, and brainstorm real-world solutions.

Pre-conference workshops and Fireside Dialogues will give participants access to leading experts, addressing key topics that define the field of education abroad.

The Forum Conference has been consistently praised as one of the best gatherings of education abroad professionals. Unique among other professional meetings in education abroad, participants come together to focus on substantive topics in an atmosphere that promotes open discussion. Forum conferences energize attendees to work to improve and elevate education abroad practices and programs. More than a one-time experience, conference interaction carries on throughout the year in Forum projects and publications.

We invite you to join the dialogue and actively participate in *Being There: Teaching and Learning Abroad*.





FIRESIDE DIALOGUES

The Forum on Education Abroad is pleased to offer two Fireside Dialogues prior to the Portland Conference.

Mid-Career Professionals: Topics in Leadership

A small group of mid-career professionals will join senior education abroad leaders in an informal setting for one and a half days of facilitated, collegial interaction. Discussion will focus on the development of key skills essential to leadership both within organizations and within the field of education abroad as a whole. Discussion topics will include strategic planning, university and organizational governance, personnel management, resource management, and personal advocacy. Some advance work on case studies and personal reflection will be required.

Facilitators: Patti Brown, Associate Dean for International Programs, Franklin and Marshall College; Paul Primak, Director of International Programs, Oregon University System; and Stevan Trooboff, President and CEO, CIEE.

Making the Case: Beyond the Basics of Risk Management

Education abroad by its very nature is a more dangerous proposition than education on a home campus, but how much more dangerous is it, really? What are the issues that plague the education abroad professional concerned with providing a quality experience in an inherently riskier environment? Where should we be looking for answers to our questions? This Fireside Dialogue will launch a new effort to examine issues of health, safety, risk management and liability that will involve not only professionals in the field of education abroad, but also experts from the fields of insurance, medicine, law, student life and communications technology. This Fireside Dialogue will engage experts outside of study abroad to discuss how what they have learned might inform our profession. This event is intended for education abroad professionals with significant experience managing programs, some risk management experience, and the ability on their campus to influence policy; it is not intended for professionals new to the field. This Fireside Dialogue will serve as a launch pad for those who are seriously interested in risk management issues for study abroad programs.

Facilitators: Bill Frederick, Safety Director, School for Field Studies; Bill Hoye, Executive Vice-President and Chief Operating Officer, Institute for the International Education of Students (IES); Natalie Mello, Director of Global Operations, Worcester Polytechnic Institute.



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Schedule and Location

The Fireside Dialogues will begin with dinner on Sunday, February 15 and end at noon on Tuesday, February 17. The Mid-Career Professionals: Topics in Leadership Fireside Dialogue will take place at Lewis & Clark College. Transportation will be provided to and from Lewis & Clarke from the hotel. Making the Case: Beyond the Basics of Risk Management will take place at University of Oregon's White Stag Building in Old Chinatown along the waterfront. This location is within walking distance of the hotel and has a stop along the MAX light rail.

Application Process

Participation in each Forum Fireside Dialogue will be limited to 20 participants. Participants must have at least five years of experience in the field of education abroad and a long-term commitment to international education. Forum members will be given preference over non-member applicants. A waiting list will be maintained.

APPLICATION DEADLINE

Wednesday, October 15*

PARTICIPANT NOTIFICATION

Friday, October 31

**Please call the Forum office to see if space is still available.*

Participant Lodging

Accepted Fireside Dialogue participants can reserve rooms at the Hilton Portland and Executive Towers at the same nightly room rate (\$139) as the conference. Fireside Dialogue participants are responsible for their own lodging. Fireside Dialogue meals include Sunday dinner, Monday breakfast and lunch, and Tuesday breakfast.





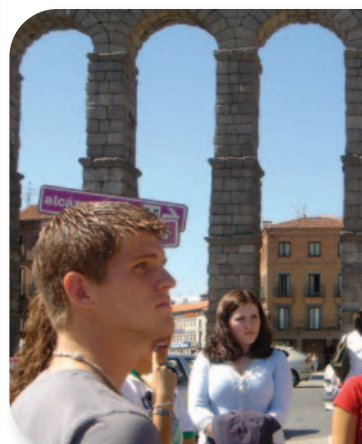
Mike Reddin
Retired, London School of Economics

Mike Reddin is currently enjoying “retirement” in London, England. Having enrolled as a student of social policy at the London School of Economics (LSE) in 1963, he proved unable to salve his curiosity and stayed on, as researcher and then Lecturer in Social Policy. In 1987, he took on the additional role of Senior Tutor to the General Course (the School’s full-year program for visiting undergraduates), and in 1994 was asked to run the General Course full-time, which he did until 2001. Mike now writes, researches, occasionally teaches, travels, sings in choirs - and runs, increasingly slowly. See

<http://www.publicgoods.co.uk> for course outlines, lectures, publications, and databases of student fees.

“Existential Reflections on Education Abroad: Some Things to Do Before You Get Fired, Resign, Retire or Die”

This breakfast plenary will stir the audience to consider a range of fundamental questions that point to the heart of our work in education abroad: Is what I’m doing, or trying to do, important? How much does it matter? How do I know what is best for my students and what programs are of greatest value to them? How can we comfortably use the words “foreigners,” “fear” and “culture” in describing our work? What is likely to be “foreign” in another place/language/space? What is there to be afraid of? Do we spread the message that without our care and support students will fail? Should we feel obliged to foster anxiety among students and teach them to experience the foreign as truly foreign? Drawing on his experience in education abroad as well as in other fields, the speaker will provoke the audience to reexamine its assumptions about education abroad.



KEYNOTE SPEAKERS

Peter Chilson
Associate Professor of English
Washington State University, Pullman WA

Peter Chilson went to West Africa in 1985 as a Peace Corps English teacher where he taught junior high school in Bouza, a village in southern central Niger, near the border with Nigeria. After the Peace Corps, Chilson worked as a freelance journalist based in Ivory Coast. He later worked for the Associated Press in Connecticut and as associate editor at *High Country News*, the magazine that covers public lands issues in the American West.

To research his first book, *Riding the Demon*, Peter went back to West Africa in 1992. Based in eastern Niger, he spent a year on the road through Nigeria, Burkina Faso, and Ivory Coast, living and traveling with bush taxi and truck drivers to write about modern Africa and the African genius for survival. *Riding the Demon* won the Association of Writers and Writing Programs Prize for Creative Nonfiction. Peter has won the Gulf Coast Fiction Prize and most recently the Bread Loaf Writers' Conference Bakeless Prize in Fiction for his new book, *Disturbance-Loving Species: A Novella and Stories*. The stories in this book are about Americans in Africa, struggling to cope with political and social conflict, and Africans trying to adjust to life in the United States.

Peter's work has appeared in *The American Scholar*, *Audubon*, *Ascent*, *Best American Travel Writing*, *Creative Nonfiction*, *Gulf Coast*, *The Long Story*, *North American Review*, and elsewhere. He teaches creative writing and literature at Washington State University, and he lives in Moscow, Idaho, and Portland, Oregon.



“In the Bright Country: Travels Through an African Borderland”

In 1904, France organized 1.8 million square miles of coastal forest, inland savanna, desert, and millions of people from countless tribes into the eight colonies of French West Africa. They re-cut the region dozens of times, dividing land by stability, wealth and suitability for cotton, coffee, and cocoa. They never planned for independence. Where the borders lie now is mostly guesswork. Chilson will read from new nonfiction about traveling the border between Ivory Coast, a country divided by war, and Mali, which is at peace. He will explore the legacy of Africa's colonial borders and what they mean for Africa's future.





Wednesday, February 18

FULL-DAY WORKSHOPS

Interrogating the Educational Purpose of Off-Campus Study in the Liberal Arts

- Andrew Law, Director of International and Off-Campus Study, Denison University
- Sue Mennicke, Director of Intercultural Learning, Southwestern University

The American tradition of liberal arts education assumes that choosing to become an educated person means choosing to become a responsible person—a person capable of engaging in thoughtful reflection and, in turn, acting with empathy and compassion and making informed moral/ethical judgments and choices. In other words, neither education nor knowledge is value free, and therefore the educational connection between thought and action must be an intentional one. It is our argument that we need to take on the challenge of applying these pedagogical assumptions to off-campus study.

This workshop is primarily an exercise in thinking reflectively about broad issues of educational mission and practice. Our goal is to inspire ongoing reflection by calling attention to issues of educational philosophy that should inform our work at liberal arts institutions and divisions of universities, rather than to provide yet more concrete answers to the pragmatic, short-term questions that are too often the principal focus of our “professional development.” Participants will be asked to read a variety of articles before the workshop. The format will be highly interactive, including some lecture but with an emphasis on small and large group discussion.

Student Learning Abroad: From Intercultural Theory to Practice

- Michael Vande Berg, Vice President of Academic Affairs, CIEE
- Janet Bennett, Executive Director, Intercultural Communication Institute (ICI)

This full-day workshop will focus on developing intercultural competence through examining two areas: first, the assessment of students’ developmental and learning needs, and second, effective training strategies for enhancing students’ abilities to learn while they are abroad. Participants will learn to:

- Identify and apply the patterned stages of intercultural development that impact learning abroad.
- Assess their own learning styles and learn to gauge how students’ individual learning styles affect them as they learn interculturally.
- Review several effective strategies for developing curiosity, intercultural competence, and skills for learning how to learn.

HALF-DAY MORNING WORKSHOPS

The Millennial Generation: Strategies for Education Abroad Programming

- Brian Brubaker, Associate Director for Study Abroad, Dickinson College
- Sylvie Toux, Resident Director in France, Dickinson College
- TBA, Resident Director

This workshop will begin by re-capping some of the key attributes of the “Millennial Generation” and how these characteristics intersect with study abroad programming, followed by participants discussing attributes and correlating them to challenges they face

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with students studying abroad on their programs. Resident directors on the panel will share their experiences working with students (and parents) and identify critical shifts in student learning styles and orientations to the study abroad experience that they have observed over the years. Participants and panelists will identify a spectrum of potential ways to work with Millennial traits as well as strategies for enhancing pedagogy while being cognizant of these characteristics. Case studies may be used in group discussion to highlight common situations that arise overseas.

Assessing Global Learning and Development: Using the Global Perspective Inventory (GPI) to Promote Holistic Learning and Development

- [Larry Braskamp, Professor Emeritus, Loyola Chicago University](#)
- [Dennis Doyle, Professor of Communications, Central College](#)
- [Brian Zylstra, Director, Central College Abroad](#)

The three goals of this workshop are to:

1. Introduce Global Perspective Inventory as a tool to assess global learning.
2. Learn how one college, Central College, has used GPI in enhancing its programs for fostering holistic student learning and development.
3. Allow participants in small groups to discuss a case study, estimate how their students are expected to grow on the three domains of global learning and development as measured by the GPI and to consider how the GPI and additional types of evidence can be used to promote holistic student learning and development.

An Introduction to the Forum's "Standards of Good Practice for Education Abroad"

- [Members of the Forum's Standards Committee](#)

The purpose of this workshop is to provide a basic overview of the Forum's *Standards of Good Practice for Education Abroad*. It is ideally suited to those unfamiliar with the Standards, and who may be relatively new to the education abroad field. The workshop will examine the philosophy behind the Standards, their development, and the implications of their implementation. Workshop activities will draw on case studies to illustrate how the Standards are a useful tool for assessment and improvement of practices.

HALF-DAY AFTERNOON WORKSHOPS

Threat Assessment, Crisis Management and International Programs: A Team Approach

- [Bill Hoye, Executive Vice President and Chief Operating Officer, IES](#)
- [Michael Steinberg, Executive Vice President and Director of Academic Programs, IES](#)
- [TBA, Counseling Center Director](#)

This workshop will address the unique and complex issues of threat assessment and crisis management for participants who operate education abroad programs. In the wake of the tragic Virginia Tech and NIU shootings, many institutions and programs have formed their own threat assessment team to deal with students who are potentially violent and may cause harm to themselves or others. This workshop will examine threat assessment and crisis management protocols in the unique context of education abroad programs, as well as ways to help ensure that on-campus plans makes sense in the context of study abroad. Participants will receive sample protocols and policies. They will also discuss the importance of training team members, conducting regular drills, and utilizing technology to make their on-campus teams more responsive, effective and efficient. Participants will



gain hands-on training by working through hypothetical crisis scenarios using a team approach.

Limits and Luxuries of Liminality: Critical Teaching and Learning in a Changing Context

- Carol Brandt, Vice President for International Programs, Pitzer College
- Karen Rodriguez, Director, CIEE Study Center, Guanajuato, Mexico
- Ana Marie Wiseman, Dean of International Programs, Wofford College

This workshop examines experiences of social/linguistic/psychic/professional liminality (on-site and after) for both teachers and learners by presenting strategies for new sorts of practice. It will thus move back and forth between theory, experience, and application. Participants will reflect upon the changes in study abroad's context, discuss how teaching and learning can be critically re-imagined to fit the times, and strategize directly for new pedagogical approaches appropriate to their particular role, institution or setting.

Alignment and Accountability: The Effective Design & Implementation of Qualitative Assessment in the Field of Study Abroad

- Lilli Engle, President and On-Site Director, American University Center of Provence
- Patricia Martin, Senior Program Manager for Office of International Programs, University of Pennsylvania

Participants will look closely at the conception and implementation of questionnaires to assess the students' qualitative experience abroad without catering to client-comfort, and ethnocentric concerns. Participants will examine the integral value of a qualitative assessment process in view of a diversity of study abroad program types. Participants will determine the ideal learning experience offered by the central components of study abroad programs and then will conceive and elaborate model questions and questionnaires to elicit meaningful, responsible and clearly focused accounts of the students' experience designed in relation to identifiable educational goals.

QUIP Peer Reviewer Training Workshop

- Forum Staff

This workshop is a prerequisite for becoming a QUIP Peer Reviewer. It will focus 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 will detail the processes of the QUIP reviews, including the Site Visit and writing the Peer Review Report. Participants will analyze case studies in dialogue groups, then present their analyses for group discussion.

WELCOME RECEPTION

Reconnect with friends and colleagues at the Portland Art Museum, and still have time for dinner on the town.

The Portland Art Museum is the oldest art museum in the Pacific Northwest and, since its founding in 1892, has amassed a diverse collection numbering over 35,000 objects and works of art. This "collection of collections" comprises primarily gifts from generous donors and smaller collections purchased in their entirety. The Museum's collection includes works of European painting and sculpture, American painting and sculpture, silver, Asian art, Native American art, Pre-Columbian art, Cameroonian and other African art, contemporary art, sculpture, prints and drawings, and photography.

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Thursday, February 19

MORNING ROUNDTABLE SESSIONS

The Ethnographic Experience: Experiential Learning via Ethnographic Practice and Inquiry

Rebecca Hovey, Carolyn Sorkin, Priscilla Stone, Janet Anthony

Implementing Assessment On-Site

Mell Bolen, Elivira Munoz, Elaine Meyer-Lee, TBA

Voices from the Field: My How Times Have Changed!-Resident Directors' Perceptions of Study Abroad in the 21st century

Monique Fecteau, TBA

Short But Sweet: Preventing Faculty-Led, Short-Term Programs from Going Sour

Max Savishinski, Michael Ulrich, Malene Torp, Monica Pagano

A Decade of Curriculum Integration

Michelle Cumming Lokkegaard, Al Balkcum, Scott Daby

Exchange Participants as Citizen Diplomats: Best Practices

Jed Willard, Danielle Scugoza, Carlos Rezende, William Vasquez-Mazariegos, Brian Walker

Study Abroad Capacity in and Recruitment for Underrepresented Regions

Susan Sharp, Jane Edwards

Providing a Supportive Learning Environment Abroad: Identity Negotiation and the GLBT student

Kevin Morrison, Stephen Kazar, Michael ("My") Yarabinec

Mind the Gap: Achieving Curricular Integration Through Experiential Learning at Home and Abroad

Melissa Hardin, Lynn Anderson, Maryelise Lamet, Sarah McKenzie

Short Term Models: Strategic Planning for the Larger Half

John Sunnygard, Rob Castle, Nigel Cossar

The Forum's "Code of Ethics:" Reviewing a Year's Legislative, Legal and Professional Experience

Michael Morrison, Lester Goodchild, Michael Steinberg, Brian Whalen

Study Abroad for Global Engagement: Results that Inform Research and Policy Agendas


R. Michael Paige, Gerald W. Fy, Elizabeth M. Stallman, Jasmina Josic, Jae-Eun Jo, Bruce LaBrack

Addressing the "Study" in Study Abroad: Experience vs. Academic Experience

Jen Nielsen, Stephen Ferst, Hilary Lieberman Link

Pursuing an Integrative Model for Fostering Holistic Learning Development

Brian Zylstra, Joan Gillespie, Dennis Doyle, Tecwyn Vaughan Jones



Partnerships for Education Abroad: Creating and Sustaining Capacity
Mary Anne Grant, TBA

Enhancing International Education Through On-Line Learning
Katharine Krebs, Jon Rubin, Sheila Bayne

Study Abroad Changed My Life and Other Problems
Michael Woolf, John Battenburg, Monica Pagano

From Idea to Definition: Presenting the Forum's "Education Abroad Glossary"
Chip Peterson, TBA

EXHIBIT HALL

Visit with a select group of member organizations during breakfast and coffee breaks. An Internet café will be available throughout today and tomorrow.

LUNCH PLENARY

Featuring keynote speaker, Peter Chilson

AFTERNOON ROUNDTABLE SESSIONS

Testing the Ethics: Case Studies in the Application of the Forum "Code of Ethics"
Michael Steinberg, Michael Morrison, Joy Carew, Peter Kerrigan, Bill Anthony

Expanding U.S. Institutional Sending Capacity for Study Abroad
Robert Gutierrez, Kim Kruetzer

A Social Identification Measure for Study Abroad Assessment
Victor Savicki, Elaine Meyer-Lee

Being There: Experiential and Service Learning Here and/or Abroad
Monica Frolander-Ulf, Darien Ripple, Jen Saffron

We Can Work It Out: Using Campus/Provider Partnerships to Engage and Shape Student Expectations
Andrew Law, Sue Richardson, Tina Rocchio, Lorna Stern Laniak

Context, Process and Results: Critical Literacies and Curriculum Development for Thinking Along the Way
Chris Deegan, Stephen Ferst, Andrea Custodi

Sustainability Standards of Good Practices in Education Abroad
Daniel Greenberg, Michael Steinberg, Mark Beirn, Jim Citron, Richard Slimbach

Including Students with Disabilities in Study Abroad
Susan Sygall, Paul Primak, Jessica Ramquist

Does Size Really Matter? Approaches to Institutional Curriculum Integration of Study Abroad
Angie Schaeffer, Eric Singer, Michael Ulrich, Adrian Doyle

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“Here,” “There,” and “Here” Again: Student Advising Before, During and After a Study Abroad Experience

Liam O’Dochartaigh, Larry Meyers, Ellie McHugh

Making Cross-Cultural Intercultural: A Brief Conceptual History and Current Overview of Intercultural Learning in Study Abroad

Milton J. Bennett, R. Michael Paige

Adapting to Different Expectations When Teaching Outside the U.S.

Gerald Kruse, Jeffrey Collins, Tony Luna, Neil Pelkey, Celia Cook-Huffman

Fireside Dialogue Review: Making the Case: Beyond the Basics of Risk Management

Natalie Mello, Bill Frederick

Using Evidence to Better Understand and Promote Global Learning and Development

Larry Braskamp, Kendall Brostuen, Jessica DuPlaga, Neal Sobania

Cultural Learning Strategies: Marketing Overseas Experience and Engaging Students in Contemporary Issues While On-Site

Christine Anderson, Joe Hoff, Kate McCleary, Sarah McKenzie

Developing Pedagogic Practices for Nontraditional Student Study Abroad Experiences

Annette Craven, Roger Barnes, Alba DeLeon

Intervention for Intercultural Learning (T)here: Combining Technology and On-Site Instruction

Kris Lou, Gabriele Bosley, Francis Hutchins, Amadou Fofana

Capacity to Deliver Quality Learning Abroad

Diane E. Elton, Margaret Heisel, Heidi Soneson

Research Roundtable: Current Research Projects in Education Abroad

Outcomes Committee Members

NETWORKING RECEPTION AT HOTEL





Friday, February 20

BREAKFAST PLENARY

Featuring keynote speaker, Mike Reddin

MORNING ROUNDTABLE SESSIONS

Intervening in Student Learning Abroad: Three Concrete Examples **Extended Session*
Michael Vande Berg, Gabriele Bosley, Meg Quinn, Truett Cates

The Forum BEVI Project: Implications of the Beliefs, Events and Values
Inventory for International Teaching, Learning and Research **Extended Session*
Craig Shealy, Brian Whalen, Mell Bolen, Dawn Pysarchik

The Writer as Witness **Extended Session*
Kim Stafford, Ben Moorad, Joanne Mulcahy, Karen Rodriquez

Being There, Being Here: “How Do We Connect Them?”
Uliana F. Garbara, H. Stephen Straight, Mitch Leventhal

Sharing Perspectives: Roles of European-Based Associations for Teaching and
Learning Abroad
Monique Fecteau, Anjouli Janzon, Portia Prebys, Laurie Koehler

Many Expectations in Study Abroad: The German Host University Perspective
Peter Kerrigan, Holger Impekoven, Wedigo de Vivanco

Intercultural Competencies to Teach and Study Abroad
Najat Glabi, Dustin Morrow

Visibility Matters II: Expanding Collaboration on Your Campus
Heidi Soneson, Diane Elton, Jason Fenner, Mark Ferguson, Les McCabe,
Joseph Sevigny

There's No Such Thing as Instant Karma: Framing a Culture of Analytical
Engagement in Education Abroad Programs
Andrew Law, Dennis Dutschke, Tina Roccio, Lorna Stern Laniak, Resident Director TBA

LUNCH PLENARY

Undergraduate Research Awards

Awards are presented to undergraduate students for conducting “rigorous and significant undergraduate research as a part of an education abroad program or that focuses on education abroad itself.” The student presentations demonstrate the highest levels of critical thinking, analysis, and creativity.

Forum Annual Business Meeting

Reports on the state of the Forum from the Forum President, Board and Council Members.

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Presentation of the Peter A. Wollitzer Advocacy Award

The award honors a Forum member who has been remarkably effective in influencing educational institutions to understand and support education abroad through the effective dissemination of the fruits of the Forum's goals in the areas of standards of good practice, data collection and research, curricular development and academic design, and assessment.

AFTERNOON ROUNDTABLE SESSIONS

Being Here, Being There: Assessment and Program Improvement at Home and On-Site

Jane Kucko, Judith Ortiz, Michelle Duran-Ruiz, Tracy Rundstom Williams, Rosemary Sands

Under-Represented Students Before, During and After Study Abroad

Leo VanCleve, Antonio Jiminez, My Yarabinec

Institutionalizing Solidarity with Latin America and the Caribbean

Edna Wilson, Dina Franceschi

Academics vs. Culture? Effectively Integrating Excursions and Language into Short Programs Abroad

Megan Brenn-White, Erika Mueller-Blass, Yew-Thong Leong, Laura Montgomery

Professionalizing Our Field: A Report on the Forum Data Committee's Managing Workload & Salaries Project

Sarah Spencer, Kim Kreutzer, David Shallenberger

Student Centered Learning: Engaging with Local Community

Sandy Soohoo-Refaei, Sandra Lee and students

Program Review and Critical Language in Study Abroad

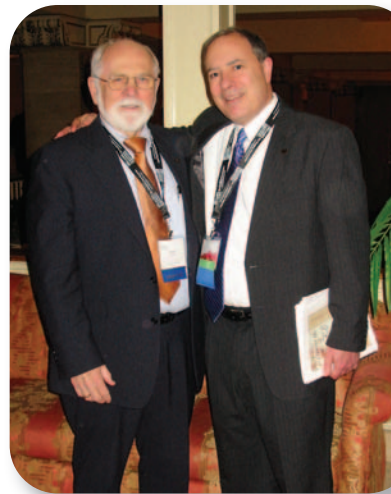
William C. Brown, Christopher T. Keavney, Gudron Hommel-Ingram, Cheikh Thiam, Sonia Ticas, Sharon Rhode

Meeting the Mental Health Needs for U.S. Students On Study Abroad Programs

John Kerrigan, Michael Brody, Patricia Maarhuis

The Space Between Us All: The Nexus of International and Multicultural Learning

Jeremy Geller, TBA



Detailed conference schedule is available at www.forumea.org.



FEES

FIRESIDE DIALOGUE | \$325

PRE-CONFERENCE WORKSHOPS

Full-day	\$185	<i>(Please note that “Student Learning Abroad” fee is \$195 to include an on-line participant learning-style test)</i>
Half-day	\$105	

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	<i>Early Bird</i>	<i>Standard</i>	
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Member	\$425	\$450	<i>Early Bird fees are effective through December 15th; Standard fees apply beginning December 16th.</i>
Non-member	\$525	\$550	
FT Graduate Student	\$225	\$250	

Register online at www.forumea.org. Group discounts are available for members for conference registration-contact the Forum at info@forumea.org or 717-245-1031 to inquire.

DEADLINES

October 15, 2008*:	Applications due for Fireside Dialogues
December 15, 2008:	Early bird registration ends for conference

**The deadline has been extended, call the Forum office to see if space is still available.*

HOTEL INFORMATION

The conference will be held at the Hilton Portland & Executive Tower hotel located in the heart of Portland, Oregon’s city center and only a block away from the MAX Light Rail System, which provides access to many of Portland’s premier attractions. MAX also provides transportation to and from the Portland International Airport (in just 30 minutes) as well as to surrounding cities.

As of 2007, the Hilton Portland & Executive Tower hotel is the largest Green Seal Certified hotel on the West Coast. To earn this prestigious certification, the hotel must adhere to rigorous environmental leadership standards and participate in sustainability programs such as recycling, waste minimization, reduced energy use and green purchasing. For more information on the hotel, please visit <http://www.portland.hilton.com>.

Room reservations can be made by visiting the hotel webpage on the conference website and clicking on the Forum’s personalized hotel reservations link or calling the Hilton Portland directly at 503-226-1611. Mention the Forum conference to get our discounted rate of \$139 per night for a standard room or \$159 per night for an Executive Tower



room. If you decide to stay for the weekend, you can receive the Forum's discounted room rate three days prior and following the conference.

ABOUT PORTLAND

Portland is a unique and bustling city set against the beautiful Mount Hood Glacier. The city has become a popular destination, boasting a great local scene of food and wine festivals, museums with diverse art collections, and gourmet coffee shops. Moderate temperatures allow for year-around hiking and biking on the area's 40 miles of wilderness trails. Plan to spend the weekend in Portland and take the opportunity enjoy the region's beauty and vitality.

DINING

In the last 15 years dining in Portland has evolved into a showcase of the fresh ingredients the city has to offer. Outstanding restaurants can be found all over the city that proudly use ingredients from the Portland Farmer's market.

ENTERTAINMENT

Portland has something for everyone. Experience culture at the Portland Art Museum, hike the Forest Park trails, shop in the local funky neighborhoods, or even experience North America's longest ski season with a run down Mount Hood.

GETTING AROUND PORTLAND

The Hilton Portland and Executive Tower hotel is in the heart of Portland's city center and is just a block away from the MAX Light Rail System. This innovative rail system is eco-friendly and allows you to easily navigate the city with stops to dining, shopping, and entertainment. The MAX also makes airport access easy with transportation to and from the city center.



HOST INSTITUTIONS

Gonzaga University
Intercultural Communication Institute
Lewis and Clark College
Linfield College
The Oregon University System
Pacific Lutheran University
Portland State University
Seattle University
University of Oregon
University of Puget Sound
Whitman College
Whitworth University
Willamette University

CONFERENCE COMMITTEE

Shaik Ismail, Linfield College, chair
Susan Holme Brick, Whitman College
Robin Craggs, Seattle University
Christina Grasset, Spain Education Programs
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Kris Lou, Willamette University
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*As of October 12, 2008



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Being There: Teaching and Learning Abroad

FIFTH ANNUAL CONFERENCE
Portland, Oregon | February 18-20, 2009

