

International Students Studying Abroad: Adapting to a New Reality

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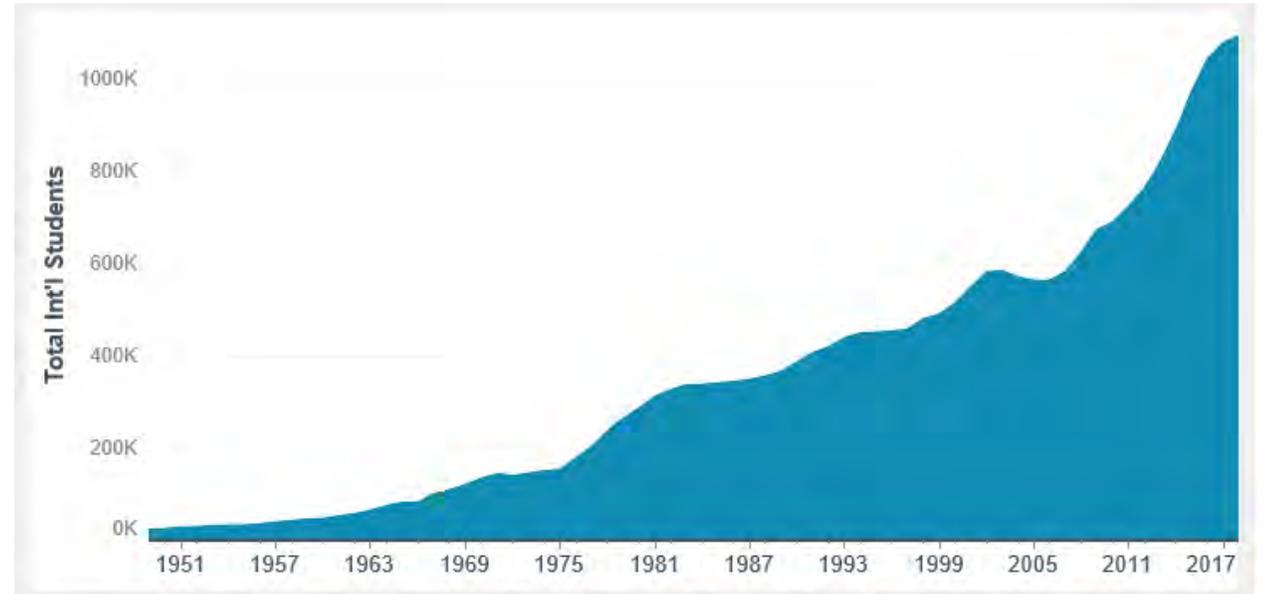


STUDY ABROAD 2019 | OPENING DOORS TO INCREASE DIVERSITY IN STUDY ABROAD



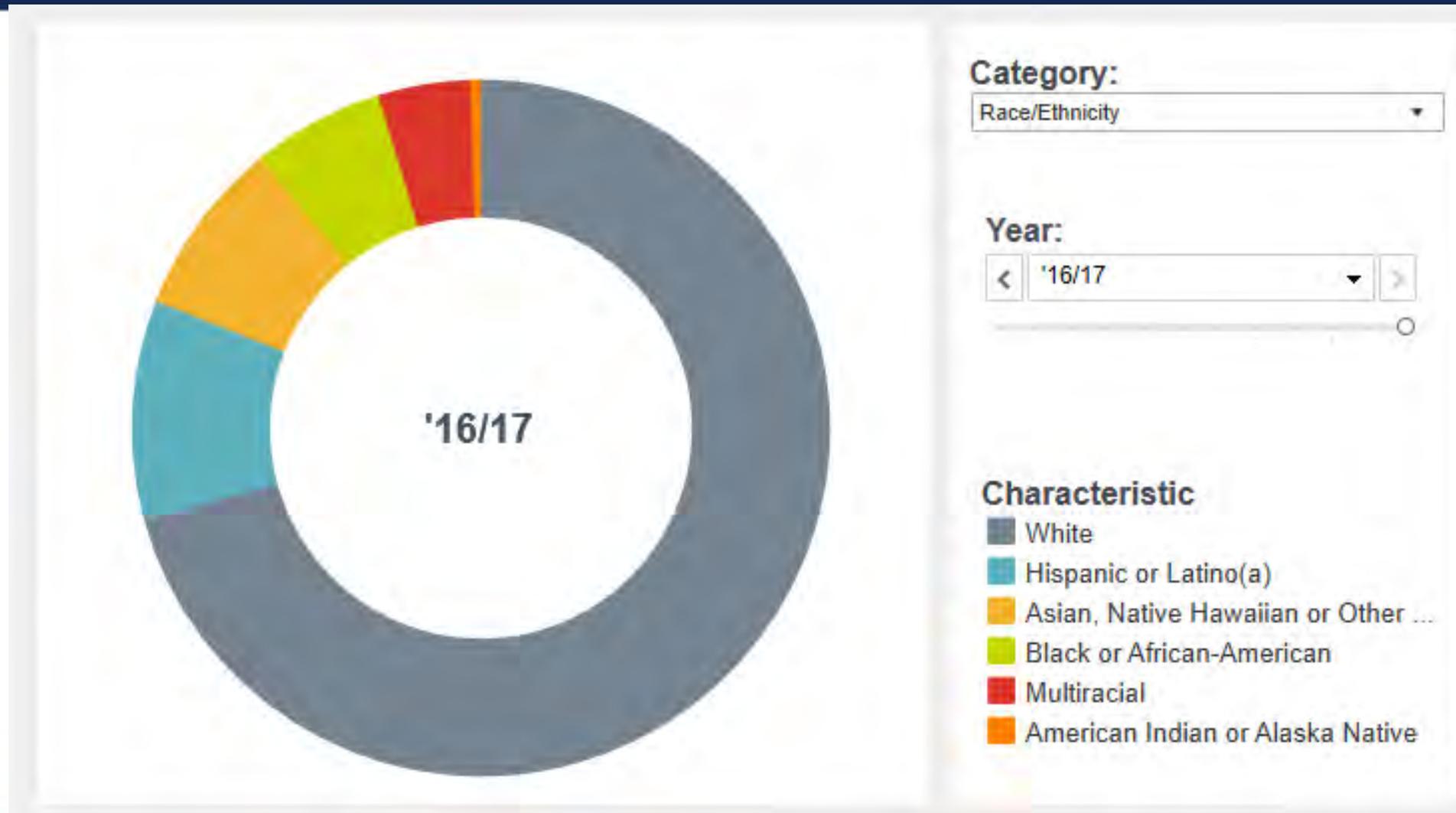
Why this theme now...

International Students studying in the USA
(Opendoors 2018)

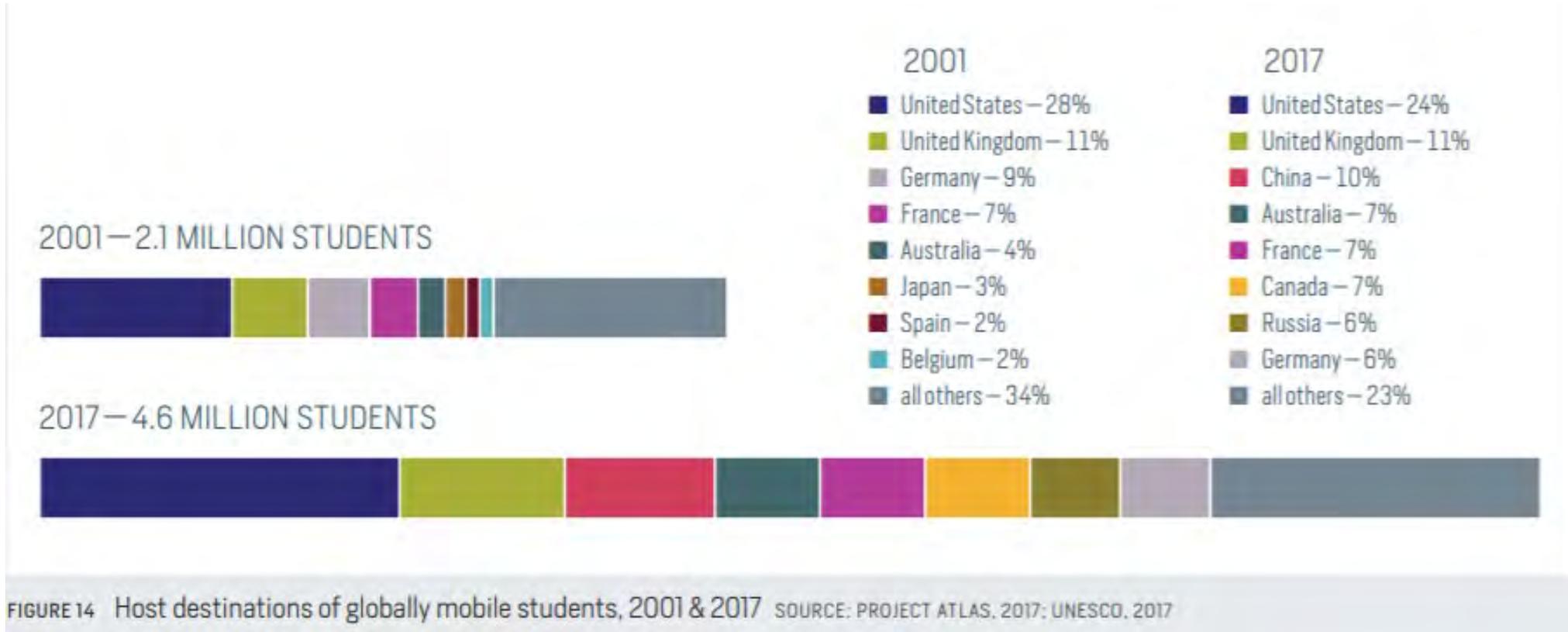


Information on Open doors 2018 related to race/ethnicity

Where do the International students fit?



Global international student mobility trends



A nighttime photograph of the Brooklyn Bridge and the Lower Manhattan skyline. The bridge's stone towers and suspension cables are illuminated, and the city's skyscrapers are lit up against a dark sky. The text "Case Study: University of Pennsylvania" is overlaid in white on the center of the image.

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



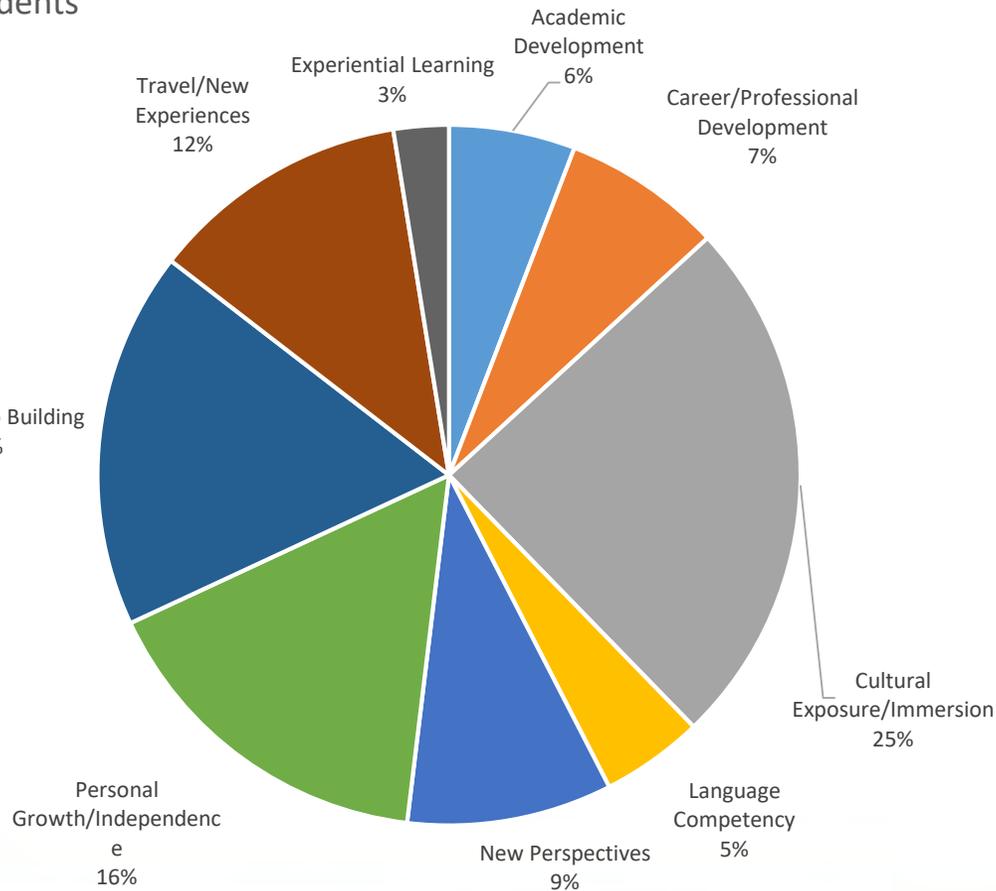
Penn Case Study: International Student Expectations & Realities

- 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'

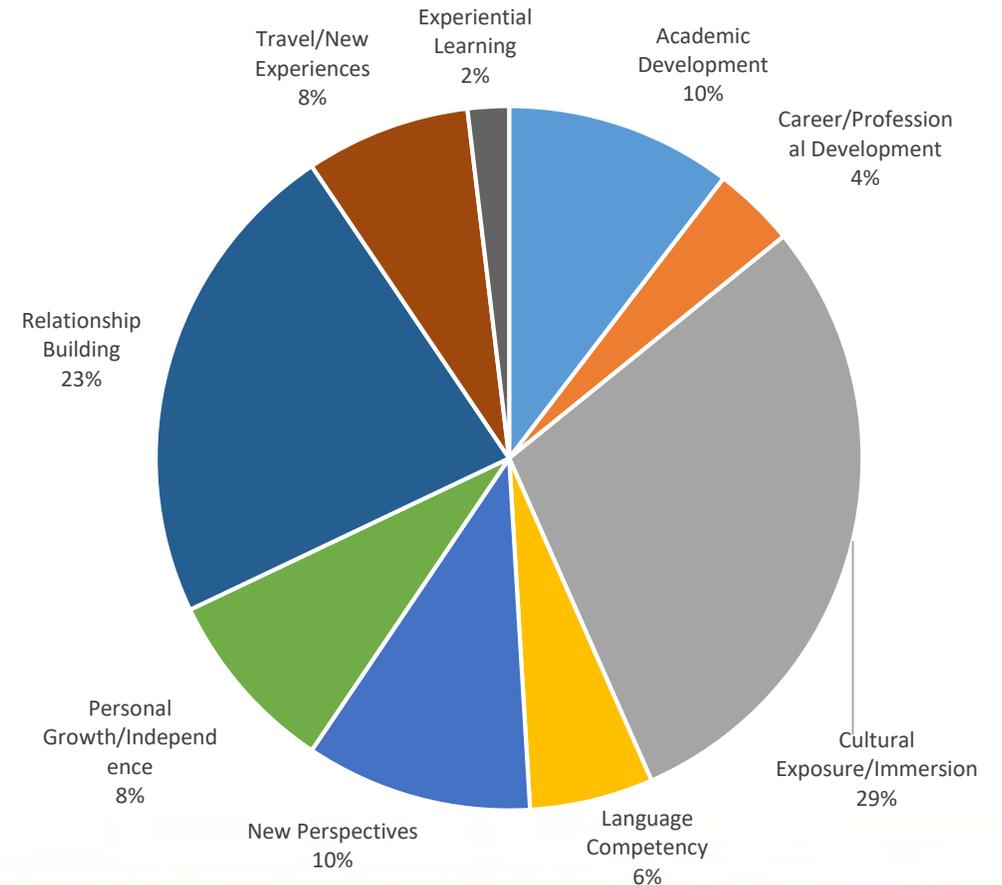
Penn Case Study: International Student Responses & Trends

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

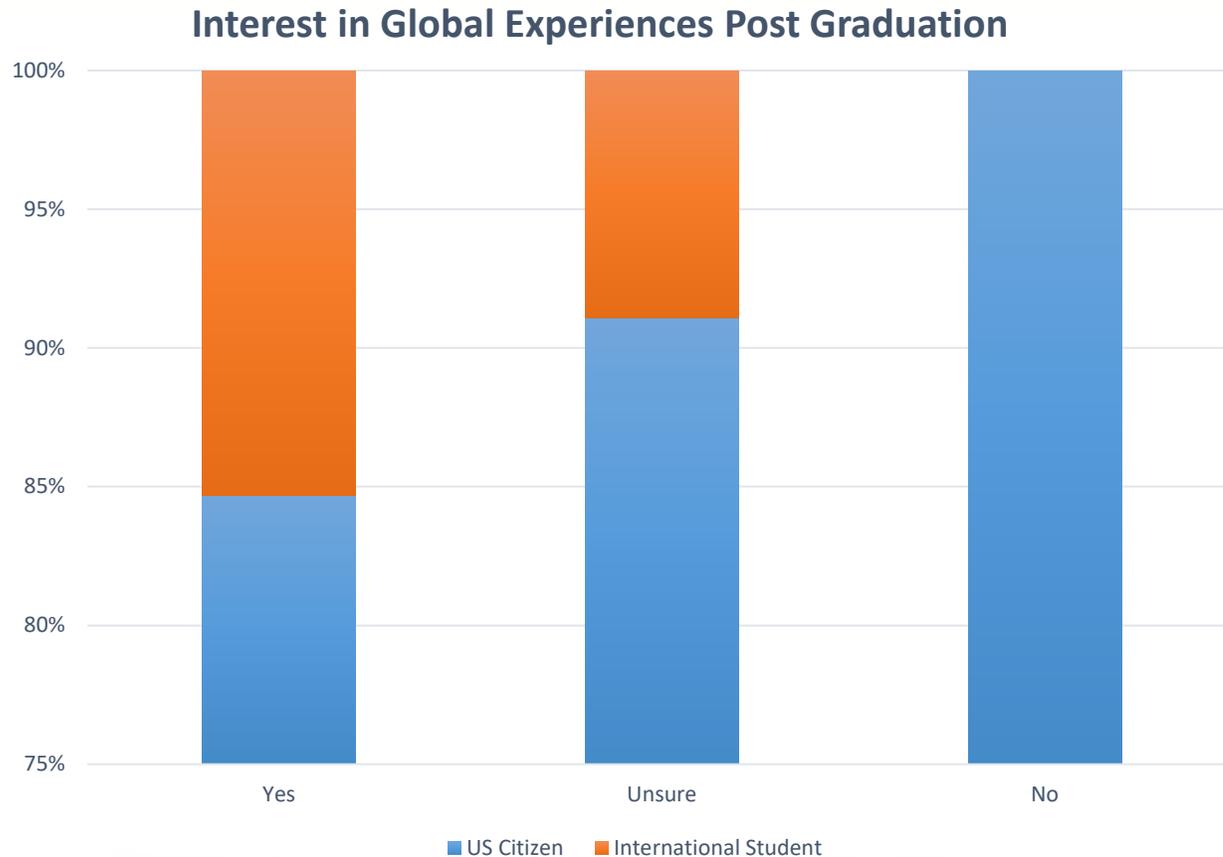
US Students



International Students



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](#)

A nighttime photograph of the Brooklyn Bridge and the Lower Manhattan skyline. The bridge's stone towers and suspension cables are illuminated, and the city buildings in the background are lit up, with the Freedom Tower being particularly prominent on the right. The sky is a deep twilight blue.

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

Fall 09: 0%
Spring 10: 0%
Fall 10: 0%
Spring 11: 5%
Fall 11: 2%
Spring 12: 2%
Fall 12: 0%
Spring 13: 0%
Fall 13: 10%
Spring 14: 0%
Fall 14: 8%
Spring 15: 0%
Fall 15: 8%
Spring 16: 0%
Fall 16: 0%
Spring 17: 15%
Fall 17: 20%
Spring 18: 10%
Fall 18: 15%
Spring 19: 0%
Fall 19: 5%

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

CIEE Lisbon data



This reality enrichens our programs but it also comes with many questions on how to better accommodate these students...

CIEE Lisbon data

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

CIEE Lisbon data

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



CIEE Lisbon data

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

Brain storm on actions to help the student reflect and go through the situation

Take notes to share with everyone!



THANK YOU

BROOKLYN | 2019 CIEE ANNUAL CONFERENCE

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