International Students Studying Abroad: Adapting to a New Reality

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Why this theme now...

International Students studying in the USA
(Open Doors 2018)
Information on Open doors 2018 related to race/ethnicity

Where do the International students fit?
Global international student mobility trends

**2001 — 2.1 Million Students**
- United States — 28%
- United Kingdom — 11%
- Germany — 9%
- France — 7%
- Australia — 4%
- Japan — 3%
- Spain — 2%
- Belgium — 2%
- all others — 34%

**2017 — 4.6 Million Students**
- United States — 24%
- United Kingdom — 11%
- China — 10%
- Australia — 7%
- France — 7%
- Canada — 7%
- Russia — 6%
- Germany — 6%
- all others — 23%

*Figure 14: Host destinations of globally mobile students, 2001 & 2017. Source: Project Atlas, 2017; UNESCO, 2017*
Case Study:
University of Pennsylvania
University of Pennsylvania Case Study: Overview

• Institutional Profile & International Student Engagement

• Education Abroad @ Penn: International Student Expectations, Perceptions and Realities

• Campus Collaboration -> Specific Initiatives Developed to Address Diversity Goals
  • Diversity Abroad Advisory Board (DAAB)
  • Intersections Abroad Video Series
Penn Case Study: Institutional Profile

• Founded in 1740
  • 25,860 students / 10,605 undergraduate students
  • 12 schools including 4 undergraduate schools

• Strategic Framework for Global Initiatives
  1. Educate Global Citizens
  2. Catalyze Transformative Ideas
  3. Bringing the World to Penn & Penn to the World

• International Student Profile at Penn (Fall 2019)
  • 7,263 (28%) students including 1347 (13%) undergraduate students
  • Seats on Undergraduate Assembly, School Student Government Boards
Penn Case Study: Penn Abroad Flagship Programs

Semester Abroad
- Earn Penn credit abroad
- Use financial aid and scholarships just as you would at Penn
- Enhance language skills and cultural competence
- Develop lifelong friendships with students from all over the world
- Gain soft skills that will translate to career goals post-graduation

Global Research & Internship Program
- Research or intern for 8-12 weeks over the summer break
- Opportunities on every continent (except Antarctica) and in dozens of career industries
- All students receive guaranteed funding to offset expenses, including flights, housing, or meals (up to 100%)
- Funding-only application for students who have already found a summer internship or research opportunity

Penn Global Seminars
- Intensive semester-long study with an embedded short-term travel component
- Course options for students across majors and class years
- Flat program fee of $950 that covers all travel expenses including round-trip airfare
- Financial aid packages can be applied
Penn Case Study: Student Mobility Facts

- 902 students studied abroad through Penn Abroad in the 2018-19 AY
  - Penn sent close to 3000 students in total from across the 12 schools

- 107 international students participated during this period (14%)
  - Penn sent more than 500 international students from across the 12 schools
Penn Case Study: International Student Expectations & Realities

• Student Evaluation Project
  • Identified need following the approval of Penn’s Strategic Framework for Global Initiatives
  • Partnership with Penn’s Graduate School of Education
  • Quantitative and Qualitative Analysis & Output
    • Past participant feedback can feed to program information and brochures
    • Suite of questions directly relate to Penn’s 4-year program review cycle
    • Allows for directed follow up with both the student, and the program abroad

• Defining a ‘Meaningful Global Experience’
Penn Case Study: International Student Responses & Trends

- **902 total students surveyed / 741 (82%) responses / 106 (14%) international students**

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<thead>
<tr>
<th>Category</th>
<th>US Students Percentage</th>
<th>International Students Percentage</th>
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<tbody>
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<td>Travel/New Experiences</td>
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<td>New Perspectives</td>
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**Diagrams:**
- Pie charts comparing US and international student responses and trends.
Penn Case Study: International Student Responses & Trends

“I have seen myself grow as a global citizen. I have been able to find myself within the international community and it has shown me where I want to be.”

“As an international student at Penn I had never thought so much (and so deeply) about culture, society, identity formation in just one semester, until I did this semester abroad.”
Penn Case Study: International students as a cohort

- Generally more independent – second/multiple experience abroad
- Limited parental involvement in decision making
- More likely to consider less traditional destinations
- Expressed a lack of a ‘voice’ in how we administer our programs

Learnings from Penn
- Customize the way in which we advise and support international students
- Establish regular lines of communication with international student groups
- ‘Normalize’ language (website, outreach)
Penn Case Study: Campus Collaboration

- Penn Abroad & ISSS within same division, collocated space on campus
- Open communication and dialogue on campus:
  - International Student Group Partnerships (IPOG) + student affinity groups
  - Undergraduate Assembly, Student Committee on Undergraduate Education (SCUE)

- Diversity Abroad Advisory Board (DAAB)
  - why created / mission
  - diverse voices / campus partners
  - example of initiatives (passport day, website/material review, video project)
  - Intersections Abroad Trailer + Intersections Abroad International Student
Case Study: CIEE Lisbon
CIEE Lisbon

- Medium size site hosting several programs since 2007
- 3 staff members
- Based at the a local public university UNL
- Around 40 students per semester (Language and Culture Program)
- Homestays/ Dorm
- 3 types of students: Heritage, Intermediate/Advanced language students, wants to go where no one else is going
CIEE Lisbon data

Mostly Latin American countries (Uruguay, Costa Rica, Honduras, Paraguay, Colombia, etc)

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CIEE Lisbon data

This reality enrichens our programs but it also comes with many questions on how to better accommodate these students...
From our experience the International students are:
- Usually more at ease with cultural adaptation (they have gone through the experience of living in a foreign country already)
- Some like to make their reality present in the group and contribute to a diverse and more complex discussion both in the activities and classes
- Others prefer not to stand out in the big group but share information about their local culture in smaller groups or safer environments
- Depending where they are from, they might feel more integrated in the center’s local cultural making their adaptation easier than of their fellow US students
Our actions need to be reflected in all our stakeholders when training them to work with us:

- Staff
- Faculty
- Hosts
- Local students
- Local Universities
- Activities
Open questions?
- How can we make sure the students feel included and acknowledged by staff?
- How can we better related to each individual’s cultural different background?
- Are there any specific actions we can take to accommodate these students while Abroad?
- Should we take advantage of this diversity in the group?
- If we are fluent in their language should we use them?
Activity

Each table will have a case study to analyze regarding a student’s experience during their time abroad. Each member will identify as:
- Faculty member
- Resident staff
- Homestay
- Student on the same program
- Home University Advisor

Brainstorm on actions to help the student reflect and go through the situation.

Take notes to share with everyone!