

Study Abroad Capacity Building with US Universities

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About Me

Study Abroad Trends

- + IIE Open Doors 2021
- + Sharp increase to Europe post-COVID
- + Greece #8 destination
- + 5.9% undergraduate students study abroad
- + 65% summer/short, 33% semester/quarter, 2% year
- + Experiential programs increasing

Study Abroad Trends

- + IIE Graduate Learning Overseas Report
- + 3.4% of U.S. graduate students studied abroad in 2016
- + Business (34%) and Health Professions (17%) students
- + Coursework (48%), Research/Field Work (16%),
Travel/Study Tour (13%)
- + 87% spent 8 weeks or less

Other Relevant Trends

- + MLA Study on Language Study in the US
- + Enrollments fell 16.6% between 2016 - 2021

- + IIE Report, Spring 2023
- + 22% U.S. higher education institutions expanding virtual exchange

Internationalization Trends

- + ACE Mapping Internationalization
- + Institutional motivations (student preparation, DEI, promote enrollment and revenue)
- + Priority activities (student mobility, internationalize curriculum, int'l partnerships)
- + Growth of virtual exchanges
- + Average target for study abroad participation is 1/3 undergraduate and graduate students
- + Need for faculty involvement/development

Study Abroad Today

- + Global Learning for All
- + Reach diverse and underrepresented students
- + Variety of program formats including virtual
- + Emphasis on outcomes rather than the experience
- + Short, custom programs in English with curated academic and engagement opportunities

U.S. Student Trends and Needs

- + Focus on career preparation, finishing in four years
- + Mental health and well-being
- + Diversity, Equity and Inclusion
- + Student identity

Types of Institutions in the U.S.

- + Public
- + Private
- + Religious affiliation
- + Liberal Arts vs Research
- + HBCU, MSI, HSI
- + Community college / vocational
- + Student population being served (non-traditional)

Academics

- + Regional and Programmatic Accreditation
- + Degree structure
- + General education
- + Credit and contact hours (1 credit = 15 contact hours)

Academics

- + Importance of transfer credit equivalencies
- + Degree rigidity, sequencing, pre-reqs
- + Need detailed syllabus – SLOs, units, texts, assessments
- + Degree map also helpful
- + When do students have flexibility

Finances

- + Student aid: Loans, Grants, Scholarships
- + Federal financial aid highly regulated
- + Calculated each year based on cost of attendance and expected family contribution
- + Must have accurate cost estimates
- + Aid may run out in the summer
- + Grades may impact eligibility for financial aid
- + Must receive transcripts in timely manner
- + Aid maxes out, cannot waste on unnecessary courses

Student Services

- + Guidance on selecting courses and understanding the academic system
- + Assistance obtaining housing if no campus housing
- + Learning how to navigate a city, public transportation
- + Opportunities to get out of their bubble and meet local students with similar interests

Health & Safety

- + Duty of care, anticipating and mitigating potential risks
- + Compliance with federal regulations: Title IX, Clery Act, VAWA, ADA, FERPA
- + Emergency preparedness and response
- + Safety and security of housing, campus, transportation
- + Communication and emergency assistance
- + Availability of medical and counseling services
- + Considerations for different identities

Managing Student Expectations

- + Navigating “country shock” and culture shock
- + Used to amenities - Wifi everywhere! Air conditioning!
- + Dietary needs and preferences, allergies
- + Safety vs comfort
- + “In loco parentis” and “the customer is always right”
- + Challenge and support

Program Types by Participation

- + 55% faculty led programs
- + 14% programs with at least one special course developed for the US/international students on the program
- + 10% non-exchange programs where students only take regular university courses with local students (direct enroll)
- + 6% internships
- + 6% reciprocal exchanges
- + 5% research, field work, or practicum
- + 1% clinical rotation

Faculty-Led / Custom Programming

- + Faculty-led or cohort programs
- + Partner institution may serve as local base/host
- + Most flexible for academic and language needs
- + Elements such as field trips, guest speakers, community projects
- + Typically less interaction with local students
- + Typically more expensive

Third Party Provider

- + Independent organization administers program with local facilities & staff
- + Students have choice in level of immersion
- + Partner with local universities, faculty
- + Catered to U.S. student needs and expectations
- + Usually more expensive
- + Students tend to stay in bubble

Bilateral Exchanges / Direct Enroll

- + Semester or year
- + Usually more cost effective
- + Most appropriate for independent students, students with language proficiency
- + Curricular matches are critical
- + Reciprocal or one way
- + Creative ways to achieve reciprocity

Common issues

- + Predictability of courses
- + English courses in major subjects
- + Alignment of academic calendars
- + Consistency in ECTS
- + Grad / Undergrad mismatch

Experiential Programs

- + Internships, Research, Service Learning - facilitate placement at host organization or in community setting for applied learning
- + Attracts underrepresented students for career value
- + May be for credit or not, paid or unpaid
- + Supplementary courses or programming

Virtual & Hybrid Programs

- + Collaborate with U.S. faculty on course, project, module
- + Increased access to new perspectives at low cost
- + Can follow up with in-person travel
- + Requires faculty investment and training

Graduate Programs

- + Campus-based internships (0 tuition)
- + Research / field work 'exchanges'
- + Faculty collaboration, grant opportunities
- + Promote each other's programs to fill gaps
- + If based on dual degree, may be eligible for graduate assistantship or tuition waiver

Joint & Dual Degrees

- + Requires close institutional commitment
- + Joint degrees very difficult to administer
- + Dual degrees simpler to administer
- + What is value to the student and university?
- + Can result in U.S. degree without full tuition cost

Key Stakeholders

- + International Office
- + Faculty
- + Senior Administration
- + Legal Counsel
- + Centralization/Decentralization

Agreements

- + MoUs not always needed
- + Use template when possible
- + Jurisdiction, conflict resolution, IP, export control, privacy
- + Need for translation?
- + Legal approval may be slow

Agreement Details

- + Roles and responsibilities of each party
- + Program structure and expected outcomes
- + Curricular details
- + Selection criteria
- + Services to be provided (housing, meals, transportation, field trips, access to campus facilities)
- + Details on fees and other financial matters
- + Timeline

Strategic Partnerships

- + Greater discernment - depth not breadth
- + Fit with mission and goals
- + Priority regions and academic areas
- + Support from administration and interest from faculty
- + Commitment of resources and time to sustain
- + Desired outcomes
- + Periodic assessment; future expansion

Strategic Partnerships

- + What do we have to offer?
- + What are we trying to achieve?
- + Similar institutional profile and mission (public/private/religious affiliation/vocational/community college)
- + Location of interest - Sister city, diaspora, industry connections, national interests, faculty networks
- + Leverage faculty networks for introductions, but have IE infrastructure in place

Leveraging Partnerships Beyond 1:1 Student Exchanges

- + Virtual exchanges
- + Faculty guest lectures
- + Staff exchanges
- + Short cohort programs (training, language study)
- + Joint symposium

Leveraging Partnerships Beyond 1:1 Student Exchanges

- + Partner with a third-party provider to enroll U.S. students with wraparound services
- + Offer direct enroll (freemover) option
- + Host faculty-led programs
- + Create theme-based custom short-term program that leverages the unique aspects of location and academics
- + Work with partners to (co)-create courses that meet curricular needs
- + Offer experiential, applied, or community-based programs
- + “International semester”?

Marketing

- + Informative website in English
- + Course availability in English
- + Social media presence to give glimpse into campus life
- + Unique is better - what are your strengths?
- + Faculty endorsements are powerful
- + In person or virtual info sessions

Global Brand Recognition

- + NAFSA, Forum on Education Abroad, IIE
- + Standards of Good Practice in Education Abroad Programming
- + Forum on Education Abroad European Conference in Athens, Oct 16-18
- + Present at or sponsor international conferences
- + Look at Study in Ireland as example

Possible Resources

- + Host an AIEA Thematic Forum (up to \$5,000)
- + Request a U.S. scholar through Fulbright Specialist Program
- + Send a scholar through Fulbright Scholar in Residence
- + Leverage Erasmus+ funding with U.S. partners
- + Join U.S. partner(s) in IDEAS grant application

Q&A

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