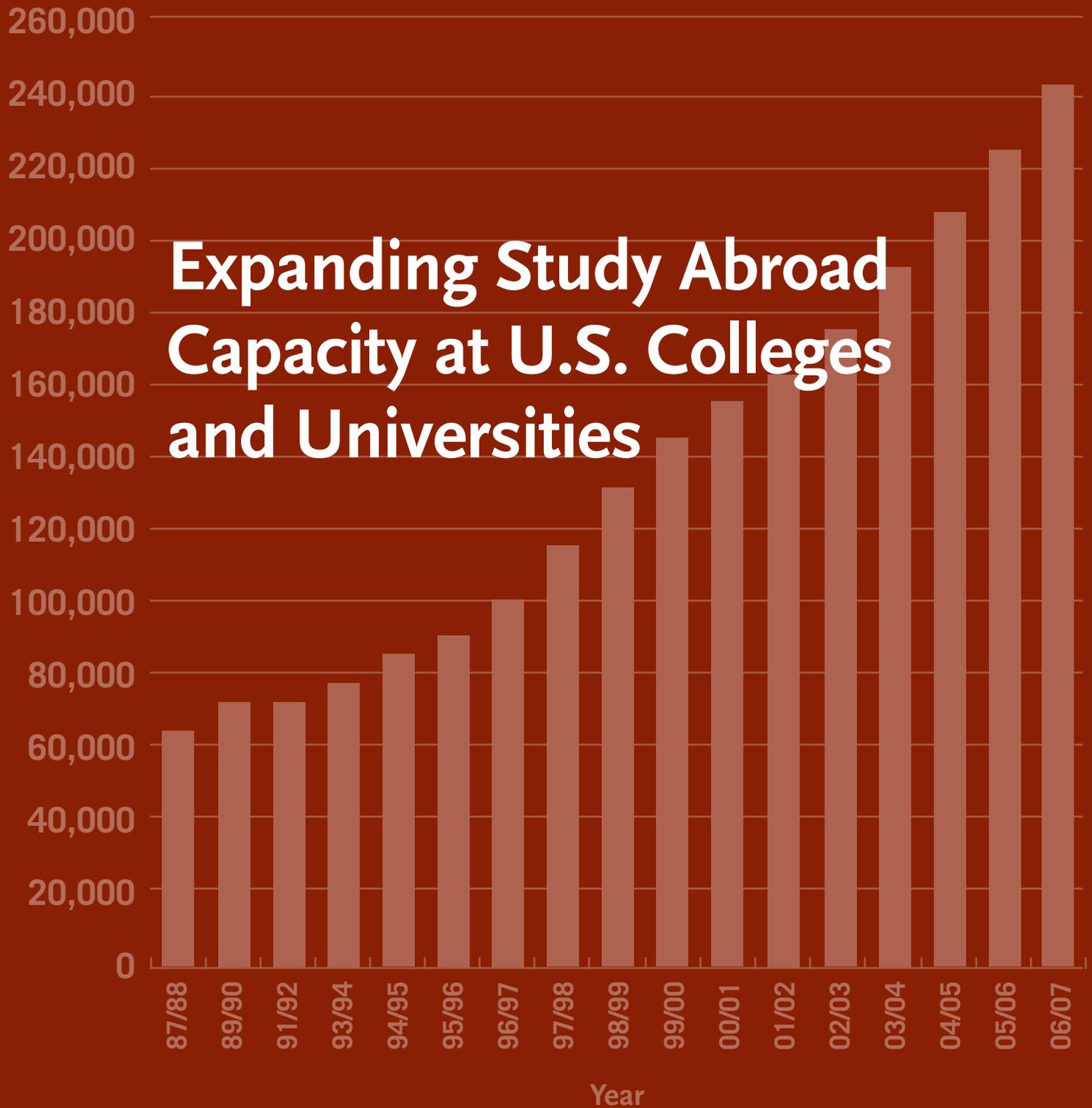


MEETING AMERICA'S GLOBAL EDUCATION CHALLENGE



Institute of International Education

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Expanding Study Abroad Capacity at U.S. Colleges and Universities

Sixth in a Series of White Papers on
Expanding Capacity and Diversity in Study Abroad

Institute of International Education
May 2009

Edited by Peggy Blumenthal and Robert Gutierrez

With a Foreword by Allan E. Goodman
President and CEO, Institute of International Education

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FOREWORD

By Allan E. Goodman, President and CEO, Institute of International Education

In a world of greater interconnectedness and global economic interdependence, study abroad has become increasingly important for U.S. students to attain international knowledge, cross-cultural communication skills, and intercultural competence. The number of U.S. students participating in study abroad continues to grow each year: in 2008, almost 1,000 U.S. campuses reported to IIE a record-high 240,000 American students who earned academic credit for study abroad the prior academic year. Despite strong growth in the number of students participating each year, the rate of participation remains extremely small, given that the vast majority of a population of nearly 18 million students enrolled in the U.S. higher education system never study abroad.

This disparity demonstrates an enormous need to provide more opportunities to a greater number of U.S. Americans for international education experiences. Moreover, there is a significant need to continue to make effective and efficient use of available resources to expand study abroad opportunities to all students, especially those who are underrepresented, including minority students, low-income students, students with disabilities, and those coming from non-traditional fields of study.

As U.S. higher education institutions seek to expand the availability of study abroad, they face challenges at a variety of institutional levels. Efforts to send a greater number of U.S. students abroad require that policy makers and administrators develop innovative strategies to effectively use scarce resources, offer quality programs that meet students' academic needs, and expand the availability of study abroad to a diverse range of students. As U.S. student participation in study abroad continues to grow, institutions must ensure that there is also adequate capacity at receiving institutions to accept increasing numbers of students and continue to offer a diverse and expanding range of quality programs.

These central issues characterize the focus of IIE's **Meeting America's Global Education Challenge** series, an initiative that was launched to create awareness and dialogue in study abroad capacity with the goal of expanding capacity and opportunities for all students. This sixth White Paper in the series, *Expanding Study Abroad Capacity at U.S. Colleges and Universities*, explores critical challenges and potential strategies from the perspective of U.S. institutions to address ongoing needs and solutions for expanding the field of international education for U.S. students.

To stimulate and help inform the ongoing dialogue, IIE has convened sessions and workshops at international education conferences, and has invited its colleague organizations, the Forum on Education Abroad and NAFSA: Association of International Educators, to contribute chapters to this White Paper, adding context to the survey jointly conducted by the Institute and the Forum.

The Forum on Education Abroad partnered with IIE to develop a snapshot survey of the field last fall and administered it to both organizations' membership groups. The findings from this survey are presented in this White Paper, along with a contextual overview provided by the Forum, which also emphasizes that quality control and measurement tools need to be in place to ensure positive and strategic expansion of study abroad.

NAFSA: Association of International Educators and its Center for Capacity Building in Study Abroad (a joint project with A.P.L.U.) draw our attention to study abroad growth over the past five years, and note that there is still substantial demand and capacity for increased growth in the years ahead. The Fulbright Scholar Program is also highlighted in this White Paper as a key program that helps internationalize campuses through scholar and faculty exchanges and increases study abroad capacity through the impact that faculty have on study abroad.

We acknowledge and thank all the contributors to this White Paper, as it is reassuring to know that institutional, professional and curricular resources for study abroad in the field are in no short supply (for a list, please see the Appendix). What is still needed, though, is strong encouragement and support from institutional and political leadership to realize the value of what we aim to achieve through study abroad—opening minds, building international relations, and ensuring that future generations of U.S. Americans have the knowledge and experience to live and work in a more connected world.

I. EXPANDING U.S. STUDY ABROAD CAPACITY: FINDINGS FROM AN IIE-FORUM SURVEY

By Robert Gutierrez, Jennifer Auerbach, and Rajika Bhandari, IIE

Introduction

In order to explore the capacity of U.S. institutions to send more students abroad, IIE, in collaboration with the Forum on Education Abroad, administered an online snapshot survey in September 2008 among the IIE Network and Forum membership groups, two institutional membership associations that represent a large cohort of U.S. institutions deeply involved and committed to expanding study abroad and other international educational opportunities for their students. Typical members include: U.S. higher education institutions, study abroad program provider organizations, overseas institutions, and other organizations involved in international education.

In administering this joint survey with the Forum, IIE contacted study abroad designees at each member institution via email, and the survey itself was administered online. The same set of questions in the IIE survey that focused on capacity-related issues also appeared in a separate section of the Forum's *State of the Field Survey*, which was administered concurrently. To avoid duplication of submissions from institutions that might belong to both membership groups, IIE cross-checked both the Forum and IIE's membership lists prior to administering the surveys. The topics and questions included in the survey reflected those raised by administrators in the field and in discussions held during panels and sessions that have recently taken place at various international education conferences. To contribute to this ongoing dialogue, IIE and the Forum tried to capture these key topics, which include the following:

- U.S. student enrollment and study abroad participation patterns
- Recent and expected growth areas for study abroad
- Recent and expected level of growth in study abroad
- Challenges and barriers to expanding study abroad participation
- Strategies to increase growth

The following key findings from the survey give us a picture of some of the main issues related to expanding the capacity of U.S. institutions to send more students abroad:

- *Targets:* The majority of institutions surveyed (83 percent) indicated that they were actively trying to send a greater number of students abroad. However, a significantly smaller portion (40 percent) has actually set targets for increasing study abroad enrollment.
- *Anticipated growth:* In the short term (over the next two years), the majority of respondents (77 percent) expect a relatively modest growth of 1-25% in study abroad participation, and few respondents (12 percent) expect growth of more than 25%. However, more institutions expect to see higher growth rates in the long term (over ten years), with over 45 percent of respondents indicating growth rates of more than 25%.
- *Areas of Growth:* The largest growth areas appear to be short-term programs sponsored by the sending institution (54 percent) and semester programs (35 percent). Growth areas varied by institutional type.
- *Challenges:* The most significant challenges to increasing study abroad revolved largely around costs and funding. The most frequently cited challenge was the rising costs for students (89 percent of respondents), followed by insufficient endowments or scholarship funding from the home

institution (79 percent), rising costs for program operation and administration (73 percent), and not enough federal funding available for students to study abroad (72 percent). Student interest, program diversity and program availability appeared to not be significant challenges to increasing the number of U.S. students participating in study abroad.

- *Strategies to increase U.S. study abroad:* Survey respondents identified the following key steps that would help increase the number of students who study abroad: more study abroad scholarship opportunities (83 percent), more institutional funding for the study abroad office (55 percent), and stronger commitment from faculty (53 percent) and institutional leadership (38 percent).

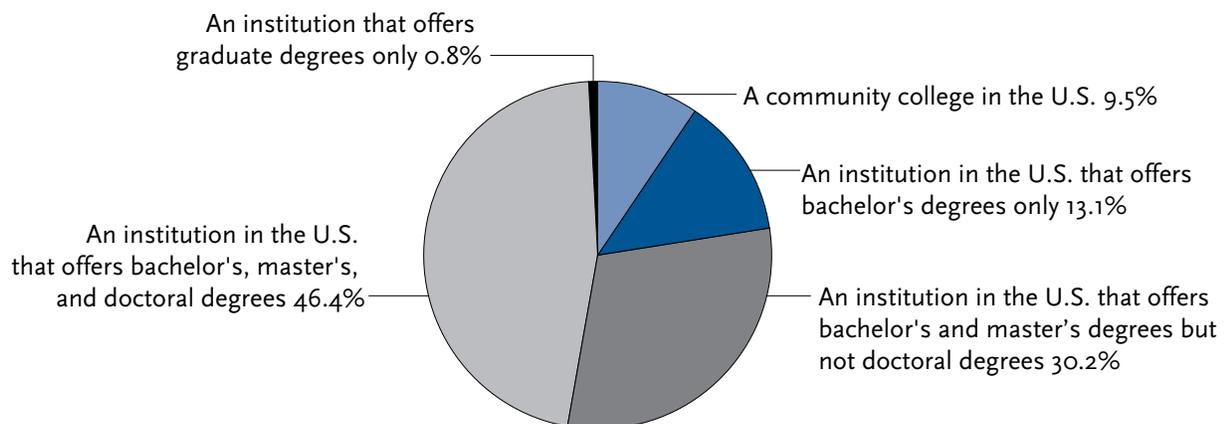
This chapter presents a summary of the results of this joint *Survey on U.S. Study Abroad Capacity*. The sections that follow summarize key quantitative findings from the survey, and offer a broader assessment of the contextual and qualitative issues for increasing U.S. study abroad participation. For those respondents representing degree-granting institutions, IIE and the Forum used the Carnegie Classification system as a general guide and asked each responding institution to self-identify the type of institution they represented. The data reflect the combined results from IIE Network and Forum on Education Abroad institutional responses.

Respondent Demographics

A. Responding Institutions

Overall, 290 academic institutions and other organizations responded to the survey, of which a large majority (252) were degree-granting institutions (Figure 1).¹ About half of the responding degree-granting institutions (46 percent) were comprehensive research institutions offering degrees up to the doctorate level; 30 percent were master's institutions; 13 percent were baccalaureate institutions; and only 10 percent of respondents were associate's institutions (community colleges). Overall, there was a roughly equal distribution between responding public and private institutions: 53 percent were private institutions, while 47 percent were public institutions.

Figure 1: Classification of Degree-Granting Respondents, percent responding



¹ A total of 699 study abroad institutional contacts at Forum and IIE member institutions were contacted regarding the survey; 41 percent of this target group completed and submitted a survey response.

Survey respondents also included 38 non-degree-granting institutions and organizations such as consortia, third-party program providers of study abroad and professional development opportunities for academic institutions, and nonprofits in the U.S., in addition to several host institutions, organizations, and independent programs located outside of the United States.²

While the number of responding institutions reflected the full range of Forum and IIE Network member institutions, the findings of the current survey should not be interpreted as representative of all institutions sending U.S. students abroad but should be viewed more as a snapshot of the current challenges and opportunities facing U.S. institutions as they attempt to increase their study abroad capacity. In order to provide as accurate an assessment as possible, the population of U.S. institutions included in the current survey was compared with the comprehensive population of institutions covered by the *Open Doors* study abroad survey. Most types of institutions (doctorate, baccalaureate, etc.) were adequately represented in the current survey with the exception of community colleges which accounted for only 10 percent of the current survey's respondents.

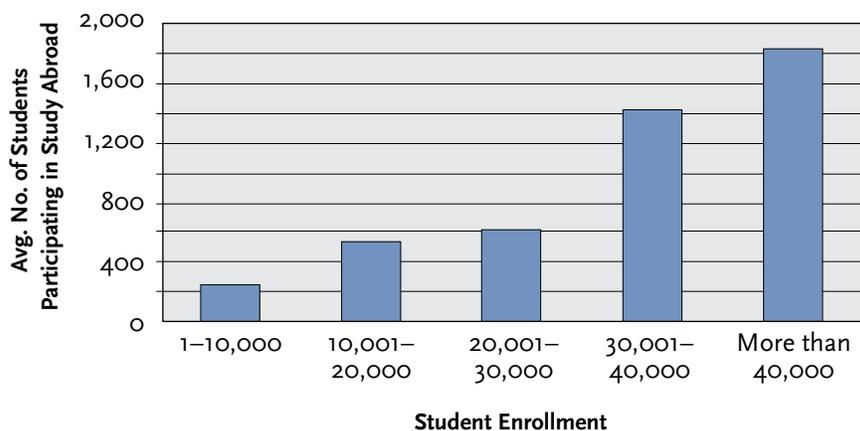
Despite the limitations of interpreting data from a sample of institutions, the survey findings offer valuable insight into the key issues affecting U.S. sending institutions and provide a snapshot of the challenges facing those institutions as they seek to expand capacity and broaden participation of U.S. students studying abroad. This chapter also offers an analysis of potential policy approaches and strategies for institutions to employ in order to substantially expand study abroad participation.

B. Student Enrollment and Study Abroad Participation at Sending Institutions

The survey examined basic student population characteristics among responding institutions. Among degree-granting institutions, the majority (64 percent) enrolled 10,000 or fewer students. The median number of degree-seeking students enrolled at these institutions was 6,050, while the mean was 13,773.

Among degree-granting institutions, student participation in study abroad is related to overall student enrollment (Figure 2). While it is no surprise that a variety of factors might allow larger institutions to send a larger, absolute number of students abroad, there are many small institutions that send a larger proportion of their students overseas (see the *Open Doors 2008* report for a detailed discussion of this issue).

Figure 2: Average Number of Students Who Study Abroad, by Size of Institution



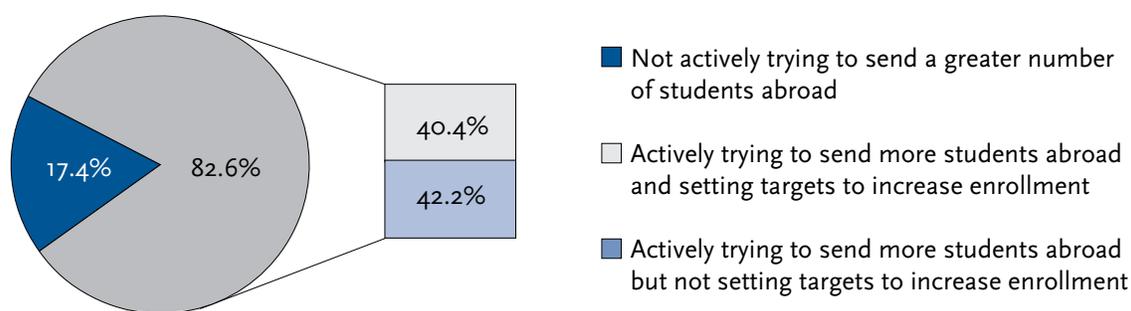
² Unless otherwise indicated, the following analyses include data from both degree-granting institutions and non-degree-granting institutions and organizations.

Growth in Study Abroad

A. Areas of Growth in Study Abroad

A major goal of the survey was to identify strategies used by respondents to increase the number of U.S. students studying abroad and key challenges hindering institutions and organizations from sending more students abroad. The majority of institutions and organizations surveyed (83 percent) indicated that they were actively trying to send a greater number of students abroad (Figure 3). However, a much smaller percentage of respondents (40 percent) had actually set targets for increasing study abroad enrollment.

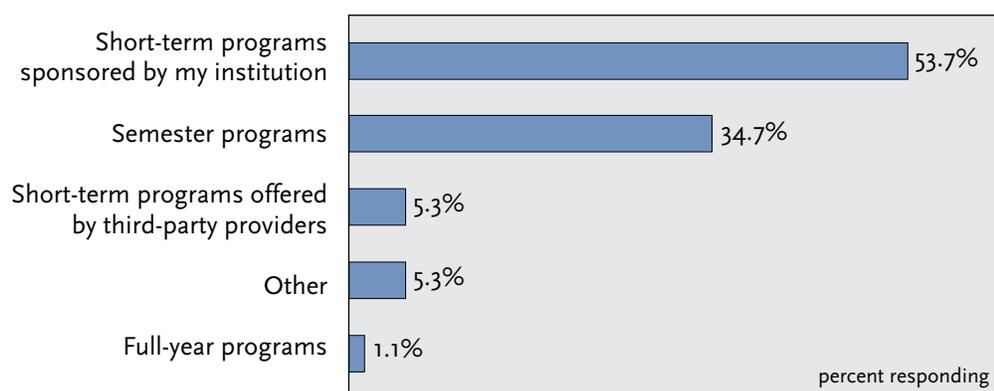
Figure 3: Percent of Respondents Aiming to Send More Students Abroad and Setting Targets



As the figure above indicates, most institutions are trying to send a greater number of students abroad, but less than half are setting targets or particular goals to increase capacity. Nevertheless, targets and institutional goals do not necessarily predict growth nor do they explain the particular program areas in which growth is likely to occur. In order to explore perceptions about growth and potential growth areas for study abroad, respondents were asked about specific programs such as full-year programs, semester-long programs, short-term programs offered by third-party providers, and short-term programs sponsored by the sending institution—and were invited to offer any other information about potential areas of growth.

Degree-granting institutions expected to see the largest growth in “short-term programs sponsored by my institution,” with 54 percent of responding institutions choosing this category (Figure 4). Over a third of responding institutions (35 percent) identified “semester programs” as the next largest expected growth area. Responses indicated as “other” pointed to expected growth in both short-term and semester-long programs, faculty-led programs, and other service learning and internship-oriented programs.

Figure 4: Expected Primary Growth Areas for Degree-Granting Institutions



B. Expectations of Growth According to Institutional Type

Variations among responses from degree-granting institutions demonstrate divergent trends in terms of expected growth in particular program areas according to institutional type. Among institutions that offer degrees up to and including the doctorate level, 53 percent identified “short-term programs sponsored by my institution,” and 31 percent indicated “semester-long programs” as the largest potential growth areas (Figure 5). These institutions also identified a broader array of program types expected to grow. Baccalaureate institutions identified “semester-long programs” (67 percent) and “short-term programs sponsored by the institution” (33 percent) as expected growth areas. Master’s institutions identified “short-term programs sponsored by my institution” (54 percent) and “short-term programs offered by third party providers” (46 percent).

Figure 5: Primary Growth Areas Identified, by Type of Institution, percent responding

Program Type	Associate’s Institutions	Baccalaureate Institutions	Master’s Institutions	Doctorate Institutions
Short-term programs offered by third-party providers	12.5%	0.0%	46.2%	7.3%
Short-term programs sponsored by my institution	75.0%	33.3%	53.8%	52.7%
Semester programs	0.0%	66.7%	0.0%	30.9%
Full-year programs	0.0%	0.0%	0.0%	0.0%
Other	12.5%	0.0%	0.0%	7.3%

An earlier report in the same series of white papers found that from the perspective of host countries, the greatest room for growth was in longer-term programs including full-degree study opportunities. Yet the trend from the U.S. indicates that U.S. students continue to study abroad in programs of shorter duration, presenting a potential supply-demand conflict with program opportunities offered in host countries.³ The findings of the current U.S.-based survey also suggest that short-term study abroad programs will remain a primary area of growth from the perspective of U.S. sending institutions.

³ Gutierrez, R., Bhandari, R., & Obst, D. (2008). Exploring Host Country Capacity for Increasing U.S. Study Abroad. *IIE Study Abroad White Paper Series: Meeting America’s Global Education Challenge*. New York: Institute of International Education.

C. Programmatic Trends

Open-ended responses demonstrated a strong trend toward offering more short-term, faculty-led programs, a trend that may be due to a number of interrelated factors. Many survey respondents indicated a need for more faculty involvement and leadership in study abroad and identified a need for faculty to make a greater effort to integrate a study abroad component into program requirements in order to increase student participation in study abroad (see Chapter IV for a more detailed discussion of this issue). One respondent expressed an interest in developing more short-term study abroad programs but indicated cost as a major hurdle to realizing this goal. Another respondent pointed to short-term programs as a less expensive way to send more students abroad. Figure 6 represents some of the comments related to short-term programs that were elicited in open-ended questions.

Figure 6: Comments Related to Short-Term Programs

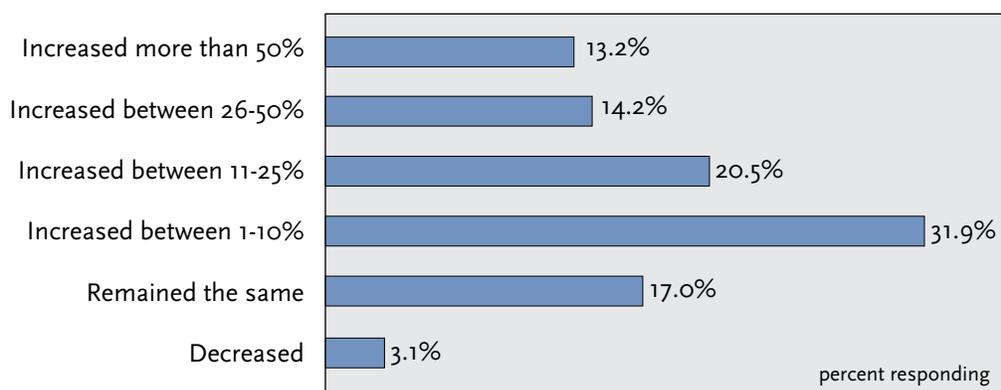
- “Our senior administration would like to see more faculty-led short-term study abroad trips of our own, but there is no funding or staffing yet to realize this goal.”
- “We need more faculty buy-in to increase the connectedness of abroad programs. In other words, while a large number of our students study abroad, far too many of them see it as a separate experience, rather than an integrated part of their time at our institution.”
- “We are beginning to offer short-term programs to enable athletes and others unable to go away for a semester/year to have an international experience.”
- “Another issue is the desire for faculty to lead their own short-term trips abroad but [there is] the lack of funding or release time for them to do so. Faculty workload issues play a role here.”
- “We are developing shorter-term, less expensive programs.”
- “We encourage more short-term programs, including research trips, service-learning opportunities, and high-quality co-curricular experiences.”

Sending More U.S. Students Abroad

A. Recent Growth in Study Abroad

Survey respondents were asked to indicate the level of growth in study abroad that their institutions have experienced over the past five years. Close to a third of respondents (32 percent) only saw rates of increase of 1-10% in study abroad participation over the past five years, while 21 percent saw an increase in study abroad participation between 11-25% during this period (Figure 7). Over a quarter (27 percent) saw even higher rates of increase, with almost half of these (13 percent) seeing growth of over 50% since 2003/04. Among responding degree-granting institutions, a large proportion of doctorate institutions (34 percent), master's institutions (33 percent), and baccalaureate institutions (42 percent) reported recent growth (over the past five years) in the 1-10% range.

Figure 7: Percent Change in Study Abroad Participation over the Past Five Years (since 2003/04)

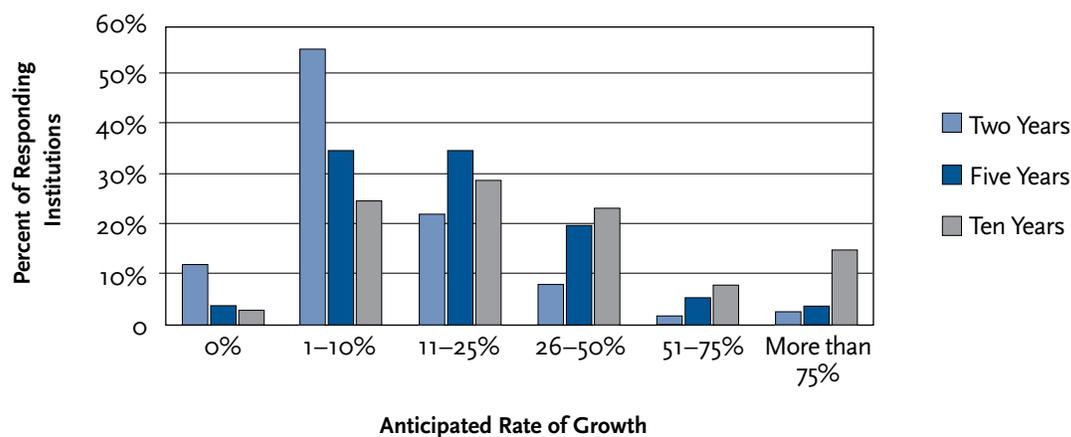


B. Anticipated Growth in Study Abroad

Respondents were also asked to anticipate rates of growth in student participation in study abroad over the next two, five, and ten years. Over the next two years, the majority of responding institutions and organizations (77 percent) anticipated relatively modest growth of 1-25% in study abroad participation, and few respondents (12 percent) expected growth of more than 25% (Figure 8). However, more respondents expected to see higher growth rates in the long-term (over the next ten years), with over 45 percent of respondents anticipating growth rates of more than 25%.

Among responding degree-granting institutions, 57 percent indicated that they anticipate 1-10% growth in the next two years; 34 percent anticipated growth between 11-25% in the next five years; and 39 percent indicated that they anticipate 26% growth or greater in the next ten years, suggesting the majority expect modest growth in the short-term and more dramatic growth in the long-term.

Figure 8: Anticipated Growth in Study Abroad



Widening Access for U.S. Students to Study Abroad

Survey respondents were asked to identify critical challenges to sending more students to study abroad and to indicate key factors that would facilitate this goal. The open-ended responses help illustrate several significant challenges and key strategies for increasing participation, and shed light on some of the complex and interconnected issues involved in widening access for students to study abroad.

A. Critical Challenges to Increasing U.S. Study Abroad Participation

Challenges to increasing study abroad participation varied across responding institutions and organizations. The specific challenges that were included in the survey were identified in collaboration with the Forum Data Committee, comprised of U.S. study abroad experts and advisors. Survey respondents were asked to indicate the degree to which their institutions experience eleven potential challenges (Figure 9). The major challenges a large percentage of respondents either agreed or strongly agreed with include:

- rising cost for students to participate in study abroad (89 percent);
- not enough endowments or scholarship funding from the home institutions students attend (79 percent);
- rising cost for program operation and administration (73 percent);
- not enough federal funding available to students for study abroad (72 percent);
- not enough staff and advisors to handle more students (59 percent); and
- not enough interest on the part of faculty members and professors to integrate study abroad into degree requirements for credit transfer (48 percent).

Interestingly, physical capacity—having enough program or program space to meet the demand from students—did not seem to present a challenge for the majority of institutions, as only 16 percent agreed that this posed a challenge.

Figure 9: Significant Challenges to Increasing the Number of U.S. Students Participating in Study Abroad, percent responding

Challenges	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Rising cost for students to participate in study abroad	56.5%	32.9%	6.4%	3.5%	0.7%
Not enough endowments or scholarship funding from the home institutions students attend	44.1%	35.1%	10.0%	6.8%	3.9%
Not enough federal funding available to students for study abroad	34.6%	37.5%	14.2%	10.6%	3.3%
Rising cost for program operation and administration	31.4%	41.2%	18.6%	7.7%	1.1%
Not enough staff and advisors to handle more students	23.7%	35.0%	19.4%	15.2%	6.7%
Not enough interest on the part of faculty members and professors to integrate study abroad into degree requirements for credit transfer	10.5%	37.9%	16.3%	26.4%	9.0%
Not enough interest from students	7.8%	23.0%	14.1%	32.9%	22.3%
None of the above as our institution or organization already meets or exceeds its targets for study abroad participation rates	5.9%	0.0%	35.3%	47.1%	11.8%
Not enough program diversity to meet demand from students	5.8%	15.8%	18.7%	37.4%	22.3%
Impact of study abroad on on-campus enrollment	3.8%	13.5%	30.8%	30.8%	21.1%
Not enough programs or program space to meet demand from students	3.6%	12.6%	23.4%	37.1%	23.4%

In open-ended responses, many survey respondents reiterated the point that the most pressing challenges they face are directly related to lack of funding and rising costs. Many indicated that they would be able to send more students abroad if there were more scholarships or financial aid available. Some explained that rising costs of airfare and weak exchange rates for the U.S. dollar present problems for sending U.S. students abroad.⁴ Also, several respondents mentioned increased operating costs as a challenge to sending more students abroad. According to one respondent, demand for study abroad has increased, but there has been no growth in terms of staff and leadership coupled with increased need for financial aid, all of which has hindered the institution's ability to meet student demand. In fact, many cited a lack of institutional or faculty support as a significant challenge in open-ended responses. One respondent explained that student interest in study abroad at her institution was high, but that inadequate financial support from the administration presented a major barrier. Figure 10 includes some of these open-ended responses which point to several other barriers associated with institutional support, funding, and costs.

⁴ At the time of the survey in September 2009, there was strong concern among respondents regarding the falling value of the U.S. dollar, as the impact of the global financial crisis had only begun and its full effects were not yet realized.

Figure 10: Financial Challenges to Expanding Study Abroad

- “Exchange rates and high cost of travel (associated with fuel costs) have been challenging but not crippling.”
- “Our main concern remains the overhead of operating satellite programs around the world. Rents have increased, housing costs for students and faculty have increased, as has the cost of transportation, etc.”
- “We have been essentially under a no-growth policy in terms of support staff and leadership for several years, while demand has skyrocketed. It has made meeting the demand very difficult. We are also having a tough time kick-starting the endowment process to alleviate this issue as well as broadening financial support for our students.”
- “Student interest is high, but cost is a barrier as is time. The administration feels our students are ‘not the type’ to do study abroad. Many faculty disagree.”
- “A lack of planning at the highest levels of leadership is a significant challenge.”
- “Faculty and administrative indifference is serious and hard to overcome; younger faculty members would like to offer short-term programs, but have to focus on obtaining tenure (publications only); older faculty are reluctant to be away from families for weeks at a time; a weaker dollar makes programs less and less affordable; scholarship money has been stagnant so students pay more and more out of pocket.”

In addition to funding-related challenges, survey respondents indicated several other impediments to sending increasing numbers of students abroad. Figure 11 includes a summary of challenges reported in open-ended responses.

Figure 11: Additional Challenges to Sending U.S. Students Abroad

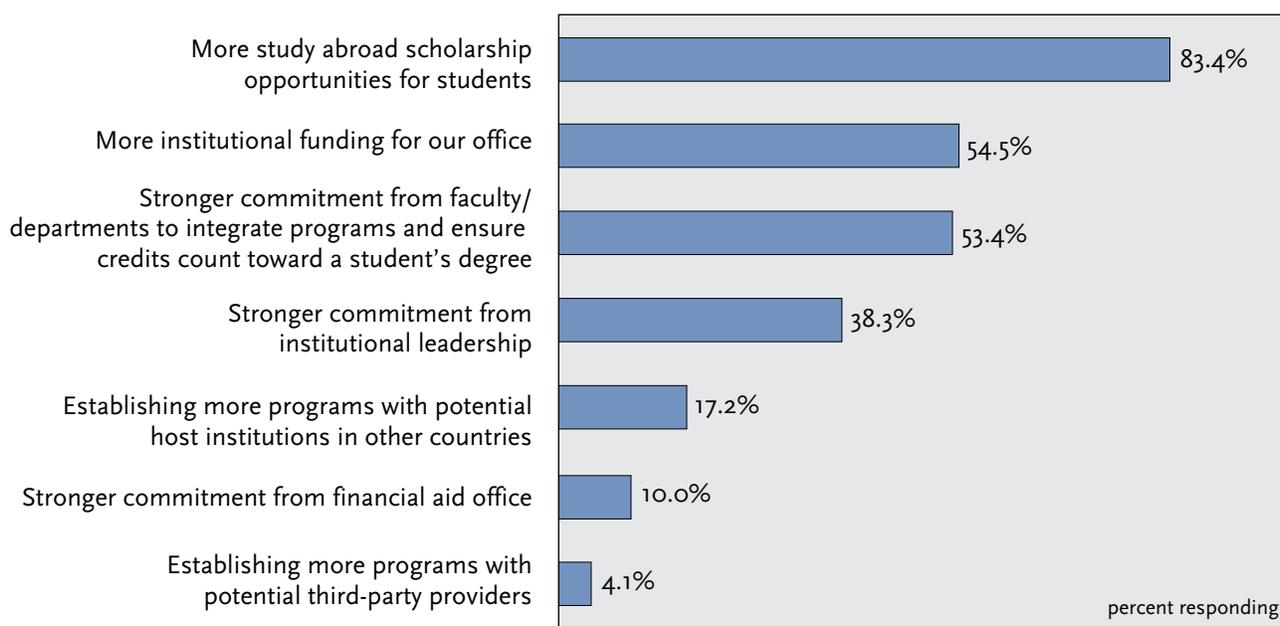
- Rising costs of travel
- Costs of program administration and lack of institutional funding
- Lack of institutional or faculty leadership and commitment to study abroad
- Additional staff and space needed for program administration
- Lack of student awareness or interest in study abroad
- Appealing to underrepresented students such as science and engineering majors
- Parental concerns for safety and security abroad
- Competition with other program providers

B. Key Steps to Help Send More U.S. Students Abroad

There are a variety of interrelated steps proposed by U.S. institutions and organizations to help increase the number of students they send abroad. These include but are not limited to: increased funding, increased institutional and faculty commitment, more program and staffing resources, and improved targeted marketing and recruitment strategies.

Given that the key challenges to study abroad expansion are tied to the availability of adequate resources and funds, it is no surprise that institutional respondents indicated that the major factors that would help to send more students abroad were related to financial resources (Figure 12). By and large, the top factor cited by institutions was the ability to offer more scholarship opportunities for students (83 percent), followed by more institutional funding for the study abroad office (55 percent). Other key factors included stronger commitment from institutional leadership and establishing more programs with potential host institutions in other countries.

Figure 12: Top Factors to Increase Number of U.S. Students Studying Abroad



Respondents offered a variety of additional steps necessary to increase the number of U.S. students they send abroad. Major themes that emerged from open-ended comments included:

1. Increasing budgets and offering additional funding to students to study abroad.
2. Improving marketing and recruitment approaches such as advertising, information sessions, and taking advantage of online social networking tools.
3. Adding staff in order to expand study abroad opportunities, ensure quality, and send more students abroad.
4. Developing new and diverse programs including more short-term programs, and increasing faculty involvement through faculty-led programs.
5. Building international partnerships.
6. Working toward improved integration of study abroad into the curriculum.

Figure 13 highlights related comments obtained through open-ended questions.

Figure 13: Steps Proposed to Send a Greater Number of Students Abroad

- “Talking to classes, using technology such as instant messaging, [and] Facebook.” As well as, “Taking faculty to visit exchange partner universities.”
- “Curriculum integration advising sheets for all curricular areas. Education abroad fair for parents held once a year. Marketing to students on Facebook. Holding faculty/staff events designed to increase understanding of benefits, opportunities and processes. Working with faculty on faculty-led programming and revamping our webpage for this audience. Holding education abroad fairs on branch campuses.”
- “More staff time (and funding) is required in order to research new opportunities (be they our own or 3rd parties)—as well as to conduct periodic program evaluations to ensure quality/standards.”
- “The institution is strongly committed to internationalization among leadership, faculty, staff and students; however, funding and staff limitations slow growth.”
- “We are developing [an] endowment for study abroad.”
- “An important strategy is increasing institutional aid for study abroad, [and] adding alternate summer programs for those unable to take a semester or year [off].”
- “Our strategy includes offering more of our own programs, curriculum integration, [and] limiting outside program providers.”

INCREASING STUDY ABROAD PARTICIPATION AND DIVERSITY THROUGH FEDERAL FUNDING

One of the key findings of the survey of IIE and Forum members is that the most significant challenges to increasing study abroad are the rising costs to both students and institutions, and lack of sufficient funding available from both campus and external sources. Simply put, campuses need more scholarship funds to enable their students to study abroad.

The Benjamin Gilman International Scholarships and the David L. Boren Scholarships are two examples of federally-funded scholarship programs that are making a difference in the types of students who study abroad, the places they go, and the length of time they spend abroad. They also offer examples of how scholarship programs can include mechanisms to help build capacity to promote and facilitate study abroad at home campuses that do not have extensive study abroad resources.

The Gilman Scholarship Program's goal is to diversify the kinds of students who study abroad and the countries and regions where they go. The Gilman Program, sponsored by the Bureau of Educational and Cultural Affairs of the U.S. Department of State, offers scholarships of up to \$8,000 to students with financial need who have been traditionally underrepresented in education abroad. Since inception, the Gilman Scholarship Program has supported more than 3,500 students to study in more than 100 different countries. With increased funding from Congress in 2009-10, the number of scholarships may reach 1,700 in the coming year.

Because of the goals and objectives of the program and its targeted outreach to underrepresented students, Gilman Scholars are much more diverse than the national study abroad population.

- Gilman Scholars are four times more likely to be African-American than the national average for U.S. study abroad.
- Gilman Scholars are three times more likely to be Hispanic-American than the national average for U.S. study abroad.
- Fifty percent of Gilman Scholars are first generation college students and 19 percent of 2008 Gilman Scholars come from a Historically Black College or University or another minority-serving institution.

The Gilman Program conducts workshops for faculty and administrators from campuses such as Historically Black Colleges and Universities (HBCUs), minority-serving institutions, and community colleges. Gilman alumni are required to complete a follow-on project, which offers a model for how returned study abroad students can assist campuses with limited study abroad office capacity to increase awareness of study abroad among students – particularly those who might not already be considering study abroad. Peer outreach, and use of returned alumni can be extremely effective in reaching out to the community and to younger students to begin to spread a culture that includes the expectation of study abroad.

The Boren Scholarships, funded by the National Security Education Program, provide funding of up to \$20,000 for students to study less commonly taught languages in world regions that are critical to U.S. interests and underrepresented in study abroad. Since inception, the Boren Scholarships have provided support to more than 2,600 undergraduate students to study more than 70 languages in more than 75 countries. While most U.S. study abroad students study in Western Europe, all Boren Scholars study outside of Western Europe, Canada, Australia, and New Zealand.

By focusing exclusively on underrepresented world areas and long term study abroad, the Boren Scholarships surpass national study abroad figures.

- Nearly 40 percent of 2008 Boren Scholars are studying in Asia, compared to the ten percent of U.S. study abroad students who do so.
- Thirty-five percent of 2008 Boren Scholars study in the Middle East and North Africa, compared to the less than two percent of U.S. study abroad students who do so.
- More than 70 percent of 2008 Boren Scholars studied abroad for a full academic year, compared to the less than five percent of all U.S. study abroad students who do so.

These targeted scholarships, and the resources that the programs provide advisers, including workshops on recruiting underrepresented students and promoting underrepresented locations, help provide some of the resources that campuses need to encourage a more diverse student population to study in broader geographic regions throughout the world.

Conclusions

The critical challenges and issues involved in increasing the number of U.S. students that study abroad point to several important overarching concerns and strategies that can help facilitate growth. The key challenges and areas of concern that emerged from the survey data include:

1. Rising costs and the need for greater institutional commitment, funding, and financial aid for students;
2. Growing need for additional staff to handle increasing numbers of students going abroad, support new and diverse programs, and ensure quality;
3. Increasing need for faculty involvement and curriculum integration; and
4. Developing strategies to increase awareness of study abroad options and appeal to students and parents through up-to-date communication technologies and other marketing strategies.

Some long-term strategies and approaches to help increase institutional capacity to send a greater number of U.S. students abroad include:

1. Building support at the departmental and senior administrative levels.

The need for greater institutional leadership and commitment to increasing participation in study abroad presents a significant challenge and is a recurrent theme both as a challenge and strategy. Changes that increase support for study abroad at the departmental level and create channels to advocate and increase commitment at the senior administrative level could help alleviate some of the challenges related to lack of institutional funding, space, and staff. In this way, greater institutional support may allow for greater diversity in new programs and increased ability to ensure quality.

2. Leveraging institutional support and commitment for increased funding.

The need for greater institutional funding and financial aid for students remains a major hurdle for increasing the number of U.S. students who study abroad. These concerns represent basic underlying challenges to institutions and organizations in terms of their ability to meet their targeted goals and anticipated levels of future growth. There are many interrelated factors that contribute to financial limitations that may be addressed through a variety of strategies including fostering greater institutional leadership and faculty involvement, successful student alumni outreach, and improved marketing and development strategies.

3. Creating and encouraging opportunities for faculty involvement and curriculum integration.

These represent important steps in making study abroad more institutionalized and more accessible. Greater faculty involvement has the capability to lead to better curriculum integration and the likelihood that credit earned through study abroad will contribute to students' degree progress, therefore reducing time and cost to degree. These steps may help to increase access to study abroad for students with limited financial resources and across a range of disciplines.

4. Establishing an institutional culture of study abroad and increasing awareness of its importance at a variety of institutional levels.

Greater awareness of study abroad options and commitment to study abroad across institutional levels may help increase participation and ensure institutional support. Moreover, new marketing strategies and technologies can be utilized to increase communication and foster greater awareness about study abroad options.

5. Offering a wider set of program opportunities, including more short-term, faculty-led programs.

Short-term, faculty-led programs allow students to have an international education experience without detracting from their ability to earn credits at their home institutions during the academic year. Moreover, these trends may be indicative of cost-saving measures that allow a greater number of students to study abroad. Some institutions that offer self-sponsored programs indicated that these programs allow them to keep greater funding within their institutions. However, using program providers can also help institutions save costs when resources are scarce. While these types of programs may help to send more students abroad, it is important to have accountability and quality measurement controls set in place that will ensure valuable learning outcomes.

II. ASSESSMENT AND IMPROVEMENT: EXPANDING EDUCATION ABROAD CAPACITY AND ENHANCING QUALITY THROUGH STANDARDS OF GOOD PRACTICE

By Brian Whalen, President and CEO, The Forum on Education Abroad

The data from this joint survey of the Institute of International Education (IIE) and the Forum on Education Abroad provides useful information about U.S. institutions' capacity for sending more U.S. students abroad. The Forum's participation in the project directly supports one of the goals of its mission, the collection of data to help improve education abroad programs and to benefit the students who participate in them. As the only membership organization devoted exclusively to U.S. education abroad (www.forumea.org), the Forum's nearly 400 institutional members represent approximately 90 percent of the U.S. students that study abroad.

The overall message of the survey is clear: study abroad programs and enrollments continue to expand, and institutions are making an effort to increase study abroad enrollments further. The specific steps that institutions are taking to increase participation cover a range of actions: defining institutional mission and goals, engaging institutional leadership, expanding the marketing and promotion of programs, focusing on curriculum development, collaborating more closely with faculty, and reviewing administrative structure and staffing.

The action institutions mentioned most often as a critical factor for increasing study abroad participation is increasing funding for students and study abroad operations. This action is no doubt of even greater concern now, in the midst of the global financial crisis, than when the survey was conducted at the beginning of this crisis. However, the survey data also show that institutions lack the resources to continue to send more students abroad. Institutions report that the chief challenges to increasing study abroad participation are related to the cost and price of programs. The price of education abroad for students, the lack of financial resources to support them, and the costs of managing and supporting education abroad programs are the main obstacles to overcome.

How then will institutions overcome these challenges and increase support and funding of education abroad? Institutions will be able to increase funding for students to study abroad and provide the needed resources and support for education abroad when they can demonstrate the value of education abroad for students, faculty, the campus community, as well as the local community, region and state, the nation, and indeed our global society. Therefore, documenting the value of education abroad is essential to the growth and sustainability of programs, especially in a time of unprecedented financial constraints. Now, more than ever, institutions must be confident and clear about the value of the education that they provide to students. When education abroad is a part of this value and integral to the mission of an institution, it is essential that institutions assess and document its value.

The steps that institutions are taking to increase study abroad participation are no doubt shared by many institutions. But to be effective, institutions need to take more than one or two steps to achieve this goal. Expanding study abroad enrollment and sustaining that growth challenges institutions to take a coordinated, strategic approach that will result in true capacity building. Are institutions planning strategically for this expansion? And, if they are, what is the basis for their plans? What

process do they follow to determine how best to expand? And, how will they assess and document the success of this effort to show that it is valuable and worth the cost?

Standards of Good Practice

To be most effective, discussions about and planning for increasing capacity should be based on objective standards that can serve as an assessment and improvement tool. At this moment, the Forum's *Standards of Good Practice for Education Abroad* and its Quality Improvement Program (QUIP) are the only existing systematic resources for assessing and improving education abroad capacity and quality. The Forum is recognized by the U.S. Department of Justice and the Federal Trade Commission as the Standards Development Organization for the field of education abroad, and has developed and tested over the past several years the *Standards of Good Practice for Education Abroad*, an effort that has involved hundreds of international education professionals from around the world as well as experts in standards development. The *Standards* are intended to be used to assess and improve the quality and capacity of an institution's education abroad programs. They cover all areas of education abroad, and the queries that relate to each of the nine standards provide a means to assess the capacity and quality of programs.

The Forum *Standards* are equally a road map for building education abroad capacity. All of the institutional steps taken to increase study abroad participation mentioned in this survey are covered by the *Standards*, as well as many other critical ones. All of the *Standards* are relevant to capacity building and should be considered together as the most comprehensive approach to expanding capacity. Because the *Standards* support and reinforce each other, it is necessary to be familiar with all of the *Standards*, even if an institution is primarily interested in addressing or improving one specific area of education abroad.

The connection between standards, building education abroad capacity, assessment, and quality improvement cannot

be overstated. In order for institutions to expand education abroad capacity, they must first assess their mission and goals for education abroad, and assess the status of their current programming against an objective measure. In the current economic crisis, when institutions are challenged more than ever before to make efficient use of resources and funding, it is imperative that decisions about allocating funding and resources for education abroad programming be made strategically based on an effective assessment methodology. Strategic assessment informs decisions about how to improve programs and where to allocate resources in order to fulfill an institution's mission. Institutions are more likely to provide funding and support for programs whose quality is demonstrated according to proven, internationally-accepted standards.

The *Standards* encompass nine areas:

- 1) Mission;
- 2) Student Learning and Development;
- 3) Academic Framework;
- 4) Student Preparation for the Learning Environment Abroad;
- 5) Student Selection and Code of Conduct;
- 6) Policies and Procedures;
- 7) Organizational and Program Resources;
- 8) Health, Safety and Security; and
- 9) Ethics and Integrity.

It is important to note that adherence to and use of these *Standards* does not mean that the Forum promotes *standardization* of education abroad. The goal of the Forum is to promote the adoption of the *Standards of Good Practice* as a way for institutions to best fulfill their distinctive education abroad missions and goals while adhering to best practices. The *Standards* do not impose a particular approach or model of education abroad. Rather, they respect the uniqueness of each institutional approach while at the same time setting benchmarks that guide an institution in meeting its education abroad goals. The *Standards* adapt easily to each type of institution, whether it be a community college, liberal arts college, research university, study abroad provider organization, or a host institution that receives U.S. students. The number and variety of institutions and organizations that have utilized the *Standards* testifies to their adaptability.

The *Standards* have been used by an estimated 500 colleges and universities, independent provider organizations, and individual programs in the U.S. and around the world. This adaptability is seen, for example, in the first Standard, which is *Mission*. It states, “The organization, with respect to education abroad, has a formally-adopted mission statement for its overall operations and for its individual programs that is known to and accepted by its faculty and staff.” The *Standards* do not dictate what this mission should be, but they do state that an institution should have a well-understood mission statement to guide its education abroad programs. Some institutions in the survey mentioned that they are taking the important step of developing such a mission statement (interestingly, the Forum’s State of the Field Survey revealed that 63 percent of respondents report that they have a mission statement in which education abroad is specifically mentioned). Mission statements are statements about an institution’s identity and purpose, and incorporating education abroad into such a statement reflects institutional commitment and support. It is an important and essential step to building capacity.

Similarly, the infrastructure and support to build and sustain capacity is essential. Standard 7, *Organizational and Program Resources*, states, “The organization provides adequate financial and personnel resources to support its programs.” This standard relates to academic and administrative personnel, financial resources, learning and academic facilities and housing of students, all key elements in the work of expanding study abroad programming and participation.

How are these *Standards* used to assess and improve education abroad programs and plan strategically for sustainable capacity building? The *Standards* were developed to be used precisely in this way. Each Standard has a series of subheadings that support the overall *Standard*. For example, under Standard 2, *Student Learning and Development*, the subheading, Academic Coursework states, “The organization provides an academically challenging program of study.” One can begin to understand the importance of viewing and using these *Standards* as a whole. Providing an academically challenging program depends on many factors, including having a strong mission statement that provides guidance, and adequate resources and institutional support that makes the achievement of academic quality possible.

The same is true, for example, in meeting Standard 8, *Health, Safety and Security*, which states: “The organization has established and continuously maintains effective health, safety, security and risk management policies, procedures and faculty/staff training.” Expanding capacity must not only refer to organizational mission and resources, but also to the quality of the academic program, the health, safety and security of all involved, as well as the entire range of program characteristics covered by the *Standards*.

To encourage a more specific use of the *Standards* as an assessment tool, each *Standard* has a series of queries that invite assessment of the specific ways that institutions are meeting the *Standards* and how they may improve. These queries are not to be confused with the *Standards* themselves; they are intended to be

prompts that assist institutions to assess and analyze how well they meet the *Standards*. This assessment process can reveal weaknesses in institutional practices and identify areas in need of improvement.

Short-Term Program Standards

According to the latest data from IIE's *Open Doors*, 55 percent of U.S. students studying abroad participate in short-term programs (defined as programs that take place in the summer, a January term, or any program of 8 weeks or less in duration), a type of program that has expanded rapidly.¹ While *Open Doors* tracks data for credit-bearing programs, non-credit, short-term education abroad programs also appear to be expanding as campuses seek to organize service learning and volunteer abroad experiences. The IIE-Forum survey reports that short-term programs sponsored by a U.S. sending institution will greatly expand with 54 percent of institutions reporting this as the expected area of primary education abroad growth.² Many institutions perceive these types of credit and non-credit short-term programs as the quickest and most efficient way to "internationalize." Unfortunately, these programs are often *ad hoc* ventures that are designed and led by faculty members, campus internship and volunteer offices, or others who may have little or no experience with accepted standards for designing and managing education abroad programs.

For this reason, the Forum has developed a more specific set of standards for these types of programs. *The Standards of Good Practice for Short-Term Education Abroad Programs* maintain the framework of the more general *Standards* and extract those elements that apply most directly to short-term programs. These elements have been reworked and enhanced to address the specific qualities and characteristics of short-term programs. For example, under Standard 7, *Organizational and Program Resources*, there is a supporting statement related to environmental and cultural responsibility drawn from the Forum's *Code of Ethics*, which states: "Environmental and Cultural Responsibility: The organization considers and responds to local environmental, economic, and cultural consequences of its presence (or disappearance) in the design and management of its programs."³ This statement was placed within the short-term program standards to highlight the need for these types of programs to be sensitive to the impact of a type of program that can often be short-lived and fleeting, and whose sponsors and participants alike may perhaps view the host culture and environment as something to be "used." Institutions that sponsor and manage short-term programs should assess the impact of these programs and seek to minimize any negative impacts that the programs (or their disappearance) might have. While this is also a supporting Standard that is contained in the more general *Standards of Good Practice*, it is one that is of particular relevance to short-term programs.

While the *Standards of Good Practice for Short-Term Education Abroad Programs* are comprehensive and apply directly to these types of programs, they are not a substitute for the more general *Standards of Good Practice*. Rather, they are intended to be utilized together as companions to provide the most comprehensive and thorough guide for short-term program assessment and improvement. Like the general *Standards*, they are also designed to encourage discussion between education abroad professionals and others on campus and within organizations about program planning and management.

¹ Bhandari, R. & Chow, P. (2008). *Open Doors 2008: Report on International Educational Exchange*. New York: Institute of International Education.

² Gutierrez, R., Auerbach, J., & Bhandari, R. (May 2009). Expanding Study Abroad Capacity: Findings from an IIE-Forum Survey. *IIE Study Abroad White Paper Series: Meeting America's Global Education Challenge*. New York: Institute of International Education, Figure 4.

³ Code of Ethics for Education Abroad (2008). Carlisle, PA: The Forum on Education Abroad, from <http://www.forumea.org/documents/ForumonEducationAbroadCodeofEthics.pdf>.

Improvement to Build Quality and Capacity

Once institutions identify areas of weakness in their education abroad programs, how do they seek to improve? The Standards Toolbox of best practices provides examples of best practices that may be considered as models to improve programs. These are vetted as examples of best practices by the Forum's Standards Committee and provide an important tool for improving education abroad operations. An example of one of these best practices provides a specific way in which institutions may follow a best practice to meet Standard 7, *Organizational and Program Resources*. The example relates to the subheading, "The organization devotes adequate financial resources to each program." More specifically, it provides an example of how an institution is responding to the query: "Does the organization provide adequate logistical and academic support for new programs?" Building capacity and maintaining quality education abroad programs means sustaining adequate support for new program development. The best practice example in the Toolbox is a full description of the Indiana University Overseas Study Program Development Grants. These grants provide travel funds to Indiana University faculty in the College of Arts and Sciences to develop new university overseas study programs, and the program is an excellent example of a way to provide a resource for supporting the development of new education abroad programs.⁴

In a similar way, many institutions are using the *Standards* to assess their programs, expand their capacity to send more students abroad, and improve the quality of their programs. The *Standards* are ideally suited to be used internally to develop plans for and to implement program expansion, and to incorporate education abroad thoughtfully into an overall institutional strategic plan. According to the Forum's 2008 State of the Field Survey, 74 percent of Forum member institutions responding to the survey (136 institutions responded) either "strongly agree" (25 percent) or "agree" (49 percent) that the Forum *Standards* are "being used to shape our organizational/institutional policy on education abroad."⁵

A more formal process of assessment, improvement, and *recognition* is available through the Forum's Quality Improvement Program (QUIP) for Education Abroad, a program that was developed through a pilot program involving 18 various institutions and organizations that experimented with the application of the *Standards* in a self-study and peer review process. The final report of this Standards Pilot Project (<http://www.forumea.org/standards-pilotproject.cfm>) formed the basis for the development of the different types of QUIP review processes, which are tailored to the specific needs of the variety of institutions and organizations involved in education abroad (<http://www.forumea.org/standards-quip.cfm>). All types of reviews involve a rigorous self-study followed by a peer review that includes site visits conducted according to established protocol.

QUIP gives institutions the opportunity to document in a systematic way the value of education abroad across many different areas, including how the institutional mission for education abroad is fulfilled, how well resources in support of education abroad are utilized, and what students learn and how well they learn it. This documentation provides a benchmark that assists in making decisions about education abroad. The assessment data gleaned from QUIP can also demonstrate the value that education abroad has for students, the campus, and all its constituents.

⁴ The Standards Toolbox of best practices is a Forum institutional member benefit, while the *Standards* are available as a free resource available from the Forum's website.

⁵ State of the Field Survey 2008 (2009). Carlisle, PA: The Forum on Education Abroad, from <http://www.forumea.org/research-data.cfm>.

The advantages of QUIP over the informal review process is that QUIP is managed by the Forum staff according to an objective, tested process that uses trained peer reviewers. QUIP also involves key stakeholders across an entire institution so that all relevant offices and levels of leadership are engaged and invested in the process. Further, successful participation in QUIP yields a final determination regarding whether or not the institution under review is in substantial conformity with the *Standards of Good Practice*, providing recognition to the institution/organization. This judgment is made by the Forum Review Panel, a group of senior experts appointed by the Forum Council and Board of Directors. The formal QUIP process has been completed by several institutions, provider organizations and overseas host institutions. An additional 25 institutions are at various stages of the QUIP review process.

Conclusion

The Standards of Good Practice for Education Abroad, the Standards Toolbox, and the Quality Improvement Program (QUIP) for Education Abroad are essential resources for any institution or organization involved in U.S. education abroad. The expansion of education abroad capacity will occur most effectively by institutions and organizations using the *Standards* as an assessment and improvement tool.

While the capacity survey included colleges and universities, it did not include many study abroad provider organizations. However, it is essential to include information from these partner organizations when assessing study abroad capacity. To build capacity thoughtfully and effectively, institutions will need to continue to build strategic relationships with provider organizations to serve the needs of their students and support their missions and goals. The 2007 Program Management Survey conducted by the Forum revealed that institutions partner with and utilize provider organizations a great deal in a wide variety of ways to serve the needs of their students.

For example, institutions partner with provider organizations about half the time (50 percent) when institutions offer programs with at least one special course and where there is no on-site participation by the institution's faculty. This is the most reported program type with which institutions and providers cooperate. Non-exchange programs with integrated university study (36 percent) is the second most prevalent program type in which institutions and providers cooperate. In this program model, program provider organizations facilitate enrollment of U.S. students in international universities and may also offer additional services to the students. In addition, the issues facing provider organizations echo the challenges to increasing education abroad enrollments reported by institutions. In the Forum's 2008 State of the Field Survey, U.S.-based study abroad program providers reported that more study abroad scholarship opportunities for students is the top factor that would make a difference in helping to increase program enrollments while the second-ranked factor was more college and university funding.

Provider organizations can be important and effective partners, not only for the delivery of study abroad programs, but also for assessing and documenting the value of education abroad. A number of these organizations have undertaken work to assess education abroad student learning outcomes, and of the participants in the Quality Improvement Program, half are provider organizations. Institutions and provider organizations have worked together to develop and test the Forum's *Standards* and QUIP, and they can also collaborate to assess and improve education abroad practices, and document its value.

Education abroad capacity building is not an abstract enterprise. It must be undertaken through a deep, strategic, and comprehensive assessment of an institution's ability to conform to the critical areas detailed in the *Standards of Good Practice*, and to base the expansion of operations on these *Standards*. Such a process is not merely about numbers of students and amount of dollars dedicated to programs and infrastructure. It is a process of quality improvement, of building and sustaining the very best education abroad programs according to the *Standards* established and promoted by those institutions and organizations around the world most dedicated to education abroad. Only through this process can true, sustainable capacity building be achieved.

III. EXPANDING STUDY ABROAD: WHERE THERE'S A WILL, THERE'S A WAY

*By Margaret Heisel, Director, Center for Capacity Building in Study Abroad
(A Joint Project of A.P.L.U. and NAFSA) and
Robert Stableski, Senior Adviser, NAFSA: Association of International Educators*

In 2008, the Association of Public and Land-Grant Universities (A.P.L.U., formerly NASULGC) and NAFSA: Association of International Educators founded the Center for Capacity Building in Study Abroad. Designed to collect and consolidate good practice where it exists, and develop new knowledge where it is not yet available, the Center will provide assistance to institutions large and small as they work to realize their goals of expanding study abroad. This chapter presents the thinking that guides the Center, as well as its priority focus areas for the coming years.

A small celebration is in order. Compared to 10 years ago, the number of students studying abroad has more than doubled. In the five years ending in 2006–2007, the compound growth rate is nearly 8.5 percent per year.¹ Everyone involved deserves a round of applause.

Still, with more than 240,000 students studying abroad annually—87 percent of whom are undergraduates, —while nearly 1.5 million students are in each graduating class, there is a long way to go in ensuring that study abroad is an essential component of U.S. higher education.^{2,3,4} As a blue-ribbon task force convened by NAFSA in 2003 pointed out, “It is now cliché to talk about how small the world has become, and to note how the globalization of communications and commerce affects everyday life. But it is true. Our colleges and universities must respond to this reality by better equipping students to live and work in the interconnected world of the twenty-first century. We desperately need to understand other countries and other cultures—friend and foe alike.”⁵

The need to have international education become an essential part of higher education is so clear to so many. If that is so, why isn't study abroad expanding at an even faster rate?

It Is Not for Lack of Student Motivation

According to the recent ACE/Arts & Science Group/College Board poll taken of college-bound high school seniors, “Fifty-five percent are certain or fairly certain they will participate in study abroad, with another 26 percent indicating a strong desire to study abroad.”⁶ Language learning is also important; more than 70 percent plan to learn enough of a foreign language to at least converse comfortably with others.⁷ At least upon entering their post-secondary education, there is a great deal of interest in study abroad.

¹ Bhandari, R. & Chow, P. (2008). *Open Doors 2008: Report on International Educational Exchange*. New York: Institute of International Education.

² *Open Doors 2008*. Table 24, p. 68.

³ National Center for Educational Statistics. (June 2007). *Digest of Education Statistics*. Table 266, from http://nces.ed.gov/programs/digest/d07/tables/dt07_266.asp.

⁴ Throughout this article, the authors chose to use “study abroad” to describe the variety of programs often referred to as “education abroad,” which includes internships, service programs, and work programs for which credit is given.

⁵ NAFSA: Association of International Educators. (2003). *Securing America's Future: Global Education for a Global Age*. p. 1, from <http://www.nafsa.org/securingamericasfuture>.

⁶ American Council on Education, Art & Science Group LLC, and the College Board. (2008). *College-Bound Students' Interests in Study Abroad and Other International Learning Activities*. p. 1.

⁷ American Council on Education. (2008). p. 4.

Notwithstanding the robust interest in study abroad, however, students' participation levels not only fall far short of aspirations, but they vary greatly across different groups within the postsecondary population. Of those who actually study abroad, just over 80 percent are Caucasian, with African American, Hispanic, and Asian American groups each making up about 4–7 percent of those participating—hardly a reflection of the composition of postsecondary students. In addition, almost twice as many women as men participate (65 versus 35 percent of participants).⁸ There appear to be many reasons for this disparity, although programs that purposefully address obstacles to minority students' participation have realized success, as noted in a 2007 IIE report.⁹

Still, overall numbers of participants have grown very steadily, as noted earlier. Among a large portion of the college-bound populations, there is plenty of interest in studying abroad.

Among the population in general, there does not appear to be a lack of support for the kind of learning that study abroad offers in unique ways. In a separate 2005 survey commissioned by NAFSA, which polled a cross-section of 1,000 adults, 94 percent of respondents felt it was important for future generations “to have knowledge of other countries and cultures,” while 77 percent felt it was important “for future generations to participate in study abroad programs in college.”¹⁰ The survey points to a widely shared understanding that the United States needs a citizenry with an international outlook and globally relevant skills.

A Question of Supply?

Looking at student and parent data alone, one would assume there is plenty of demand for study abroad programs. Expanding study abroad does not, at least at this time, appear to be a question of supply either. The data in the IIE-Forum survey show that “not enough programs or program space” was cited by only 15 percent of responding degree-granting institutions as a challenge to increasing study abroad participation.¹¹ A recent ACE survey found that some 91 percent of all responding institutions offered study abroad programs in 2006, up from 65 percent in 2001; in every Carnegie category of institutional type there were increases, with the largest increase in degree-granting associate's institutions.¹² The ability of many institutions to launch programs themselves, coupled with those offered by program providers of quality, appears to be sufficient for the time being.

However, this does not necessarily mean there will be enough capacity to meet demand in the future. If, as the Simon Study Abroad Act legislation urges, the United States can increase study abroad to 1 million students in 10 years, they can't all be placed in popular destinations, such as Spain and Italy. In fact, higher education should encourage students to expand their knowledge and experience in other world areas which are growing in international import and impact.

⁸ *Open Doors 2008*. Table 24, p. 68.

⁹ Institute of International Education. *Current Trends in U.S. Study Abroad & the Impact of Strategic Diversity Initiatives*. (2007), from http://www.iie.org/content/navigationmenu/research_and_evaluation/study_abroad_capacity/studyabroad_whitepaper1.pdf.

¹⁰ NAFSA: Association of International Educators. (2006). *Survey: Americans Call for Leadership on International Education*. pp. 1-2, from http://www.nafsa.org/public_policy.sec/public_policy_document/international_education_6/americans_call_for_leadership.

¹¹ Gutierrez, R., Auerbach, J., & Bhandari, R. (May 2009). *Expanding Study Abroad Capacity: Findings from an IIE-Forum Survey*. IIE *Study Abroad White Paper Series: Meeting America's Global Education Challenge*. New York: Institute of International Education.

¹² Green, M. F., Luu, D., & Burris, B. (2008). *Mapping Internationalization on U.S. Campuses: 2008 Edition*. pp. 15, 30, 45, 58, 69. Washington, DC: American Council on Education.

Even if some may question these targets for numerical growth, the trajectory of growth in study abroad is strong, especially in the institutions that send large numbers of students on study abroad. The data in the IIE-Forum survey reported earlier show that 27 percent of master's and doctorate degree-granting institutions expect 26 percent or greater growth in the next five years.¹³

Institutionally designed programs and third-party provider offerings will undoubtedly keep pace with demand, but not without challenges. Institutions will need to find ways to control program costs, ensure quality of programming, manage risk, and expand to new geographic locations. There is no single answer; each institution will need to find its individual solution to meeting these challenges. The Simon legislation, for example, has been designed to meet each institution where it is and help it get where it needs to go; that approach will need to characterize all association and legislative efforts assisting in the expansion of study abroad.

Where There's a Will, There's a Way

Continuing the market analogy, if there is goodly demand and potentially larger supply, why isn't study abroad growing even faster? Students are motivated; institutions have programs or access to programs. What is the problem? Two additional factors seem to answer that question: cost to the participants and institutional barriers to participation.

Practically every discussion about expanding study abroad touches on the problem of cost to the student. The ACE/College Board study notes that 30 percent of the students who do not want to or are unsure about study abroad cite this as a reason.¹⁴ The IIE-Forum study cites rising costs for students to participate in study abroad and not enough endowments or scholarship funding from the institution as the top impediments to expanding study abroad.¹⁵

Another important business concept to consider here is that the price of study abroad to a student does not necessarily equal cost. Various institutions deal with the costs of study abroad in various ways. Institutions decide how to set the price, which scholarships to provide, and how to finance study abroad activity, either as an integral part of the fabric of the institution's educational offerings, or as an "add-on" to the academic core.

These obstacles to increasing study abroad can be overcome. *Open Doors* lists more than 60 institutions where undergraduate study abroad participation is 50 percent or greater than the number of graduating students.¹⁶ It appears where there is a will, there is a way. But for many institutions that wish to expand study abroad, the path to success is not always clear.

The Center for Capacity Building in Study Abroad

In 2008, NAFSA: Association of International Educators and the Association of Public and Land-grant Universities (A.P.L.U., formerly NASULGC) co-founded the Center for Capacity Building in Study Abroad. The Center will not only serve those already engaged in expansion of study abroad, but also provide institutions willing to expand their study abroad, but lacking the knowledge and expertise,

¹³ Gutierrez, Auerbach, & Bhandari. (May 2009).

¹⁴ ACE/Art & Science Group/College Board. *College-Bound Students*. p. 8.

¹⁵ Gutierrez, Auerbach, & Bhandari. (May 2009). Figure 9.

¹⁶ *Open Doors 2008*. Table 27A, p. 71.

with the resources needed to accomplish those goals. It will focus on assisting decision-makers and policy-makers in institutions of all types and sizes, and sharing widely the knowledge it collects.¹⁷

There are, of course, many elements that need to be considered in expanding study abroad. In 2008, NAFSA issued a report, *Strengthening Study Abroad: Recommendations for Effective Institutional Management*, which outlines 14 key areas senior campus administrators must consider.¹⁸ Operational issues, such as standards, risk management, program operations, and so on are addressed in depth by organizations such as NAFSA and the Forum on Education Abroad.^{19, 20}

Yet, there is still a lack of widely available information on a number of topics that underpin institutional decision-making in the arena of study abroad. In late 2008 and early 2009, the Center staff visited numerous international education meetings, talked with a variety of campus leaders from institutions large and small, and consulted with the higher education associations. Out of this six-month long data-gathering effort, there emerged a set of key institutional issues where information is still lacking, or is not yet consolidated into a form that is useful for a wide variety of institutions. Five areas stood out as needing attention, and have become the Center's focus areas for the next few years:

- ***Conceive and articulate a mission and goal for study abroad.*** Some institutions have not conceived—or reconceived—their study abroad programs as an integral element of their undergraduate curriculum. As a result, campus academic and administrative leadership often has not formed a consensus on expected outcomes, optimal content, role integral to the curriculum, and duration and structure of study abroad. What assumptions and expectations are guiding study abroad program development?
- ***Engage faculty as advocates for study abroad.*** Institutional commitment implies engagement, support, and advocacy from the faculty first and foremost. How does an institution gain the faculty leadership and momentum to re-conceptualize the curriculum so that it encompasses international issues and experience in ways that meet twenty-first century demands?
- ***Meet the challenges of financing study abroad.*** The Center will inventory what already exists, but it is clear that this aspect of planning for study abroad expansion has not received the attention it must have. What is the range of experience in terms of costs institutions should expect to shoulder for study abroad programs and what are optimal practices with regard to “who pays” these costs? How does financing link to each institution's overall resource plan? How can we drive down costs while maintaining program quality?
- ***Build an effective organization to support study abroad.*** What are the comparative advantages of choices for portfolios of offerings and institutional organization for support of quality study abroad offerings? How can mobilization of admissions, financial aid, academic advising, and other campus operations contribute to institutional success in expanding study abroad?
- ***Identify capacity for expansion of their programs.*** Where is there emerging capacity? Given the number of students studying Spanish, what are the opportunities in Latin America? Given the increasing economic importance and expansion of higher education institutions in Asia, what opportunities lie there for those just starting to make connections? What about Africa and the Middle East?

¹⁷ The Center for Capacity Building in Study Abroad, from <http://www.studyabroadcenter.org>.

¹⁸ NAFSA: Association of International Educators. (2008). *Strengthening Study Abroad: Recommendations for Effective Institutional Management*, from <http://www.nafsa.org/imsa>.

¹⁹ NAFSA's study abroad resources can be found on its website: http://www.nafsa.org/knowledge_community_network.sec/education_abroad_1.

²⁰ The Forum on Education Abroad's Standards can be found on its website: <http://www.forumea.org/standards-index.cfm>.

Intensive work on these issues by the Center is just beginning. In the next few years, the Center will issue white papers, publish downloadable guides on the Web, present sessions at various associations' conferences, and convene support groups among those with similar interests. The dimensions of these five areas are already becoming clearer, and there is promise in each that there are innovative approaches and good practices to be shared.

Focus Area 1: Conceive and Articulate a Mission and Goal for Study Abroad

Perhaps the most fundamental challenge to study abroad, and therefore the Center's first priority, is the lack of a well-defined and commonly held agreement on the role of international study in undergraduate curricula. Within that context, study abroad is a rapidly evolving element of undergraduate programs. And as is often the case with the introduction of new knowledge into the curriculum, it is taking a myriad of forms. Consensus on what role it should play is needed, along with clear and persuasive statements of expected outcomes.

In its earlier form—the junior year abroad—study abroad generally was defined as a sojourn for students majoring in the humanities and the arts to perfect language skills and to gain valuable first-hand experience with the cultural artifacts and achievements of Western Europe. Only a small number of students majoring in science, engineering, or business had the opportunity to study in another country, and travel to other world areas was limited.

But the future for all disciplines now includes an international dimension. Fundamental changes in the economy, technology and communications, along with the increase in population mobility have radically altered relationships among nations and their peoples. And gaining the skills to work with individuals from other countries, grasping the effect of decisions in one country on the environment, health, and security of other countries has become vastly more important. In addition, economies throughout the world are now linked as never before. Thus, virtually every discipline in the academy is working to come to terms with the changes needed to provide all undergraduates a twenty-first century global education.

Business and engineering education offer two examples. At the University of Minnesota's Carlson School of Business, for example, international experience is becoming a requirement for graduation, beginning with the undergraduate class entering in 2008. Likewise, the University of Pennsylvania's Wharton School of Business is rapidly expanding its study abroad programs; already more than 20 percent of graduates in recent classes have participated in study abroad. At MIT's Sloan School of Business, international study is strongly encouraged and Sloan has instituted programs for Global Entrepreneurship, working with young companies abroad to address startup issues and challenges.

Likewise in engineering programs, international experience is beginning to be recognized as valuable. The Rensselaer Polytechnic Institute (RPI) is beginning collaborations with the Technical University of Denmark and Nanyang Technological University of Singapore, with the expectation of expanding to many other institutions in Asia, Europe, South America, Australia, and Africa. RPI expects to welcome international students to enroll in the place of those who are studying abroad. Massachusetts Institute of Technology, Purdue, and the University of Rhode Island all are promoting international experience in their engineering programs. The National Academy of Engineers reported that "U.S. engineers must become global engineers. The engineer of 2020 and beyond will need skills to be globally competitive over the length of her or his career. It is essential for the experience of engineering

students as well as faculty members to include a global perspective and an appreciation of the societal implication in their work.”²¹

Despite its growing acceptance, common understandings regarding essential outcomes of study abroad are still in flux. Classroom study abroad, internships, volunteer work, faculty-led courses, and many more forms of study abroad are evolving. There is little agreement about what each type of program should achieve, in terms of different levels of integration into the foreign community, language acquisition, appreciation of cultural differences, and other educational features of the study abroad experience. What is essential for students to accomplish in their study abroad? More data, tangible outcomes, and research and experimentation must be done to provide an adequate answer to these questions. The Center aims to engage the academic community in a focused way in discussing and studying these questions in the coming years; a broad effort is needed in the field to build the case that clearly defined educational outcomes can be achieved.

Focus Area 2: Engage Faculty as Advocates for Study Abroad

The first of the Center’s agenda items leads directly to the second, which is engagement of faculty in the design and direction of study abroad programs. Clearly, full integration of international education into the curriculum is the province of the faculty. Leadership from the president and provost of a college or university greatly increases interest, lends direction, and provides necessary organization to broad-based study abroad participation. But more than any other group, faculty must lead the way.

Faculty usually see their own research in international terms—keeping abreast of developing trends throughout the world and often collaborating and exchanging ideas with colleagues internationally. But many faculty do not necessarily accept the role of study abroad in the curriculum, and some disciplines are much more international in focus and methodology than others. These faculty often need to see first-hand what a study abroad experience can contribute and how it can be adapted to the configuration of their particular discipline. The American Council on Education (ACE) has done groundbreaking work on this subject, in particular providing new thinking and examples of successful projects where international perspective is infused into various disciplines in its *Where Faculty Live: Internationalizing the Disciplines*.²²

Models for faculty engagement are many. Some institutions provide travel grants to faculty, specifically for the purpose of gaining first-hand experience with the international dimensions of their research and teaching, to meet potential research collaborators, and to appreciate how study abroad can enrich undergraduate education. Rollins College made the news in October 2008, when its president announced a comprehensive new program to send every faculty and staff member with teaching duties abroad once every three years.²³ But institutions as diverse as the University of Richmond, Maricopa Community College, Troy University, Rhodes College, Grinnell College, and many others have existing programs of a similar type—an indication that it is not just the largest universities that can meet this challenge.

Even more commonly, colleges and universities send faculty as either instructors or as advisers with groups of students studying abroad. Michigan State University has been a leader in this arena,

²¹ National Academy of Engineering. (2005). *Educating the Engineer of 2020: Adapting Engineering Education to the New Century*. Washington, DC: The National Academies Press, from http://www.nap.edu/catalog.php?record_id=11338.

²² Green, M.F. & Shoenberg, R. (2006). *Where Faculty Live: Internationalizing the Disciplines*. Washington, DC: American Council on Education.

²³ Fischer, Karin. (2008, October 31). “Professors Get Their Own Study-Abroad Programs.” *The Chronicle of Higher Education*, (55) 10, A1.

scheduling large numbers of its study abroad programs between May and August, engaging faculty from disciplines less represented in the traditional study abroad population, and giving them teaching and learning experience throughout the world.

In addition to offering faculty incentives directly related to study abroad programs, college and university leadership can signal support for internationalization generally by recognizing this factor in faculty job descriptions and announcements, incorporating it into tenure and promotion guidelines, and offering financial support for research projects that include international collaboration.

Faculty engagement is also the key to solving one of the often-cited impediments to study abroad: issues of academic credit. Students can be concerned that they will lose the opportunity to enroll in sequential course work on campus, lose opportunities to work closely with faculty members, not have their study abroad course work valued or accepted for credit, and thereby lengthen time to degree and increase financial costs. These are very real obstacles for students at any campus where study abroad is not an appropriately recognized curricular component. Faculty and administrative leaders on campus must recognize this problem and assure that students know, as they plan their study abroad experience, how it will contribute to their progress to degree, not only in terms of general education and electives, but towards their major. Faculty advice and guidance on these points is absolutely essential. Properly structured, advising in preparation for study abroad can help students gain valuable insight with regard to their academic goals and progress overall and the relationship of their academic work to an eventual career.

The Center for Capacity Building can help to address this problem by collecting information on programs that have successfully involved faculty in study abroad, tracking innovative curricular patterns that integrate study abroad as a component, and engaging with faculty and administrators working locally in efforts to advance in this work. As an example, staff at the Center recently received an inquiry regarding best practices in multi-university study abroad collaboration, particularly as it applied to faculty teaching in seriatim at the foreign site. In order to maintain the collaboration, all institutions needed to agree to a common set of procedures regarding teaching credits and teaching load. Finding and publicizing working models for such issues can help keep innovative and fragile programs operating.

Focus Area 3: Meet the Challenges of Financing Study Abroad

In surveys conducted among students and institutions to determine level of interest in study abroad, one of the most common barriers cited is cost—cost to the student and cost to the institution to provide programs. The ACE/College Board study cited earlier notes that 30 percent of the students who do not want to or are unsure about study abroad cite this as a reason. The IIE-Forum study shows costs increasing for students to participate.²⁴ Depending upon the model adopted, these costs can vary enormously.

When institutions are committed to assuring all their students an opportunity to participate in study abroad, the college or university usually allows participants to take their institutional financial aid—along with federal and state financial aid—to pay costs. Obviously, this can impose a considerable institutional financial burden. Furthermore, as participation levels rise, these burdens become more onerous.

²⁴ Gutierrez, Auerbach, & Bhandari. (May 2009). Figure 9.

In addition, institutions generally offer an array of different program modalities—self-sponsored, collaboratives, third-party providers, exchange, faculty-led, and more. A portfolio of different types is often needed in order to give students a range of options in terms of location, duration, and disciplinary focus. Of course, resource demands differ for each of these, along with the issues of currency fluctuation, faculty participation, and risk management. And once again, costs or resource structures that may have been manageable with small numbers of participants in a limited number of programs can become much more challenging when the portfolio of programs becomes larger and more complex.

Students also find costs to be a burden when they are required to spend more for study abroad than a comparable time on-campus would require or when it extends time to degree. Institutions that rely heavily on summer study abroad often are increasing student expenses, over and above regular academic year on-campus costs of the degree, while students forego summer earnings. Federal and state financial aid can usually be used for study abroad, but those depending on loans and work-study suffer.

The task the Center is embracing is to shed light on the financial structures in different types of institutions, sharing knowledge and ideas about how to most effectively and efficiently cover costs. This involves discussion of finances, comparison of portfolios and costs to identify best practices, and leadership in gaining recognition of necessary investments from states, the federal government, and private donors. The Center expects to issue a white paper on this topic in late 2009.

Focus Area 4: Build an Effective Organization to Support Study Abroad

The Center's agenda with regard to organization of study abroad links to, and encompasses, all three of the previous issues. As rapid changes are taking place in "internationalization" of U.S. campuses, the role that study abroad will play and its place within the institution is also changing. Often viewed as a stand-alone activity, it is now drawn much more directly into the academic core of colleges and universities, ideally linked to a wide array of international activities: international research, enrollment of international students, an increasingly diverse campus cultural environment, branch campuses and international programs offering joint or dual degrees, and public and community service activities with an international focus, to mention a few.

Beyond these ties to other international programs and activities, with a growing study abroad population, campuses must address a variety of administrative issues: financial support for a strong organization, assistance to students so that all may participate, links with admissions and enrollment management to plan for student absence during academic terms, training of advisory staff to assure knowledge of study abroad courses as an element of degree planning and degree checks, and development of expertise among registrar staff members reviewing international documents, among others. Virtually every academic and administrative unit on campus needs closer ties and deeper understanding of the goals of study abroad as its role on the campus grows and the number of participants increases.

Generally, this has been accomplished through high-level leadership. One might think particularly about institutions that have set numerical goals for study abroad—Goucher College now requires study abroad of every student. University of Minnesota and Michigan State some time ago set goals, strongly supported by academic and faculty leadership. Institutions also focus on participation levels by discipline, income level, ethnicity, and other factors to assure universal student access.

For each administrative unit on campus that links with study abroad, there is a pool of knowledge and methods that can be shared, and the Center is working to collect this information and see that it is made broadly accessible. How can procedures for providing financial aid to study abroad participants be streamlined? What material can be shared among institutions in terms of credit evaluation of study abroad course work? How can enrollment management staff factor in study abroad absence from campus and compensate with increased admissions? What data do institutional research officers need in order to improve understanding of study abroad outcomes and time to degree for study abroad participants?

Focus Area 5: Identify Capacity for Expansion of Programs

The fifth and last priority on the Center's agenda looks beyond the issues of U.S. college and university management of study abroad. It focuses on geographic areas where study abroad expansion can take place. What is the potential of Latin America, Asia, Africa, and the Middle East for enrolling more study abroad students? What are the most compelling reasons why Americans should study in these regions and how can this message be publicized?

In the past, these destinations have enrolled relatively small proportions of study abroad students, but they offer some of the best opportunities for the types of intern experiences that students need and represent cost effective options. The most recent *Open Doors Report* from the Institute of International Education found that European countries continued to host the largest share (57 percent) of study abroad participants.²⁵ But the study also found substantial increases beginning to appear in other regions. In 2006-07, there was 20 percent growth over the previous year in the number of students going to Asia and a 19 percent increase to Africa. Latin America and the Middle East each experienced seven percent growth.²⁶

In all of these regions, more work must be done to explore new possibilities for alliances and study opportunities tailored to local strengths. Which universities in these emerging regions have capacity to accept study abroad students? What types of internship or other experience might these institutions offer and in what disciplines do they excel in terms of special interest to American universities and students? What capacity and interest do these institutions offer for research and other collaboration with American colleges and universities? What opportunities exist for joint or dual degrees or reciprocal exchange of students? What barriers exist to study abroad increases—such as finances, faculty support, and others?

Expanding Study Abroad: A Challenge U.S. Institutions Must Meet

Study abroad is poised at an exciting stage of development. Its current growth and expansion is fueled by fundamental and important changes in U.S. society and in its connections beyond our shores. Throughout their history, U.S. colleges and universities have responded to major changes in the needs of our society, tracking the evolution of economic and social structures surrounding them. From their original form as colleges enrolling a few dozen students preparing for lives as religious ministers, these small institutions grew and were reborn, with the Morrill Act in 1863, into new universities dedicated to research and training in a wide variety of new disciplines aimed at serving the immigrant population moving westward across the United States. In this growth, there has been steady expansion of academic specialization and steady change in the curriculum.

²⁵ *Open Doors 2008*, p. 19.

²⁶ *Open Doors 2008*, p. 19.

U.S. higher education institutions have integrated research and professional education in ways that diverge from patterns in other countries, and they have taken up scientific challenges presented by social and political needs, in ways that have contributed greatly to America's strength and prosperity. In the past two decades, definitions of national boundaries have changed.

With the creativity of over 4,200 institutions available, there will be many avenues found to meet the challenge of expanding study abroad. Each institution, given a dedication to reforming its curriculum to prepare its students for the global society and economy, can develop its own approach. Through efforts such as the Center for Capacity Building in Study Abroad and higher education associations, these innovative approaches can be shared to advance the field.

Study abroad is only one of the many ways that U.S. higher education must respond to our changing world, but it has great, often unrealized, potential. It is one of the essential means by which the next generation can develop the knowledge and skills to live in a more complex international environment, understanding and appreciating the range of cultures, speaking more than one language, engaging comfortably with new customs—being better prepared through higher education to address the global challenges we and future generations face.

IV. VITAL AND OVERLOOKED: THE ROLE OF FACULTY IN INTERNATIONALIZING U.S. CAMPUSES¹

By Sabine O'Hara, Executive Director, Council for International Exchange of Scholars (CIES) and Vice President, Institute of International Education (IIE)

One of the key objectives of U.S. colleges and universities is to prepare students for an increasingly global world and job market. Scholars have proven to be tremendously effective in advancing this important goal. They serve as models of international collaboration to students, colleagues, and professional organizations as they bring their international experience to bear in their teaching and research, as well as in the advising roles they play on and off campus.

There are at least three broad areas where scholars are particularly effective in advancing the international awareness and multicultural literacy of U.S. students, campuses and communities:

- Faculty influence students and shape future generations of leaders through teaching and mentoring;
- Faculty bring international perspectives into their research and often establish long-lasting connections between their U.S. home institution and their partners abroad; and
- Faculty share their knowledge and experience with the wider campus community and the community at large.

Data from the Fulbright Scholar Program, the flagship international exchange effort of the U.S. government², illustrates the significant impact faculty have on U.S. colleges and universities. Returned Fulbright Scholars report that they incorporate the international perspective they gained during their Fulbright experience in their teaching; they develop new internationally focused courses and programs; they continue to collaborate with their colleagues abroad after they return to the U.S.; they encourage colleagues and students to become involved in international experiences; and they share their experience with the community at large. The commitment of returned Fulbright scholars is remarkable. Over 70 percent, and in some areas up to 99 percent, reported substantial ongoing contributions to campus internationalization activities. The table below summarizes the critically important ways in which returned Fulbright scholars contribute to the internationalization of their U.S. home campuses and actively advance awareness of the benefits of experiencing another culture first-hand.³

¹ Some of the research summarized here can also be found in O'Hara, Sabine (2009), *Internationalizing the Academy: The Impact of Scholar Mobility*, in *Higher Education on the Move: New Developments in Global Mobility*. Global Education Research Reports No. 2. New York: IIE; and in "Building International Connections for U.S. Universities: The Fulbright Scholar Program" compiled by Anne Clift Boris and published by CIES, a division of IIE. For these and other reports, visit www.cies.org.

² The Fulbright Program is sponsored by the U.S. Department of State's Bureau of Educational and Cultural Affairs, and is supported by the people of the United States and partner countries around the world. For more information, visit Fulbright.state.gov.

³ Stanford Research Institute. (2002). *International outcome assessment of the Fulbright Scholar Program*. Stanford, CA: Stanford Research Institute; and *Report on U.S. Fulbright Scholar Follow-Up Study*, submitted to the Council for International Exchange of Scholars by ORC MACRO, August 2005.

Research shows that Fulbright Scholars return to the U.S. and ...	
Share information about the host country with colleagues	99%
Recommend that faculty colleagues apply for Fulbright	91%
Recommend other faculty international experiences	85%
Become more aware of cultural diversity	85%
Encourage students to study abroad	80%
Incorporate their Fulbright experience into curricula or teaching methods	73%
Share information about the host country with community groups	72%

What follows is a summary of research conducted on the vital role faculty in general, and returned Fulbright scholars in particular, play in the three key areas of internationalization: influencing students; advancing international connections and research; and influencing the campus community and the community at large.

Influencing Future Generations

College and university students comprise the future economic, civic, cultural and political leadership of their countries. Given the increasingly global world and marketplace we live in, these future leaders must do more than acquire knowledge in their chosen academic or professional field. They must also be globally aware, culturally literate and able to collaborate effectively across cultural, national and linguistic boundaries. Yet data from the IIE *Open Doors 2008: Report on International Educational Exchange*, shows a less than encouraging picture—less than ten percent of U.S. undergraduates engage in study abroad.⁴

The influence and multiplier effect of faculty in shaping student interest is significant. Surveys of alumni typically mention faculty members as major influences. Enrollment figures in tertiary education institutions illustrate the point. During the 2005 academic year, 17.5 million students were enrolled at degree-granting institutions in the U.S. Of these, 85 percent were undergraduates, 12 percent were graduate students and three percent were enrolled in other professional programs. Every one of these students has contact with and is actively engaged with faculty in coursework and research assignments.

Given the range of full- and part-time, residential and non-residential students, a student can conceivably graduate without having had any interaction with residence life staff, counseling staff, or even IT staff serving the ubiquitous network systems supporting academic and administrative activities. Yet it is inconceivable that a student would graduate without having engaged with faculty. Approximately 1.25 million full- and part-time faculty were employed at U.S. colleges and universities during the 2005 academic year. Faculty work is very diverse, and not all faculty carry significant teaching responsibilities. Yet the student-to-faculty ratio evident in this data suggests a significant degree of interaction between faculty and students whether in the classroom, the laboratory, the studio, or in community engagements like service learning and applied research.

The influence faculty wield as teachers and mentors can both support and hinder the increasingly important advancement of international awareness and multicultural literacy among U.S. students.

⁴Bhandari, R. & Chow, P. (2008). *Open Doors 2008: Report on International Educational Exchange*. New York: Institute of International Education.

Faculty who have experienced first-hand the enriching and enlightening impact of a teaching or research experience abroad can be far more effective in communicating to their students the importance of studying abroad and being exposed to international perspectives. In bringing their own experience, as well as broader international perspectives to the classroom, faculty who themselves have international experience can best mitigate students' lack of international exposure. Fulbright Scholar Dr. Donald Hall, clearly articulates the powerful role experience plays. He writes:

My teaching and the experiences of my students here in the United States have been substantially enhanced because of my work abroad. Not only has my knowledge base in my subject areas ... been diversified and deepened, but my ability to broaden the narrow American perspective on the topics covered in my classes has expanded significantly. ... Students will not learn the cultural limitations of their knowledge, which they must if they are to develop effective global communication skills, if faculty members themselves are parochial in their vision and awareness.⁵

An analysis of a Carnegie Foundation survey on the international engagement of faculty undertaken by Martin Finkelstein and colleagues at Seton Hall University confirms the critical importance of faculty members' personal experience abroad. The researchers found that the key characteristic of U.S. faculty who are internationally engaged is that they themselves have had international experiences during their adult years (defined as post-graduation). Time spent abroad proved more influential than being foreign-born, or experiencing institutional pressures to advance internationalization. Faculty who spent one to two years abroad are almost twice as likely to incorporate international themes in their courses than those who spent no time abroad; and faculty who spent time abroad were also three to five times more likely to have a research agenda that is international in scope.⁶

The international engagement of faculty is all the more important since faculty encouragement is critical to student participation in study abroad. This is confirmed both by the *National Survey of Student Engagement (NSSE)* and by application surveys from the Fulbright student program. NSSE data suggest that when faculty are surveyed on the importance of international exposure, a one-point increase in a Likert scale rating of importance (for example, from important to very important) translates into a 20 percent increase in student participation in study abroad. And although just 43 percent of U.S. faculty in general believe that study abroad is important for students, more than 80 percent of returned Fulbright scholars say they have recommended that students or colleagues participate in an international exchange program.⁷ Since approximately 90 percent of American students still graduate from college without having studied abroad, developing a faculty that will support and encourage participation in study abroad programs is critical to producing globally prepared graduates.

Unfortunately, funding to support teaching experiences of U.S. faculty abroad is very limited. A Fulbright grant is often the only funding source available for faculty interested in a teaching experience abroad. According to the American Council on Education, just 26 percent of U.S. campuses provide funding such as sabbatical pay for faculty members who lecture overseas.⁸

⁵ Hall, D. (2008). Why Professors Should Teach Abroad. *The Chronicle of Higher Education*, October 24.

⁶ Finkelstein, M., Walker, E. & Rong Chen (2009). The internationalization of the American faculty: Where are we? What drives or deters us? [Research Paper]. South Orange, NJ: Seton Hall University.

⁷ National Survey of Student Engagement – NSSE (2008). A. McCormik, Director. Bloomington, IN, Indiana University Center for Postsecondary Research.

⁸ Green, M., Dao L. & Burris, B. (2009). *Mapping Internationalization on U.S. Campuses: 2008 edition*. Washington, DC: American Council on Education.

Establishing International Connections for U.S. Colleges and Universities

Almost all Fulbright Scholars report that they continue to maintain their connections to their colleagues and host institutions abroad after they return to their U.S. campuses. In addition, three-quarters of returned Fulbright Scholars continue to collaborate on specific projects with colleagues from their host institution or country, and returned Fulbright scholars often invite faculty or other professionals from their host country to the United States. Approximately one-quarter of returned Fulbright scholars initiated at least one institution-to-institution exchange program between their home and host institutions. These exchanges typically include student and faculty, professional training, or even joint degree programs.

The ongoing international collaboration between U.S. institutions and universities abroad also has implications beyond the immediate institutional connections it creates. International connections help U.S. campuses attract scholars and students from overseas. The presence of returned Fulbright Scholars on U.S. campuses is an important factor in creating a welcoming atmosphere for foreign students. More than a quarter of Fulbright Scholars (27 percent) bring students from their host country to the United States, and nearly half report becoming more involved with foreign students after their return to their home institution in the United States.

In addition, the international engagement of scholars has long been a key factor in advancing knowledge and innovation. Universities have historically been global institutions and Latin was the lingua franca of professors and students from many different countries and cultures. The knowledge shared and taught at these universities thus was reflective of the broader knowledge of the Western world and exceeded the perspective of any one country. Non-Western traditions too were shaped by international contacts and scholarly exchange, although colonization ultimately spread the Western university model around the globe.⁹

The impact of faculty mobility on the advancement of knowledge is evident even today. According to IIE's *Open Doors 2008 Report*, over 106,000 scholars from overseas taught and conducted research at over 400 universities in the U.S. during the 2007-08 academic year.¹⁰ This strong representation of visiting scholars at U.S. universities has increased steadily over the past twenty years. The top sending countries are China (22 percent of all visiting scholars), India, South Korea, Japan and Germany. Together these five countries comprise more than 50 percent of all visiting scholars to the U.S. while only six percent come from Latin America, and less than two percent from Sub-Saharan Africa. U.S. institutions, research programs, scholars and students benefit significantly from the perspectives, research methods and skills these visiting scholars bring. This is particularly true in the STEM disciplines (Science, Technology, Engineering and Mathematics), which constitute almost 75 percent of the academic disciplines of visiting scholars to the U.S. A recent Universities UK report summarizes the positive impact of diverse knowledge systems and perspective as follows:

Enhanced researcher mobility allows for new ways of thinking to develop, and supports the academy in its pursuit of greater knowledge and new discoveries. Institutions benefit from students and staff who approach issues differently, and who are committed

⁹ For a discussion of globalization and the university, see, for example, Altbach, P. (2004). *Globalization and the University: Myths and realities in an unequal world. Tertiary Education and Management*, 10, pp. 3-25.

¹⁰ Bhandari & Chow (2008). For the purposes of *Open Doors*, international scholars are defined as non-immigrant, non-student academics (i.e., teachers and/or researchers) at U.S. research institutions. The definition does not include, for example, scholars based at the national research labs.

to greater collaboration with colleagues in other countries and thereby add value to research teams. Individuals benefit from new experiences, learning different ways of designing research projects, and gaining access to new kinds of research equipment and different opportunities. Networks created through researcher mobility can sustain the development of new disciplines and aid research and institutional links.¹¹

Diverse perspectives, methodologies, and epistemologies are an essential prerequisite to sustaining creativity and innovation and to advancing knowledge. As knowledge systems become too homogenized and “inbred,” they lose the ability to advance and innovate. U.S. scholars report benefiting significantly from research and teaching experiences abroad that expand their world view, cause them to reframe research questions, and bring new information into their course content and teaching approaches. Access to information and observations in other cultural contexts and countries is an essential tool in this reframing process, and ultimately facilitates the creation of new knowledge that advances solutions to such large-scale problems as climate change, biodiversity loss, pandemics, and decision-making under uncertainty.

Despite the tremendous benefits of international exposure, U.S. scholars are among the least mobile. A 1992 Carnegie Foundation survey of faculty in fourteen countries showed that U.S. faculty are considerably more insular than their colleagues abroad. Only one-third of U.S. faculty had studied or conducted research abroad, and U.S. faculty were less likely than their counterparts overseas to view connections with scholars in other countries as very important to their professional work. The recent study conducted by Finkelstein and colleagues at Seton Hall University concludes that little progress has been made between the initial 1992 Carnegie Foundation survey and a follow-up survey of scholar mobility conducted in 2007.¹² In 2007, still only 33 percent of U.S. faculty reported collaborating with international colleagues in research, and U.S. faculty still ranked last among the fourteen countries in the percentage of articles published in a foreign country (7 percent). U.S. faculty also ranked among the bottom four countries in the percentage of courses taught abroad (17 percent) and the percent of publications co-authored with foreign colleagues (5 percent). Faculty in the STEM fields are even less likely than their colleagues in other fields to incorporate international perspectives into their courses.

These results are regrettable, especially in light of the significant benefits resulting from the international engagement of U.S. faculty. Data from the Fulbright Scholar program indicates that returned U.S. Fulbrighters regularly engage in ongoing research activities that produce books, articles, conference presentations and electronic publications. Even Fulbright Scholars who received teaching grants (as opposed to research grants) typically publish as a result of their experience abroad. Not surprisingly, Fulbright Scholars also report being successful in obtaining follow-up funding for their research activities from both public and private funding sources. These examples illustrate that the tremendously positive impact of faculty engagement in international collaborations extends far beyond the more immediate benefits of internationalizing U.S. campuses. It extends to a wide range of indirect benefits from more innovative teaching, to increased research productivity, to the financial benefits resulting from increased external funding.

¹¹ Universities UK. (2009). *Researcher Mobility in the European Research Area: Barriers and Incentives*. London: Universities UK.

¹² Finkelstein, Walker & Rong Chen (2009); see also Fisher, K. (2009). U.S. academics lag in internationalization, new paper says. *The Chronicle of Higher Education*, February 2.

Influencing the Campus Community and Beyond

As the above mentioned examples of faculty influence on student participation in study abroad indicate, faculty are effective influencers and opinion makers. And their influence is not limited to student engagement. Nine out of ten returned Fulbright Scholars recommended that colleagues apply for a Fulbright. Their encouragement appears to be effective: in the 2008 competition for Fulbright Scholar grants, nearly half of all applicants identified the recommendation of a former Fulbright grantee as a major motivating factor in their application. Fulbright Scholars also become a resource for their colleagues and the wider community. Almost all returned scholars report that they share information about their host country with their colleagues (99 percent), and more than half make presentations about their host country to schools, the media, and community and civic organizations. Many returned Fulbright scholars also become proponents of international education in the wider academic community.

The vital, positive impact faculty have on internationalizing U.S. colleges and universities, and on advancing the future success potential of students, may well have been underestimated. Internationalization efforts have typically focused far more on increasing the presence of international students on U.S. campuses and on creating administrative offices focused on international education. These efforts are most certainly laudable and a step in the right direction. Yet advancing the international engagement of faculty may well prove to accelerate and amplify the impact of student-focused internationalization efforts. Regrettably, the critical role faculty play in increasing the international engagement of the entire academic community has at times been overlooked, and support for initiatives that increase the international engagement of faculty have not always kept pace.

A study of factors that impact the international engagement of faculty indicates that the locus of international initiatives within the university is an important factor to be considered. Faculty who are employed at higher education institutions where the primary leadership in establishing international linkages resides with the faculty appear to be more likely to be engaged in international initiatives than those faculty who are employed at institutions where internationalization initiatives are administratively driven. The presence of international students on campus, on the other hand, did not prove to be a significant predictor of the international engagement of U.S. faculty. The authors of the study conclude: “The emergence of the ‘faculty leadership’ factor is a key distinguishing factor in international activities.”¹³

This significance of the ‘faculty leadership’ factor in international engagement may require some rethinking of the role of administrative efforts. Administrative efforts may be more effective if they focus attention on and provide support for internationalization efforts of faculty. Some steps administrators can take to support the international engagement of faculty are:

- to allow sabbaticals and paid leave for both teaching and research assignments abroad;
- to provide salary supplements to achieve salary equivalency while faculty are on grants abroad;
- to continue to provide health insurance and other benefits to faculty who teach or conduct research abroad;
- to make faculty engagement overseas a part of promotion and tenure decisions;
- to provide recognition for faculty engagement abroad and most especially for establishing institutional linkages with universities abroad;

¹³ Finkelstein et al. (2009).

-
- to encourage returning faculty to develop teaching materials and new courses or revise courses based on their international experiences; and
 - to support further faculty collaboration between host institutions abroad and their U.S. home institution.

These examples may point the way to more effective efforts to internationalize U.S. higher education. In addition, efforts to increase the international engagement of faculty may be increasingly urgent for the U.S. to maintain its leading role in research and innovation and thus in the global economy. A recent article on scholar mobility reveals a change in scholar mobility patterns, as a growing number of foreign-born scholars now return to their home countries.¹⁴ As a result, U.S. faculty will have to become increasingly involved in collaborations abroad in order to keep pace with scientific discovery and progress.

Conclusions

The growing need for increased global awareness and multicultural competency of U.S. students requires that faculty members who teach their countries' future leaders are themselves actively engaged in international collaboration. Faculty are in regular contact with millions of students, advance knowledge in their field, incorporate new perspectives into their teaching and research, and drive innovation. They are also critically important opinion makers on their campuses and beyond. In its 2008 report, *Mapping Internationalization on U.S. Campuses*, the American Council on Education states:

Both ACE's experience working directly with institutions and the literature on internationalization show that faculty play the leading role in driving campus internationalization. It follows, therefore, that institutional investments in faculty travel to teach, conduct research, and lead students on education abroad programs, as well as workshops to help faculty internationalize their courses, can have a significant impact on internationalizing the curriculum.¹⁵

Data from the Fulbright scholar program confirms the vital role faculty play. Returned Fulbrighters are engaged in numerous activities that are essential to the successful advancement of internationalization efforts of U.S. colleges and universities. They:

- create new courses and certificate and degree programs;
- incorporate new international material into existing courses;
- develop sustainable study abroad programs, some of which include community development or service learning components;
- develop programs that involve multiple institutions, distance learning components and online learning communities;
- attract foreign students, scholars, artists and writers to their home campuses in the U.S.; and
- involve their colleagues, their students, and their institutions in partnerships with NGOs, the United Nations, and universities abroad.

Yet increasing the international engagement of faculty will require deliberate efforts. These efforts include changes in university policies that make it easier for U.S. faculty to assume teaching and

¹⁴ O'Hara (2009).

¹⁵ Green, Dao & Burris (2008: 17). See also Hill & Green. (2008: 30-31).

research assignments abroad. Especially important are sabbatical leave policies and promotion and tenure policies that favor international engagement of faculty.

Yet beyond these on-campus efforts, national efforts are needed as well to effectively support opportunities for U.S. faculty to teach and conduct research abroad. Building on the exceptionally successful history of the Fulbright scholar program is an important starting point for such larger policy initiatives. The sustained political and financial commitment to significantly increase the international engagement of U.S. faculty is critical not only to the future success of U.S. students, but to the future success of the U.S. economy. The increased international engagement of U.S. scholars is needed across all academic fields, but it is especially urgent in those fields that drive innovation, economic development and social progress.

Appendix: Program and Policy Resources for Expanding Study Abroad

Institute Of International Education

www.iie.org

IIE Study Abroad Portal

www.iie.org/studyabroad

IIE *Open Doors* Data on U.S. Study Abroad

www.opendoors.iienetwork.org

IIE Passport: Program Opportunities for Study Abroad

www.iiepassport.org

Study Abroad Funding Opportunities for Students

www.studyabroadfunding.org

The Fulbright Scholar Program,
Council for International Exchange of Scholars

www.cies.org

Meeting America's Global Education Challenge Series

www.iie.org/StudyAbroadCapacity

Study Abroad White Paper, Issue 1

Current Trends in U.S. Study Abroad & the Impact of Strategic Diversity Initiatives

Study Abroad White Paper, Issue 2

Exploring Host Country Capacity for Increasing U.S. Study Abroad

Study Abroad White Paper, Issue 3

Expanding Education Abroad at U.S. Community Colleges

Study Abroad White Paper, Issue 4

Expanding U.S. Study Abroad in the Arab World: Challenges and Opportunities

Study Abroad White Paper, Issue 5

Promoting Study Abroad in Science and Technology Fields

Study Abroad White Paper, Issue 6

Expanding Study Abroad Capacity at U.S. Colleges and Universities

Forum On Education Abroad

www.forumea.org

Standards of Good Practice for Education Abroad

www.forumea.org/standards-index.cfm

Standards of Good Practice for Short-Term Education Abroad Programs

www.forumea.org/documents/ForumEASStandardsShortTermProg.pdf

Code of Ethics for Education Abroad

www.forumea.org/documents/ForumonEducationAbroadCodeofEthics.pdf

Quality Improvement Program (QUIP) for Education Abroad

www.forumea.org/standards-quip.cfm

Education Abroad Outcomes Assessment Resources

www.forumea.org/research-outcomes.cfm

Education Abroad Curriculum Resources

www.forumea.org/research-curriculum.cfm

NAFSA: Association Of International Educators

www.nafsa.org

Knowledge Communities for Education Abroad

www.nafsa.org/knowledge_community_network.sec/education_abroad_1

The Center for Capacity Building in Study Abroad

A Joint Project of A.P.L.U and NAFSA

www.studyabroadcenter.org

Strengthening Study Abroad: Recommendations for Effective Institutional Management

www.nafsa.org/imsa

Survey: Americans Call for Leadership on International Education

www.nafsa.org/public_policy.sec/public_policy_document/international_education_6/americans_call_for_leadership



About IIE

The Institute of International Education is a world leader in the exchange of people and ideas. An independent, nonprofit organization founded in 1919, IIE has a network of 20 offices worldwide. In collaboration with governments, corporate and private foundations, and other sponsors, IIE designs and implements programs of study and training for students, educators, young professionals and trainees from all sectors with funding from government and private sources. Programs that IIE administers for the U.S. Government and other sponsors, such as the Gilman Scholarships and the Fulbright Fellowships, the National Security Education Program David L. Boren Scholarships and Fellowships, the Whitaker International Fellows and Scholars Program, and the NSF-funded Central Europe Summer Research Institute send U.S. students abroad in growing numbers, preparing a new generation for global citizenship.

The Institute is also a resource for educators and institutions worldwide, publishing IIE Passport: Academic Year and Short-Term Study Abroad and operating www.IIEPassport.org, the search engine for study abroad programs, as well as www.StudyAbroadFunding.org. IIE conducts policy research and program evaluation and provides advising and counseling on international education and opportunities abroad. IIE's annual survey of student mobility is published annually in the *Open Doors Report on International Educational Exchange* (www.opendoors.iienetwork.org), and is supported by the Bureau of Educational and Cultural Affairs of the U.S. Department of State.
www.iie.org.

About the IIE Network

IIE Network is IIE's membership association, with over 1,000 member institutions, including universities, 2- and 4-year colleges, national and international exchange agencies and educational not-for-profit organizations around the world. Each IIE Network designee is an important link in a network of over 4,500 individuals with a commitment to the internationalization of their institutions. As an IIE Network member, campus professionals receive targeted membership services to help recruit and advise international students and Americans studying abroad, network with other professionals in the field, and stay current on new developments in international education.
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