
Study Abroad at IUPUI: A White Paper

Prepared by the IUPUI Study Abroad Advisory Committee

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IUPUI

STUDY ABROAD

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Study Abroad at IUPUI: A White Paper

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Executive Summary

This white paper is intended for all levels of administration, faculty, staff, and alumni at IUPUI and Indiana University who have a stake in the comprehensive academic, professional, and personal development of IUPUI students. Its purpose is to increase awareness of factors influencing study abroad program development as well as faculty, staff, and student involvement in study abroad and provide recommendations to IUPUI decision-makers pertaining to IUPUI's study abroad strategy. This paper is drafted at a time in which IUPUI experiences growth in study abroad student participation, the institution's Strategic Plan articulates a commitment to providing each student with an international experience, and increased deliberation of study abroad development is taking place by a campus-wide advisory committee of study abroad program leaders. The authors recognize senior administration's support of study abroad at IUPUI and offer this paper in the spirit of continuing this support and growth.

The paper describes key components of a successful institutional level study abroad operation, which include programs, curriculum integration, faculty engagement, student funding, student awareness, and data collection and use. It informs the reader of the current state of those components at IUPUI, details strategies and promising practices from the literature and other institutions that are related to those components, and makes recommendations for how IUPUI can enhance those components on its own campus.

Study Abroad and IUPUI's Commitment to Indiana and Beyond

Study abroad is of critical importance to the IUPUI strategy for comprehensive [campus internationalization](#). It is recognized in the campus strategic plan, [Our Commitment to Indiana and Beyond](#), and represents a central pillar of the [IU Bicentennial Strategic Plan](#).

IUPUI's commitment to **"improve the quality of life in communities worldwide"** lays out strategic actions including steps to:

"Continue to expand study abroad, international service learning, and international internship opportunities for IUPUI students, especially underrepresented students."

Study abroad is one of the most important strategies in our vision **to make it possible for all IUPUI students to have "at least one meaningful international experience."**

The argument in support of study abroad is compelling and pressing. Participants:

- Learn how to interact with people from other countries and cultures, which is essential preparation for future leaders in all sectors as they address urgent, transnational issues such as disease, energy, hunger, sustainable development, terrorism, etc.
- Acquire the skills to compete effectively in a global job market through acquisition of international experience, language capabilities and cross-cultural communication skills necessary to succeed in the global economy.

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- Develop an appreciation of difference and diversity leading to an ability to transcend stereotypes as a result of experiencing another culture, language, environment, and education system.

Despite these widely agreed upon reasons, only about 10% of U.S. undergraduates participate in study abroad. **IUPUI participation is lower than the national average, with just over 6% of graduates studying abroad.**

Recommendations for Growth

The Study Abroad Advisory Committee offers a number of recommendations detailed in the Recommendations section. These strategies seek to increase IUPUI student participation rates in study abroad, calling for:

- Supporting the development of a **more robust portfolio of study abroad offerings**
- Establishing a **direct relationship between study abroad programs and a student's degree;**
- Creating programs that are **affordable** for the IUPUI student, including provision of **new funds to subsidize costs for students who need it;**
- Designing **sophisticated communication strategies** that make students aware of not only the study abroad programs themselves, but the academic, professional, and personal benefits of program participation;
- Emphasizing that **faculty professional development, support, and recognition** are essential to program quality and quantity; and
- Collecting on a routine basis **useful data on faculty, staff, and student study abroad involvement** in order to enhance overall IUPUI study abroad operations and their impact on student learning.

These recommendations require the **direct support of IUPUI senior leadership, whether in the form of advocacy or funding.**

The Study Abroad Advisory Committee also recommends that a **campus wide taskforce be convened to address and implement the specific actions suggested** as an essential strategy for enhancing the impact of Study Abroad at IUPUI,

The findings of the White Paper represent an opportunity to build on a history of campus commitment to study abroad programs by identifying ways to design high quality programs that meet IUPUI student needs, resulting in greater numbers of our students participating in such uniquely valuable 21st century higher education learning opportunities.

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I. Introduction

Study abroad is a key element of IUPUI's mission to prepare students to engage in an interconnected world with skill and wisdom in the 21st century. It is recognized in the campus strategic plan, *Our Commitment to Indiana and Beyond*, and represents a central pillar of the *IU Bicentennial Strategic Plan*.

According to the Institute of International Education's Open Doors report, nationally, about 10% of American students participate in study abroad. In 1991, 71,000 U.S. students studied abroad. As of the 2012-13 academic year, there were 280,000 U.S. students studying abroad. At IUPUI, 6.4% of 2015 graduates had studied abroad. A record 432 IUPUI students studied abroad in 2013-14. While the number of IUPUI students going abroad has doubled since 2001, more progress can and should be made.

In 2014, IUPUI joined [Generation Study Abroad](#), a national initiative of the Institute of International Education (IIE) to double the number of students who study abroad by the end of the decade. IUPUI's contribution to this goal is a pledge to increase its study abroad participation 25% by 2019, which will result in IUPUI sending at least 484 students abroad each year.

Participation in study abroad at IUPUI has roughly tripled over the past 15 years, going from approximately 150 students to 432 students in 2013-14. Participation has also increased at IUPUC from less than five students each year five years ago to 15 students in 2013-2014. In keeping with the IUPUI Strategic Plan goal to "Strengthen Internationalization Efforts," and the objective of "[making] it possible for any IUPUI undergraduate or graduate student to have at least one meaningful international experience during his or her IUPUI career," we seek ways to increase participation in study abroad experiences by ensuring that programs are accessible to all IUPUI students, offering the high quality learning experience.

Study abroad reinforces a broad range of IUPUI's institutional goals, including:

- Promoting undergraduate student learning and success
- Increasing capacity for graduate education
- Leveraging our strengths in health and life sciences
- Accelerating innovation and discovery through research and creative activity
- Deepening our commitment to community engagement
- Promoting an inclusive campus climate
- Developing our faculty and staff

II. Purpose and Background

The purpose of this White Paper is to provide recommendations to IUPUI decision-makers pertaining to IUPUI's study abroad strategy that are necessary to consider in order to:

1. Enhance existing IUPUI study abroad experiences;
2. Build additional study abroad capacity; and

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3. Increase study abroad participation among IUPUI students.

The paper describes key components of how study abroad operates successfully in academic organizations, the current state of those components at IUPUI, strategies and promising practices from the literature and other institutions, and gives recommendations in the following areas:

- Programs
- Curriculum integration
- Student funding
- Student awareness, including outreach and marketing
- Faculty engagement
- Data collection and use

Definition of Study Abroad and Participant Criteria

The leading professional organization for study abroad, the Forum on Education Abroad, defines study abroad as “education that occurs outside the participant’s home country.” In addition to engagement in academic courses, this can include such credit-bearing international experiences as work, volunteering, and directed travel, as long as these programs are driven to a significant degree by learning goals.

Study abroad participants at IUPUI, for purposes of this paper, are U.S. citizens and permanent residents enrolled in a degree program and who receive academic credit for coursework taken outside of the U.S. or U.S. territories. This criteria is modeled after criteria used by the International Institute for Education’s Open Doors Report, an annual, national survey of student mobility.¹

The Case for Study Abroad

The Institute of International Education states that study abroad is one of the best ways students can acquire global skills and open up personal and professional opportunities. Twombly et al. (2012) remind us that study abroad has become a key educational means for preparing graduates with the intercultural competencies needed to succeed in our global economy. Study abroad has been proven to positively impact students in a variety of ways:

- Students who studied abroad had a 17.8% higher 4-year graduation rate than those who did not study abroad, according to an [assessment by the University System of Georgia](#).
- Study abroad students earned higher grades and completed degrees in four years at a higher rate than their peers based on an [Indiana University Bloomington](#) study.
- Study abroad had a substantial long-term impact on individuals' career paths and global engagement, according to an analysis by the [SAGE Research Project](#) of 6,000 alumni over 50 years.

¹ The Study Abroad Office does provide considerable support to IUPUI international students who study abroad and to students going abroad for non-credit activities (conferences or volunteering), but these populations are not counted in the official Open Doors Report and current reporting capabilities are limited.

III. Study Abroad Participation at IUPUI

The number of students studying abroad has increased each year since 2011. On average 381 IUPUI undergraduate and graduate students have studied abroad each year since 2005. The lowest number of study abroad participants over the last 10 years was 270 in 2003-04 and the highest was 432 in 2013-14. The top three study abroad destinations for IUPUI students are China, United Kingdom, and France. More than 50 percent of students (218 in 2013-14) study abroad during the summer for at least two weeks.

The top three sending disciplines on campus are health sciences, social sciences, and business/management. Together, they are responsible for 42% of IUPUI students studying abroad. Students are able to receive academic credit for internships, volunteer service, or work abroad. In 2013-14, 141 students participated in these experiences abroad.

Of the 6,547 IUPUI students who received degrees in Academic Year 2014-15, 6.4% of them had studied abroad. Most students participate in study abroad programs administered or managed completely by IUPUI. See Appendix B for detailed data on IUPUI study abroad participation.

According to IUPUI's 2013 survey of full-time new beginning students, 55% reported there was a "very good chance" (22%) or some chance (33%) of studying abroad, showing a large gap in student interest and actual participation. Among new transfer students, 48% reported "some chance" or "a very good chance" of studying abroad.

IV. Key Components of a Successful Study Abroad Strategy at IUPUI

The components necessary for a successful study abroad strategy at IUPUI include: (1) program offerings (2) integration of those programs into the curriculum (3) student funding; (4) a plan to develop student awareness; (5) faculty engagement; and (6) data collection and use. Each will be discussed below, including the current state of these components at IUPUI and strategies and promising practices from the literature or other institutions. The recommendations association with these six components of study abroad can be found in Section V.

Programs

Study abroad at IUPUI is a high-impact practice that transforms the perspectives of participating students. IUPUI offers short- and long-term, faculty-led, volunteer and service learning programs, and internships. Students also have access to programs offered by all of IU's campuses as well as other academic institutions around the world.

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Current State of Program Development at IUPUI

The majority of IUPUI study abroad programs are developed and led by IUPUI faculty. Of IUPUI's 80 programs about 75% of them are short-term, faculty-led programs. In addition, IUPUC offers three faculty-led programs in business and liberal arts.

Developing faculty-led programs has a number of advantages over relying on external providers: costs to students are minimized; study abroad courses can be aligned with the learning outcomes of IUPUI degree programs; developing a study abroad program can serve as an effective means of professional development for the faculty member, and student recruitment is facilitated since faculty members who have obtained the trust and respect of potential applicants through classroom interactions can share information directly with students. However, developing and leading study abroad experiences takes a great deal of time and energy, which is unevenly rewarded or counted between academic units, and receives limited acknowledgement in the university's promotion and tenure process. Sustaining a program often depends on the availability and energy of one or more faculty/staff members in order to guard against inconsistent availability of such study abroad opportunities.

According to a study published by McMurtie (2012), while the number of students participating in study abroad continues to rise, the percentage of students participating is stagnant. Contrary to this study, IUPUI's percentage of students participating has risen in recent years. This increase appears to be due to the development of IUPUI study abroad programs that:

- Are in academic areas that have been previously underserved by international study programs;
- Include coursework that count directly toward students' degree requirements; and
- Are cost effective and fit students' budgets of time and financial resources.

Short Term Programs at IUPUI

A relatively small number of IUPUI students study abroad for a full year or a semester. Only 22 students out of 432 who studied abroad in 2013-14 went for a period of a semester or academic year. Short-term programs lasting eight weeks or less comprise 92% of IUPUI's study abroad experiences. Short-term programs typically cost less and are easier for students to balance with their other commitments within and beyond the university. While the national definition for short-term programs is eight weeks or less, the majority of IUPUI faculty-led programs are one to four weeks long.

Specifically, there has been a significant increase in spring break participation in recent years. In 2015 a record number of 125 students participated in credit bearing study abroad programming over spring break. This is a 270% increase from 2013. For these reasons, continuing to develop short term programs appears to be the best way to increase the number of students who experience international travel as part of their IUPUI education.

Academic Disciplines and Program Participation

A student's academic discipline is a significant factor in influencing whether he or she will study abroad. In 2012-2013, twice as many students in the health sciences studied abroad compared to

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engineering students. Similarly, three times as many social science students studied abroad compared to education students. See Appendix B for detailed data.

Service Learning as Program Pedagogy

A challenge facing very short programs is the possibility that student participants will have more of a tourist experience than an academic one. Such concern has led IUPUI to identify service learning as a key strategy to help students connect to and engage with the host community. Especially in a short-term experience abroad, service learning can create direct, authentic interaction between students and members of the host community and, most importantly, reflection on that experience. In 2015, about 30% of IUPUI study abroad programs included the pedagogy of international service learning.

IU Office of Overseas Study Programs

In addition to the approximately 80 IUPUI programs, students are also able to participate in programs offered by other IU campuses. The IU Office of Overseas Study offers approximately 150 programs around the world. (<http://overseas.iu.edu/>), typically of longer duration, that include semester and academic year options. There are also programs offered by each of the IU regional campuses. All IU programs are searchable through [iAbroad](#), the system-wide database and website platform developed by IU to track abroad programs and student participation. This broad range of programs gives IUPUI students many choices that are directly connected to IU and award IU credit; by offering, in partnership with IU, programs of varying lengths the IUPUI Study Abroad office can focus on developing short term programs that are popular with the majority of IUPUI Students.

Non-IU Programs

IUPUI also provides opportunities for student participation in study abroad programming offered by non-IU institutions. Students can prearrange transfer credit and access financial aid for external study abroad programs. This allows students to access the thousands of programs around the world that are available through searchable websites such as <http://iiepassport.org/> and <http://www.studyabroad.com/>.

IU Program Approval

Indiana University is a national leader in developing oversight for faculty and department-led and operated programs. All programs operated by Indiana University have been [approved](#) by the Overseas Study Advisory Council (OSAC) which reviews the program's academic, logistical, safety and cultural integration plans. OSAC also requires submission of summary reports and student evaluations at the end of each program offering. These documents are reviewed before a program is re-authorized.

Financing Program Development

The structures within IUPUI schools to support study abroad programs vary widely in terms of funding and administrative assistance. Leading a study abroad program takes a great deal more time than teaching a course on campus and even with their regular salary, faculty may not be adequately compensated for their work.

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In October of 2015, 26 IUPUI program leaders responded to a survey on study abroad program development. On the question of salary, most faculty reported being compensated at their normal rate, however:

- 22% of program leaders reported that they receive no compensation for running their study abroad program.
- 18% reported subsidizing their programs by using up to \$1000 of personal funds to cover gaps in student fee and school funding without reimbursement.
- Almost 40% of program leaders indicated that the challenges associated with leading a program have made them consider not offering their programs in the future.

This information shows a study abroad program at IUPUI that is fragile and dependent on the commitment and generosity of a few faculty members.

Strategies and Promising Practices of Program Development

With regard to program development, it is important to consider the planning practices and timeline of the school or department. The Herron School of Art and Design and the Kelley School of Business have succeeded in implementing advanced planning that allows for strategic consideration of course work, location and timing to decide which programs should run and also the types of programs that they want to develop in the future that balance out program offerings.

Koernig (2007) outlines specific activities that faculty undertake in arranging study abroad programs that IUPUI faculty can implement in conjunction with the Office of International Affairs, including managing student anxiety in the pre-departure sessions, acclimating the students to their new environment in the early part of the trip, balancing academic content with cultural activities, selecting types of learning activities, and facilitating a student exchange with a local university.

In line with Koernig, Virginia Commonwealth University's VCU Globe program, an undergraduate global education living-learning program, has been successful in linking students enrolled in a course focused on intercultural communication to local cultural representatives at the VCU Qatar campus in Doha during a short-term faculty-led, spring break week study abroad program. One of the main goals of the program was to provide VCU students with one-on-one interaction with students, faculty, and staff in Doha to discuss class content and receive in-person and in-context testimonials of how cultural norms, customs, and behaviors occur in daily life. The instructor also arranged for a limited amount of non-credit, low-risk situational language instruction for the VCU students in order to further expose them to cultural knowledge, and to make it possible for the students to make an effort to communicate simple concepts in the host country's language. In-class content was offered on the home campus and directed in-person interaction took place in the host country over spring break. To accomplish this, the instructor needed to work directly with student affairs professionals at the overseas campus in order to identify students, staff, and faculty who could speak directly to class content and volunteer time for informal language instruction. This type of interaction, discussion, and learning proved invaluable in helping students make sense of theoretical concepts presented in class in their home culture and to make connections with different individuals encountered in the host culture.

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IUPUI is also making use of Spring Break programming to help students go abroad while staying on schedule to graduate. Specifically, the Kelley School of Business has been particularly successful creating new programs with this strategy. Between 2013 and 2015, the Kelley School of Business created three new programs for either undergraduates or graduates, increasing their overall enrollment in study abroad each year. The undergraduate programs, specifically, were held over Spring Break and allowed students to maintain full-time enrollment, continue in internships, and avoid significantly altering their work schedules.

Curriculum Integration

Oregon State University defines curriculum integration as an effort by universities to integrate study abroad into the undergraduate curriculum that is supported by a collaboration between the international programs office and specific academic departments. Integrating study abroad into the curriculum is important if the objective of study abroad is to broaden students' knowledge and experience in their general education or a specific major. It requires communicating the role/value of a study abroad program in the student's degree plan.

In order to implement such integration effectively, university administration, school, department, and faculty need to collaboratively develop study abroad programs and identify in degree maps (an outline of the courses needed for graduation) courses with study abroad programs; in IUPUI's case, this requires clarifying which courses should be designated for the RISE Program, the campus' high impact undergraduate program that engages students more deeply in their learning. In this way, curriculum integration recognizes important learning opportunities for students and faculty. For students, there is recognition of the value of incorporating study abroad into their degree plan as well as information about study abroad courses that fulfill degree requirements. For faculty, there is communication about the resources available to them for the development and integration of study abroad programs into the curriculum. The Study Abroad office positions itself to work with both students and faculty engaged in curriculum integration to address school-specific contexts and challenges in the design of outreach efforts.

Current State of Curriculum Integration

The IUPUI Office of International Affairs has a full-time position to support curriculum internationalization and among the priorities of that position is to ensure there is a campus-wide approach for curriculum integration of study abroad. To date, only two IUPUI academic programs have a clear requirement for study abroad in their curriculum: the [Global and International Studies major](#) and the [Global Health Certificate](#) in Health and Rehabilitation Sciences (through the International Service Learning in Rehabilitation- SHRW-W470 course). The curricula in Kelley School of Business and at least one department within the School of Engineering and Technology also have an international or experiential component that can be fulfilled by study abroad; however, this degree requirement can also be fulfilled by participating in a variety of other course experiences.

Curriculum integration requires faculty willingness to develop programs and to make connections between discipline content and overseas study. Other challenges are student

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centered. They include: finances, time to degree, and the value placed on study abroad to their academic and professional success.

With the RISE program, IUPUI has made an effort to encourage a connection between study abroad and the undergraduate curriculum. The [RISE](#) program engages students in learning, challenging them to include at least two of the four RISE experiences (research, international, service learning, or experiential learning) into their degree programs. RISE promotes the idea of experiential education for all undergraduates but is not a requirement in most departments, and as is the case with the Kelley School of Business's international requirement, RISE could be fulfilled in a variety of different ways.

IUPUI has a 30 credit hour General Education Core which is required in all undergraduate degrees. Students choose from a series of approved courses in six categories to make up these 30 credits. Currently, the only general education courses which can be completed while on an IUPUI faculty-led study abroad program are a handful of world language offerings in French and Chinese.

While the OSAC study abroad program proposal review criteria require information about how the coursework associated with the program will apply towards a student's degree, this information is not readily available to students. The information currently available within iAbroad does not include a way to easily search for courses or how those courses would fulfill degree requirements. Some programs have a syllabus available online for student view while others do not. In most cases, students rely upon their advisors to determine the applicability of coursework in a study abroad program to the student's degree plan and degree requirements.

Strategies and Promising Practices for Curriculum Integration

The [University of Minnesota](#), the [University of Kentucky](#), and the [University of Kansas](#) are examples of institutions where intentional integration of study abroad into the curriculum is supported at the campus level. Each articulates the rationale for and the elements of curriculum integration as well as providing access to such information by dedicating space on their institutional website.

The University of Minnesota has developed a model for curricular integration for all undergraduate degree programs through the following four-part framework:

- Plan – set goals, have a timeline, and envision our model as a strategy for internationalizing the curriculum.
- Partner – align administrators, faculty, advisers, and study abroad providers.
- Educate – build knowledge among faculty, advisers, and staff.
- Evaluate – measure results and drive decisions based upon data (Woodruff, 2009).

This model was developed based upon the following four goals:

1. Integrate study abroad into all undergraduate degree programs;
2. Increase faculty and advisor awareness of the impact study abroad can have in students' lives, and increase the faculty and advisor knowledge base about study abroad options for their students;

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3. Develop innovative practices and materials that will ensure that at least 50% of all students who graduate from our institution will have an international experience;
4. Create an institutional culture shift and embrace internationalization of the curriculum as a core activity of the university. (Woodruff, 2009).

The University of Kentucky has based its curriculum integration efforts on earlier work at the University of Minnesota. Three strategies are utilized: [Major Advising Pages, Pathways, and Grids](#) . Each strategy includes major-specific advising resources that help a student determine which study abroad programs most closely align with their degree program. Kentucky has also developed a comprehensive workbook, [First Steps Workbook](#), that provides students with detailed information about program types, costs, financial aid and scholarships, academic credit, and prompts students to think about how study abroad fits into their academic plans.

The University of Kansas has developed a five-year strategic plan for [curriculum integration](#) that commits to the hiring of new staff members, provision of work space, training opportunities, implementing a campus-wide communication plan, and mapping study abroad to the majors in 20 academic departments.

Student Funding

Limited funding is a key deterrent for students who want to study abroad. According to a study conducted in 2012 by the British Council, the National Union of Students in the U.K. and Zinch, an online network of college-seekers in the U.S., “nearly three-quarters of Americans said the expense was a likely obstacle to international study” (Fischer, 2013). If institutions wish to increase their study abroad participation, both a philosophy and strategy for supporting student funding is needed.

Current State of Student Funding at IUPUI

For IUPUI students, program cost is one of the most important barriers (or perceived barriers) to study abroad participation. Students are often intimidated by the costs of study abroad and do not know what questions to ask or how to find the necessary funding to study abroad. A combination of supportive funding and identifying ways to empower students to be proactive and plan ahead can dramatically diminish this barrier.

The Study Abroad Office surveyed 2014-15 study abroad participants to better understand how they funded their international experience. With over 100 responses, the results provide a glimpse into how students are making study abroad financially possible:

- 78% of respondents relied on their personal savings to cover all or part of their program costs. Students are in large part relying on their own savings rather than family or scholarship support.
- 50% of respondents indicated that they received no scholarship support to study abroad.
- Only 8% of students indicated that family resources covered 50% or more of their program costs. Family financial support was a very small part of students’ funding plans.

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In addition to personal funds, IUPUI students can access financial assistance in the form of loans, scholarships and grants. The findings above suggest there is a significant need for IUPUI to provide increased funding, scholarships in particular, to make study abroad possible for those students without substantial personal assets to commit to self-funding. In the summer of 2014, 127 IUPUI study abroad participants received a combination of federal, state and institutional aid for their program. It is estimated that this aid covered approximately 33% of the program costs.

At present, there is one scholarship program through IUPUI that is available to all majors—the IUPUI Study Abroad Office’s competitive International Experience Scholarship. This fund distributes \$70,000 per year to both undergraduate and graduate students, with awards that start at \$1,000 per recipient. The committee does not offer awards under \$1,000 because lesser amounts have not proven to sufficiently aid students in following through with their study abroad programs.

Other than the International Experience Scholarship, [funding through IUPUI](#) is dependent upon the school in which the student is enrolled. Two academic units at IUPUI provide students with an “automatic” study abroad stipend—the Honors College and the School of Public and Environmental Affairs (SPEA). In the Honors College, students who are admitted as freshmen under the Bepko Scholars and Fellows Program, the Plater International Scholars Program, the Adam W. Herbert Presidential Scholars Program and the Chancellor’s Scholarship automatically receive a \$2,500 stipend for study abroad. Recipients of these scholarships are then able to plan a study abroad experience upon entering IUPUI and have the added benefit of accommodating such study within a four-year degree plan. Currently, there are approximately 700 students attending IUPUI who have access to this stipend. While the number of students with this stipend is large at present, changes in how the Chancellor’s Scholarship is awarded may dramatically reduce the number of students with access to this stipend. SPEA also provides automatic awards to its undergraduate students participating in a SPEA overseas program for half of the stated program fees, up to \$2,000. Other than these two programs, the Schools of Art and Design, Business, Liberal Arts, Engineering and Technology, Nursing, Physical Education and Tourism Management, and Science offer competitive study abroad scholarship programs. Some of these scholarships are available as part of the RISE to the IUPUI challenge and are open to students participating in any aspect of RISE.

Indiana University has allocated \$1 million to match the income from endowments to create scholarships for IU undergraduate students to participate in IU overseas experiences. This scholarship resource has been under-utilized by IUPUI academic schools; only the Herron School of Art has participated in this opportunity. It is important for campus leadership to prioritize this matching opportunity over the course of the IU Bicentennial Campaign.

Students may also seek funding through scholarships outside of IUPUI. Students participating in IU’s Office of Overseas Study programs are able to apply for [scholarships](#) through that office. Also, students are encouraged to apply for national awards such as the [Gilman Scholarship](#) for students who receive the Pell Grant, [Boren Scholarship](#) for students interested in national security, [DAAD awards](#) for study in Germany, and the [Bridging Scholarship](#) for study in Japan.

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In addition to scholarship funding, students are able to access federal aid for study abroad. There are federal caps which limit how much aid an individual student can receive in a year. Most students use all of the aid available to them to cover the standard costs of fall and spring enrollment. Even with the increased cost of attendance associated with participation in a study abroad program, most students are not receiving additional federal or state aid for their programs abroad. And while this aid is technically available, few students are able to access these funds for study abroad in summer because their allotment has been used during their fall and spring semesters.

State aid may also be available if students are paying IU tuition directly. This aid, like federal aid, is typically used by students to cover the standard fees associated with fall and spring terms. State and federal aid is more helpful for students studying abroad on a fall, spring or academic year program.

The IUPUI Office of Student Financial Services has identified a liaison for study abroad. The individual in this role serves as a resource to the Study Abroad Office as well as individual students studying abroad. This contact is extremely helpful given the complex nature of aid for study abroad participation. A similar liaison is in place at the IUPUC campus.

The Study Abroad Office has created information on its website to help students think through [program costs](#) and understand cost variables, average program costs, and more. It also encourages students to consider a variety of ways to consider the costs associated with a program.

Strategies and Promising Practices for Student Funding

Lien (2007) suggests that the ideal scholarship to accomplish increased student participation in study abroad is a fixed-amount award provided by the institution, independent of a student's ability level. Kennesaw State University (KSU), the third largest university in Georgia, makes scholarships available to every student who studies abroad. KSU accomplishes this through its [Global Learning Scholarship program](#) which is funded by an \$11 per term global learning fee charged to all students. In FY 2014, over \$745,000 was awarded directly to students, ranging from scholarships of \$600 to \$2,100 per student.

The University of Texas at Austin provides first generation study abroad scholarships to recipients who demonstrate financial need up to two years to use their funding once it is awarded. This model helps to eliminate the problems created by students cancelling their study abroad programs because they find out only weeks or months before they are set to travel that they will not receive the scholarships or grants they had hoped to obtain.

One example of a study abroad grant available for all university students can be found at [Purdue University](#) in West Lafayette. In [2013](#), the university announced that it would provide up to \$3,000 to students to fund their study abroad expenses with a goal of increasing the student population studying abroad from under 20% to 33.3%. The funding comes from Purdue's capital reserve, but over time the university hopes to fundraise in order to move towards a more self-sustaining model.

Student Awareness

It is essential to make students aware of study abroad offerings and the processes and resources that can facilitate student participation. Outreach to students in the form of marketing and on-going communication is essential to study abroad at both the program and institutional levels. Effective marketing can showcase the value and benefits of study abroad, and dispel the myths associated with study abroad that can deter students from participating. Cultivating students' knowledge about available programs, how those programs fit into their academic and professional goals, and how to finance their participation is key to the successful enrollment of students.

Current State of Student Awareness at IUPUI

The May 2015 survey of 106 IUPUI faculty (41) and staff (65) revealed that:

- 48% of respondents were “somewhat informed” about study abroad opportunities.
- About 30% of respondents indicated they were “not very well informed” and that more marketing and promotional resources are needed to support participation in study abroad.

In informal conversation with students, many shared that they are not aware of the advantages of study abroad and its relation to future job opportunities and careers. Those conversations reveal that study abroad is not widely recognized as part of the IUPUI experience and student culture.

IUPUI employs multiple methods of informing the campus community about study abroad in general and IUPUI programs specifically, including the involvement of current and returned study abroad students, faculty, and staff; communication tools and media both on line and in print; and venues including campus common areas and classes. The Study Abroad Office staff have accomplished a great deal to communicate the academic, personal, and career development benefits of study abroad, including: individual testimonials, visual portraits by those participating in a study abroad program, logistical and procedural information, and post-program reflections, both oral and written. See Appendix C for an annotated list of specific outreach and awareness efforts.

Strategies and Promising Practices for Student Awareness

Paus and Robinson (2008) note that faculty encouragement is key to increasing students' interest in study abroad. Feedback from students, faculty and staff indicates that direct faculty communication and advertisement of study abroad programs is particularly effective. Faculty who run programs play a large role in recruiting participants through interaction with students in their classes.

Carnegie Mellon University has devoted considerable resource space for faculty and staff and specifically undergraduate advisors on its Study Abroad Office web page. As an example, CMU has created an exemplary [Step-by-Step Guide: Academic Advisor Role in Study Abroad](#). IU Bloomington has a [peer advising](#) program which engages returned study abroad students in several ways: advising drop-in traffic in its Office of Overseas Study, staffing information tables,

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and giving presentations across campus. Twelve peer mentors are paid hourly and complete at least 8 hours of training.

Western Illinois University leverages social media platforms by actively encouraging study abroad participants to post pictures and messages related to their study abroad experience on their own personal Facebook pages or other personal social media outlets in order to reach students who don't connect with official Study Abroad Office social media outlets.

IU Bloomington and Notre Dame have printed program guides that detail overseas opportunities that include snapshot information that is easy to read. Perhaps even more important are publications, as found at the University of Kentucky and Purdue University, which speak to why students should study abroad and steps for pursuing such academic goals. Additionally, the University of Kentucky international office staff travel with high school recruiters to meet with students who are considering attending UK. This strategy taps into the value of beginning conversations with students very early in their exploration of higher education.

Elon University employs the strategy of focused marketing, going directly to underrepresented groups in order to discuss study abroad. SUNY New Paltz, a 2015 Andrew Heiskell Award winner, partners with the institution's Equal Opportunity Program to educate underrepresented students about study abroad and by providing support through study abroad application completion by offering them designated staff support, information in first-year seminars, and assistance in accessing financial aid and applying for funding.

The University of Connecticut has developed a culture of study abroad by emphasizing advising and advocacy as illustrated through consistent messaging to students, beginning the summer before freshmen year and continuing throughout freshman and sophomore year mentoring and advising sessions. This approach encourages faculty, staff, and students to value the importance of international understanding generally and overseas study in particular.

Faculty Engagement

Faculty play an essential role in study abroad development. Students can be more inclined to enroll in a study abroad program if they have a good relationship with the faculty member leading the program. Faculty are also the most logical individuals for ensuring that study abroad programs are linked to overall curricular goals. Study abroad development and implementation is not for every faculty member, so engaging faculty members who have an interest in leading a study abroad program is important. Providing them with the support they need and recognition they are due for incorporating such a complex and high-impact practice into their work load, one that is directly in line with IUPUI's Strategic Plan, is essential.

The Study Abroad Office staff is willing and able to provide as much guidance as possible to faculty program leaders, however, their capacity is limited due to the small professional staff currently in place. Schools and departments offer additional support; however, that support varies across campus.

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Faculty program leaders need accessible information and resources including information about funding, program development education, pre-travel orientation, and release time to create high quality programs.

Current State of Faculty Engagement at IUPUI

Generally, most faculty and staff who engage with study abroad are those who understand the educational importance of international experiences. They align their teaching, research, and service practices to afford students opportunities for deeper learning experiences where students will challenge their beliefs about the world, their home country, themselves and their responsibilities. This type of learning not only offers students' deeper knowledge about the world around them but also provides them an opportunity to reflect on and assess their own personal growth. The research that faculty conduct on their teaching and the benefits students receive combine to motivate those who are leading the programs. Faculty and staff who develop international courses, on campus and abroad, strive to achieve teaching excellence and place student success at the center of their pedagogy.

Results from the May 2015 survey of IUPUI faculty and staff reflect that:

- Study Abroad is a labor of love for most; however, while there are institutional frameworks in place that promote high impact practices, the institutional incentives are not always clear.
- Support within the units across IUPUI for leading study abroad programs is varied.
- It is unclear how teaching a study abroad course fits into a faculty member's promotion and tenure review.
- Faculty program leaders with international research agendas or with an international background (born in or studied in another country) are more likely to respond to efforts to encourage their involvement in study abroad programming.
- Faculty-led programs in large part operate on the generosity and commitment of individual faculty members. It is not uncommon for faculty to cover their own travel and living costs abroad.
- Program leaders struggle with real and perceived financial management challenges when running study abroad programs. Adhering to university financial policies and procedures is complex and daunting for many program leaders, especially in countries where norms for financial transactions are different from the U.S., such as cash-based economies.

At IUPUI, extrinsic rewards are contingent on the school/unit of the faculty member. Some schools place an emphasis on study abroad by encouraging faculty to design such courses of study. Nonetheless, financial support may be lacking. Non-financial support may aim at: communicating to faculty the value the school and campus administration place on study abroad and the benefits for students; educating faculty about the offices on campus that support such endeavors (RISE and OIA); and identification of resources that are available to faculty at the campus or university level. Additionally, the Office of International Affairs developed the [Susan Buck Sutton Award](#) to recognize exceptional faculty and staff contributions to study abroad.

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Strategies and Promising Practices for Faculty Engagement

In his 2007 article, “We Have Met the Enemy and He is Us: The Role of the Faculty in the Internationalization of Higher Education in the Coming Decade,” Michael Stohl writes that almost all faculty are excited by learning and discovery and that the challenge is to convince faculty that: their scholarship will benefit from internationalization efforts; and that they will be rewarded for those efforts by recognition from their colleagues and institution because their scholarship efforts are deemed worthwhile. Engaging faculty in study, teaching, and research abroad results in a more internationally aware and engaged university, increased synergy for international education efforts on campus, and a sense of academic legitimacy for study abroad efforts (Hulstrand, 2009). Engaging faculty can take a variety of forms, including active participation in program development and curriculum integration as well as student recruitment and program promotion. Faculty members can develop, lead, or participate in study abroad programs as a form of professional development, and upon their return, can share their knowledge with other faculty members in the role of cultural informant, subject area expert, program development mentor, or technical expert.

Radford University has sent faculty on study abroad programs as “observers, assistants, or trainees” which led to those faculty members developing their own programs. Some faculty members may not be interested in or well-suited to teach or assume the responsibility for the care and safety of students abroad, preferring to research or engage in service abroad. To encourage international involvement for these faculty members while simultaneously supporting the institution’s study abroad activities, Eastern Illinois University offers faculty members funding to cover transportation, hotel, and per-diem in exchange for helping the study abroad office market programs and recruit students. This provides an opportunity to enhance student learning through translation of the faculty member’s learning and scholarship to the classroom.

Faculty-led study abroad programs can also generate faculty-student mentorship opportunities in the area of undergraduate research, adding a meaningful and professionally-satisfying layer to participating in a study abroad program for both faculty and students. The VCU Globe program at Virginia Commonwealth University, for example, led to faculty mentorship of students who had participated in a service learning trip to Oaxaca, Mexico. Faculty guided sophomores, juniors, and seniors through the preparation and delivery of their first formal poster presentations and panel sessions at the annual international Ethnicity, Race, and Indigenous Peoples conference in 2015.

The IUPUI Study Abroad Office provides essential logistical information regarding study abroad program development and implementation on the Study Abroad Office web page.

Communicating the potential of developing study abroad programs to help achieve curricular goals, strengthen disciplinary knowledge, and enhance faculty scholarship and teaching is another important aspect of engaging faculty members, along with openly encouraging faculty involvement, where appropriate, in the processes and procedures of the overall study abroad operation. The [University of Kentucky’s Faculty-Advisor page](#) provides faculty with specific information about how to get involved, along with providing other faculty-related information. Involvement in study abroad advisory committees, review processes, and scholarship or program proposal review opportunities can help faculty embrace the role of study abroad advocate, which

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could lead to the active recruitment of new faculty members, generation of new ideas for leveraging study abroad as an educational activity, and ultimately the inclusion of more students in international education.

Allocating sufficient resources and funding to effectively support faculty members in their global learning development and related initiatives is essential. [Appalachian State University](#) (ASU) offers several opportunities to encourage and facilitate faculty involvement in education abroad. These include efforts to: provide faculty with the knowledge needed to help them infuse global issues into the courses they teach; integrate study abroad into the curricula; and identify funding tied to the development of study abroad programs. With regard to funding, ASU has developed two support programs. The Faculty International Outreach Travel Fund supports planning and coordinating new education abroad programs. The Education Abroad Training Funding Opportunities program seeks to increase the number and quality of short-term faculty-led programs by involving faculty and staff who are interested in developing, but who have not yet led, a student study abroad program. Faculty and staff who are awarded funds through Education Abroad Training are expected to lead a successful short-term faculty-led program within two years of their participation in the training.

Data Collection and Use

Data collection and analysis is essential to support strategic decision-making, assessing learning, and developing a research agenda. Building campus capacity for strategic decision making and nurturing a climate for scholarly practice is important for a study abroad course to be meaningful and effective, and for study abroad to be integrated into the curriculum. Inquiry rests on an extended investment to build evaluation capacity for study abroad (Patton 2008). Building evaluation capacity focuses on identification of the “glue structures” across campus that support ongoing involvement with pedagogical, organizational and partnership priorities that generate shared meaning-making and buy-in. Developing the appropriate scaffolding to support organizational and individual change, vertically and horizontally throughout the institution, is predicated on the capacity to utilize data for evaluation purposes.

Current State of Data Collection and Use at IUPUI

IUPUI, in keeping with its longstanding commitment to community-based experiential education, has made progress over the last ten years to lay the groundwork for building institutional mechanisms that can support evaluative thinking related to study abroad. This commitment of people, time and resources has resulted in the creation of “experiential learning” designations that can be used to monitor a range of course-based, community-engaged and community-based instruction. At the [undergraduate](#) level, these designations have been folded into the broader RISE Challenge. In addition, experiential designations are available at the [graduate](#) level outside of the RISE purview. Despite a decade of progress, these attributes are assigned by individuals in each school who may not be familiar with the nuances in the designations and therefore are not applied consistently.

At the student level, two student group codes exist in the Student Information System (SIS) to track student participation in short-term (VSAS) and long-term (VSAL) study abroad

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experiences. Programs shorter than eight weeks are considered short-term. These student group codes are assigned by the Study Abroad Office using a strict definition and are more likely to reflect who actually studied abroad.

The Study Abroad Office uses the IU system-wide database, iAbroad, for tracking international programs and student participation. The system links with IU's SIS so that biographic and demographic information is linked to participation records. While much data is housed within the iAbroad data management system, the reporting capabilities are weak and limit the Study Abroad Office's ability to provide meaningful data for office, school, and campus purposes.

Faculty and staff time and effort have also been invested to develop IUPUI International Learning Guidelines and an associated draft rubric (Anton & Whitehead 2014). These efforts have drawn on other national work such as the AAC&U's LEAP VALUE Rubric for Intercultural Learning, and campus teams have participated and presented externally to showcase ongoing work. These efforts represent the University's commitment to international learning but, at the same time, highlight that significant work remains in order to build unit cultures that nurture scholarly practice and foster assessment and evaluative research as strategies for instruction. Sustained effort is needed, for example, to encourage locally developed tools as well as to administer normed assessments for faculty and department use that clearly analyze study abroad outcomes.

The ever increasing legal, administrative and financial challenges accompanying the facilitation of study abroad programs is a primary responsibility of the Study Abroad Office leaving little time to focus on issues of student learning and research on the learning outcomes of study abroad.

Strategies and Promising Practices for Data Collection and Use

Relationship building needs to move beyond campus groups with a traditionally international focus to include those with an interest in assessment and educational research. A recommended approach is to identify how study abroad advocates can be integrated into committees and groups that engage in and place emphasis on student learning assessment and the scholarship of teaching. IUPUI has considerable activity and potential in this regard. The Program Review and Assessment Committee (PRAC) is a longstanding community of practitioners representing every school at IUPUI as well as other assessment professionals and administrators. As of 2015, the director of curriculum internationalization represents the Office of International Affairs, including the Study Abroad Office, to support information sharing and to contribute to policy discussions/debates and agenda setting on this committee.

More explicit scholarly work devoted to assessment of study abroad could aid assessment representatives from each of the schools to encourage more faculty and staff to seek out resources, knowledge and expertise from OIA. Activating this network intentionally increases the potential for developing the kinds of institutional relationships that generate institutional research and data collection and analysis projects that are more sensitive to study abroad learning outcomes. PRAC is one group currently being engaged; similar groups should be identified and encouraged.

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One area in which resources are needed is in the evaluation of learning outcomes from study abroad. As has been demonstrated for other areas of teaching (Bringle & Hatcher, Chism, Palmer & Price 2013; Kesckes 2013, Welch and Saltmarsh 2013; Wergin 2003), workshops, learning communities, newsletters, tips sheets, practice and research briefs on specific topics, and grant programs are all instruments that can help build individual and collective capacity to engage in evaluation as well as influence the daily practices of program directors, department chairs, etc. Washington State University; the University of Iowa are examples of institutions that provide materials that highlight study abroad as a teaching practice. In terms of research, the IUPUI Center for Service and Learning has established a research associate position that develops research briefs to support the Scholarship of Teaching and Learning (SoTL) and institutional research on student outcomes.

Access to ongoing consultative support grounded in trusting relationships is another critical element in supporting change in instructional practices. Offering workshops or posting online content can be important for nurturing and modeling new content and practices (Chism 2004); however, when faculty experiment with new teaching practices they are more likely to work through their challenges toward mastery within closed interpersonal teaching networks, characterized by high levels of trust (Roxå, Mårtensson & Alveteg 2011). If the teaching innovation is perceived to be ‘risky’, innovative learning networks are more closed. Like service learning, study abroad is often viewed as a teaching practice that exposes faculty to increased risk both in terms of asking them to design their courses in counter normative ways and because many of their peers lack an understanding of best practice in study abroad as a pedagogy.

Campuses can begin to mitigate these risks and leverage these closed networks by investing in designated positions that support faculty innovation in the adoption and mastery of innovative teaching methods, like study abroad. Such positions not only develop materials and resources to support faculty instructional practice, but also build multidisciplinary webs of relationships with faculty that support information exchange, faculty growth, and innovation.

Increasing the number of faculty who can develop high quality learning environments in study abroad commensurate with best practice in the field requires investment in individuals with a knowledge base and skill set distinct from similar positions in traditional teaching and learning centers (Deardorff 2012, Goode 2008; Gopal 2011). These study abroad leaders will be similar to those colleagues working in related pedagogies like service learning where emphasis is placed on balancing instructional design with the logistical aspects of program set-up and implementation.

As a mode of community-based experiential education, one promising practice is domain specific expertise for pedagogical practice, assessment/evaluation and faculty development for study abroad. As a campus with a curriculum internationalization position, IUPUI has the opportunity to explore how to create a cohort of highly trained faculty liaisons who can serve as local developers, valued consultants and school leaders for evaluation, SoTL and research on study abroad/comprehensive internationalization.

V. Recommendations

The following recommendations are put forth by the Study Abroad Advisory Committee and the Office of International Affairs. They will require the direct support of IUPUI senior leadership in the form of advocacy and funding. Each recommendation is accompanied by **specific actions and, where necessary, a funding request**.

As an essential strategy for raising Study Abroad at IUPUI to a higher level, the Study Abroad Advisory Committee also recommends that a **campus wide taskforce be convened to address and implement the specific actions suggested**.

Programs

- 1. Support the development of a more robust portfolio of study abroad offerings by strengthening the Study Abroad Office's ability to:**
 - a. Develop first- and second-year study abroad courses to fulfill requirements of IUPUI's General Education Core
 - b. Develop interdisciplinary study abroad programs and encourage collaborations between schools
 - c. Encourage the development of programs that include additional high impact practices as well as the addition of high impact practices to existing programs
 - d. Encourage the development of programs that address needs of students with disabilities
 - e. Explore program offerings through other entities such as Purdue University to meet needs of IUPUI students, especially students in Purdue schools who struggle to find discipline specific courses through an IU study abroad program.
- 2. Promote the education of faculty and staff regarding study abroad program development**
 - a. Create workshops and faculty mentoring opportunities that build skills for developing successful programs abroad
 - b. Identify faculty and staff whose roles position them to become study abroad advocates to participate in study abroad- and global learning-centered professional development such as programs offered by the American Association of Colleges and Universities
- 3. Strengthen faculty leadership and support mechanisms in order to facilitate program development.**
- 4. Provide faculty with incentives to develop programs and reward the work of those who follow through.**
- 5. Identify staff and resources that can assist faculty with program logistics.**

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Curriculum Integration

- 1. Foster cooperative dialogue among administration, schools, departments, and faculty to realize the full potential and benefits of curriculum integration, including:**
 - a. Encourage schools and departments to define the concept and demonstrate the principles of integration of study abroad into their curricula
 - b. Advocate for the development of and participation in faculty workshops on curriculum internationalization, curriculum integration, strategic international partnerships, international service learning, and international research

- 2. Emphasize importance of departmental participation in curriculum integration projects:**
 - a. Identify one department per semester to focus on intentional curriculum integration
 - b. Modify International Research Development Fund Category D: School or Department Internationalization to allow funding to be used for curriculum integration (up to \$5,000) in addition to the current focus on research and scholarly activity (consider advocating for a departmental match of funds)

- 3. Support the Study Abroad Office in efforts to help faculty better advise students on how to link study abroad with academic programs by enabling its staff to:**
 - a. Devote time to preparing school and department advisors to deliver key messages and resources regarding study abroad programs and integration of the programs school curricula
 - b. Work with schools to create student-friendly documents, such as degree maps, that consolidate major-specific resources, degree-related study abroad opportunities and logistical information to facilitate student participation

- 4. Encourage efforts across campus to better align study broad with degree programs in order for the Study Abroad Office to:**
 - a. Demonstrate how general education and disciplinary degree requirements are satisfied by a study abroad course at the level of the campus as well as the student's major department
 - b. Work with campus schools to collect and share through iAbroad course syllabi and course and degree requirements that can be fulfilled by a study abroad program

- 5. Support the development of new resources and strategies to facilitate curriculum integration of study abroad, such as:**
 - a. A grant program that will incentivize the development of study abroad courses that will satisfy general education requirements

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Student Funding

- 1. Continue to communicate the importance of providing financial assistance to IUPUI students who want to study abroad by increasing scholarship funding by supporting efforts such as:**
 - a. Develop a Study Abroad Planning Scholarship that would give underrepresented students \$2,000 and up to two years to use the funding, to reduce the incidence of students backing out of program participation for financial reasons
 - b. Work with IU Foundation and school-based development officers throughout campus to make study abroad scholarship opportunities a philanthropic priority
 - c. Make use of the [IU Presidential Matching incentive](#)
 - d. Encourage units to think creatively about how existing and new resources might be directed toward facilitating student participation in study abroad
 - e. Explore the development of an international education fee charged to all students as a means to fund study abroad scholarships
 - f. Explore the feasibility of increasing RISE Scholarships for students undertaking study abroad to fulfill the “I” component in recognition of the additional costs associated with international education

Student Awareness

- 1. Facilitate enhanced communication and outreach to students:**
 - a. Increase the Study Abroad Office’s capacity to conduct student outreach and communicate the results of curriculum integration
 - b. Develop a team of peer advisors to assume responsibility for regular student-level outreach.
 - c. Establish permanent funding for the existing Study Abroad graduate assistant position, which has been funded on biennial or year-to-year cycles by the Office of Academic Affairs for nearly 10 years. Permanent funding would allow the Study Abroad Office to better plan workload and gauge what projects are reasonable to pursue from year to year.
 - d. Develop high-quality, eye-catching promotional and recruitment materials to communicate key messages to students
 - e. Better promote the value of study abroad for student personal, academic and career development including using the results of program assessments
 - f. Explore new technological tools that can be used to promote study abroad

Faculty Engagement

- 1. Endorse systematic methods of cultivating faculty capacity for study abroad development:**
 - a. Cultivate a culture of study abroad development on campus by educating and incentivizing new faculty throughout the hiring and orientation process
 - b. Encourage collaborations between OIA and faculty members to secure external grants that would support faculty participation in study abroad

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- 2. Cultivate stronger support mechanisms for faculty who develop and lead study abroad programs:**
 - a. Advocate for greater consistency across campus in how faculty are supported and recognized for their work with study abroad programs, for example, how departments utilize faculty fellow designations, stipends, course release time, pre-travel funds, relaxation of cost/benefit requirements for running a new study abroad course, etc.
 - b. Encourage departments and university offices to reduce administrative challenges, to the extent possible, pertaining to financial management that are associated with running a study abroad program
 - c. Create and institutionalize a communications plan that educates the various schools, departments, and units on study abroad including developing material for faculty that highlight important facts and clarify misconceptions
 - d. Promote peer advocacy and education for faculty through workshops in which past and current faculty program leaders share their experiences and effective program development strategies

- 3. Encourage meaningful recognition of faculty who devote time to the development and implementation of study abroad programs:**
 - a. Ensure study abroad program participation and leadership is incorporated into Faculty Annual Reports (FAR), Promotion and Tenure (P&T), and other forms of recognition, as appropriate
 - b. Appropriately compensate faculty for developing and leading a program. Provide both tangible and intangible recognition to faculty as an acknowledgement for all that goes into a study abroad program. This could include stipends, letters of thanks, release time, and additional resources to improve and support programs
 - c. Elevate the standing of the Susan Buck Sutton Faculty and Staff Awards for Study Abroad, which currently are an honorary recognition (no financial benefits) presented at the IUPUI International Festival

Data Collection and Use

- 1. Encourage campus units to use study abroad data strategically:**
 - a. Capture essential data for assessment and research purposes collaboratively across all campus units and with the involvement of the Study Abroad Office
 - b. Create a community of practice designed for study abroad research

- 2. Encourage collaboration across units in the collection of student, school, and campus level study abroad data:**
 - a. With appropriate staffing, campus units and the Study Abroad Office can capture useful data that will help in creating a comprehensive picture of study abroad offerings and participant demographics

- 3. Capitalize on and strengthen existing infrastructure for monitoring and assessment:**

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- a.** Better educate the IUPUI community on how to use data related to iAbroad and the Experiential Learning designations
 - b.** Collaborate with the IU Enterprise Sunapsis program to develop reporting solutions within iAbroad that support reporting and analysis of school-level participation data
 - c.** Collaborate with Institutional Research and Decision Support in order to determine how best to assess study abroad impact and student learning outcomes
- 4. Encourage and reward study abroad assessment, scholarly practice, and inquiry:**
- a.** Institutionalize assessment of study abroad learning outcomes by using the International Guidelines and the International Learning Rubric
 - b.** Encourage faculty who lead study abroad programs to share their expertise

Funding Implications

Resources currently available for support of study abroad at IUPUI are quite limited, and are allocated to core Study Abroad Office functions related to supporting existing IUPUI study abroad activity, safety and security planning, and advising faculty on new program development. Qualified applications for study abroad scholarships far exceed the scholarship funding available through the Study Abroad Office. Thus, additional funding support will be necessary to make significant progress towards realizing the recommendations outlined in this document.

The following table outlines the types of resource support identified by the Study Abroad Office as most needed to carry out recommendations and increase the number of IUPUI students who are able to participate in study abroad as part of their IUPUI experience.

Initiative	Objective	Additional Resources Needed	Current Resource Level
Develop new scholarship program, strategically designed to provide access for underrepresented students and students with unmet financial need	<ul style="list-style-type: none"> Support underrepresented/ low income students in building a financial plan for studying abroad earlier in their academic careers 	Funding to double the number of scholarships and average award amount	~70 scholarships at ~\$1,000 each
Promote Curriculum Integration of study abroad	<ul style="list-style-type: none"> Develop student and advisor resources that demonstrate how study abroad programs can fit into a student's degree map. 	.5FTE new PA position	Limited time of director and GA
Increase participation of underrepresented students	<ul style="list-style-type: none"> Develop strategies to encourage more underrepresented students to go abroad, including students with disabilities, students of color, men, and STEM majors 	.25FTE new PA position	Limited time of director and GA
Develop Peer Advisor Program	<ul style="list-style-type: none"> Expand opportunities for study abroad returnees to promote study abroad participation 	3 student hourly positions	N/A
Develop new communications	<ul style="list-style-type: none"> Create new marketing materials that communicate the value of study abroad and its curricular integration 	.25FTE new PA position; Dedicated communications budget	Limited time of director and GA; No budget for print materials
Stabilize funding for GA position	<ul style="list-style-type: none"> Support strategic project planning 	Base commitment for existing funding	\$20,000 from Acad. Affairs, funded on biennial or year-to-year cycles

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Appendix

APPENDIX A: IUPUI Study Abroad Advisory Committee

Members by White Paper Sub-Committee, Spring 2015

Student Awareness

- **Jeni Chandler**, Director of Scholarships, Office of Scholarships, IUPUC
- **Khalilah Shabazz**, Director, Multicultural Center, Office of Diversity, Equity, & Inclusion
- **Albert Williams**, Lecturer, Media Arts & Science, IU School of Informatics and Computing

Student Funding

- **Emily Clossin**, Assistant Director, IUPUI Honors College
- **Eric Raider**, Associate Director of Student Engagement, IU Kelley School of Business

Faculty Engagement

- **Brian Culp**, Former Associate Kinesiology Professor, IU School of Physical Education & Event Management
- **Marcus Schamberger**, Associate Professor of Clinical Pediatrics, Department of Pediatrics, IU School of Medicine
- **Jennifer Thorington-Springer**, Director, IUPUI RISE Program

Programs

- **Tim Carlson**, Professor, Department of Operative Dentistry, IU School of Dentistry
- **Tim Diemer**, Director of International Services, Clinical Assistant Professor of Organizational Leadership, Purdue School of Engineering & Technology
- **Pam King**, Director, Adaptive Educational Services, Office of Diversity, Equity & Inclusion
- **Jennifer Lee**, Associate Professor, Associate Dean for Academic & Student Affairs Administration, Herron School of Art & Design

Curriculum Integration

- **Sarah Baker**, Associate Dean, University College
- **Pat Clark**, Lecturer, Department of Biology, School of Science at IUPUI
- **Deb Keller**, Clinical Associate Professor, IU School of Education
- **Aimee Zoeller**, Program Coordinator, Sociology; Coordinator, Women's Studies; Lecturer in Sociology, IUPUC

Data Collection and Use

- **Marta Anton**, Professor of Spanish, IU School of Liberal Arts, Chair, Department of World Languages & Cultures, Associate Director, Spanish Resource Center at IUPUI
- **Yoo Young Lee**, Digital User Experience Librarian, Liaison to the School of Health and Rehabilitation Sciences, Center for Digital Scholarship, IUPUI University Library
- **Carmen Luca-Sugawara**, Associate Professor, IU School of Social Work
- **Mary Price**, Director, Faculty Development, Center for Service & Learning, IUPUI Office of Community Engagement
- **Mary Beth Riner**, Associate Dean for Global Affairs, Associate Professor, IU School of Nursing

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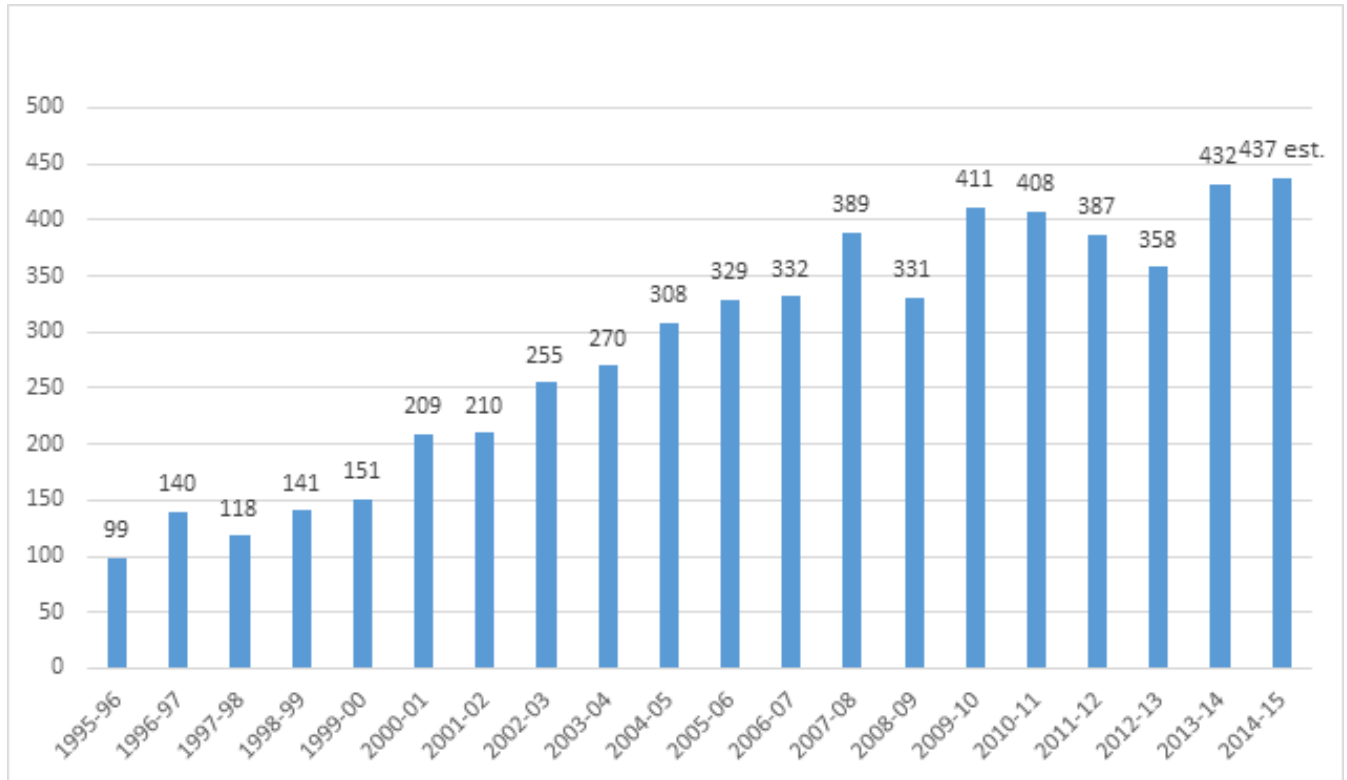
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APPENDIX B: Study Abroad by the Numbers

Data used in all charts and graphs are from IUPUI’s official annual report to the Institute for International Education’s [Open Doors](#) report.²

Number of IUPUI Students Studying Abroad



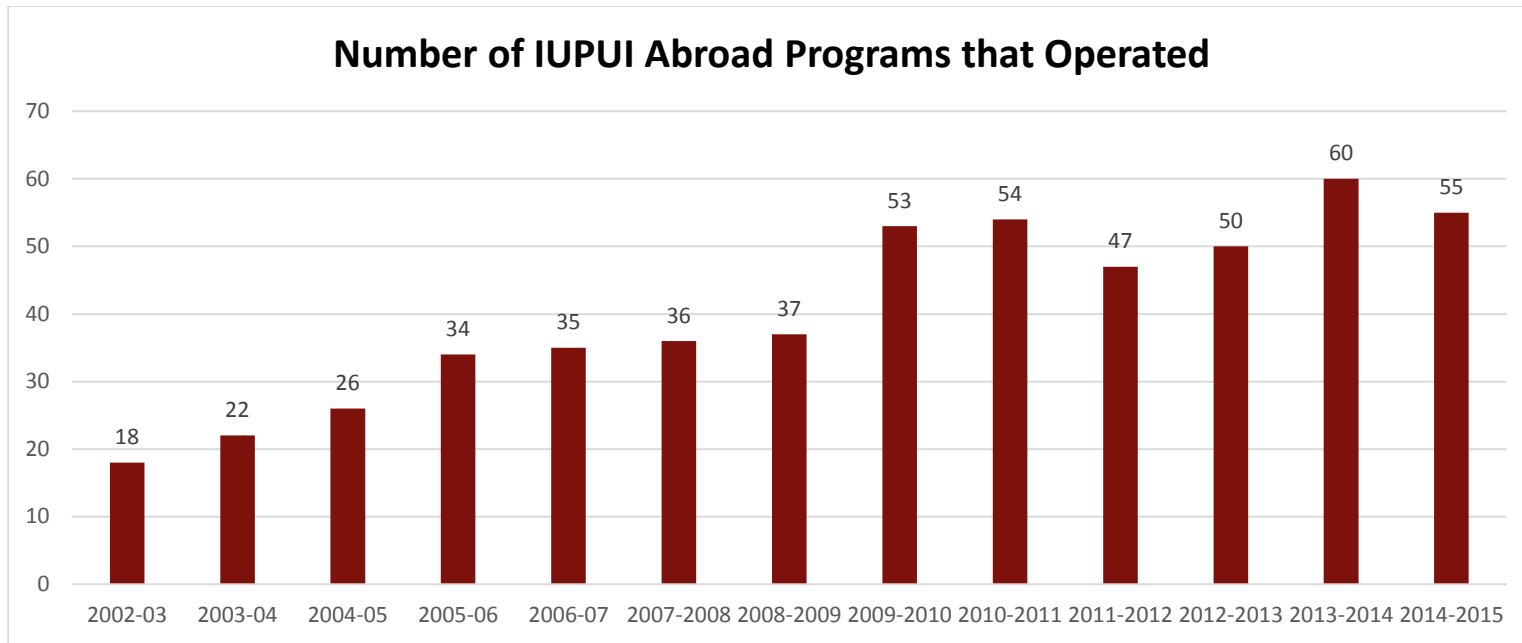
² Reports and all data do not include IUPUI international students who traveled on study abroad programs and do not include students who went abroad but did not receive academic credit for activities such as conferences or volunteering.

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Total Number of IUPUI Students Studying Abroad by Academic Level

	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	Total	Annual Average	% Total
Associates											
General Education Students (receiving academic credit)											
Associate's (both 1st & 2nd year, do not break out as Freshman/Sophomore)					6	1		1	8	3	
SubTotal	0	0	0	0	6	1	0	1	8	1	0.26%
Bachelor's											
Freshman	16	27	13	15	11	13	3	6	104	13	3.41%
Sophomore	39	53	38	54	42	30	27	36	319	40	10.47%
Junior	64	82	69	91	56	57	55	82	556	70	18.24%
Senior	52	60	63	67	123	122	144	170	801	100	26.28%
Bachelor's, Unspecified	23	20	7			1	6		57	11	1.87%
SubTotal	194	242	190	227	232	223	235	294	1837	230	60.27%
Graduate											
Master's					63	60			123	62	4.04%
Doctoral					5				5	5	0.16%
Professional (e.g. JD, MD, DDS, DVM, etc.)					99	102	72	92	365	91	11.98%
Graduate, Unspecified	138	147	141	184	3	1	51	45	710	89	23.29%
SubTotal	138	147	141	184	170	163	123	137	1203	150	39.47%
Total	332	389	331	411	408	387	358	432	3048	381	

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Top 10 Study Abroad Destinations for IUPUI Students

	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	Total	% Total (n=3,002)
China	22	34	29	51	56	75	57	40	364	12%
United Kingdom	23	26	10	10	36	16	60	49	230	8%
France	36	35	29	33	16	28	13	28	218	7%
Spain	27	16	25	21	27	36	29	35	216	7%
Germany	17	18	12	42	30	20	29	44	212	7%
Poland	22	29	28	24	20	22	24	31	200	7%
Kenya	14	12	10	21	46	35	24	26	188	6%
Mexico	31	42	21	48	5	4	3		154	5%
Ecuador	10	15	10	15	16	18	7	11	102	3%
Greece	17	24	10	26	14	8		1	100	3%
Total	219	251	184	291	266	262	246	265	1984	66%

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Number of IUPUI Students Studying Abroad by Activity Duration³

	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Short-Term								
A. Summer: Two Weeks or More	212	235	178	241	203	236	210	218
B. Summer: Fewer than Two Weeks	41	45	57	70	47	55	38	75
C. January Term							1	3
D. Two to Eight Weeks during the Academic Year (including May Term)	23	35	38	35	17	36	7	13
E. Fewer than Two Weeks during the Academic Year (Including May Term)	33	36	34	48	74	2	43	92
SubTotal	309	351	307	394	341	329	299	401
Mid-Length								
F. One Quarter								
G. Two Quarters								
H. One Semester	26	42	23	25	32	22	24	14
SubTotal	26	42	23	25	32	22	24	14
Long-Term								
I. Academic Year	6	5	6	5	2	3	3	5
J. Calendar Year (e.g. 2007 Southern Hemisphere programs)	5	2					1	3
SubTotal	11	7	6	5	2	3	4	8
Other								
K. Other (please specify):				2	46	39	39	0
K. Other: Med Rotations: 4 Weeks								5
K. Other: Med Rotations: 6 Weeks								2
K. Other: Med Rotations: 7 Weeks								3
K. Other: Med Rotations: 8 Weeks								10
K. Other: Med Rotations: 9 Weeks								2
SubTotal	0	0	0	2	46	39	39	22
Total	346	400	336	426	421	393	366	445

³ Students who studied abroad multiple times in one year will be counted in each program duration they participated

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Number of Students Studying Abroad by Program Management Type⁴

	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Administered or managed completely by IUPUI	281	330	260	348	344	348	323	367
Organized or sponsored by other institutions or providers	65	70	76	78	77	45	43	78
Total	346	400	336	426	421	393	366	445

Number of Students Studying Abroad for Internships and Work Abroad

	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	Total
IUPUI students receiving credit for an internship, volunteer, or work abroad experience (paid or unpaid) while studying abroad	97	63	133	163	205	147	114	141	1063

⁴ Students who studied abroad multiple times in one year will be counted in each program management category in which they participated

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Academic Disciplines of Study Abroad Students 2012-13 By IIE National Categories of Academic Disciplines

Discipline	No. of Students	% of Participation
Business & Management	42	10.9%
Social Sciences	45	11.7%
Foreign Languages	22	5.7%
Health Sciences	74	19.2%
Homeland Security, Law Enforc, etc.	26	6.8%
Humanities	20	5.2%
Public Administration & Social Srv	23	6.0%
Physical of Life Sciences	16	4.2%
Fine or Applied Arts	28	7.3%
Education	16	4.2%
Law	18	4.7%
Mathematics or Computer Sciences	6	1.6%
Engineering*	34	8.8%
Other	15	3.9%
Total	385	100%

*Engineering includes Computer Graphics Technology

Total Number of IUPUI Students Studying Abroad by Gender

	2006- 07	2007- 08	2008- 09	2009- 10	2010- 11	2011- 12	2012- 13	2013- 14	Total	% Total
Male	124	132	112	172	142	150	218	131	1181	39%
Female	208	254	219	239	266	237	140	301	1864	61%
Do Not Know		3							3	0%
Total	332	389	331	411	408	387	358	432	3048	

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IUPUI Study Abroad Participation by Race/Ethnicity 2013-14

	Students Abroad	%	IUPUI Student Population *	%
Caucasian	313	72.4	21,571	75.2
Asian/Pacific Islander	29	6.7	1,278	4.4
Hispanic	24	5.6	1,429	5.0
African-American	34	7.9	2,941	10.3
Native American/Alaskan Native	0	0	42	0.1
Multiracial	21	4.9	874	3.1
Do Not Know	11	2.5	495	1.7
Total	432		28,651	

* These figures exclude international students, as international students are not counted in national study abroad statistics

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APPENDIX C: Current IUPUI Outreach and Awareness Methods

- Study Abroad website and iAbroad pages – The main IUPUI study website (<http://abroad.iupui.edu/>) has a variety of information about study abroad programs including reasons for going abroad, how to apply, preparing for a trip, and how faculty/staff can develop a program. iAbroad is a university-wide database and searchable website listing of study abroad programs offered by Indiana University (iAbroad.iu.edu) iAbroad – This is a comprehensive website that houses all of the study abroad opportunities. While it is a great resource, simply searching the various programs is cumbersome as users are required to indicate certain information prior to being able to view programs. For example, a user must indicate an academic degree/major prior to seeing program options.
- Faculty/staff recommendations – Informed faculty and staff in addition to those leading or assisting with study abroad programs communicate information about their programs to the students with whom they interact. They are less aware of opportunities outside of their departments. The Study Abroad Office offers advisor outreach (e.g., meetings with Jaguar Academic Advising Association (JACADA); quick tip sheets) and has met periodically with specific academic units.
- Social Media Ambassadors – These are students participating in study abroad programs who agree to post regularly on IUPUI Study Abroad’s social media outlets about their experiences. OIA provides guidelines on the nature, frequency, and type of information desired in these posts. (<https://www.facebook.com/IUPUIStudyAbroad>)
- Social Media Hashtags - #Globaljags and #IUPUIAbroad hashtags have been created but to date only a few students have posted comments or photos using these hashtags.
- Study Abroad Fairs – The Study Abroad Office hosts two study abroad fairs annually. All IU and IUPUI programs are encouraged to participate in these free and public fairs and twenty-five to thirty programs are represented. The fairs provide an opportunity for incoming students to learn of the many overseas opportunities available to them. The Fall fair takes place during Weeks of Welcome at the beginning of the academic year, typically attracting over 800 students. The Spring fair is a smaller event with between 100 to 150 students in attendance. External program providers are not included.
- Classroom Visits – Representatives from the Study Abroad Office visit many classrooms annually, offering informational presentations pertaining to different study abroad opportunities. In a typical year, the Study Abroad Office will give about 50 presentations.
- Study Abroad Photo Contest – For students studying abroad in a particular academic year, this contest provides for four separate categories: (1) most picturesque; (2) cultural adventure; (3) powerful moments; and (4) IUPUI students abroad (including IUPUI t-shirts/branded items). The purpose is to provide a visual representation of the study abroad experience and share it with the campus community. Photos are used on the website, throughout OIA offices, and elsewhere on campus. A formal panel of judges select winners, whose photos are promoted and shared through a variety of means (social media).

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- Printed Materials – Currently, the IUPUI Study Abroad Office does not have a print budget that would allow for the professional design and printing of brochures and fliers. Business cards with the Study Abroad Office’s contact information are the only professionally printed materials available.
- Returned Students – These students are sharing their stories in class presentations and the study abroad showcase (presentation tables that are part of the Fall Study Abroad Fair). They are generally International Experience Scholarship recipients who are fulfilling a required volunteer experience with the Study Abroad Office.
- Newsletter – A monthly electronic newsletter is sent out to a listserve of approximately 4,000 interested students, returnees, faculty and staff about study abroad opportunities and deadlines. Currently, there is no tracking available on open rates or readership.
- ePortfolios-The Study Abroad Office is piloting use of ePortfolios to support student reflection and so that the campus community can gain a deeper understanding of what the study abroad experience is like. A sample portfolio is available here - <https://www.taskstream.com/ts/benson93/JourneythroughJapan2015>
- IUPUC Outreach – The Director and Assistant Director for Study Abroad have visited IUPUC each year for the last several years to share information with IUPUC students about study abroad opportunities.
- Bulletin Boards – Both IUPUI and IUPUC have one or more bulletin boards to promote study abroad on campus.

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APPENDIX D: Student Outreach Efforts Requiring Additional Funding/Staffing

- The IUPUI Peer outreach program involves returned students and connects them to others interested in studying abroad. Increased funding/staffing would broaden the Study Abroad Office's current, voluntary, one-off involvement from returnees. Students who have studied abroad would serve as peer mentors to students who seek information about programs or have reservations about the benefit of studying abroad. Former participants would deliver presentations/workshops, volunteer to staff tables at events, etc., and more strategically and intentionally share their stories from abroad in poster presentations, class discussions, social media, blogs, portfolio pages, videos and more.
- Better leverage the experiences of current and returned study abroad students and existing social media outlets such as Twitter (#Globaljags and #IUPUIAbroad hashtags), Facebook, and Instagram.
- Consolidate key marketing messages into discipline-specific marketing materials in print and on-line. Intensive staff time is needed to convey key marketing strategies for study abroad programs by discipline, as engineers and liberal arts majors have different motivations and objectives for their programs. This may include the development of print materials such as a guide that details the many opportunities, describes the process for identifying and applying for a program, and other pertinent information about study abroad. Include in these materials the significance of study abroad for personal, academic and professional development.
- Develop resources (human, print, and on-line) and procedures (timelines) that are targeted to faculty, staff, academic advisors and parents so they can be educated about study abroad opportunities, benefits, and procedures.
- Expand efforts to target underrepresented students.
- Modify the iAbroad website search engine to make the program search process more user friendly and accessible.
- Integrate study abroad information into IUPUI student recruitment, admissions practices, orientation events, and first-year seminars. Consider joining IUPUI's recruiters as they are interacting with prospective IUPUI students. Ensure that study abroad is highlighted in IUPUI's information for prospective and accepted students. In addition to the Weeks of Welcome event, attend other orientation activities to encourage students to begin thinking about study abroad early in their academic careers.
- Increase outreach at IUPUC– Participate in IUPUC's Big Red Blow Out which is an annual kick-off for the academic year. The Study Abroad Office could have an information table promoting international opportunities. Also, consider attending the IUPUC internship fairs which are held quarterly. These outreach activities could be staffed by either IUPUI or IUPUC staff.