



STUDY ABROAD PROGRAMS IN BUSINESS SCHOOLS

Issues and Recommendations
by Leading Educators

Report of the Michigan State University
Center for International Business Education and Research
2001 Roundtable on Study Abroad Programs in Business Schools

STUDY ABROAD PROGRAMS IN BUSINESS SCHOOLS

Issues and Recommendations by Leading Educators

Report of the Michigan State University
Center for International Business Education and Research
2001 Roundtable on Study Abroad Programs in Business Schools



Authored by

Elvin C. Lashbrooke, Jr.

G. Tomas M. Hult

S. Tamer Cavusgil

Attila Yaprak

Gary A. Knight

May 2002

Sponsored by CIBERS at:

Connecticut, Duke, Illinois at Urbana-Champaign, Kansas, Memphis, Michigan State, Pittsburgh,
Purdue, San Diego State, South Carolina, Texas A&M, Texas at Austin, and Wisconsin





Copyright © 2002 by Michigan State University

The preparation and publication of this document were funded in part by a grant from the U.S. Department of Education. The support given through such funding does not constitute an expressed or implied endorsement of any opinions, findings, conclusions, recommendations, products, programs, or services included or references in this document.

Editor: G. Tomas M. Hult

Design: Studio A

Printing: _____

MSU is an affirmative-action, equal-opportunity institution.

TABLE OF CONTENTS

| | |
|--|----|
| Experts Participating in the Roundtable | iv |
| Introduction | 1 |
| International Comparative Perspectives | 4 |
| Types of Study Abroad Programs | 5 |
| Integrative Study Abroad Programs | 8 |
| Anticipated Outcomes in Study Abroad Programs | 10 |
| Curricular Integration of Study Abroad Programs | 14 |
| Integration of Foreign Language into Study Abroad | 18 |
| Internationalizing Business Students Through the Study Abroad Experience | 20 |
| Internationalizing the Student Body Through Study Abroad Programs | 26 |
| Geographic Diversification of Study Abroad Programs | 27 |
| Diverse Study Abroad Locations and Risks Involved | 29 |
| Faculty Involvement in Study Abroad Programs | 31 |
| Recruiting Students for Study Abroad Programs | 35 |
| Funding for Study Abroad Programs | 38 |
| Best Practices in Study Abroad Programs | 40 |
| Epilogue | 43 |

Experts Participating in the International Roundtable on Study Abroad Programs in Business Schools

1. Diana Arizaga-DePeel, Michigan State University
2. Kelly Averbeck, Michigan State University
3. Natalie Bartush, University of Texas-Austin (author)
4. G. Geoffrey Booth, Michigan State University
5. Elizabeth Booth, Michigan State University
6. S. Tamer Cavusgil, Michigan State University, Conference Director
7. John Ceylanoglu, Michigan State University
8. Cindy Chalou, Michigan State University
9. Janice Clark, University of Connecticut (author)
10. Michelle Cumming, University of Minnesota
11. Marc Dollinger, Indiana University (author)
12. Lynette Duran, Michigan State University
13. David Earwicker, San Diego State University (author)
14. Kathleen Fairfax, Michigan State University
15. Brad Farnsworth, University of Michigan
16. Marion Festing, Michigan State University
17. Randy Folks, University of South Carolina
18. Linda Gerber, University of Texas-Austin (author)
19. Charlie Greenleaf, Michigan State University
20. James Henry, Michigan State University
21. Ray Hilditch, Huron University, London
22. Kenneth Holland, University of Memphis (author)
23. Ben Hsieh, Michigan State University
24. Tomas Hult, Michigan State University, Conference Director
25. Ed Ingraham, Michigan State University, (author)
26. Dennis Karney, University of Kansas
27. Sally Innis-Klitz, University of Connecticut (author)
28. Ben Kedia, University of Memphis (author)
29. Orlando Kelm, University of Texas-Austin (author)
30. Bruce Keillor, University of Akron (author)
31. Irem Kiyak, Michigan State University
32. Tunga Kiyak, Michigan State University
33. Gary Knight, Florida State University

34. Gena Lapekas, Michigan State University
35. Elvin Lashbrooke, Michigan State University
36. Julie Lebo, University of Memphis
37. Steven Loughrin-Sacco, San Diego State University (author)
38. Randall Martin, Florida International University
39. Wheaten Mather, Michigan State University
40. Ivy McQuiddy, University of Texas-Austin (author)
41. Stephen Murdoch, Institut de Formation Internationale, France
42. Glenn Omura, Michigan State University
43. Tammy Orahoad, Indiana University (author)
44. Pat Paulsell, Michigan State University
45. Clifford Perry, Florida International University
46. Elizabeth Plagwitz, Michigan State University
47. Andrea Poehling, University of Wisconsin (author)
48. Gary Ragatz, Michigan State University
49. Michael Reed, Michigan State University
50. Michael Schmidt, Michigan State University
51. Mike Shealy, University of South Carolina
52. Wendy Sheets, Duke University
53. Kathleen Sideli, Indiana University (author)
54. Joan Solaun, University of Illinois at Urbana-Champaign (author)
55. Inge Steglitz, Michigan State University
56. Paulette Stenzel, Michigan State University
57. Joseph Sy-Changco, University of Macau, China
58. Michael Vande Berg, Georgetown University (author)
59. Annagene Yucas, University of Pittsburgh
60. Maida Watson, Florida International University
61. Jerry Wilcox, University of Texas-Austin (author)
62. Beverly Wilkins, Michigan State University
63. Sheree Willis, University of Kansas
64. Diane Wilson, University of Texas-Austin
65. Tim Wuchter, Michigan State University
66. Attila Yaprak, Wayne State University

ROUNDTABLE FACILITATORS

The following individuals served as facilitators at the roundtable discussion sessions:

Cindy Chalou, S. Tamer Cavusgil, Kathleen Fairfax, Linda Gerber, Tomas Hult, Gary Knight, Elvin C. Lashbrooke, Jr., Pat Paulsell, Gary L. Ragatz, Paulette L. Stenzel, Maida Watson, and Attila Yaprak.

ROUNDTABLE RAPPORTEURS

The following individuals served as rapporteurs at the roundtable discussion sessions: Ernest S. Betts, Elizabeth B. Booth, Kenneth Holland, Tunga Kiyak, Gary Knight, Gary L. Ragatz, Andrea Poehling, Kathleen Sideli, Paulette L. Stenzel, and Michael J. Vande Berg,



Roundtable participants in one of the sessions, September 2001, East Lansing, Michigan

INTRODUCTION

BACKGROUND AND OBJECTIVES With the advent of the global economy and marketplace, cultural sensitivity and language proficiency have assumed new, higher levels of importance in business education. Consequently, business schools need to acclimate both faculty and students to the global environment. Study abroad is an effective way to accomplish internationalization of faculty and students; however, there are many challenges relating to study abroad that need to be resolved. The underlying rationale for study abroad is evolving, as are the anticipated outcomes for students studying abroad. Moreover, there is no single source of information about study abroad and best practices relating to study abroad.

As a response to these challenges, the Center for International Business Education and Research (CIBER) in The Eli Broad Graduate School of Management at Michigan State University in East Lansing, Michigan, USA hosted a three-day conference of national and international experts on study abroad activities from the United States, Europe, and Asia. This International Roundtable of Study Abroad Programs in Business Schools held September 22 – 24, 2001, was cosponsored by AACSB—The Association for International Education and the CIBERs at Duke University, Purdue University, San Diego State University, Texas A&M University, University of Connecticut, University of Illinois, University of Kansas, University of Memphis, University of Pittsburgh, University of South Carolina, The University of Texas at Austin, and the University of Wisconsin. More than sixty faculty and administrators from business and other disciplines gathered in East Lansing to share their perspectives and experiences and brainstorm about solutions to issues surrounding study abroad. These eminently qualified educators served as resources persons. Each brought a unique perspective to study abroad issues from their leadership positions in business schools, other disciplines, and the U.S. national resource centers in international business education (CIBERs).

The roundtable experts met in small discussion groups organized into 14 thematic topics that correspond to challenges surrounding study abroad. Authors prepared and submitted papers that served as the focus of the discussions in most of the small groups. These papers served to focus the discussions. The topic categories constitute the sections of this final report.

“The study abroad trip to Mérida Mexico will certainly prove to be one of the most memorable experiences of my college career. I did and saw things on this trip that I never imagined I would. Similarly, the experience opened my mind in ways that I did not think possible.”

*Ryan Wilmering
Summer 2001
Mérida Mexico, our NAFTA Partner*

EMERGING THEMES

1. ANTICIPATED OUTCOMES IN STUDY ABROAD PROGRAMS

Topic: The case for educational outcomes in study abroad

Author: Mick Vande Berg, Georgetown University

Topic: Assessment and documentation of learning outcomes

Author: John Hudzik, Michigan State University

2. RECRUITING STUDENTS FOR STUDY ABROAD PROGRAMS

Topic: Kelley School of Business: A case study in successful integration of study abroad

Authors: Marc Dollinger, Indiana University

Sharon Mitchell, Indiana University

Kathleen Sideli, Indiana University

Topic: Attracting and retaining minority and low income students to study abroad

Author: Joan Solaun, University of Illinois at Urbana-Champaign

3. BEST PRACTICES IN STUDY ABROAD

Topic: The Development of Study Abroad Exchange Programs: A Rich Harvest
(Best Practices and Lessons Learned)

Authors: Natalie Bartush, University of Texas at Austin

Linda Gerber, University of Texas at Austin

4. INTERNATIONAL COMPARATIVE PERSPECTIVES

5. INTEGRATION OF FOREIGN LANGUAGE INTO STUDY ABROAD

Topic: Thinking and doing outside the box: Study abroad in the target language at business schools overseas

Authors: David P. Earwicker, San Diego State University

Steven J. Loughrin-Sacco, San Diego State University

Topic: The role of foreign language instruction and proficiency as related to study abroad programs in business

Author: Orlando Kelm, University of Texas-Austin

6. FACULTY INVOLVEMENT IN STUDY ABROAD PROGRAMS

Topic: Faculty Involvement in Study Abroad

Author: Annagene Yucas, University of Pittsburgh

7. INTERNATIONALIZING THE STUDENT BODY VIA STUDY ABROAD

Topic: Internationalizing business students through the study abroad experience: Recruitment and marketing challenges

Authors: Kenneth Holland, University of Memphis
Ben Kedia, University of Memphis

8. ADMINISTRATIVE ARRANGEMENTS FOR STUDY ABROAD PROGRAMS

Topic: Home campus administrative structures: Evaluation and quality control, predeparture preparation, re-entry

Authors: Cindy Chalou, Michigan State University
Inge Steglitz, Michigan State University

Topic: Administrative arrangements for study abroad programs

Authors: Ivy McQuiddy, University of Texas at Austin
Jerry D. Wilcox, University of Texas at Austin

9. FUNDING FOR STUDY ABROAD PROGRAMS

10. GEOGRAPHIC DIVERSIFICATION OF STUDY ABROAD PROGRAMS

Topic: Choosing partners and structuring relationships: Lessons learned

Authors: Andrea Poehling, University of Wisconsin
R.D. Nair, University of Wisconsin

Topic: Collaborative programs between other universities

Authors: Janice E. Clark, University of Connecticut
Sally Innis-Klitz, University of Connecticut

11. INTEGRATIVE STUDY ABROAD PROGRAMS

12. TYPES OF STUDY ABROAD PROGRAMS

Topic: Short-term versus semester or year-long programs

Author: Katie Joyce, Duke University

13. CURRICULAR INTEGRATION OF STUDY ABROAD PROGRAMS

Topic: The structure and process of curriculum Integration in study abroad programs:
The University of Akron international business model

Authors: Bruce Kellor, University of Akron
James Emore, University of Akron

14. SECURITY ISSUES SURROUNDING STUDY ABROAD

A facilitator moderated each group, and a rapporteur recorded the highlights of the discussion. A summary of each discussion session was then prepared and shared with all roundtable participants. A final plenary session was held in which all participants provided input.

The objectives of the roundtable were to reflect on the role of study abroad programs for business students and to share perspectives and experiences about a variety of issues regarding study abroad.

The roundtable project intends to disseminate its findings through two publications. This summary report contains a synopsis of the issues and recommendations of the participants on the fourteen categories of issues discussed. It is hoped that this report will be useful to faculty and administrators who are searching for ideas and answers to the specific issues raised and discussed. A forthcoming book entitled *Internationalizing Business Education: Study Abroad Programs in Business Schools* will feature

essays contributed by the roundtable experts, who shared their papers with other roundtable participants. Each author then revised his/her paper in light of discussions and comments at the roundtable conference.

INTERNATIONAL COMPARATIVE PERSPECTIVES

There is great interest in study abroad programs in business schools located outside of the United States. A very high proportion of business students abroad, particularly those in Europe, actively seek study abroad opportunities, especially in the United States. Among Asian students, both North America and Western Europe are highly desirable destinations for study abroad.

Business schools abroad value the study abroad experience.

“Istanbul is one of the first major cities, outside of the United States, that I have had the pleasure to experience. To be perfectly honest, I was a little nervous before I left because Turkey is not a common place for American tourists to visit. Once I arrived, though, I experienced the wonderful hospitality of the Turkish people as everybody I met, friends and strangers, went out of their way to make my five weeks in Istanbul the best imaginable. The people are generous, their history is fascinating, and the monuments are breath taking. I will definitely return in the near future and bring others to see what I experienced in the summer of 1999.”

*Gale Govaere
Summer 1999
MSU Alumni International Academic Internship
– Istanbul, Turkey*

rience, especially those in North America, so highly that they are typically more flexible than American business schools in accepting courses/credits from institutions abroad, placing more emphasis on the experience abroad than specific course content. When compared to the United States, they also tend to: (a) seek higher levels of expertise in their students in international business, (b) are more likely to require their students to take an international course in their major field (such as marketing or finance), (c) place more emphasis on international experience, (d) are more likely to offer specialized degree programs focused on international business, (e) groom more faculty with international expertise and pay greater attention to faculty internationalization, and (f) build more international institutional linkages, particularly with schools in North America. For example, the Helsinki School of Economics offers a three-path approach to study abroad. First, it offers a 5-year Finnish language program with a one-semester requirement at a North American institution.

Second, it makes available to graduate students an English-language international MBA program with a one-semester block in the program when all students study abroad. Third, it offers a three-year English language undergraduate program with a one-semester study abroad component built into it. The School had to absorb some up front costs in placing this program on track until exchange parity with American business schools was reached. Similarly, the International French Institute requires of all its undergraduate students an academic year abroad. For this year, the students' marks for the year are granted based three equally-weighted components: performance in coursework at the host institution abroad, evaluation by both the student and faculty at the host and home institutions of an international internship the student participates in abroad, and evaluation of an "intercultural management project" completed during the academic year spent abroad.

Pre-departure orientation in non-US business schools typically involves preparation in multiple languages though students are expected to be able to complete the host institution's course requirements in the English language. Generally, little pre-departure orientation is provided to students going to North America or Western Europe, with greater attention given to those destined for Asian countries.

Many non-US schools do not conduct formal assessments of outcomes based on the notion that the value of the study abroad experience is self-evident, and hence, assessment is not that critical.

TYPES OF STUDY ABROAD PROGRAMS Study abroad programs come in various forms. This is necessary because, on the supply side, faculty access varying amounts and types of resources and must adapt such programs to conditions in the foreign study abroad settings, with regard to program goals, classroom availability, excursion requirements, and other such issues. On the demand

side, students have varying needs in terms of what and where they want to study, how long they want to stay, and how much money they can afford to pay. Various types of study abroad programs can be identified.

1. Short-term programs (typically 2 to 9 weeks) that are led in foreign countries by faculty from the home institution, with little or no support from foreign country institutions. Home institution faculty may bear the entire burden of organizing such programs, or they may be supported via infrastructure and support staff of the home country institution. For example, Florida State University (FSU) has small campuses (“study centers”) in several European countries that are owned by FSU and staffed with FSU employees.
2. Short-term programs (2 to 9 weeks) that are led abroad by home university faculty, with substantial support from foreign country institutions. E.g., the foreign institution may offer a short-term training program targeted to special students from abroad.
3. As in number 1 above but long-term in duration (typically one or more semesters).
4. As in number 2 above but long-term in duration (typically one or more semesters).

Within the models above, two major types of curriculum are noteworthy.

1. “Specialized programs” that are analogous to “special topics” courses, designed by individual faculty members, and usually short-term in nature.
2. “Regular programs” that feature courses that normally are offered at the home campus. The courses take place in periods from six to 15 weeks and may be equivalent to courses taught at the home campus and/or designed to confer regular credit.

The length of the program must be balanced against intended results. The trend these days is toward shorter programs, mainly to accommodate students’ busy schedules and limited budgets. Short-term programs, when well structured and value-added, are quite useful and may stimulate students to undertake longer programs subsequently. Where the quality is high, with numerous excursions and educational activities, the short program can be as effective, in many respects, as longer programs. Short programs can be costly on a per-day basis, but often are preferred because they give students the flexibility to return home to take up summer jobs, launch their careers, and so forth. The higher per-day cost can be offset by freeing time before or after for the student to work and pay the additional cost. Longer programs offer a range of benefits as well. They offer students the ability to deepen their foreign language and other international skills, the ability for extensive travel, and a more conducive framework for offering traditional, credit-earning coursework.

Debate has emerged on the merits of establishing a classification system for study abroad programs, possibly leading to the development of accreditation standards. One advantage is that a classification system may facilitate greater efficiency in the distribution of program-related resources. It also can help administrators and faculty better explain what programs a given institution offers. Perhaps such a system can facilitate the creation of a national catalogue of study abroad programs to assist students and advisors to find and select programs that suit specific needs. Alternatively, Elvin Lashbrooke believes that classification systems may constrain the flexibility and creativity with which universities structure study abroad programs. Moreover, there is such a range of programs, that attempting to devise a standard system may be infeasible.


However, at present there is no accepted standard for evaluating study abroad programs. The rationale for having standards includes the ability to transfer credits efficiently to home universities on behalf of students who take coursework abroad, as well as to apply for funding from the federal government and other sources. Once standards are devised, a system of accreditation would then be the logical next step. However, accreditation, for all its benefits, can stifle creativity in the creation of study abroad programs. American models of education do not necessarily fit the norms in numerous foreign countries.

A special category of study abroad program that merits attention is foreign exchange programs in which the home university establishes a relationship with a foreign institution to exchange students

“Our brightly-colored bus is creeping down a jam-packed country highway, jockeying for position in a low-speed, high-mass horse race. Horns are blaring. A heavy rain pelts the windshield. Shopkeepers and fruit sellers on either side of the road rush to cover their goods and produce while mothers in brightly-colored saris hurry their children to shelter. Lightning cracks the sky. Inside the dark bus, the passengers sing lilting songs in Bangla. I can’t stand it! There’s too much traffic. The windshield wipers don’t work. The driver won’t stop honking. Someone is smoking on the bus with all the windows closed. The Bangla singing is driving me mad—it all sounds the same. I stare out my rain-soaked window and seethe..

But there is a giant list of things I love about Bangladesh, too: our Bangladeshi friends, young and old alike, who are some of the most interesting people I’ve ever met; the sharp-proud, ancient-looking sea ships that trade out of Chittagong; parata, the fried bread we often have for breakfast; the cool breeze across the Meghna river as it flows out of Chandpur; and much more. I have a predictable daily routine that sometimes borders on the mundane - and what an experience! Yesterday, I saw amazing 1,700-year-old Buddhist ruins. Today, an auto-rickshaw driver fleeced me out of seventy taka. Tonight I will be forced to eat way too much meat at dinner. Here is Bangladesh, the days can be frustrating and often maddening but also interesting and often exhilarating. Hey, just like real life!”

*Robin Sloan
Spring 2001
Independent Internship in Bangladesh*



on an ongoing basis. It is traditional in such programs for the host institution to pay the tuition and, occasionally, other expenses of the visiting scholars. However, certain caveats regarding such programs should be offered here. International exchange programs can be relatively resource-intensive for the participating universities. Often there emerges an imbalance in resource expenditures due to an imbalance in the number of students being exchanged between the participating schools. When this occurs, for example, the resource requirements to the American institution may be greater and give rise to a sort of subsidizing of the foreign institution. Some institutions have been “badly burned” by negative administrative and resource-intensive experiences, and Ed Ingraham believes that exchange programs have such a potential to create problems that institutions should be cautious about entering into them.

INTEGRATIVE STUDY ABROAD PROGRAMS Most students can benefit from a period of study overseas. A key question is, how can interdisciplinary areas, as majors or minors, be integrated with study abroad? Several models for integrative programs are possible.

- The university may offer a collection of traditional liberal arts courses (e.g., foreign language, literature, history, theater) within its study abroad programs. Such coursework may not accommodate the needs of business students.
- For the university that offers only liberal arts courses abroad, business students may elect to take a minor in the liberal arts area, via the kind of program described above. Such a program facilitates a broader-based education.
- For the university that offers liberal arts courses abroad only, undergraduate students also may elect to satisfy general university liberal arts courses, normally taken during the first two years in four-year programs, via study abroad programs. In order for such a model to succeed, however, students must be apprised of this option early.
- The university may offer a full range of coursework abroad that can accommodate a variety of student majors, including business.
- Alternatively, the university may establish a system whereby credit can be received at the home institution for courses taken at unaffiliated universities abroad. This approach may be ideal for those schools that lack the resources to create full-fledged study abroad programs. However, to accommodate most applicants, the language of instruction abroad must be English. Moreover, study abroad administrators will need to work closely with the registrar and other officials at the home institution to ensure that credit earned abroad is transferable to the home institution.

- Lastly, students may be encouraged to study abroad at institutions not affiliated with the home school. For example, one student undertook to enroll at unaffiliated universities in both France and Japan. While receiving little credit for these pursuits at his home campus, he did learn to speak French and Japanese fluently, worthy outcomes in their own right. This approach is not popular with most universities because it generates few, if any, advantages for the home institution.

Naturally, the success of these models hinges on the offerings in the university's study abroad program. Courses offered abroad must be structured to ensure that resulting credits will be accepted by the home institution. This may require close cooperation between the registrar's office and the study abroad program. Some study abroad administrators find they must bypass the registrar and lobby progressively-minded provosts or presidents directly, in order to effect change in credit-granting policies that have not historically recognized coursework taken abroad.

Interdisciplinary courses also provide opportunities to increase study abroad enrollments. For example, a course in Business Spanish can attract students from both business and foreign languages. Florida International University was able to increase enrollment in its Japan courses via team teaching that employed both a business professor and a Japanese professor. The approach tends to spark business students' interest in language and language students' interest in business.

At Florida State University (FSU), the study abroad curriculum offers both specialized and regular programs. The specialized programs are analogous to "special topics" courses and are designed by individual faculty members. Regular programs feature courses that normally are offered at the home campus. The courses take place in periods from five to 15 weeks, and all are designed to confer regular credit at the home campus. Offerings are rich enough that students can theoretically complete the first two years of undergraduate study at FSU's campuses abroad. To maximize revenue generation, the program is open to students from any other institution, and application information is accessible at the university's website.

At the University of Texas in Austin, business students are expected to take two courses abroad during their undergraduate tenure, and undergraduate international business students are required to study abroad. Upper division foreign language is a requirement for all international business majors. Michigan State University requires study abroad for some minors, an approach that increases participation. However, the cost of foreign study must be kept in line with that of the home campus. This can be accomplished through subsidies or by establishing campuses in developing countries where the lower cost of living offsets the cost of traveling to and from the foreign location.



Study Abroad kiosk at a campus fair

At progressive campuses in Asia, Europe, and elsewhere, study abroad may comprise a critical component of the university's curriculum. For example, at the University of Macao, business students are required to spend one year abroad, completing coursework at foreign institutions that is pre-approved by home-school faculty. In Germany, several universities have various programs for students to study abroad for one year or more. At the Masters of Business Administration level, several American universities offer innovative programs that include internships with corporations located abroad. The University of South Carolina and the American Graduate School of International Management (Thunderbird) in Arizona are among institutions offering programs of this type.

ANTICIPATED OUTCOMES IN STUDY ABROAD PROGRAMS

During the Cold War period, study abroad had two well defined goals: to become proficient in a foreign language and to learn about and adapt to another culture. Accomplishment of these two goals required long-term study abroad of at least a semester preferably an entire academic year. Today there is a shift from long-term to short-term programs, and classes are taught in English. The question that presents itself is: What goals have replaced the two Cold War era ones?

The answer is not clear because different kinds of programs allow for different kinds of learning and, therefore, different outcomes may be achieved. To properly identify educational objectives, we need a unified classification system for study abroad programs. At the 1998 NAFSA Conference in Washington, D.C., John and Lilli Engle proposed a five-level classification system, based on seven key elements:

1. Length of sojourn
2. Foreign language proficiency prior to departure
3. Language used in coursework abroad
4. Context of course work abroad (delivery mechanics, such as whether the host or home university faculty teaches, whether courses are specially arranged, etc.)
5. Type of housing provided
6. Whether active, guided culture learning is provided
7. What sort of pre-departure and on-site orientation is provided

There are several ongoing research projects developing instruments and measuring learning outcomes at institutions of higher education and other institutes. *Forum for Education Abroad* recently has been established with the distinct focus on assessment research.

Several recommendations concerning assessment were made:

- Future assessment research needs to be done inter-institutionally
- A study abroad classification system needs to be developed
- Discipline specific faculty need to identify appropriate outcomes
- Intercultural learning needs to be included as an outcome of any assessment
- Researchers need to identify the right intercultural instrument
- Long-range impact studies need to be included

“My study abroad trip was the most valuable experience that I ever had. I went to Costa Rica to learn more about the ecological, geological, and cultural features of this country. The trip was so thrilling and exciting that I almost forgot that I was in school. Costa Rica has made me understand the importance of the earth, by learning that 60 percent of the world’s population relies on medicine that comes from plants. If we continue to destroy the earth at the present rate of destruction then how would we cure the people who depend on these God-growing plants for survival? Studying environmental science in Costa Rica made me aware of many things that would have gone unknown if I had not taken advantage of this opportunity. I would advise all incoming freshmen to consider studying abroad during their career at MSU because this was an amazing experience that I will never forget.”

*Malik Tansil
Winter Break 2000-01
Environmental Studies in Costa Rica*

“Choosing to participate in the Study Abroad Program was one of the best decisions of my entire life.”

*Sarah Chandler
Summer 2001*

Mérida Mexico, our NAFTA Partner

Peter McPherson, President of Michigan State University, recently commissioned a study abroad impact assessment project undertaken by a high-level assessment committee. The first observation of the committee was that it was a much bigger project than anyone imagined. The project charge was to assess the impact of study abroad on students, on faculty and the university as a whole. The scale of the project was so large that the committee focused on the impact on students, leaving the impact on faculty and institution for later.

The committee obtained information from the following sources:

- Student participants: before, during, upon return, and sometime after (graduation) through questionnaires, student journals, in-depth case studies, focus groups and interviews, and alumni studies.
- Central university database — cohort analysis. Instead of looking at a graduating class, the committee tracked all students enrolled during a specific semester through their educational experience.
- Bibliography of publications related to assessment of the impact of study abroad.

The committee identified five general categories of impact on students:

- Academic progress and intellectual development
- Attitudes, e.g., tolerance towards others, self-confidence, cultural attitudes
- Skills, e.g., foreign language proficiency, coping with ambiguity, critical thinking
- Understanding and appreciation of the world and one’s place in it, e.g., reflection on other and one’s own cultures, perspectives on the role played by politics and the arts in the human condition
- Effect on one’s place in society, e.g., employment opportunities, ability to improve job performance

The committee found some interesting things in its study:

- Eighty-four percent of participants had traveled abroad prior to their study abroad experience while thirty-four percent had four or more trips abroad.

- Attending overseas study does not negatively impact a student's graduation rate or time to degree. In fact, the rate of graduation for students who studied abroad was higher than those students who did not study abroad.
- Women study abroad in greater proportion than do men.
- African-Americans and Native Americans study abroad less than whites.

While quantitatively achievable data is desirable and useful, the importance of also examining qualitative feedback of students should be stressed in order to get a complete picture of the impact of study abroad programs.

The committee's next steps are to:

- Do in-depth case studies of selected programs.
- Perform an assessment of the causes of the different participation rates among genders and various ethnic groups.
- Address the issues of socialization and drinking.
- Analyze student performance in sections of a given course offered on-campus compared to that in sections offered abroad.
- Examine employer attitudes about potential employees who have studied abroad.



As part of the MBA Study Tour to Turkey in May 1998, MBA candidates from Michigan State University had the opportunity to visit and interview company executives.

While such research is important, many study abroad offices and academic units lack staff time, expertise, and other resources to conduct such research. Making assessment attempts more comprehensive and inter-institutional will make them even more demanding. There is an obvious need for a national professional association, which is backed by our institutions to advance research in the field. There is a need for uniformity in measurements and comparisons for the research to be meaningful.

CURRICULAR INTEGRATION OF STUDY ABROAD PROGRAMS

Integrating study abroad experiences into established curricula has been a challenging task for business schools. While students typically desire these experiences and would like to receive maximum credit for them, the challenge has been in ensuring that these, often unconventional, programs meet relevant content, rigor, quality, and accreditation requirements at business schools. Equally challenging has been convincing the business school faculties that value is added to business students' educational portfolios through study abroad experiences. Specific challenges business schools cope with in this context include curricular issues that ensure equivalency to the extent possible, and administrative mechanisms that are put in place that facilitate effective program delivery. Among the curricular issues, the significance of language education and internships abroad and validation of the study abroad experience are key. Issues that are important in the administrative domain include concerns over when to send students abroad, where to send them, how to coordinate the timing of the programs, and how to ensure flexibility yet equivalency in transferring credits from abroad.

Perhaps the most important question business schools have had to grapple with in this context has been the significance of language education in business school study abroad programs. Experiences of business schools in this regard show that while language education is important, it need not be a substitute for the actual cultural/international experience for students. Indeed, the University of Akron's experience with its programs and corporate feedback to Akron programs suggest that what is more important than language education is an international business mindset: ability to cope with uncertainty in an unfamiliar environment, ability to make effective decisions in such an environment, and tolerance for environmental, that is cultural, differences. That is, while language proficiency leads to cultural sensitivity, it does not, by itself, prepare students for effective decision-making in the international business environment. Thus, many business schools now require an international experience of their students that can be satisfied through overseas internships or practica as well as language or area studies education.

Internships and practica are typically arranged around a project that starts prior to departure and involves an overseas stay of 4-12 week duration. Typically, the overseas partner institution assists in providing the housing, advising, some coursework around the internship, even finding the internship.

Another issue is the worth of the internship in terms of credit earned by students. Most faculty, whether business or otherwise, are reluctant to give credit to a purely practical overseas experience, but are much more forthcoming if the internship has an academic component. Most schools, for instance Michigan State and the University of Minnesota, use a triangulation process to validate that academic learning has taken place: the academic advisor at the host institution monitors the internship, supervises the student's progress, and assigns an evaluation; the student's mentor at the internship company assigns an evaluation after supervising the student; and the faculty member at the home institution assigns an evaluation to the student, often after reading a paper written by the student. The key here, of course, is working in collaboration with overseas partners so that all parties, those at home, those abroad, and the students themselves, benefit from the experience.

Assigning credit is important for a number of reasons. First, it validates the experience; it is the way in which the institution communicates the validity of the experience. Second, it allows students to progress toward their degrees and receive financial aid and health insurance. Third, it serves as a pricing mechanism; that is, giving credit is the way the university collects revenue as it does with on-campus programs. Finally, receiving credit may be a motivational tool for those who otherwise might not consider going abroad.

Since international business education is a lifelong journey, it is important to make the study abroad experience available to a wide range of students. This can be accomplished through such things

“When I found out I was accepted to study in England all year, I had to make a choice. Come home for Christmas/New Years or stay in England? Being that it would be the greatest New Year’s ever, and only comes along once in a Millennium, I chose to stay in England. London would be the place to be on New Years! The way I wanted to get there, however, was non-traditional. I wanted to walk to London.

This was my own personal goal, and I knew I had only one shot. On New Year’s Eve I set out walking from Guildford at eight in the morning. Along the way I saw the sunrise over the English countryside, tales from people in the shops, and the occasional mishaps. Twelve hours and 35 miles later I arrived at Big Ben, four and a half hours too early.

For those four hours, and then some, I ached all over. But what I witnessed I will never forget. Millions of people on the streets of London, Big Ben striking every quarter hour and cheers getting louder until you couldn’t even hear it anymore, the policemen on horse-back patrolling the streets, thousands of fireworks going off simultaneously, not to mention all the crazy characters in the crowd. This was the place to be!

Being in London on Millennium Eve was a dream come true. I would do it all over again if I had the chance. I will never forget my year in England nor all the experiences I’ve had while over there. Thank you Study Abroad!”

*Mike Sheppard
Academic Year 1999-2000
University of Surrey—Guildford, England*

as certificate and executive MBA programs in addition to traditional study abroad programs. Other approaches include enrollment in special visiting student status, at the host institution, or participation as private entities so that the institution does not carry any liability.

Keillor and Emore (2001) argue that a key question that needs to be answered in this context is *when to send students abroad*. Two approaches are essentially followed in this context. Some schools send students abroad when they are freshmen and sophomores, but most send them as juniors and seniors, the junior year being the preferred timeframe. The merit in the earlier years is *greater flexibility*, that is, the ease with which students can fit courses taken abroad to satisfy various general education requirements. The merit in the later years is *opportunity*, that is, the option to sample from a range of business, as well as general education requirements, that students can take while abroad and build on these during their senior year.

Closely tied to the question of when is *where*, that is, the host institution at which study abroad will take place. The most effective model here is one where the business school forms, and sustains, partnership relationships with a few, carefully selected, host institutions. In this context, while the university might have formal agreements with perhaps two dozen universities around the globe, the business school might have active partnerships with perhaps six to eight schools strategically spread around the globe. It is also important for the school to have exchange coordinators, perhaps one for each region,

to assist in administering the programs.

Keillor and Emore (2001) argue that *term coordination* remains particularly difficult in study abroad. Most foreign institutions start their academic years in late October or early November and end in late June or early July. For this, and many other reasons, many business schools have been opting, increasingly, for the Spring (the second) semester to send their students abroad. The fact that the end of this semester overlaps into the summer rather than the beginning of another semester at home makes the program easier to manage. The weeks between completing the Fall term at home and the beginning of the Spring semester abroad gives the students the opportunity to prepare for the experience. Ending studies abroad in July gives the students the chance to travel, or in some cases work, abroad in August before

“Being an African American female and an older student, my experiences were unique to most others. The Swedish men were aggressively attracted to me and the other black female in our group. This was quite a culture shock to us as they bought us drinks, asked us out, and said that they had only seen us on TV and always wanted to meet and talk to one of us. I found that I had to confront some of my own prejudices regarding white men and view them without all of the baggage that we have here. It was refreshing and flattering. I also immediately noticed the absence of the constant topic of race in all forms of the media and every day of our lives as is here in the States. It brought to my attention the total obsession that we have here regarding race. “One does not really understand America until they leave it”. Every student should have an overseas experience before they leave MSU. It broadens your life!!!”

*Penny Barker Wali
Summer 1998
College of Business - Sweden and London*

returning home for their senior year. An alternative option which has become viable recently is studying abroad during the summer. Many host institutions prefer this option as it gives them the opportunity to generate additional revenue in addition to providing cultural experience opportunities for their own students.

Another thorny issue is the *content of the educational experience itself* and the awarding of *transfer credits*. Three key concerns in this context are course selection, program selection, and credit transfer. Perhaps the best approach to course selection is arriving at the host school with a portfolio of pre-approved host-institution courses. A particularly challenging problem here, however, is establishing content equivalency of the courses in question. Since equivalency might be difficult to achieve, as Keillor and Emore (2001) suggest, the underlying philosophy of the study abroad experience should be weighed against achieving exact replicas of home school courses. That is, rather than seeking exact course content and rigor level, a standard of “underlying intent” might be more appropriate. Should a particular course at a host institution demonstrate reasonable consistency when compared to the home course, it would seem appropriate to approve the transfer. The spirit should be one of balance; on the one hand credit should be given only to those experiences that meet certain goals and performance requirements, while on the other hand, flexibility should be applied to establishing equivalence of content.

One way to assure course equivalency might be the inclusion of a short study abroad experience in a course taught traditionally at the home institution. Typically offered during part of the summer or during Christmas or Spring Breaks, these experiences offer flexibility to both students and faculty while assuring quality. For example, at the University of Akron, a four-week project is offered at a partner institution in London as part of a traditionally taught international marketing course taught at home in the short summer session. A course on the European Union is offered at Wayne State in similar fashion



Michigan State University Study Abroad Resource/Advising Center

where the students travel to Germany during Spring Break in addition to taking the course throughout the second semester.

Perhaps the most perplexing problem involves credit transfer. While schools have experimented with a number of models in this context, Keillor and Emore (2001) suggest that the approach that seems to work best is tracking course enrollment patterns of former study abroad students. Structured articulation, that is, developing a list of courses with each partner school with a pre-approved list of matching equivalent courses has also been tried by many schools, but Keillor and Emore (2001) indicate that this approach has not been particularly effective in affecting credit transfer. There are also problems faced internally in transferring credit. Some departments will use reentry by examination to assure that quality in the student's program has not been compromised, others will simply not accept credit from institutions abroad simply due to their ethnocentrism. These problems underscore the importance of establishing clear institutional policy guidelines with regard to what may and may not be acceptable in credit transfers.

Keillor and Emore (2001) argue that effective curricular integration of study abroad programs is ultimately accomplished through two key ingredients: a defined structure and process in implementing the program, and flexibility in degree programs, curriculum content, participants, and credit transfer procedures. Another important ingredient would seem to be the home institution's vision, organizational structure, growth strategy, and resources, and the host institution's commitment to the partnership. Without these, it seems unlikely that study abroad programs will function effectively and grow into the future.

INTEGRATION OF FOREIGN LANGUAGE INTO STUDY ABROAD

A key issue in foreign language study is the perception, or perhaps the reality, that English is becoming the worldwide "language of business." However, among countries in which it is not an official language, English predominates primarily among the educated elite, and chiefly in Europe and a few other highly developed areas in the western hemisphere. In reality, any international business person can benefit from foreign language knowledge. The ability even to exchange pleasantries with locals in business meetings engenders good will. Firms that retain workers who speak particular languages fluently enjoy competitive advantages over those with little or no foreign language competence. From the student's standpoint, the best approach for foreign language learning is immersion, and this is best accomplished via language programs taught in countries where the target language is the mother tongue. Accordingly, the task facing study abroad personnel is to create programs that incorporate substantive foreign language training.

Generally, while top managers in the corporate world do not always rank foreign language knowledge as a top priority in hiring, they often cite the lack of linguistically capable employees as a major concern. In all events, a prerequisite for successfully designing language-based study abroad programs is to understand the real needs of business in an increasingly global marketplace. There is also a role for educating existing managers about the value of having internationally-knowledgeable or linguistically-skilled employees.

In the United States, most business students lack the ability or determination to learn a foreign language well. Study abroad programs that incorporate foreign language study must be designed with such students in mind. The most successful students will be those who receive superior preparatory language training prior to enrolling in language programs abroad. At a more grass roots level, foreign language faculty and other interested professionals may work with high schools as well as university-level orientation and advising personnel to promote an emphasis on foreign language study.

When integrating foreign language into business curricula abroad, one must consider the interplay between language content, business content, and overseas study. Because participating students will have a range of backgrounds and objectives, the study abroad office must consider offering a variety of programs within the international portfolio. Several relevant models are possible.

- Programs that primarily emphasize language acquisition, in either regular or intensive formats, that are conducted over periods ranging from a few weeks to one or two semesters. They must be taught by foreign language faculty.
- Programs that offer business courses taught in the target language. In this model, students learn business content within the context of the host country as well as improve language skills. Such programs are especially challenging; they must be targeted to advanced students and taught by foreign language faculty.

“Once my Russian family had gained confidence in my ability to communicate and handle myself in the Russian community, I went down to the courtyard. In many instances the children urged me to play basketball with them, and now I could, and did. What surprised me most was the fact that I only played basketball back home about once a year, yet they were comparing me to the likes of Michael Jordan. Maybe it was the height difference, or maybe I was the first American person with whom they had played basketball. Either way, it was cool. On a later day I worked my magic once again, literally. For the past few years I have dabbled in the art of illusion. One of the best things about this form of entertainment is that it is easy to manipulate the act to break the language barrier. Armed solely with a deck of cards and a set of magic coins, I made about fifty new friends. It’s amazing how something so small can have such a big impact on these children, and on my life too. I was no longer a stranger anymore. After these instances, there was not a day when I walked home without a mob of children rushing to talk to me. I was famous, and I liked it.”

*Matt Cox
Academic Year 1999
Engineering in Russia*

- Language programs taught primarily in English, targeted to novice students with scant foreign language skills. Such programs are likely to be popular among business students with limited language skills and among those who, initially at least, have no intention of further language education. Such programs also can reach a larger audience of students who, simply through in-country exposure to a foreign culture, become more internationally knowledgeable and may be inspired to expand their language skills via deepened language study.

In the development of such programs, linkages must be established between faculty in business and liberal arts (especially foreign languages). Collaboration with foreign language departments can be crucial to the development of well-rounded international business education. A potential challenge in such partnerships is that most language faculty have traditional training and may be uncomfortable or ill-prepared to teach content that is more business-focused. Thus, the language professionals themselves may require special training.

Lastly, although Spanish, Chinese, Japanese, French, Russian, Portuguese, Hindi, and Arabic are undoubtedly among the most useful foreign languages for a business person to know, consideration also must be given to less common languages, such as Polish, Thai, and Swahili. The study of such languages can provide substantial benefits by allowing the business person to acquire rare expertise in world regions that may hold excellent prospects, particularly for certain firms and industries. Students should be reminded that some of the largest and fastest growing segments of the world economy are in areas in which less common languages are spoken. Students who study such languages can open themselves up to extraordinary and interesting careers.

INTERNATIONALIZING BUSINESS STUDENTS THROUGH THE STUDY ABROAD EXPERIENCE

Introduction Traditionally, motivating students to participate in study abroad experiences has been a challenging task in American higher education. Holland and Kedia (2001) report that less than one percent of students in American colleges and universities participate in study abroad experiences. Typically, those who study abroad are undergraduates in the liberal arts and sciences who spend one semester in Western Europe, mostly in Great Britain. Those who participate in programs in Latin America, Asia, and Africa are apparently far fewer, fifteen, six, and three percent, respectively. This is true even when half of the freshmen indicate that they want to study abroad and think that it is a significant learning experience (they rank it second to only internships). Motivating students at smaller colleges

and universities, men, and minorities has also been challenging as we find that 40% of study abroad participants are from large, research universities, 67% are women, and only 16% are minorities.

Motivating students in the professional schools, including those in business administration, has been much more challenging. Even though the proportion of business students participating in study abroad programs has increased within the last two decades (from 11% in 1985 to 16% of the total in 1999), the proportion in the humanities and social sciences has been much more positive (making up 35% of the total in 1999). Fortunately, the picture for business schools appears to be getting more promising recently. The latest figures indicate that business students may have studied abroad at a higher rate than other majors, and may have preferred longer study abroad periods (at least one semester, rather than one month or less) in 2001 (Holland and Kedia 2001).

Obstacles to Study Abroad in Business Schools Even with this promising upturn, many obstacles remain for business schools in promoting the study abroad experience. Based on a survey of AACSB-accredited schools, Holland and Kedia (2001) discuss five reasons to explain this phenomenon. Among these, *cost* and *potential inability to complete a degree on time* are the most important. Other reasons appear to be the *failure to see career value in study abroad*, *lack of interest in foreign travel*, and *lack of study abroad opportunities tailored for business students*.



Sydney, Australia, The Opera House

When cost is an additional burden in going abroad, only a few students appear to be willing and/or able to pay this extra price. Many business students, especially those in urban environments, work at least part time, and are unwilling to sacrifice the additional income for a study abroad experience. Further, if the study abroad program constitutes an interruption and is not an integral component of regular study, it is not likely to be popular among students. In this context, accounting majors appear to be particularly disadvantaged as their programs are necessarily US-based and do not allow much flexibility with electives or independent study. Sometimes, transfer of credits received abroad back to the home institution becomes an obstacle when business schools are unwilling to give full credit to parts of the study abroad experience. When courses are not tailored to overseas travel, for instance, when the study abroad experience is primarily US-based or is simply a tour of foreign countries with little academic content, they are not popular among business students. Further, the fact that study of foreign languages and cultures is not typically required in business schools appears to discourage participation in study abroad. Indeed, Holland and Kedia (2001) report from a study by Hesel and Green (2000) that the majority of business students surveyed in their work would study abroad if a foreign language was required.

A more serious obstacle appears to be student and business school faculty attitudes toward study abroad. Some business faculty perceive teaching and research abroad as less rigorous than that in the United States and discourage students from study abroad opportunities. They further perceive the English language as the language of business, and see little potential gain from learning other languages. Many students, for their part, do not recognize the potential value in studying abroad, and are often misled by business faculty's lack of acknowledgement of value in overseas experiences.

Equally discouraging are the obstacles in the timing and length of the study abroad experience. Holland and Kedia's work (2001) indicates that while the traditional, longer periods (such as a semester or an academic year) are more common study abroad durations at private institutions and liberal arts colleges, business schools at public universities, especially those at urban institutions, appear to



China, The Great Wall

prefer shorter periods, typically in the summer and/or between the Fall and the Winter semesters. Urban schools tend to provide less flexibility in the business major, students are likely to be older and married, and are usually dependent on financial assistance. Further, students at these institutions are likely to come from poorer families with parents of limited income and education, belong to ethnic or minority groups, and are likely to be reluctant to travel abroad due to perceived prejudices in foreign countries. Lack of information about study abroad, anxiety, and misconceptions further complicate participation by urban business school students in study abroad experiences.

Motivation, Communication, and Promotion While interest in international offerings and programs appears to be increasing in business schools, more effective communication will further increase student interest in study abroad programs. In this context, we find that faculty interaction with students is the most effective means of direct communication, followed by student-to-student interaction (word-of-mouth), especially with those returning from a study abroad experience. Other effective direct methods include information fairs and recruitment meetings. Equally important is *championship* or *ownership* of the study abroad cause by an administrator and a faculty member (sometimes recruited by the administrator), and the establishment of a *reward* system that will reward the champion faculty and the administrator.

There are also indirect methods of communication that can be effective. Among these, we find brochures, mailings, publicity, and the Internet as the most effective. Postings to bulletin boards, newspaper ads, and videos also appear to be effective, but less so. The Internet appears to be more effective in larger, research universities, less so in smaller, rural, community-oriented schools. Presentations by business leaders about the career value in study abroad experiences, and those by foreign students studying in the United States also appear to be useful tools in promotion.

We find that business students participate in study abroad experiences for a variety of reasons. Furthering educational and professional development through foreign knowledge and experience appears to be a significant motive. Improving language and interpersonal communication skills, adventure, greater recognition at home and enhanced employment possibilities also appear to matter, but less so. Expanding cultural horizons appears to be most significant motivator.

Study abroad programs are effective to the extent that there are clear *incentives* for students to participate in them. Perhaps the programs that provide the greatest incentives are those that combine study abroad coursework with internships. These offer the potential for future employment, look impressive on a student's resume, and appeal to students because of the practical applications they bring to

classroom learning. For example at Michigan State University, most of the study abroad programs cost the same or less than what it would cost to study on campus. Special scholarships are also made available for study abroad. Shorter programs, such as those conducted at many universities during Christmas or Spring Breaks, also provide an incentive. Other universities, Worcester Polytechnic Institute and Lake Erie College among them, offer a free passport to each student who wants to go abroad. Still others, including Beaver College, offer their students perks while they are on study abroad trips. Some colleges offer incentives to faculty to motivate them to go abroad. These typically include travel support and summer grants.

Some colleges and universities go beyond motivating their students to study abroad; they *require* them to do so. This is done typically through international MBA programs, such as that at the University of Memphis, but also through other avenues. For instance, undergraduate international business degree programs, such as those at the University of Wisconsin, St. Norbert College, and the Monterrey Institute of International Studies, graduate business degree programs such as those at the American Graduate School of International Management, San Diego State, University of South Carolina, and Brigham Young University all exemplify one of these avenues. All of these programs require language study in addition to proficiency in area studies. These programs are often administered through reciprocal exchange agreements with foreign universities, with students typically enrolling in those universities.



Business opportunities abroad at Michigan State University

Recommendations for Increased Participation There appear to be many ways with which to foster greater participation of students in study abroad programs. Based on their thorough review of the literature, Holland and Kedia (2001) summarize some of these. While certainly not exhaustive, their recommendations reflect a thorough portfolio of the ways in which participation in study abroad can be enhanced among business students.

It is clear that the greatest challenge and the most rewarding is *educating the students and the faculty* about *the value* in such programs. This can be done effectively through providing incentives to faculty as well as to students to participate. Also important is the direct involvement of a key administrator and a faculty *champion* who will promote, with missionary zeal, the rewards, both academic and personal, students can absorb from a study abroad experience. Equally important is preparation of an *environment conducive to these experiences*, for example programs revised to better accommodate these types of experiences in students' individual programs (this is particularly true for accounting majors, typically the most constrained among business students). This might involve building greater flexibility into transferring credits earned at foreign institutions, reducing the number of required courses to allow for directed studies abroad, and the like.

It seems important to start with English-speaking programs, perhaps in Canada or Great Britain, then expand into Spanish-speaking countries, perhaps into Mexico to reduce costs as well as to give students, and the institution, a more comfortable initial experience. This might be followed by establish-



Michigan State University Study Abroad Fair

ing requirements in language as well as in area studies in programs specifically designed for international business study in various areas of the world.

Finally, it appears equally important to provide a wider range of scholarships and other opportunities for students, especially those at public, urban universities to participate in study abroad experiences. This might involve collaboration with the business community, a feature that is not common to, but very much welcome in, designing and expanding study abroad programs.

INTERNATIONALIZING THE STUDENT BODY THROUGH STUDY ABROAD PROGRAMS

Internationalizing the student body through study abroad programs has been a challenge for business schools. This challenge is sourced primarily in three problems: 1. faculty and administrators in business schools do not seem to value study abroad programs; 2. business students themselves do not typically see much value in these programs; and, 3. business students are utilitarian, that is they are reluctant to invest time and effort into learning a language which is not likely to lead to immediate tangible benefits.

To overcome these difficulties, business school study abroad program administrators have been employing a variety of incentives to motivate students to go abroad. Potentially, the best incentive is to create a way to combine courses for additional credit, e.g., language courses added to the international business major for extra credit (employed at the University of Kansas business school). The University of Memphis requires a 3-credit Business Policy course which brings students who have participated in a variety of study abroad programs together. Florida International University has students participate in post-program experiences such as discussions on the cultural attractions visited by the students.

A second method used is bringing visiting study abroad students from the partner university abroad and American business students together. At Wayne State University, Ukrainian study abroad students are brought together with American students at a Student Symposium where selected international business issues are debated. This symposium raises awareness of, and excitement about, study abroad programs in general, and the specific Ukrainian program particularly. Other business schools employ a buddy system where an international student is matched with an American student upon his/her arrival, raising the interest of the American student in study of other cultures and their peoples.

A third approach is making use of business executives who are potential employers in the area. Many business schools use businesspersons as guest speakers in classes, others have them speak at prestigious speakers' series, still others use them as mentors on student projects. As role models, these persons can affect business students mindsets about study abroad programs positively. A potential con-

cern here is the possibility that an executive who is not particularly positive about study abroad experiences might be the speaker. For instance, those who are involved in hiring may be uninformed about these experiences. It is key, therefore, that executives who are familiar with the school's programs or who might have been study abroad students themselves be used in this capacity.

Finally, the study abroad experience will be positive all the way around for business students if knowledgeable, experienced business school personnel administer these programs. This includes advising, pre-departure training and post-arrival sharing of the experience upon return. Although it is likely to be more expensive, this approach is likely to lead to greater returns in the longer term.

GEOGRAPHIC DIVERSIFICATION OF STUDY ABROAD PROGRAMS

Traditionally, study abroad programs have taken students to countries that are culturally, economically, and/or psychologically similar to the United States (Great Britain, France, Germany, etc.). To develop an appreciation in students for the “whole-world-study” concept, however, it is critical to develop and conduct programs at *non-traditional locations* (Africa, the Indian subcontinent, Southeast Asia, the Middle East, etc.). While there were only a few of these even two decades ago, many universities have been experimenting with them recently. A review of national study abroad statistics for non-traditional locations shows that while in 1984 only 5 percent of American students studied at such locations, by 2000, this proportion had risen to 17 percent.

A second critical ingredient in geographic diversification is making study abroad in non-traditional locations a significant component of *strategic vision and plans*, and delivering well-organized opportunities in those locations in a regular manner. While sometimes these programs are initiated by the personal interest of individual faculty or advisors, they are not likely to be effective unless they become a significant part of the strategic plan of the business school or the University.

Schools have typically found that *collaborative arrangements* ease program delivery in

“This past summer I was part of the History/Arts and Humanities program in the UK and Ireland where I had one of the best times of my life. The experience I had was amazing. I had a chance to visit Wimbledon, the British Open and the Old Course at St. Andrews: to a golf and tennis fan, it doesn’t get much better!”

With all of my adventures, I got far more out of this program academically than I would have in a classroom in East Lansing. As an engineer, I have no shame in admitting that history is not something I would choose to study, but to experience it first hand is something totally different! Everything I learned about all the churches, castles, and museum became so much more interesting when I was there to walk through them. I wish I were still in Europe: it was an experience I will never forget.

Thank you for the time of my life!”

Michael Birtsas

Summer 2001

History/Arts and Humanities, UK and Ireland

non-traditional locations. This is because these arrangements provide a network for collaboration in many ways, including those outside of a particular study abroad program; lead to expansion into other comparable programs; provide better utilization of capacity; and reduce costs on any one school.

Encouraging students, particularly those in the business school, to participate in *non-traditional-location study abroad programs* is facilitated by a *wide variety of factors*. Among these, linking the sites to future career opportunities appears to be a key ingredient. Linking them to logical language connections (Middle East to Arabic or any of the Latin American countries to Spanish, for example) seems to be another important factor. Delivery of shorter-duration programs and offering them to a wider range of students (traditional and non-traditional or urban and rural, for example) and providing opportunities for further exploration at these sites appears to be yet another important feature. Embedding a seminar or short-duration program at the non-traditional site (Hungary, for example) into a longer-duration program at the traditional site (Germany, for example) seems to be another factor.

Other incentives that might be used to attract business school students to the non-traditional-location study abroad programs include the following. First, it is critical to design and deliver programs



Ecuador

that offer a non-business curriculum alongside the business curriculum. In this context, it is important to mix business with non-business students, perhaps with curricula, such as economics or political science, which might be of interest to both groups. Second, it is important to involve the business community in the non-traditional-location programs with internships there (or upon return here), and scholarships they would provide to students. For example, the University of Texas was able to generate interest in a program in Thailand through an internship feature attached to its program. Similarly, Michigan State University was able to utilize its active alumni network in Turkey to generate internship opportunities for its students there. Third, it is essential to soothe student and parent anxieties about health and safety in these locations by providing objective facts to them. Since these anxieties are typically a function of stereotypes, exposing parents to facts will go a long way toward comforting them. Fourth, it is crucial to provide funding opportunity information about non-traditional-location programs. Many schools provide information about, for example, NSEP (National Security Education Program), Gilman, and Freeman scholarships and Fulbright-Hays and Bowman (travel) grants. Fifth, it is important to motivate teaching faculty, such as lecturers and senior lecturers, to lead study abroad programs, especially in collaboration with (targeted) area studies faculty. For example, Indiana University's short MBA course portfolio, Kelley International Perspectives, involves courses that students arrange under the supervision of a business school faculty in liaison with an area study faculty (www.kelley.iu.edu/mba/curriculum/intl.cfm). Programs like these not only provide opportunities for a broad-brush understanding of business issues particular to specific areas, but also raise the importance of area studies and languages in the eyes of business students and faculty. It is finally important to involve the 30 Centers for International Business Education and Research (CIBERs), national resource centers for advancing international business education, in leading and/or participating in non-traditional-location study abroad programs.

DIVERSE STUDY ABROAD LOCATIONS AND RISKS INVOLVED

Study abroad programs are sometimes clouded by concerns over the risks involved in the study abroad location and the liabilities that might be incurred by both the business school and the university. These concerns are genuine and involve not only the university, but also the students themselves and their parents. These concerns revolve essentially around five questions. Foremost among these is the provision of a safe study environment for the students in traditionally unsafe countries, especially following the events of September 11th, 2001. There are essentially three types of risk in this context: (a) the ethical concern educators feel about the welfare of their students; (b) liability issues, both personal and institutional; and (c) the potential public relations fallout, even if the school is not shown to be legally negligent. Personal liabilities can be handled through various forms of insurance, for example, using one's own life or homeowner's policy and buying supplementary insurance from companies like Travelguard

that provide insurance coverage for travel costs. Insurance coverage over laws of other countries must also be considered as one may be held liable and be subject to arrest in other countries in addition to being liable in the United States.

A number of methods are typically used in assessing the risk of a particular location. These include, for instance, (a) collecting or buying intelligence from commercial risk assessment houses such as iJet Travel Intelligence (Georgetown University is using this service today in its study abroad programs); (b) using multiple sources of risk information; (c) utilizing multiple inputs from, for example, a committee of the university, such as that at Michigan State University, which measures risk levels for all MSU programs on an annual basis; and (d) putting crisis response procedures in place for more effective crisis response, as employed by the University of Illinois and Kalamazoo College, for example.

Another question surrounding risk assessment relates to dealing with students who want to return home during the study abroad program. The best way to handle this is the creation of a refund policy that addresses exactly these types of situations, for all students, including those from off-campus, since any of these students can be traumatized and might have to drop out of the program.

A related question concerns the type of pre-departure guidance and orientation that is built into the programs to minimize the risks involved. The most important training in this regard is helping students understand the attitudes held by different peoples about Americans and/or American foreign policy and what the historical and cultural bases of these attitudes might be. Sensitizing students to these attitudes and perceptions before they go abroad fosters a more understanding and confident attitudes in the students.



Helsinki, Finland

Another question centers around the type of on-location service that is to be provided to students to help solve unforeseen non-education-related problems. A key question here is whether this security service should be handled in-house or outsourced to the host institution. This is typically quite a challenge for business schools, as they normally do not have the personnel or financial resources to solve these kinds of problems in every study abroad location. On the other hand, the range service typically

provided by host institutions for visiting students varies widely, and partner institutions cannot typically extend their resources to providing this service to visiting students. As a result, this is a service that falls on the shoulders of the home business school and the students themselves. Contingency planning, such as working through the State Department in unforeseen situations, is a key ingredient here.

The final concern in this context has to do with the parents of students. At least two issues are prominent: how, and the degree to which, to involve the parents during pre-departure and post-arrival, and how to inform them of the goings-on in their child's life abroad, including in unforeseen circumstances. While there appears to be great variability in how different schools deal with this issue (e.g., there is wide variability in attitudes and policies about confidentiality and the like), generally, schools have policies in place, including contingency plans about handling unexpected developments (such as terrorist activity). The key to success here is to build flexibility into policies and plans so that unexpected and/or tense situations involving the parents can be handled effectively.



Chulalongkorn University, Bangkok, Thailand

FACULTY INVOLVEMENT IN STUDY ABROAD PROGRAMS

Faculty are very important because they drive the programs and often have the greatest influence on students to go abroad. There are various reasons why faculty will or will not participate in overseas programs. Faculty who have already participated in overseas programs are critical for helping to promote such programs to new, potential study abroad faculty.

Faculty must be encouraged to participate in study abroad. They must see a benefit to themselves in order to participate. The most effective incentives to encourage faculty to participate are to:

- Pay business faculty what they normally make at the home campus to teach in the overseas program. Salaries in overseas study programs are usually lower than those paid for regular teaching at the home campus.

- Provide institutional support in the form of traditional aid, such as administrative assistance with logistical issues, and psychic support and encouragement, particularly for faculty who have little or no overseas teaching experience.
- Solicit federal grants and other monies via grant programs, to assist with compensation.
- View study abroad as a faculty development option that counts toward promotion and tenure and annual reviews.

In practice, administrators typically use the following incentives:

- Financial compensation, whether from the university, the college, or both.
- The opportunity to go abroad, as a perk.
- The opportunity to do research abroad, to do research with foreign collaborators. Administrators can enhance this incentive by providing means for faculty to contact and interact with foreign research faculty in specific countries.
- Self-improvement as a teacher/researcher. The ability to spend substantial time in a foreign setting to “recharge your batteries” or “resharpen the saw” in terms of new teaching insights.

Incentive structures are a function of the nature of the university where they are developed. Where you can get faculty to take greater ownership of their own program, they are likely to be satisfied with less compensation. For many faculty, overseas programs are a distraction from their home campus duties. Accordingly, faculty have to be proactive to develop frameworks within which they can continue to perform their usual duties, e.g., research, at the foreign location. Faculty must also have the assurance that they will be within a good, safe, and positive framework when they arrive at the foreign location. This will be particularly true for professors who don't speak the local language, both figuratively and literally.

Much can be learned from the experience of the overseas programs of foreign universities, such as those in Europe. In France, faculty are more inclined to do overseas programs in order to improve themselves or learn from having a foreign experience.

Innovative programs link research funding to their international program offerings to increase the incentive structure to potential faculty who might want to both teach and do research abroad. Also,

the incentive process is likely to go more smoothly the greater the international orientation and vision of the university.

One approach is to send pairs of faculty members from different, but complementary domains abroad. For example, you can have a business professor and a culture/history go abroad together. The insights that emerge from such arrangements are potentially invaluable. This can amount to “personal mentoring” for the business professor from the perspective of a fellow faculty from a different domain—creating a potentially great learning experience.

Another approach is to create a structure wherein faculty can offer courses abroad where they might not be able to do so at the home campus. Thus, many faculty might be attracted to teaching abroad if given the opportunity to teach coursework that they love, but can’t necessarily teach at home. For example, business law courses are quite fascinating when taught in London in the context of the British legal system and traditional, common law-based commercial law.

One potentially radical approach is to view the university as responsible for developing overseas relationships with foreign campuses and then supplying American faculty to teach in those institutions in areas where there is strong need. At the extreme, a network of virtual exchange relationships are developed in which home campus faculty become relatively free agents, teaching at foreign campuses wherever there are specific needs. The foreign universities then supply faculty to the American campus, wherever their needs arise. At the extreme you arrive at a type of virtual university approach, in which free agents come and go as they are needed, depending on their specific core competencies.

The ultimate customer of the university is not the student, it is the employer. Thus, the goal may be seen as developing overseas programs that fit the needs of firms, not students. The students are the product and the overseas program is the means by which this product is developed and improved.

“Beth and I are now traveling around the northern part of India (anything south of here is starting to get pretty hot). After a 12-hour government bus ride, which bumped so much all the benches fell off the empty seats, we made it to Rishikesh.

Rishikesh is located on the Holy Ganges, and is also where the Beatles came to find their guru (according to the Lonely Planet handbook). I thought there would be lots of gaudy Beatles paraphernalia, but just a lot of sadhus, yogis, cows, and fruity Westerners! This is actually a beautiful and quiet place, great for collecting your thoughts and trying out some yoga.

I’ve had two classes already, om’ing and all for a dollar a lesson. Beth and I also climbed the rocks along the Ganges, and sat reading while dangling our feet in. We even dipped the papers we were working on in a bit, just to add a little “holiness” to our work.

Tomorrow morning we take another 12 hour government bus ride (oof!) to Dharamsala, home of the Tibetan Government in Exile and the Dalai Lama (when he’s not jet setting the world defending his people’s claim to their homeland).”

Liz Huff

Spring 2002

Multidisciplinary Studies in New Delhi, India

If students are seen as the customer, then the overseas program can deteriorate into one in which the emphasis is on entertainment and fun times, that is, goals more likely to satisfy the student.



Mexico: Our NAFTA Partner with Michigan State University students

It is important to define the role of the faculty member in developing overseas programs. Is s/he to create the overseas program from start to finish, including logistics, or to what extent does the central international programs office participate, what role do they play? There are two major models:

- (1) Individual colleges and professors drive programs, and the central international programs office provides logistical and other support.
- (2) The international programs office develops the programs, or a strong framework in which programs can be developed, and then goes out and recruits faculty, by various means.

In the case of the latter model, there is a stronger role of the central office to educate faculty about the value of overseas programs, recruit them, nurture and mentor them. Given the existence of a faculty life cycle, faculty can be approached at various times during their career when the opportunity cost of getting involved in overseas programs is low. It is useful to instill young faculty with international values by giving them overseas experience early in their careers, but, on the other hand, older faculty are more likely to have the time to go abroad, late in their careers.

Faculty involvement in overseas programs results, to a large extent, from leadership in the college. It is important to have deans and chairs that see the value of international experience and seek to have their faculty acquire it.

One issue in incentive structures is the fact that if you pay faculty less money to teach abroad

than they make at home, you may be more likely to get faculty who are genuinely passionate about teaching abroad and who are teaching abroad for the right reasons, not simply to enrich themselves financially or otherwise. Passion is important. It is best to support overseas programs by having them staffed with passionate people. This is not always consistent with paying salaries and other incentives that are totally commensurate with what the faculty normally makes at the home campus.

Faculty succession is an important issue that needs to be addressed with regard to each program at the time that it is instituted. Which is better, to have the same faculty teaching overseas year after year, or to have a mix of faculty teaching abroad in succeeding years? There are advantages and disadvantages to each approach, and the best approach probably strikes a balance between these two extremes.

Lessons may be learned from smaller, non-traditional schools that follow different models from those applied at the larger, CIBER-type schools. There is a need to develop case studies of how overseas programs are conducted at non-traditional schools to see what can be learned for best practices at the traditional schools.

RECRUITING STUDENTS FOR STUDY ABROAD PROGRAMS There are a variety of different ways in which institutions have recruited students to study abroad. Among them are curriculum and program development, and marketing convincing benefits and values. Successful recruiters have employed study abroad returnees, advisers, web presence, displays, and informational meetings. Special attention must be paid to recruiting minority and low-income students.

Value is what drives a customer to a given product. The customer is the undergraduate student, and the product is study abroad. The availability of a wide range of program options of varying lengths and models abroad does not by itself result in successful recruitment. Students must see some value to study abroad. Curricular changes in some programs have resulted in adding value to study abroad. Such changes as the creation of an international dimension requirement that may be satisfied by study abroad, an international field specialization, and an international studies concentration have been successful because study abroad can help satisfy the requirements of the student's degree program.

The benefits and values of study abroad must be articulated to interest students in study abroad. The globalization of the economy with its concomitant globalization of careers particularly in business requires professionals who can work and succeed in an international environment. Pragmatic students will see study abroad as a means to an end, that is, a better job. Students who have already experienced cultural differences and conflict, language barriers, and problem solving under adverse circumstances have an advantage in the job market. Personal growth and development (maturation) is another selling

point. Study abroad students return more mature, more seasoned, and with a better sense of self. Study abroad students are more sensitive to diversity issues having been on the other side of the fence. Study abroad promotes life-long learning because it demonstrates that learning takes place beyond the campus. Strong friendships may develop as a result of sharing adversity and good times and networking opportunities abound. Meeting alumni abroad provides other opportunities to network, learn about global careers, and seek employment opportunities abroad.

Delivering the message of the benefits of study abroad is as important as the message. One of the best ways to deliver the message is word of mouth from returnees from study abroad programs. These students love to talk about their adventures. Incorporating returnees in study abroad presentations, fairs, and other meeting is the most effective means of recruitment. Returnees could be hired as “peer” advisors in the university study abroad office. Another idea is to use returnees to provide a buddy system for entering exchange students. Use the returnees’ experience by employing them as program assistants on future programs. Informational meetings are good places for students to learn about programs but also are vehicles to articulate the benefits and values of studying abroad. Other means of marketing include static displays in various locations and websites setup to convey information to students interested in study abroad. Use technology to market study abroad by creating websites and using e-mail to target specific student markets. Link the website to the host institution’s website and other school’s study abroad website is using third-party providers. Advisors may be actively involved in recruitment during the normal advising period, particularly if study abroad can satisfy programmatic requirements for the



Michigan State University Study Abroad Resource/

student. The advisor may guide interested students to the college or university study abroad office for more information. Get faculty involved in recruiting. Faculty members are knowledgeable about the curricular issues, and they can use their classrooms as a vehicle for delivering the global message.

Special efforts must be made to recruit minorities and students from low-income families. To convince minorities and students from low-income families to participate in study abroad, we have to overcome the five F's: Fear, Finances, Fit, Family, and Faculty.

Fear of the unknown and fear of encountering prejudice are barriers to minority participation. Having encountered prejudice at home, potential students are afraid of encountering the same, or worse, abroad. There is discomfort in being the only minority in the program, or worse, the only minority at the location. These students also tend to be first-timers, that is, students who have never been outside the U.S. or maybe even their home state before. For them, living and studying abroad are daunting since it entails separation from the familiar, including family and friends.

Perceived or real prohibitive costs of study abroad programs keep potential minority and low-income students away from study abroad. For many of these students, just getting to college was a financial stretch, and they rely heavily on financial aid and on part-time and summer employment to stay in school. They must consider not only the cost of study abroad but also the lost opportunity cost of not working while abroad.

Minorities and low-income students have trouble finding study abroad programs that fit their needs and goals. There is a lack of diversity in program locations.

Families of minority and low-income students do not see the benefits or values of studying abroad. Part of the problem is lack of information. Not having had the experience, families do not appreciate the benefits and values associated with study abroad. Moreover, many of these students are first-generation college students whose families are just happy to have their children in college and are not yet ready to consider study abroad. Family financial resources may not be adequate to fund study abroad on top of other family financial obligations.

Faculty may not encourage minority and low-income students to study abroad. Worse they may be insensitive to the needs of these students.

When tailoring study abroad messages to specific audiences:

- You need to do it as much as possible, though one must avoid being so narrow in the definition as to limit the pool too much.
- You need to differentiate between the messages to the students and those to the faculty recognizing that each group has a different primary goal.

- It is particularly effective if one makes study abroad a part of the fabric of the requirements,
- The greater the extent to which a school has ownership of the programs in which its students participate, the more their students are persuaded to study abroad.

FUNDING FOR STUDY ABROAD PROGRAMS Study abroad cannot be completely funded from within the university. External, alternative funding sources are needed, particularly in the area of scholarships. Fundraising efforts are addressed here. Grants and grant writing efforts are not included. From whom, and how to attract external funding for study abroad from alternative sources are subjects that University Development Offices, Colleges, and Study Abroad Offices need to discuss, and efforts need to be coordinated. Study abroad needs to get on the “list” of donation targets that the university development office arms itself with when it seeks donations. This may be difficult because the university and individual colleges have their own priorities, and Study Abroad directors and deans may be prohibited from contacting alumni. Alumni are graduates of colleges and universities not Study Abroad. Thus, when development offices look to alumni for contributions it is usually done within the context of the colleges or universities. Teamwork among Study Abroad Offices, Colleges, and Development Offices is absolutely necessary for access and successful fundraising.

To be successful, top-down support from the president’s office is needed to motivate deans and faculty to act upon Study Abroad initiatives. For example, at Michigan State University, the coincident occurrence of a president with a strong international background who made Study Abroad part of the organization’s objectives, a strong CIBER unit, and the AACSB internationalization requirement jointly facilitated a strong business college involvement.

University fundraising generally prefers endowment to expendable funds because endowments insure the future whereas expendable funds only can be used once. That is not to say, however, that expendable funds are not useful or desirable. Another approach to accumulate funds is to develop a discretionary account over a period of time. However, this generally assumes that an overall successful fund-raising effort is going on that would allow the creation of a substantial discretionary account.

Alternative Funding Sources

- **Corporations and Other Businesses.**
One successful approach to attract funding is to develop a relationship with an individual within a corporation and convince that person to be the corporate internal champion for

the university's fund-raising efforts. There are some problems that need to be overcome such as turnover of personnel in the company and needed expertise from SA personnel in order to position the target package.

- **Individuals.**

Individuals are the most important source of external funding. This requires the ability to build relationships with targeted individuals. Important categories of individuals for Study Abroad fundraising are:

- ◆ Alumni with Study Abroad experience. Having experienced study abroad, these alumni can relate to the needs of study abroad programs.
 - ◆ Alumni who live or work abroad. These alumni appreciate the difficulties of living and working abroad and would be willing to help students make a smoother transition through study abroad.
 - ◆ Alumni in high-level executive positions. These alumni are in a position to influence corporate giving.
 - ◆ One donor group, Asians, seem to develop powerful emotional bonds with the institution, but it was noted that it normally takes great investment in time and expense to develop the long-term relationships needed before trust and a giving attitude are created.
- Formal groups of external donors can be created and offer a successful route to direct and indirect fund-raising.
 - ◆ **Advisory Boards.** Advisory board members first became individual donors and then later, internal corporate champions for donations.
 - ◆ **Board of Visitors.** A Board of Visitors for a Center for International Studies or CIBER may be created, and this group may act as an advocate with the central administration to convince it of the importance of Study Abroad.
 - ◆ **Small Family Foundations.** Small grants of \$5000 or so may be attracted from small family foundations that can only give small amounts. Nevertheless, a lot of little things can make a big thing.

Packaging a fundraising presentation

Donors need to know to what use their funds will be applied. Development officers need to paint a compelling story of funds use. Study abroad can be presented as an investment in students, promoting the best of what America is.

- Incorporate students into presentations. One tactic is to present an “at-risk” student to help convince corporations and individuals to support an “at-risk” program.
- “Brand” scholarships. A study abroad scholarship in conjunction with the company’s international activities is a powerful incentive. Endowments can be targeted specifically for scholarships in study abroad.
- The testimonies of students demonstrate the powerful bond that is created among students and between students and the institution when these students participate in Study Abroad programs. These students may later be part of the pool from which advisory and visitor boards may be drawn and become individual donors.
- Create a presentation that explains the benefits and values derived from study abroad; how study abroad changes the lives of students who participate; and how the study abroad experience will make these students better equipped professionals when they enter the workforce as a result of study abroad.
- Utilize faculty contacts and incorporate faculty into presentations and visitations.

BEST PRACTICES IN STUDY ABROAD PROGRAMS Faculty are the life-blood of study abroad programs because they provide the curriculum that attracts participating students. However, such programs usually face resource constraints that impact perceived benefits for faculty involvement. Traditionally, participating faculty receive extra salary and other forms of payment. At some schools, faculty are paid in direct proportion to the number of students they attract into their programs. They also may be compensated via time release from regular teaching responsibilities at the home institution. Moreover, many professors are attracted by the opportunity to give students the international training they need to work effectively in the global marketplace, and by the ability to receive income for living, traveling, and studying abroad. Such programs also provide faculty the means to initiate or continue their own international business education or to conduct research overseas. Opportunities to obtain external research funding may be enhanced when conducted in conjunction with travel abroad.

The best study abroad programs offer a range of field trips to foreign firms (“corporate tours”),

government agencies, and other overseas organizations that enhance student scholarship via experiential learning. However, professors may be reluctant to teach abroad because of the substantial logistical challenges of organizing such activities. To minimize this burden, it is important that participating faculty have access to support staff who are designated to establish key linkages and organize extracurricular activities abroad. Alternatively, an innovative model is to have participating students design and propose study tours. Accordingly to this model, students do the major organizational work, even in the context of a class project, thereby lightening the faculty load. Allowing students to be entrepreneurial in developing an appropriate program can be a valuable learning experience.

When structuring the study abroad program, two major models can be identified: (1) university-level study abroad infrastructure that serves as an umbrella to other, smaller scale programs within the university, and (2) college- or department-based programs that may be supported by a larger, university-level infrastructure. There are advantages and disadvantages to each type of structure. For example, university-level programs are less likely to duplicate key activities and can share resources. College-based programs are likely to be more flexible, more attentive to specific faculty needs, and more effective for recruiting faculty. Where both types of structures are used, it is important that the university and college units cooperate closely, to optimally use resources and maximize program effectiveness.

How should relations between the two types of units be structured? To some extent, this depends on the history and organization of individual institutions. For example, some universities have flat organizational structures, reflecting a high degree of autonomy at the business school level. Where there is considerable separation between the business school and university, or where there are tensions based on territoriality, greater effort must be expended to cooperate. One approach is to have a well-laid out structure in which each side understands its roles and performs accordingly. For example, the university-level office can perform certain established functions that administrators at the business school understand and can benefit from. It is useful to delineate the roles that each of the units plays and then ensure high levels of communication between them.

Additional suggestions include having an administrator at the college level who oversees the linkage to the university-level office. Such linkages thrive on good communications and coordination. College involvement may be fostered where monetary incentives are provided, based, for example, on the numbers of students that the college recruits for study abroad programs. Moreover, the university-level office and the business school may share expenses associated with given programs, thereby reducing the resource expenditures of each. There are likely to be advantages to developing integrated programs from two or more academic units from across campus, e.g., foreign languages and business. At one school, students from engineering and other areas can obtain a minor in business by taking the requisite coursework via study abroad programs.

While the structure that governs relations between the university office and business school is not always crystal clear, it is useful to have a common vision. For example, at Michigan State University, President McPherson has articulated an overriding international programs vision. Eventually, individual programs must be institutionalized. With the passage of time, a well-structured organization gives rise to a sense of ownership in the programs. This is helpful because ownership fosters stewardship and develops a sound institutional structure.

The MBA curriculum can present special challenges because, owing to time and resource constraints, very little time may be allocated for study abroad programs. To address this challenge, one university has a joint MBA-MA degree, in which both degrees are completed within three years, with a significant international component. For example, a Latin American Studies masters degree can be combined with an MBA. When such programs are integrated carefully, providing maximal utility, student interest is aroused and the program succeeds. Where the business school is limited to offering short-term programs, concerns have been raised that little can be accomplished abroad during two or three weeks. However, in today's global economy in which on-the-ground international education is increasingly a part of the best MBA programs, short-term programs are better than no program at all. At minimum, they provide value by sparking a wider interest and self-confidence among students to deepen their international education further. The success of short-term programs is a function of their quality, which can be maximized



Students Exploring Scotland

through sufficient university and college support. Often a high-quality program that features numerous excursions and excellent professors will compensate for the shorter duration. One way to increase the quality component is to provide linked coursework before or after the foreign program at the home university.


EPILOGUE Study abroad experts who gathered at Michigan State University in East Lansing, Michigan on September 22-24, 2001, for the Center for International Business Education and Research (CIBER) Roundtable on Study Abroad Programs in Business Schools generated insightful perspectives on study abroad. For a more detailed treatment of these issues and elaboration of the experiences of selected institutions, readers should consult the forthcoming book, *Internationalizing Business Education: Study Abroad Programs in Business Schools*, to be published by MSU-CIBER.

The ongoing challenge of how to globalize the business school curriculum, faculty, and students confronts all business schools. Study abroad is one essential solution that cuts across curriculum, faculty, and students. U.S. students who study abroad help to internationalize the student body by sharing their experiences upon returning. Exchange students from other countries contribute to the internationalization of the campus by exposing U.S. students to different cultures and ideas. Study abroad, however, presents its own set of challenges for business schools.

There are many kinds of study abroad programs, each with different anticipated outcomes. So there is no best study abroad program for any individual student. Each business school should have an array of different kinds of study abroad programs in a diverse set of locations to satisfy student needs and demands. Study abroad programs also must deliver the anticipated outcomes to be meaningful. Assessment is a necessary part of the program; however, at present, there is no accepted standard for evaluating study abroad programs.

Study abroad requires faculty participation in curricular issues and in study abroad itself. Faculty are important in all aspects of study abroad from being the champion of a particular program to recruiting students. There are impediments to faculty participation in study abroad particularly participation by junior faculty. The promotion and tenure process and the annual review and salary processes do not place much value on study abroad in many business schools. Faculty incentives must be put in place to insure participation.

Student recruitment is imperative. Faculty and study abroad administrators need to stress the importance of study abroad and tout the benefits of study abroad to students. Students are best recruited by their peers who have studied abroad. Parents need to be informed about the benefits of study abroad. Efforts need to be made to recruit minority students. Costs of study abroad may be a detriment to study



abroad for many students with limited financial resources. Efforts must be made to keep the costs down while still maintaining quality programs. More scholarship funds are needed. Fundraising efforts need to be planned and implemented to create endowments for study abroad scholarships.

One of the outcomes of the roundtable is the creation of a network of study abroad administrators who work with undergraduate business students. This group will continue the dialogue started during the roundtable discussion sessions. The group will deal with issues unique to the undergraduate business student population and address specific concerns related to common overseas partners. The first annual meeting of the group was held in San Antonio, Texas in May 2002.

Another outcome of the roundtable is a commitment by the MSU-CIBER to disseminate an annual update on relevant, timely issues regarding study abroad in business schools.

The roundtable provided grist for continuing dialogue among faculty and study abroad administrators. Sharing experiences and best practices inures to the benefit of all engaged in study abroad. The roundtable already has born fruit and will continue to do so as the dialogue continues.



NOTES



NOTES

Center for International Business Education and Research at Michigan State University

The Center for International Business Education and Research in The Eli Broad Graduate School of Management at Michigan State University (MSU-CIBER) was designated in 1990 as one of the pioneer National Resource Centers in international business by the U.S. Department of Education. In this capacity, the mission of MSU-CIBER is to provide world-class education, research, and assistance to businesses on issues of importance to international trade and global competitiveness. Under the guidance of its Business Advisory Council, MSU-CIBER is dedicated to:

- Carry out research that generates best-practice knowledge on global business operations and global competitiveness.
- Offer professional development and academic outreach programs on contemporary international business techniques, strategies, and methodologies.
- Provide innovative, technology-driven dissemination of international business knowledge to business executives, public policy makers, scholars, and students.

MICHIGAN STATE UNIVERSITY AND THE ELI BROAD COLLEGE OF BUSINESS

Founded in 1855 as the nation's first land-grant university, Michigan State University served as the prototype for 69 land-grant institutions later established under the Morrill Act of 1862. The MSU campus is a beautiful park-like environment located on more than 5,000 acres of land with an extensive network of walkways and bike paths. MSU is one of the largest and most diverse universities in the United States, offering a curriculum of more than 200 undergraduate and graduate programs to more than 40,000 students. The Eli Broad College of Business and The Eli Broad Graduate School of Management is considered as one of the elite business schools in the country (as found in surveys by *Business Week*, *U.S. News and World Report*, and *The Wall Street Journal*). Recruiters praise the "excellent teamwork skills, ability to drive results, and leadership potential" of the students graduating from the Broad School (*The Wall Street Journal*, 2001).



**Center for International Business Education and Research
The Eli Broad Graduate School of Management
Michigan State University
7 Eppley Center
East Lansing, MI 48824-1121 U.S.A.**

Tel: 517-353-4336

Fax: 517-432-1009

**<http://ciber.bus.msu.edu>
<http://globalEDGE.msu.edu>**