DISCUSSION QUESTIONS FOR THE SESSIONS

Invitational Roundtable on Study Abroad Programs in Business Schools

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ANTICIPATED OUTCOMES IN STUDY ABROAD PROGRAMS

- What knowledge, skills and perceptions do we want students to acquire?
- How do we know whether the students are acquiring these?
- What are the best tools to assess outcomes in study abroad? Program evaluations? Site visit reports? Course evaluations? Pre- and post-program skill testing?
- What role should outcome assessment play in the development of a new study abroad program? At what point should those developing a program integrate outcomes assessment into program conception and design?
- What specific elements of program design contribute to or detract from the attainment of student outcomes (students taught by home-campus or host-institution faculty; short- or long-term; type of housing; sufficient foreign language preparation prior to and during experience; presence of trained facilitator on site who can assist with cultural adjustment issues, etc.)?
- What is the relationship between gains in intercultural proficiency and gains in specific disciplinary knowledge?

RECRUITING STUDENTS FOR STUDY ABROAD PROGRAMS

- To what degree should we tailor messages about study abroad to specific audiences (incoming students, students already on campus, parents of students, academic advisors, faculty)?
- To what degree should the messages focus on what each of these audiences need to hear (i.e., messages about professional advantages of study abroad, about personal growth and maturity, about intellectual and academic gains of students going abroad)?
- How can we best use former study abroad participants in the recruiting process (in resource room of study abroad office, in classroom visits, during study abroad fairs)?
• How can faculty members be meaningfully involved in recruiting study abroad participants (classroom presentations, meetings to share information about programs, study abroad fairs)?
• How can we effectively utilize technology in the recruitment for study abroad programs (web, e-mail, listserv)?
• What is the role of externally based for-profit and non-profit agencies in recruiting students for study abroad programs?
• What are the barriers to effective recruitment of minority students for study abroad? Are they primarily financial, or do other factors come into play? How can we determine what the barriers are?

BEST PRACTICES IN STUDY ABROAD
• What incentives should be provided to faculty to promote study abroad programs effectively (financial, release time, tenure and promotion).
• How should the study abroad budgeting be structured to financially benefit academic units (and faculty) to develop programs and recruit students?
• What is the role of the university-level study abroad office in providing funds and motivating business faculty to develop programs?
• How can the increasingly popular short-term programs be used to drive enrollments in long-term programs?
• What are the best mechanisms to collaborate with institutional alumni abroad to develop international internships for students?
• What should be the mechanism for adopting specific enrollment targets and deadlines for specific student populations? At the same time, how can we develop an institutional goal to develop high-quality programs (in addition to adopting enrollment targets)?
• How can universities with similar study abroad goals in a given geographic region best collaborate? What are the pros and cons of joint or consortium programming?
• How can sharing of best practices be encouraged across universities? Across campus units? Or in a forum such as this roundtable conference?

INTERNATIONAL COMPARATIVE PERSPECTIVES
• What are the main positives/negatives of U.S.-based study abroad activities compared with such activities in other countries?
• Drawing on the knowledge of the participants in this session, what are some of the “best practices” of non-U.S. study abroad programs?
• How are students recruited for study abroad programs at non-U.S. universities? How do students enroll in study abroad programs?
• How are the outcomes of a study abroad program assessed by non-U.S. universities, faculty, and students?
• How is study abroad integrated into the curriculum at non-U.S. universities?
• What is the involvement of faculty (and general university administration) in study abroad programs at non-U.S. universities?
• How are study abroad activities funded at non-U.S. universities?
• What is the role of foreign language education in study abroad (in a world where English is increasingly perceived to be the “universal language”)?
INTEGRATION OF FOREIGN LANGUAGE INTO STUDY ABROAD

- Why should students in various specific business disciplines learn foreign languages? What advantages will accrue to students (i.e. what skills will they develop), after graduation, which will justify studying the language intensively prior to and during study abroad?
- How can foreign language study be encouraged as a part of a study abroad program in an era in which English is so readily perceived as the international language of business?
- What is the relationship between foreign language proficiency and gains in specific disciplinary knowledge in a study abroad program? Do students who are proficient in a foreign language acquire the same, more or less disciplinary knowledge in a study abroad program? Are these students who are proficient better able to integrate inter-culturally?
- Many universities acting alone cannot offer study abroad programs involving instruction of less commonly taught languages (LCTLs). How can universities best collaborate to offer study abroad programs that include the instruction of LCTLs?
- What is the role of the foreign language department on campus in the design, implementation, and evaluation of a study abroad program whose curricular focus is primarily business (as opposed to language)?

FACULTY INVOLVEMENT IN STUDY ABROAD PROGRAMS

- What incentives are the most effective to encourage faculty to actively support study abroad programs (financial, release time, tenure and promotion)?
- How do we get faculty to promote short-term, semester-, or year-long study abroad programs when they are not accompanying the students to the site?
- How can we motivate a more diverse group of faculty developing study abroad programs (since generally the “same” faculty tend to be involved every year)? What is the role of “faculty teams” in developing programs?
- How can short- and long-term faculty exchanges be used to get faculty more involved in developing study abroad programs?
- The “old model” of having a rotating faculty director on an academic year program is getting scarce. What new models exist (or should exist) for faculty participation in study abroad programs?
- Reciprocal exchange programs are very cost-effective ways of sending students abroad. Since such programs do not involve a faculty member going to the site, how can sustainable faculty involvement in exchange programs be attained in reciprocal exchange programs?

INTERNATIONALIZING THE STUDENT BODY VIA STUDY ABROAD

- What is the role of study abroad programs in internationalizing the student body?
- How can returnees (students and faculty) effectively participate in the process of internationalizing the student body once they are back home?
- What expectations do departments have that faculty who lead study abroad programs will include international perspectives in their courses? Or new/revised program development?
- How can pre-departure orientation be enhanced to maximize students’ abilities to learn in a cross-cultural environment? How can “back home debriefs” be used to internationalize the student body?
• How can the study abroad learning experience be integrated into the remainder of the students’ classes and major area of study?

ADMINISTRATIVE ARRANGEMENTS FOR STUDY ABROAD PROGRAMS
• Is there a need for study abroad offices to be organized as academic units, rather than as “support units” or “student services units”?
• What are the benefits of using a “program provider” to handle many of the on-site arrangements for study abroad programs? What are the drawbacks? How can reliable information on the quality of service offered by competing program providers be obtained?
• How are division of labor issues for study abroad offices and academic units best resolved? What are the various models for dividing up the various tasks, and what are the pros and cons of each model?
• Administratively, how should the discrepancies between the salaries of business faculty with many other non-business faculty be handled?

FUNDING FOR STUDY ABROAD PROGRAMS
• Should there be a student fee earmarked for study abroad activities? Is such a fee feasible politically?
• How can the study abroad office work with individual colleges and with the university’s development office to get (internal and external) funding for study abroad scholarships at the top of development priorities?
• What should be the role of external fundraising specifically for study abroad activities? How would you go about such fund raising?
• Since program fees are usually set to break even on a study abroad program, where can faculty get funds for the start-up of new programs?
• Should there be a “study abroad development tax” that all existing program budgets pay in order to provide a source of funding for new program development?
• How can academic units benefit financially from being active supporters and promoters of study abroad programs while still providing “enough” funding to support such programs?

GEOGRAPHIC DIVERSIFICATION OF STUDY ABROAD PROGRAMS
• What reasons are we providing students to get them to opt for non-traditional study abroad programs?
• How can we “counter” the persistently negative stereotyping of “the third world” in order to increase enrollments and learning experiences?
• There is a real “catch-22” involving study abroad marketing and geographic diversification of study abroad program offerings – a majority of students want to go to Western Europe, and those programs are much easier to “sell” than programs in non-traditional destinations. How can this be addressed?
• What possibilities exist for institutional collaboration on programs in non-traditional locations? How can collaboration best be encouraged?
• Based on the current landscape of the business activities in the world, where should we focus our study abroad efforts (i.e., where should we proactively develop programs, what part of the world should we promote)?
INTEGRATIVE STUDY ABROAD PROGRAMS

- How do we integrate study areas (majors, minors) of an interdisciplinary nature into study abroad programs?
- What are some of the most likely programs (majors, minors) to be integrated into the same study abroad program? Overlapping courses? Geographic focus? Language focus?
- What do we mean by “culturally integrative?”
- How do we measure intercultural proficiency, before and after participation?
- What’s the role of foreign language in cultural integration?
- How significant is duration of stay in intercultural integration? Program integration?

TYPES OF STUDY ABROAD PROGRAMS

- Can we (and/or should we) standardize educational outcomes nationally for various types of study abroad programs?
- What components need to be a part of a study abroad classification system that would allow us to standardize such activities nationally?
- Exchange programs are relatively inexpensive for students but costly to operate in terms of staff time. How can the labor-intensive nature of exchange programs be minimized so this type of program can be more widely utilized?
- The trend today is for shorter study abroad programs. How long does a program have to be in order to be a “real” study abroad program? Does the answer depend on the type of program; if so, which programs lend themselves to shorter versus longer time periods?
- What are some of the most appropriate short-term study abroad programs (one to six weeks)?
- What are some of the most appropriate long-term study abroad programs (six weeks to two semesters)?

CURRICULAR INTEGRATION OF STUDY ABROAD PROGRAMS

- Do we have a need for seamless credit transfer and credit equivalency systems of study abroad programs? Assuming we do, how can we best integrate study abroad “classes” within the course requirements of the student’s major?
- How can we (and/or should we) encourage students to take courses at universities abroad that is not available on the home campus?
- What measures can individual academic departments take to integrate study abroad more fully into their curriculum? How can outside units (the dean of the college, the study abroad office, the Provosts, etc.) help this process? How do they hinder it?

DIVERSE STUDY ABROAD LOCATIONS AND RISKS INVOLVED

- How can we encourage students to go on study abroad programs to non-developed countries while also be responsible for providing a safe study environment?
- What is the role of our institutions (i.e., the home school) in providing unique study abroad opportunities in “risky” locations?
- What type of pre-departure guidance and education should be built in to a study abroad program?
• What type of on-location service should be provided to students to help solve unforeseen non-education-related issues? Should we strive to offer such “security” directly or should we outsource such service to the host organization.
• What should our role be in terms of being a link between students and their family at home?