

# Demand for short-term study abroad programs in the United States

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## **Acknowledgements**

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We are indebted to the hundreds of international educators and faculty in Australia and the United States who generously gave their time and experience to this project. We hope that this work enables administrators and educators in both nations to offer their students and institutions with the highest quality international education programs and experiences.

IGE is grateful to Australian Education International for the opportunity to conduct this research on behalf of the Australian Embassy and the people of Australia.

# The US Short-Term Study Abroad Market: A Research Brief

Prepared by Innovations in Global Education

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## Section 1 Executive summary

Short-term programs are the fastest growing and most popular options for US study abroad, accounting for more than half of the market. In Australia, the short-term market is underdeveloped and has potential for strong growth. Currently, only one quarter of American students studying in Australia undertake short-term programs. Sixty percent of US students travel to Europe for short-term programs. Mexico and China were the most common non-European sites. Well-designed short-term programs in Australia can offer more balanced competition to other study abroad destinations including the UK, Italy and Spain. The results of this report are based on data collected from more than 200 institutions in the US and Australia.

US faculty play a leading role in determining program location and subject with support from international offices staff in short-term program administration. Most US institutions organise programs on their own, many work with a third-party provider and/or “overseas” university. In general, US faculty are not very familiar with Australia, but eager to learn more. US research universities send disproportionately large numbers of students on short-term programs, particularly during the US summer. “January Term” programs feature most prominently with US bachelors institutions, other institution types use the format as well.

Worldwide, programs featuring language and culture subjects are most common. Business subjects are most popular for Australia programs, and second most popular subject worldwide. Considerable interest was expressed in developing short-term programs with experiential learning opportunities such as internships, field research, and service learning. Subjects in the sciences and engineering are underserved by the existing study abroad market worldwide. Australian institutions are perceived as being strong in these areas. Australian institutions might consider developing a short-term program portfolio with a range of academic subjects and experiential learning options.

Australia is not too far for a short-term program experience, with most US short-term students studying in Australia for four weeks or less. Six-week programs are also common. Students pay an average fee of US\$5,000 plus other costs to participate in short-term programs.

Based on the survey data, IGE recommends Australian institutions develop programs in collaboration directly with a US-based partner. US institutions or third-party providers are good options. Students, their families and faculty feel most comfortable working with “local” expertise on both sides of the Pacific. Depending upon the strategic direction for short-term study abroad programs, partnerships may have a marketing or academic primary focus. Three different program models were identified: *Partnership programs* have Australian and US institutions working together to build long-term relationships. *Alliance programs* are developed and administered by an Australian institution in conjunction with a US-based third-party provider. *Catalogue programs*, short-term programs developed and administered exclusively by the Australian institution, were the least desirable option.

Increasing revenue and institutional visibility were the two most important reasons given by Australians for their institutions to enter the short-term study abroad market.

Short-term programs for US students have significant development potential at several levels for Australian universities. Short-term programs can also serve as vehicles to develop new markets for Australian institutions.

Participation in short-term study abroad programs in Australia introduces many opportunities for American students, faculty and administrators at Australian institutions. With well-considered short-term study abroad operations, Australian institutions may realise additional benefits through short-term programs. The role of US faculty in implementing short-term study abroad programs suggests a rich environment to develop relationships with this influential constituency. Students participating in short-term programs early in their academic careers may want to return to Australia for a semester or year-long program. Graduate student recruitment is also a promising opportunity. According to a 2007 AEI study, “nearly half of US students currently enrolled in Australian graduate programs who responded had previously visited Australia (48%) and one-in-five came as study abroad students.” Partnerships with US institutions also open doors for Australian students to study in the US, which is the most popular destination for Australian students.

American institutions have four different “customers” or constituencies for short-term study abroad programs with differing, occasionally contradictory, priorities. American students seek an exciting, affordable programs that will enhance their academic career and professional prospects. American faculty want to teach abroad and add value to their department’s academic program. American administrators are interested in affordable high-quality, safe, low-maintenance study abroad programs. Executive leadership at US institutions expect programs that demonstrate the institution’s international vision within tight budgets. Programs and operations should address each of these priorities and perspectives.

To best serve an institution’s strategic interests, short-term programming can be divided into two complementary dimensions: short-term operations and short-term portfolio. “Operations” describes the administrative and academic structures necessary to implement short-term programs. The short-term “portfolio” focuses on the types and foci of individual short-term programs offered by an institution.

The *Short-Term programs self-assessment tool* is designed to assist institutions to develop a strategic mission for short-term program operations. The tool considers six critical factors of short-term study abroad programming: strategic purpose, administration, program type, student body, and promotion and marketing. Once the strategic mission for short-term operations is defined and supported by executive leadership, the tool can assist with the development of short-term program operations and the determination of the most appropriate program type(s) for the portfolio.

## Introduction

The number of U.S. students abroad has grown steadily in the past several years. According to IIE's *Open Doors Report* (2007), 223,534 students studied abroad in 2005 – 2006, an increase of 8.5% from the previous year. Traditionally, students chose to spend a semester or year abroad. However, a key change in study abroad is that currently just over half of American students studying abroad choose short-term programs, which are eight weeks or less. These programs take place during the US summer, January term, or other times.

In general, four factors account for the popularity of short-term programs: Students usually pay less money to participate in a short-term program than in longer programs. Short-term programs allow students to remain on campus for the fall and spring semesters with minimal disruptions to students' academic, social and extra-curricular activities. Home institution-sponsored programs instill a higher degree of confidence and security among students, their parents, and US faculty. US faculty who lead short-term programs often aggressively recruit students to their program.

For the past several years, Australia has often ranked as one of the top five most popular study-abroad destinations (*Open Doors Report*, 2001 – 2007). However, short-term programs do not appear to be as prevalent and popular in Australia as they are in other destinations. To date, most students studying in Australia tend to undertake mid-length or full-year programs; in fact, only about one quarter of U.S. students in Australia are on short-term programs (*Open Doors Report*, 2007; Australian Education International, 2008). IGE conservatively estimates that the US short-term programs should account for 50% to 60% of the total US study abroad market, or an additional 2,500 to 2,750 students per year. Thus, there is great potential for short-term study abroad in Australia.

Short-term program enrollment continues to increase in Australia. However, it is clear that extra information and insights are needed for Australia to become a leader in the short-term program market. The report includes interviews with U.S. study-abroad staff members, focus groups with staff from Australian institutions, as well as quantitative and qualitative data from three online surveys.

The goal of this report is to provide Australian institutions with data about the characteristics and development of short-term study-abroad programs. As such, the report covers four main topics. First, information about U.S. institutions' short-term programs in other countries. Second, detailed information about U.S. institutions' current short-term programs to Australia. Third, characteristics of Australian institutions' short-term programs for U.S. students. Fourth, recommendations and guidance are given for Australian institutions that want to develop or broaden their short-term program offerings for U.S. students. Appendix A includes a Short-Term Programs Self-Assessment Tool to facilitate the strategic planning and operational development of short-term study abroad programs at Australian institutions. Appendix F provides a glossary of related American terminology.

## Method

**Participants** were recruited in three ways. First, IGE contacted study-abroad directors and other staff from the 200 U.S. institutions sending the greatest numbers of students abroad. Second, IGE posted a message on SECUSS-L, a popular listserv for members of the study-abroad community. Third, participants were asked to provide the names and e-mail addresses of study-abroad colleagues who may wish to take part. Participants were asked to contribute to study-abroad research by taking the survey, and if they desired they were entered into a drawing for one of two \$50 iTunes gift cards.

A total of 231 people participated in the three surveys: 197 participants took the main survey for U.S. institutions, 22 participants took the survey for Australian institutions, and 12 participants took the survey for U.S. third-party providers. Three participants were removed from the survey for U.S. institutions because they did not fit the criteria to participate. Of the remaining 194 participants, nine were faculty members and 185 were staff members involved in administering short-term programs. Forty-two participants indicated that their institution had a short-term program in Australia; thus all questions about U.S. institutions with short-term programs in Australia are based on a smaller number of responses than the U.S. institution survey as a whole.

**Measures** Survey questions varied depending on the audience and survey type. Overall, surveys included questions about demographics, short-term program locations, fields of study, program administration, plans for short-term programs, co-curricular activities, housing, student body, and general perceptions about short-term programs. Participants with short-term programs in Australia were asked specific questions about these programs as well. Faculty members responded to questions about their perceptions and made recommendations. They also provided their opinions about the benefits and challenges of short-term programs.

**Procedure** The surveys were administered online through [surveymonkey.com](https://www.surveymonkey.com). Participants received an email with a link to the survey, which took between 10 and 20 minutes to complete. People who did not respond received two reminders during the three weeks after the survey's launch. A small portion of participants did not fully complete the surveys or provide answers to all questions. For this reason, when we present results we indicate the number of participants who answered the specific question.

At the end of the survey, participants were asked if they would be willing to have a 20-minute follow-up conversation with a researcher to discuss their views on short-term programs. Interested participants chose between a phone conversation or a live conversation at the annual NAFSA conference, which was held in Washington, DC at the end of May. Sixty-nine participants were willing to have a follow-up conversation. Follow-up discussions were conducted with 25 individuals.

## Section 2. Short-term study abroad programs in countries other than Australia

### Overview

More than half of US students studying abroad participate in short-term study abroad programs. This section reports survey and interview findings gathered from US institutions sending students on study abroad programs. Descriptions of the three major types of short-term programs are provided and administrative approaches being used by US institutions are outlined and analysed.

About half of all US institutions are organizing and administering their own short-term study abroad programs. Europe hosts 60% of the short-term programs reported, but seventy-five different countries emerged within the respondents' top five short-term programs. The majority of short-term programs are four weeks or less, while six weeks is also a popular program duration. Most short-term programs occur during the US Summer, excepting US bachelors institutions where January term programs are more common. The traditional "foreign language and culture" programs are most common, followed by programs with humanities and then business subjects. Students paid an average program fee of slightly more than US \$4,800 to participate in short-term programs, with research university programs being most costly. Finally, key trends such as responses to the declining US dollar, the impact of campus internationalization strategies, and emerging co-curricular activities are discussed.

### Methodology

IGE surveyed all colleges and universities that rank in IIE Open Doors' top 400 of US institutions sending American students on study-abroad programs. 191 responded to the survey. Figure 2.1 gives a breakdown of the group of respondents which includes all major types of US institutions: research universities, masters

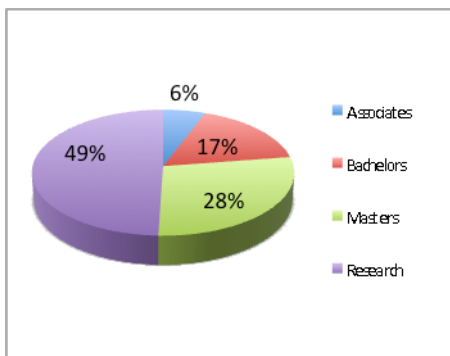


Fig. 2.1: Short term study abroad survey respondents by institution type

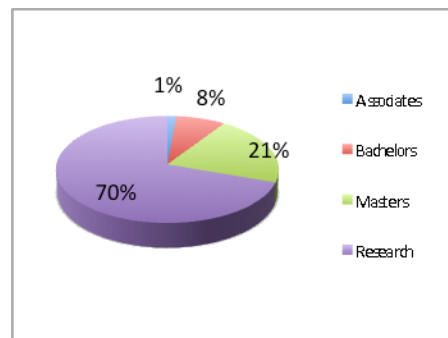


Fig. 2.2: Proportion of students from survey institutions on short-term study abroad programs

universities, bachelors colleges (also known as liberal arts colleges), and associates (also known as junior colleges or community colleges). Not every institution responded to all the questions in the survey. In addition, IGE followed-up with in-person or phone interviews with 25 US institutions. Invaluable guidance was provided by international student mobility staff from the University of Melbourne to help design the survey.

Overall, participating institutions reported sending a total of 48,071 students on short-term programs during 2006 – 2007. Of these 48,071 students, over two thirds were from research universities; masters, bachelors, and associates institutions sent students abroad on short-term programs as well (Figure 2.2). The median number of students on short-term programs per institution was 200. The median number of students on short-term programs for associates and bachelors institutions was 70 per institution. Masters institutions sent a median of 158 students per institution, while research institutions sent a median of 350 students per institution.

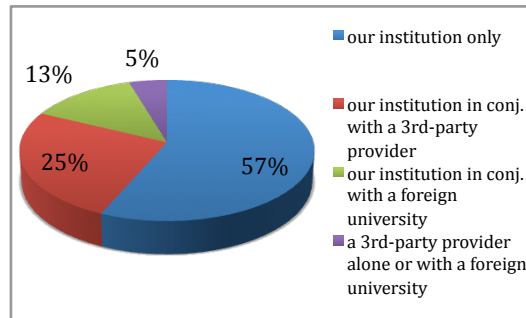


Fig. 2.3: Who administers your short-term programs? - All US Institutions

### Short-term program type

The survey data indicate that in general, US institutions organise most short-term study abroad programs on their own (Figures 2.3, 2.4, 2.5, and 2.6). US short-term study abroad programs can be divided into three general types:

1. **Faculty-led** – The US faculty member plays a critical role in the initiation, design, administration, student recruitment, and academic delivery of these programs. These programs are often identified with a particular faculty member or academic unit. Often, the study abroad office or other administrative unit plays a large role in approving, developing and administering the program. Overseas,

program organisers may enlist the services of a third-party provider, a foreign university, travel agent or other local “expert” for accommodation, classroom space, excursions, etc.

2. **Institution administered** – Organised and administered by the study abroad or international office, these programs rely heavily upon their institution’s faculty for academic and occasionally administrative support. Often these programs evolve from a series of previous successful faculty-led

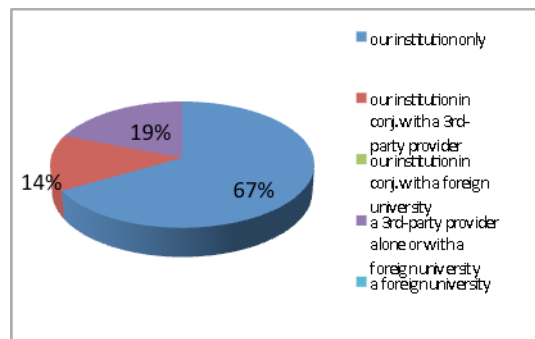


Fig. 2.4: Who administers your short-term programs? - US bachelors institutions

In 1975 a faculty member from the English department brought a small group of students to London to study Shakespeare. After two years, a history professor joined along with a few students and taught “London and The Glorious Revolution.” Eventually both departments had “The London Program.” In the 1990’s when faculty members from business wanted to establish a finance program, it became “*State University in London.*” **This is an example of an institution-administered program.**

programs. Institution-administered programs tend to be highly structured and institutionalized. The institution-wide organizational structure permits faculty members from a range of different disciplines to participate.

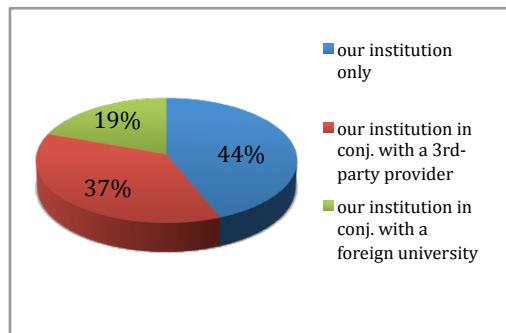


Fig. 2.5: Who administers your short-term programs? - US masters institutions

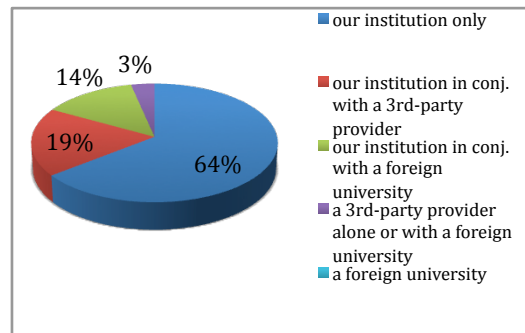


Fig. 2.6: Who administers your short-term programs? - US research institutions

Abroad, the university may have a building or an office where the program takes place. The program may contract customized on-site services from a third-party provider, foreign university, or travel agent. These services may include accommodation, classroom space, or excursions. The program's academic profile may vary each year as faculty members from different departments teach subjects.

3. **Affiliated**—Colleges and universities often have agreements with other groups that organise study-abroad programs. The sending institution has limited, if any, control over the academic content and administration of the program. Students pay the fee charged by the affiliated institution. Depending upon the institution and type of agreement, students' financial aid, scholarships and grants may be applied to the affiliated program fee and other expenses associated with studying on their program. The contractual agreement describes the terms by which academic credit is awarded, transferred or recognized. Examples include:

- *Third-party provider* – Some providers have their own offices, classrooms, and faculty at study centers outside the US. Other providers act as an intermediary with an overseas host university or school to deliver academic services to American students. These organizations are set up to deliver strong services oriented toward American students that may not be available at the host institution or from the students' home school. These services may include items such as: pre-departure advising, flight arrangements and airport transfers, on-site orientation, on-site support staff, assistance with accommodation, excursions, internship placement, parental liaison, inter-university agreements to facilitate credit and financial aid transfers, scholarships, etc.
- *Overseas university* – Some US institutions sign agreements directly with foreign institutions of higher education to provide academic services for their students. These agreements are for enrolment in an existing program organised by the host, not necessarily a program organised specifically for

- the sending institution. Referred to as a *catalogue program* in section of this report.
- *US university or consortium* – Many US universities open their short-term programs to students enrolled in other US institutions. This model creates increased economies of scale, generates additional tuition or program revenue, and helps to achieve a critical mass of students.

Some institutions work with only one program type, i.e. faculty led, while others maintain a portfolio of program types that increase the range of study-abroad programs available to their students.

### **Program administration**

Across all institution types surveyed ( $n = 129$ ), over half of U.S. institutions reported being solely responsible for administration of their institution's short-term programs. However, a quarter of institutions reported running short-term programs in conjunction with a third-party provider. Just over one-tenth of the institutions ran their short-term programs in conjunction with a foreign university. It was very rare for institutions to hand over administration completely to a third-party provider, and none reported programs run exclusively by the foreign university. Associates institutions ( $n = 7$ ) showed a slightly different pattern; over half these institutions reported running programs in conjunction with a third-party provider, and less than one third of associates institutions ran their programs on their own. The pattern for bachelors institutions was quite similar to the overall pattern. Masters institutions also showed a similar pattern, though they relied more on third-party providers. Almost two-thirds of research universities ran their short-term programs independently. About one-third of research universities administered the short-term programs in conjunction with either a third-party provider or foreign university.

### **Program development and administration on US campuses**

Across all institutions ( $n = 121$ ), study-abroad and international offices, as well as faculty, were largely responsible for short-term program administration. The green box below summaries a common process for short-term program

*“An International Office Committee issues a call for proposals to faculty members and academic departments. The committee looks for programs that will be sustainable in the long-term and have considerable department buy-in. Faculty submit a course description along with the program proposal. The dean and department chair must sign off on the program proposal before it goes to the committee. If introducing a new course, the faculty member is expected to shepherd the course through the university's curriculum committee. We expect faculty to recruit students to the program. We work together to administer the program. Faculty make most overseas contacts. The international office is responsible for student pre-departure items, liability and risk issues, international health insurance, and airfare and logistics. The international office also manages students' applications to financial aid and enrollment services.”*

**Director, Study Abroad, US masters university**

approval. In about half the cases, the study-abroad or international offices administered the program; slightly less common was for the study-abroad or international office to work in conjunction with a faculty member to administer short-term programs. (Figure 2.7). Faculty members administered programs on their own in only a very limited number of cases.

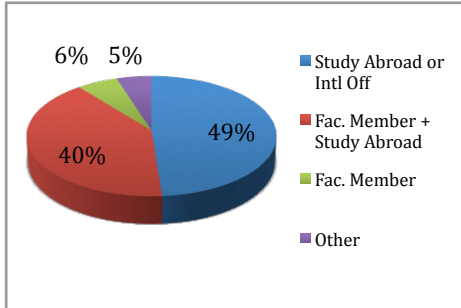


Fig. 2.7: Study abroad program administration - All US institutions

This general pattern also emerged for Associates ( $n = 7$ ), Bachelors ( $n = 17$ ), Masters ( $n = 41$ ), and Research ( $n = 55$ ) institutions.

The program approval and development process starts 12 to 18 months before the program’s start date, or earlier at some institutions. Two sample timetables for short-term program development are included in Appendix B *Example development timelines for US short-term programs*.

### Worldwide locations of US short-term programs

The IGE survey asked respondents to list their institution’s top five short-term program locations. Interestingly, institutions’ five “top” programs were not limited to a few countries, but included 75 different destinations, from Antarctica to Vietnam. The breadth of this range of locations implies that short-term study abroad has considerable global reach and that faculty and students are willing to travel.

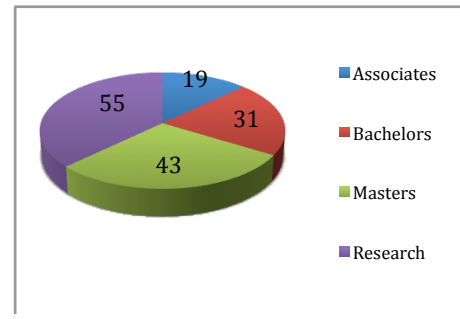


Fig. 2.8: Number of different countries in the top 5 by US institution type

Region	No. Programs
Africa	19
Antarctica	1
Asia	65
Europe	330
Latin America	103
North America	2
Australia & Oceania	20
Middle East	8

Table 2.1: Number of short-term programs by region - All US institutions

Among all institutions, the top five programs were: Italy, England, France, Spain and multiple countries in Europe. China and Mexico were tied for fifth place among research universities. At other types of institutions, China was the only non-European country in the top five. Figure 2.9 presents the top nine short-term program locations. Information for Australia is included to allow for comparison.

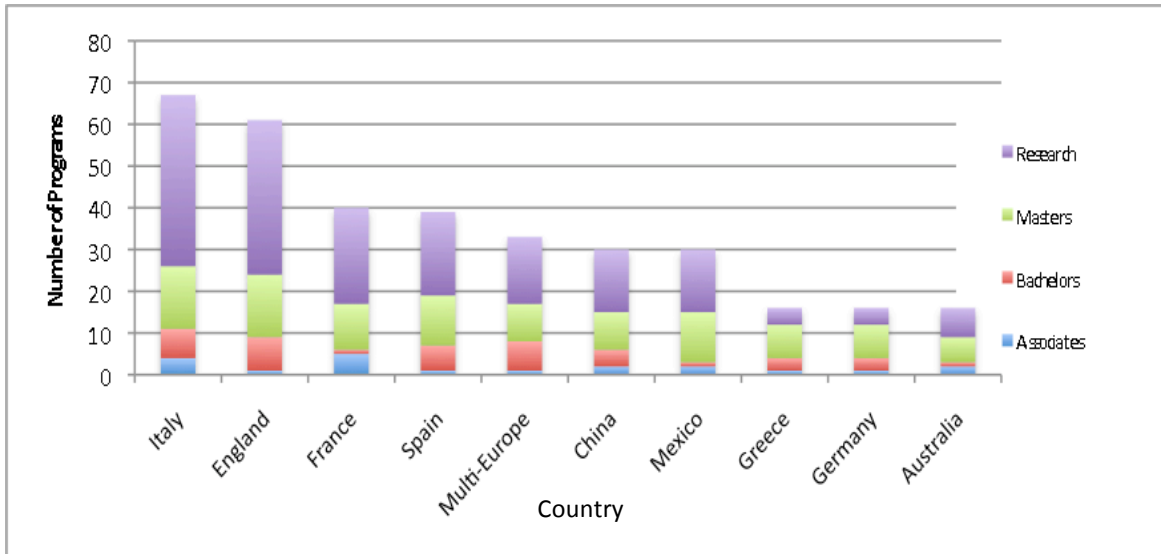


Fig. 2.9: Top 9 short-term countries + Australia by institution type

### Program timing and duration

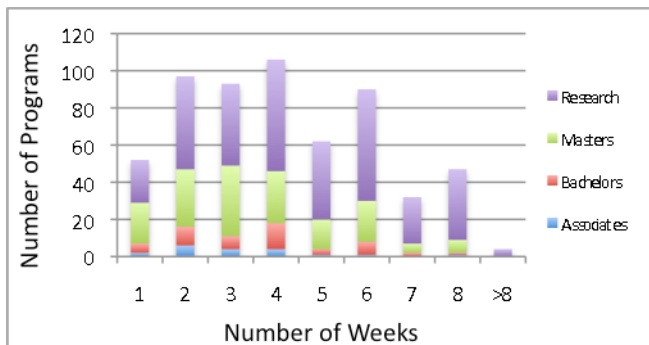


Fig. 2.10: US short-term study abroad program duration

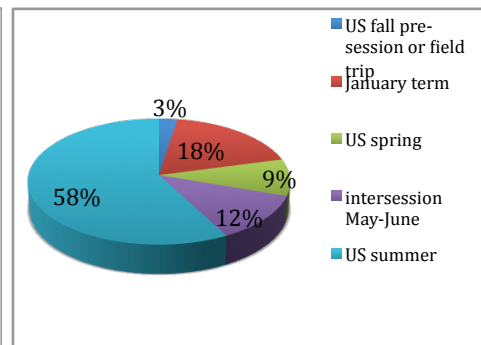


Fig. 2.11: Percentage of short-term students abroad by term: All institutions

Short-term programs were most commonly two, three, four, or six weeks. Programs

*“January terms cost almost the same as a full semester but students are still prepared to pay. They don’t want to be away too long. They don’t want to be away from their academic program, their friends, or their family. Many students are not quite sure about what they want to do, and therefore won’t commit to a long-term study abroad program”.*

**Study Abroad Director, US bachelors college**

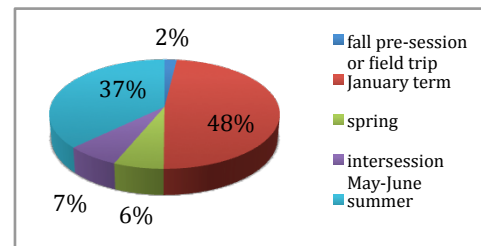


Fig. 2.12: Percentage of short-term students abroad by term: US bachelors institutions

lasting one, five, seven, and eight weeks were less common (Figure 2.10).

**Time of year:** Across all institution types ( $n = 123$ ), over half the students on short-term programs went abroad during the summer (Figure 2.11). Almost one fifth of

students, however, studied on short-term programs during the January term. About one tenth of students went abroad during the US inter-session (May- June), and the same was true for US spring programs. It was quite rare for students to study abroad on US fall short-term programs. Associates institutions ( $n = 4$ ) showed largely the same pattern; the only exception was that fewer students studied abroad during the summer and more students went during the spring. Intriguingly, half the students on short-term programs at Bachelors institutions ( $n = 20$ ) completed short-term study abroad during the January term (Figure 2.12). Short-term study abroad during the January term was the most popular option for Bachelors institutions. US Spring and inter-session (May – June) were not frequent, and US fall programs were again very rare at research institutions. Masters institutions ( $n = 41$ ) showed the same pattern found across all institution types. Research universities ( $n = 57$ ) sent two thirds of their short-term students abroad during the summer, with all other options being far less common.

### Levels and fields of study

The most common fields of study on short-term programs were foreign language/culture, humanities, and business (Figure 2.13). Multiple subject curricula were also very common. Art,

*“At my university, they’re moving away from general programs toward programs that focus on major requirements.”*

**Professor, US research university**

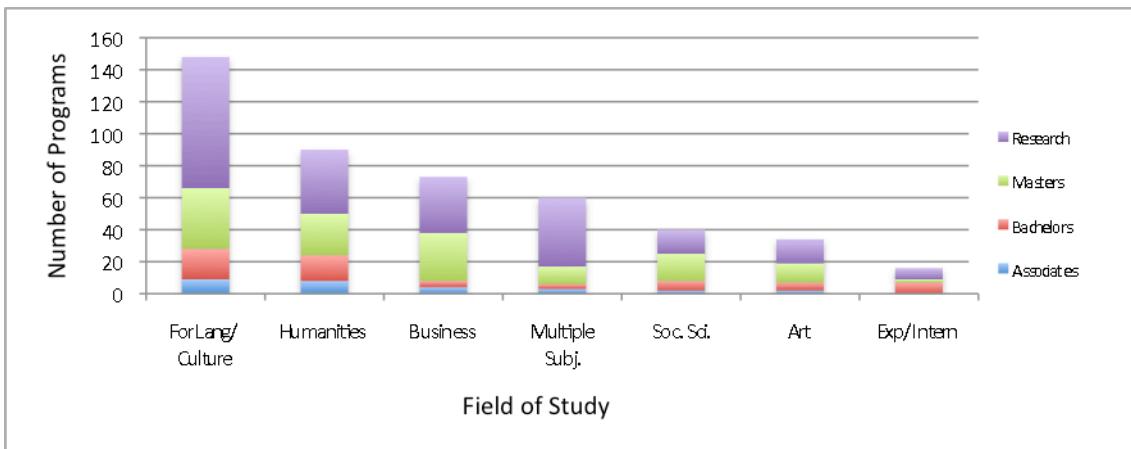


Fig. 2.13: 7 Most popular fields of study for US short-term programs worldwide

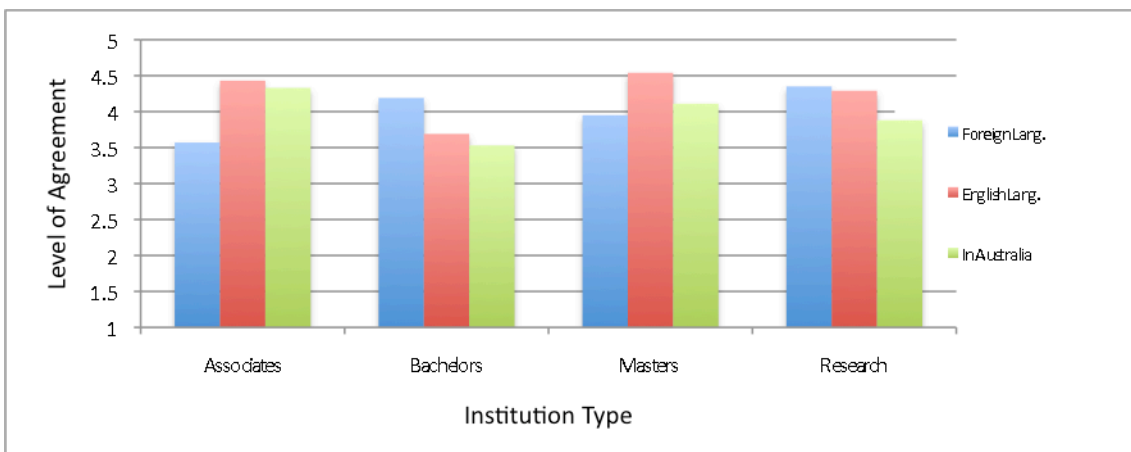


Fig. 2.14: There is demand on my campus for short-term programs with these curricula

education, environmental sciences, and social sciences were offered in a variety of programs. (See Appendix C for a key to fields of study.) Experiential learning and internships were occasionally available. Agriculture, biology, communication, culture, engineering, health, law, and natural sciences were each offered in fewer than 10 programs. Interestingly, the subjects described in our interviews as having strong potential for growth in study abroad are less commonly taught in the most popular destinations. These subjects with strong potential for growth include environmental studies, biology, and engineering. Australia was identified as having academic strengths in these areas.

Most US undergraduate degrees require students to take courses for both major credit and general degree credit. The general degree credit courses are distributed among defined disciplines outside the major, for example a humanities major will be required to take two or three courses in the sciences. Often study abroad programs, particularly short-term programs offer courses that fulfill general requirements to attract the largest potential pool of students. Science, engineering and pre-professional majors (nursing, medicine, education, etc.) in particular have fewer general education options available for study abroad. However, in the past several years, academic departments are increasingly seeking or developing programs that are structured around the major. Australian institutions are positioned to develop short-term study abroad programs that satisfy the demands of these majors. By working closely with American academic partners, they can also position themselves to develop other opportunities such as joint research and graduate student recruitment.

While current program offerings rely upon the traditional foci of study abroad, language and culture, figure 2.14 clearly indicates a strong demand for English-taught programs. Indeed, foreign language/culture programs nearly always offer at least one course taught in English despite being located in a non-English language country. In programs where students take two courses, generally they take one foreign language course and an English-taught culture course. One study-abroad director remarked that language and culture programs will always be popular; however, she noted that in Europe these programs have “plateaued” and she expects growth in disciplines such as the sciences and engineering that do not traditionally have high levels of study abroad participation. She explained that culture programs outside of Europe are poised for growth as well. Australia is viewed as well-positioned to offer short-term programs with culture-orientated courses in the arts, humanities and social sciences as well as offerings in natural science, engineering and environmental studies.

### **Program fees and costs**

The average program fee for the top five locations was US\$4,814. Interestingly, the research universities’ programs were most expensive, with an average program fee of US\$5,160, for their top five programs. Research institutions arguably have the largest economies of scale and have programs operating in what might be perceived to be less expensive locations, such as China and Mexico. Program duration may

affect the program fee, as research institutions had longer programs; the least expensive programs, run by associates institutions, had shorter average durations. The top five programs at associates institutions had an average program fee of US\$3,746. Bachelors institutions' top programs had an average program fee of US \$4,361. The top five programs for Masters universities had an average program fee of US\$3,981. Program fees generally do not include international travel and personal expenses. In some cases, US institutions will charge tuition in addition to the program fee.

In the interviews, all parties expressed concern about the declining value of the dollar and the impact it has, and will have, on the cost of studying abroad. Students are impacted in terms of increased program cost and the daily cost of living abroad. Most international educators interviewed felt that the increased costs were "inevitable, a part of doing business." Nearly half of the institutions surveyed indicated that they were taking steps to control the cost of short-term programs. The most popular cost control efforts were seeking to make additional scholarship money available to students. Reducing program activities such as side trips or other extra-curricular activities are used to help keep program fees stable. The two least popular cost control options were providing lower quality housing and limiting course offerings. Less than half of the respondents were prepared to reduce the number of their institution's faculty or staff who go on the program.

### **Key issues of short-term programs worldwide**

There are three key issues revealed through conversations and the survey that impact on the popularity and success of short-term study abroad programming:

1. *Cost of studying abroad* – Cost can be broken down into two factors: The real cost and the perceived costs. The total real cost of participating in a short-term study abroad program is lower, usually US\$10,000 or less, than the total

*"I will admit there is a self-serving element to teaching in study-abroad programs. Twice I've taught courses in Norway where my parents live. Leading study abroad programs enables me to build upon contacts and resources that I've developed around the world."*

**Professor, US research university**

cost of participating in a semester or year program, which is often US\$15,000 or more. The per-credit cost of a short-term program is often considerably higher than the per-credit cost of a semester or yearlong program. The

second cost factor, perceived cost, helps explain the student's decision choose a program with less "value" for money. The perceived cost is expressed as student concerns about falling behind on graduation or other university-related plans, and personal reasons for not wishing to be away for a long period of time. It also includes the opportunity cost of not working for the period that the student is away. Additionally, students applying for medical school or other professional programs have a very limited number of semesters open for study abroad.

2. *Institutional internationalisation plans* – Study abroad is considered a measurable goal of internationalisation. Many schools express their success by indicating the number or percent of students studying abroad. Additionally, internationalisation is articulated through engaging faculty members in international activities. Directing study-abroad programs and participating in study-abroad program selection committees are popular internationalisation activities for faculty, even though participation in these activities is rarely considered in hiring or tenure processes. A departmental study-abroad program is often a strong expression of its international engagement and activity within the scope of the institution’s internationalisation plans. The establishment of professionally administered study-abroad offices is a further indication of institutional internationalisation. Short-term programs administered by study-abroad offices for departments most likely will be relied upon to achieve institutional internationalisation goals.
  
3. *Control over academic programs*–US faculty members are responsible for the institution’s academic curriculum. As indicated earlier, faculty are also highly influential in determining study abroad locations and programs. This combination suggests that as institutions internationalise, the trend for faculty-led study abroad programs will continue to grow with respect to other study abroad options. Australian institutions are advised to develop materials that address the interests and concerns of US faculty, such as state-of-the-art research and facilities, academic rigor, openness to collaboration, and strong administration.

*“There is considerable faculty interest, but all study abroad programs, particularly short-term, must fit into the curriculum.”*

**Program Coordinator, US research university**

### **Perceptions and trends in US short-term programs worldwide**

The following factors suggest that short-term study abroad programs will continue to grow at US institutions:

- increased professionalisation of the field of education abroad
- more research on the benefits of short-term study abroad programs
- increased interest in sending students abroad
- increased faculty participation in internationalisation activities

US institutions are challenged by the increased demand for study abroad and the expressed goals of preparing “globally aware” graduates with the harsh realities of a weakened US economy and higher costs of organising study abroad programs. Short-term programs are a vital part of the study abroad market that will continue to grow. The emphasis on study abroad “outcomes,” quality standards and research on the impact of short-term study abroad should lead to qualitative program improvements and greater acceptance of short-term programs. Economic factors

including the weak dollar, tightening US credit markets, and cost consciousness at US institutions will continue to favor the development of short-term programs.

While US students are the primary consumers of short-term study abroad programs, US academic and administrative staff are responsible for determining the program structure and location. US faculty are largely responsible for the program’s academic focus and content. Efforts to market and develop programs should include both US faculty and study abroad staff. Marketing and promotional materials should be written to meet the needs of both constituencies and address the long-term objectives of US institutions. Institutions, students and faculty internationalisation objectives can benefit from Australia’s unique position in the region and the world. Materials should highlight qualities such as academic strengths of the Australian institutions, available research and field sites, strength of administrative structures, and Australia’s human and natural diversity. US faculty respond well to Australian academic staff. Consideration should be given to peer-to-peer interaction in print, using the web, and personal interactions.

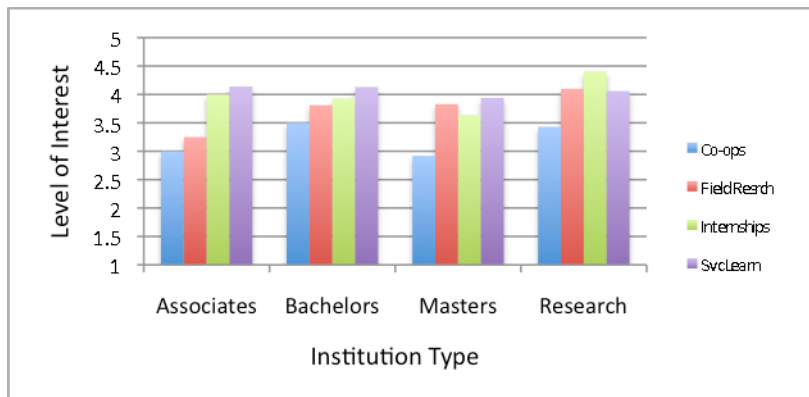


Fig. 2.15: Level of interest in co-curricular activities

Co-curricular options including featuring experiential learning opportunities such as internships, service learning and field research are highly sought program attributes (see Appendix F for glossary of terms). While survey data showed that existing internships and experiential learning opportunities are not common elements of short-term programs, there is a strong desire to include these elements in study-abroad programs. As evidenced in Figure 2.15, amongst all institutions, there is strong interest in internships and service learning. Unsurprisingly, field research is a strong area of interest for research universities. A short-term program portfolio that includes academic course and co-curricular options will be very attractive to the US market. Co-curricular activities can be designed with high levels of integration with Australians, another highly desirable program attribute. Finally, with cooperation and careful planning, the differences between the Australian and US academic calendars may be an advantage when organizing co-curricular activities: Australian students and academic staff are present on campus and labs are operational during the peak program periods of May - July.

### Section 3. Short-term programs undertaken by US institutions in Australia

#### Overview:

Forty-two (37%) of 114 U.S. respondents indicated that their institution had a short-term program in Australia. Of these 42 US institutions, research universities comprised half of the institutions with short-term programs in Australia. Masters institutions ( $n= 13$ ) were next, comprising slightly less than a third of the universities with short-term programs in Australia. Finally, bachelors institutions ( $n = 6$ ) accounted for just under one-fifth, and associates institutions ( $n=2$ ) accounted for well under one-tenth of institutions with short-term programs in Australia.

This section provides detailed information about the short-term programs used or organised by US institutions for their students to study in Australia. Most institutions organise their own programs or work with a third-party provider as discussed with program type. Study abroad offices and university faculty play key roles in program administration. Two goals study abroad staff seek are quality student accommodation and integrating students into Australian life. Most institutions send students on short-term programs to Australia during the US summer, with January terms also popular. Business and experiential learning are the most popular fields of study for students on short-term programs. Most students are paying a program fee of approximately US\$5,000 plus additional costs to study in Australia. There is considerable interest in short-term study in Australia, particularly in areas where students can have strong co-curricular opportunities.

#### Methodology

The IGE survey was distributed to US colleges and universities. A similar but separate survey was sent to third-party providers. The survey included several questions about existing short-term study abroad programs in Australia, perceptions of Australia as a short-term program destination, and future directions for short-term programming Australia. Data on short-term programs in Australia were gathered from the four main categories of US higher educational institutions. The survey was followed-up by in-person and telephone interviews with study-abroad staff members and faculty from each type of institution, including third-party providers. The respondents reported a total of 55 short-term programs in Australia (or an average of 1.3 programs per institution). About half of short-term programs in Australia were offered by research universities (Figure 3.1), and almost three-quarters of students on these programs were from research universities (Figure 3.2). However, these figures show that all institution types currently have at

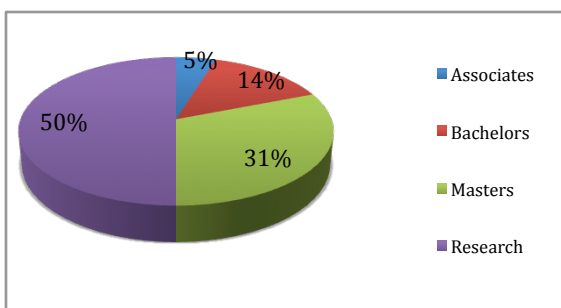


Fig. 3.1: Types of US institutions with short-term programs in Australia

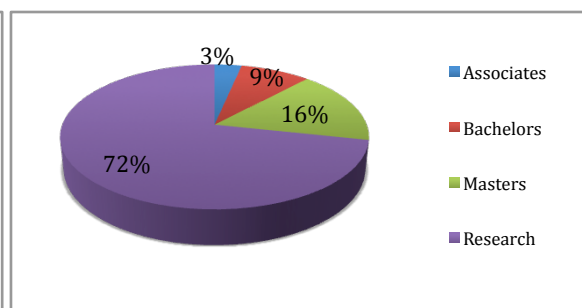


Fig. 3.2: Students studying on short-term programs in Australia (n=927)

least some involvement with short-term programs in Australia. IGE estimates that the number of students attending short-term programs in Australia from the responding US institutions represents approximately 37% of the total number of US students studying on short-term programs in Australia.

### Program Types

The majority of US institutions with short-term Australia programs use one of three approaches. They either set up and administer their own *Faculty Led Programs* alone, work in conjunction with a foreign university, or contract a third-party provider to administer short-term programs commonly known as *Customized Programs*. Eighty-nine percent ( $n= 12$ ) of the third-party providers surveyed administer customized programs for US institutions. Bachelors institutions make the greatest use of third-party provider programs. However, none of the institutions reported allowing students to participate in a short-term study abroad program administered solely by a foreign university. (At some institutions, international transfer credit i.e. participation in a foreign university’s study abroad program, may be managed by the registrar’s office, and not reported to/by study abroad offices.) Some institutions limit the number or quality of transfer credit hours they will accept towards a degree without a formal institutional agreement. The acceptance of different types of short-term programs varies according to institution classification, as indicated in Figures 3.3, 3.4, 3.5, and 3.6:

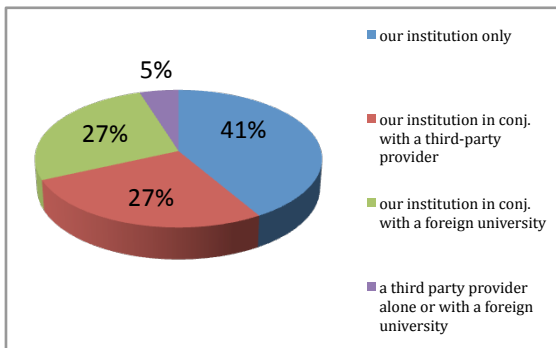


Fig. 3.3: Program type: all US institutions

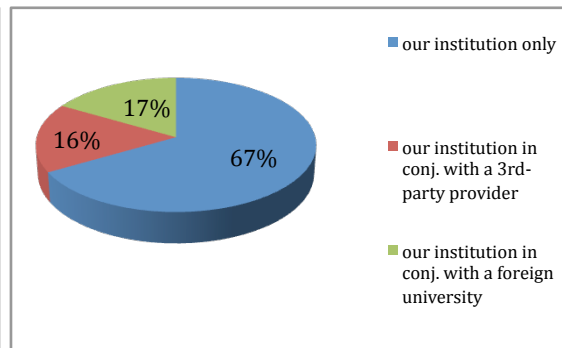


Fig. 3.4: Program type: US bachelors institutions

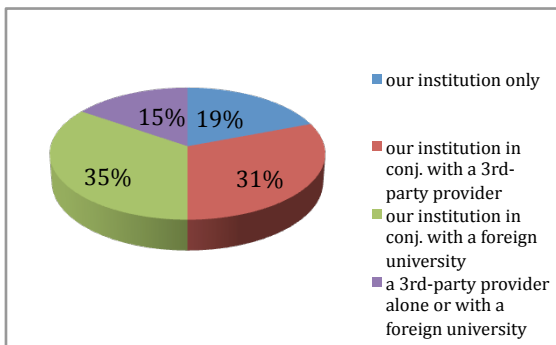


Fig. 3.5: Program type: US masters universities

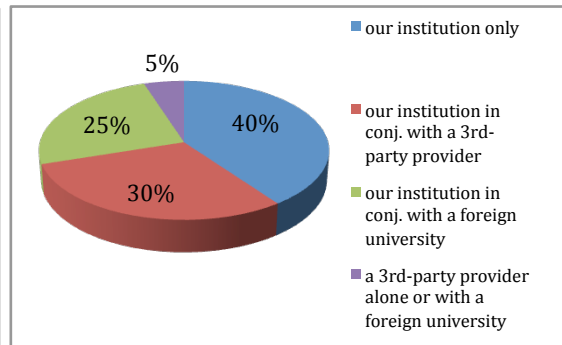


Fig. 3.6: Program type: US research universities

**Short-Term Program Locations:** It was most common for Australia programs ( $n = 48$ ) to include stays in multiple locations (Figure 3.7). Sydney is almost always included as a location in the multiple destination programs. Sydney and Melbourne are the most popular single city destinations. Locations offered by at least one program include Broome, Cairns, Dareton (NSW), Lismore, Multiple Oceania, New South Wales, Perth, and Townsville. A faculty member who organises programs to Australia also expressed that students should “experience Australia’s natural beauty as well as its vibrant cities.” Study abroad directors and faculty emphasized that

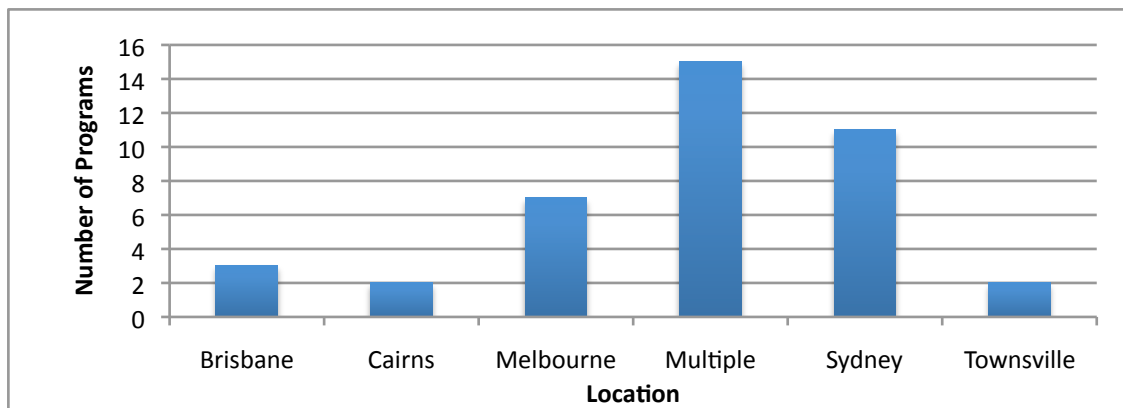


Fig. 3.7: Top locations of US short-term programs in Australia

multiple destinations are perceived as offering higher value for the money. When asked whether traveling detracted from the academic experience, a US faculty member commented, “The purpose of these trips is to expose students to as many new things as possible; this is where they learn.”

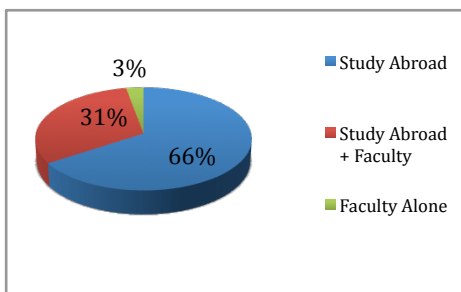
*“When a student travels so far, they want a chance to see as much of the country as possible.”*

**Study Abroad Director, masters university**

Most third-party provider programs also featured a majority of programs with multiple destinations or extended field trips in their programs.

### Administration of Short-term Programs

The Study Abroad Office plays the most critical role in short-term program administration. About one-third of study abroad offices work closely with faculty to develop short-term programs, while two-thirds have primary responsibility for the administration of short-term programs in Australia (Figure 3.7). Most third-party providers work directly with Australian universities.



While American faculty are very influential in the determination of short-term programs and curriculum, they are rarely left on their own to

Fig. 3.8: Administration of US institutions’ short-term programs in Australia

administer short-term programs. Relationships with hosting institutions, both third party providers and universities, were important. Sixty-seven percent of respondents reported that they were *quite to extremely involved* with the hosting institution or program provider when organizing short-term programs in Australia.

### **Integrating US Students into Australian Life**

Americans have a reputation for “wanting it all.” Study abroad is no exception. Integrating American students with their host country peers was an important goal for short-term programs. U.S. institutions were quite interested in academic programs combining U.S. students with Australian and international students. They were less interested in programs exclusively for American students. Intriguingly, the setup of existing short-term Australia programs seemed to be the opposite of what was desired. It was common for programs to be exclusively for American students, and less common for programs to have U.S. students with Australian or international students. Interviews with study abroad staff offered several reasons for the disconnect, including:

- US faculty lack contacts with peers in Australia
- there are significant differences in academic calendars
- most programs are initiated by a department or single US institution and are focused on serving its own students in a highly structured program

In fact, combining American students with Australian or international peers appeared more difficult than it was. “Does the opportunity even exist?” queried one study-abroad director.

Australian institutions that can balance the desired goals with the on-the-ground realities of time and structure will have a competitive advantage. Identifying and creating opportunities to integrate American and Australian students both in and out of the classroom will be well received. Articulating academic and research opportunities within a flexible administrative structure to American faculty will also be valuable.

### **Student Accommodation**

Student accommodation is an important component of a short-term study-abroad program. Housing options on short-term Australia programs were broad, and included dorms or apartments with US students only, dorms or apartments with Australian students, dorms or apartments with members from various countries, hotels, and host families. Of the 36 programs responding, the most common housing was a dorm or apartment with other U.S. students, which was the option in one third of programs. Dorms with Australian students, offered in one-quarter of programs, or with international students, offered in just under one-fifth of programs, were also common. Host families were also available on one-quarter of programs. While most institutions reported being quite satisfied or extremely satisfied with the housing options on their short-term Australia programs, a substantial portion reported being only slightly or moderately satisfied. Two institutions were not at all satisfied

with their housing. Australian institutions are advised to seek out housing options that provide significant opportunities for integrating into Australian life.

### Program Timing and Duration

Across institutions, short-term programs in Australia ( $n = 42$ ) were most frequently

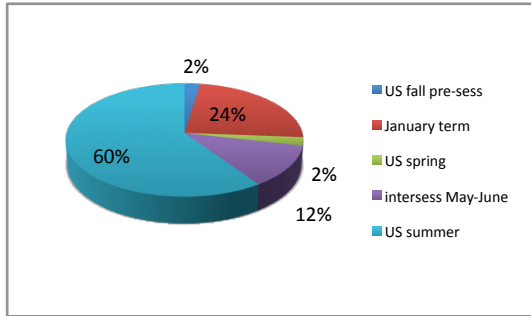


Fig. 3.9: Time of year for US short-term programs in Australia - all institutions

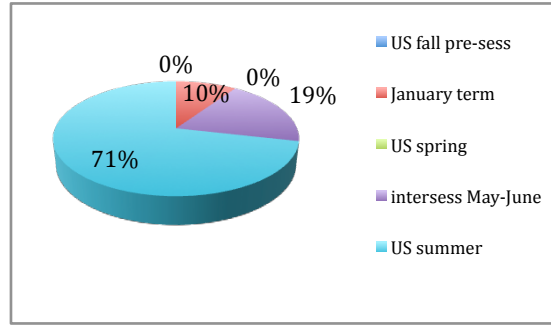


Fig. 3.10: Time of year for US short-term programs in Australia - research universities

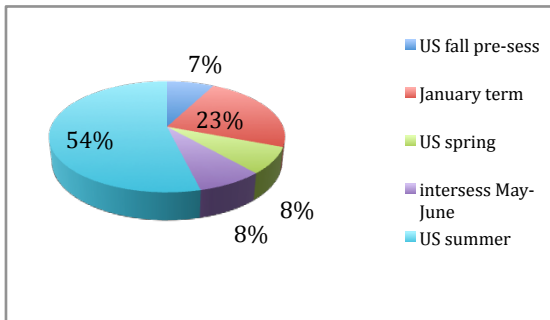


Fig. 3.11: Time of year for US short-term programs in Australia - masters universities

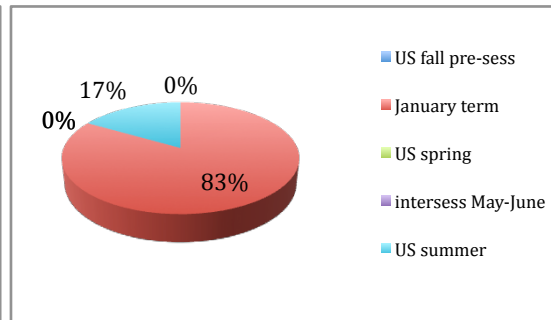


Fig. 3.12: Time of year for US short-term programs in Australia - bachelors institutions

offered during the U.S. summer, with well over half the institutions offering programs at this time (Figure 3.9). About one-quarter of institutions had programs during the January term. Inter-session (May –June) programs were offered by about one-tenth of institutions. The patterns at and research ( $n = 15$ ) and masters ( $n = 7$ ) institutions largely echoed these findings (Figures 3.10 and 3.11). Bachelors institutions ( $n = 6$ ), however, sent a larger number of students during the January term than during the US summer (Figure 3.12). Only two associates institutions with short-term Australia programs responded to the survey, so no findings about these institutions will be presented. Some masters

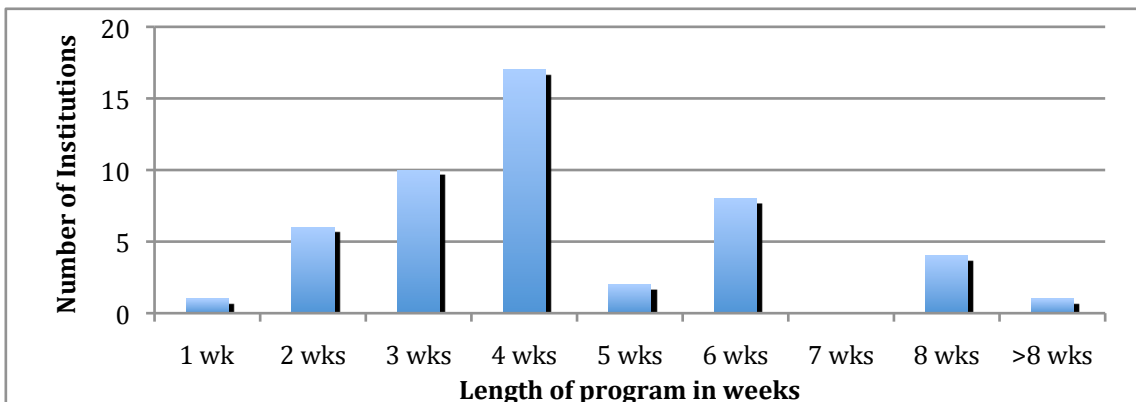


Fig. 3.13: Duration of US short-term programs in Australia

universities organise one-to-three week fall “pre-session” programs in August before the US academic year begins in late August –early September.

Four weeks or fewer was the most popular duration for short-term programs in Australia (Figure 3.13). Most programs by providers lasted four weeks, with six weeks the next most common option. Virtually all January term programs were four weeks or fewer. Summer programs varied widely, some as long as eight weeks, but the majority lasted between three and six weeks. The frequency of programs shorter than four weeks suggests a willingness of faculty and students to travel long distances for a relatively short period of time. The few eight-week and longer programs usually included an internship component.

### Levels and Fields of Study

Australia means Business. Business studies programs were the most popular short-term programs offered in Australia (Figure 3.14). Multiple studies programs were second most commonly offered. These programs are defined as having two or more

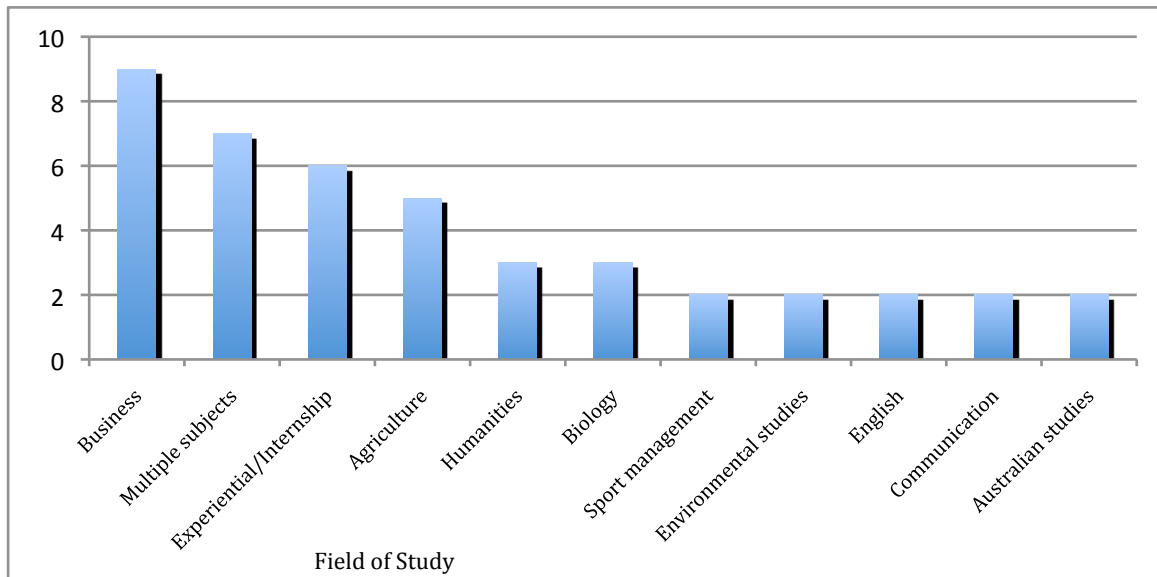


Fig. 3.14: Fields of study for US short-term programs in Australia

*“If an Australia short-term program can offer courses that are standard to an engineering curriculum such as heat transfer, fluid mechanics and so forth, then the students can do it in the summer and move forward in their curriculum. Internships and math courses would also be very attractive for science and engineering students.”*

**Study Abroad Director, masters university**

distinct subject areas being taught. Experiential learning and internships were third most common. The following subjects were offered in only one program: social sciences, natural sciences, education, art, Aboriginal studies. Figure 3.14 provides the most common fields of study for US short-term programs in Australia. (See Appendix C for a listing of subjects included in each field of study).

Many of the multiple-subject programs had one course with an Australian theme combined with one or more other courses. For example, a public research university offers a January term program where students take two subjects (3 credit hours each): 1) Australian literature and, 2) international public health. In this instance, both subjects are taught by faculty from the US institution. Commonly, multiple subject programs offer students a choice of disciplines and courses, thereby increasing the potential pool of students. Additionally, institutions have found it useful to offer subjects that fulfill degree requirements to attract students. This is the case with the international public health program, which is targeted at students in nursing, pre-med, public health and social work.

### Co-Curricular Activities

US faculty and study abroad administrators recognise the significant learning opportunities that occur outside the traditional classroom, particularly in a study abroad environment. Co-curricular activities such as internships, service learning and field research combine academic with experiential learning opportunities. Study-abroad directors consistently emphasized internships and research as areas with high potential for Australian universities. They also stated that short-term study of natural sciences, engineering, and environmental sciences would enable more students with majors in these tight curricula to study abroad.

US institutions reported a substantial number of programs already had internship and field study opportunities on their short-term Australia programs. Institutions without these components expressed high interest in both internships ( $n = 27$ ) and field study ( $n = 30$ ) on the short-term Australia program. While most institutions did not offer research-based programs, volunteer opportunities or service learning, U.S. institutions reported being quite interested in these components for their short-term Australia programs. Co-ops were not widely available, nor was there much interest in them.

*“A strong internship program in Australia will be very successful with our students.”*

**Study Abroad Director, US masters university**

*“Students like to speak with someone in the US who knows the opportunities and has the patience to speak with them and their parents. Oh, and of course, an 800 number (toll-free).”*

**Study Abroad Advisor, US research university**

Co-curricular activities are popular with the third-party providers surveyed: 80% include field study in their programs, 40% offer internships and 40% offer research-based programs. Study abroad directors expressed strong support for third-party providers, particularly those with internships. One program provider sends more than 100 students on its US summer internship program (July – August) in Australia.

### Program Fees and Cost

Study-abroad directors who do not offer programs to Australia cited the cost as the primary deterrent. However, the data indicate that generally, Australia is quite

competitive with other leading short-term study-abroad destinations (Table 3.1). Exact comparisons of program fees and costs are difficult because each program has different characteristics. Institutional policies relating to tuition, insurance, and other factors also impact the cost of participating in a short-term program.

Program fee price points are listed below.

Percentiles	In US \$	Minimum	\$ 1,361
25 <sup>th</sup>	\$3,500	Maximum	\$12,070
50 <sup>th</sup>	\$5,000		
75 <sup>th</sup>	\$6,000		

Table 3.1: Program fee price points for short-term programs in Australia

When pricing programs, discussions with study abroad staff revealed that most US institutions add some or all of their own costs related to program organisation, including items such as:

- Faculty travel and related costs
- Contingency money
- Administrative expenses
- Promotion expenses
- Program development expenses
- Instruction expenses (at some institutions that charge tuition, occasionally instructional expenses are also added to the program fee, and, therefore students pay twice for instruction.)

It is important to note that the total participation cost to students may be influenced by several factors beyond the program fee, including:

- Airfare – most programs do not include airfare in the fee
- Tuition – many institutions charge their standard tuition in addition to the program fee
- Accommodation – occasionally accommodation is not included in the program fee.
- Optional Field Trips – some programs charge extra for optional field trips
- Home University Administrative fees – e.g., study abroad administration fee
- Meals –some programs include all meals while others do not provide any meals.

Third-party providers’ programs were priced at the midpoint of the market and not necessarily more expensive than programs administered by US or Australian institutions.

### Perceptions and Trends in US Short-Term Programs in Australia

*“Both students and faculty are interested in summer and January-term study abroad programs to Australia, but there are no programs. Both Australia and Italy are very sought-after destinations by our students. But our faculty have no or little contact with Australia.”*

**Study Abroad Director, US research university**

Discussions with study abroad directors and faculty with experience organising short-term programs expressed a strong interest in short-term programs in Australia. They were most interested in the following:

- Activities that integrate US students with Australian students, including accommodation, service learning, field studies, internships, and social activities
- The potential of programs in environmental, marine and natural sciences, engineering, and Australian studies
- Opportunities that combine the diversity and cultural wealth of Australia’s key cities with exploration of the unique natural beauty
- Relationships with Australian universities and their faculty

It was also apparent during conversations that most study-abroad directors and faculty did not know Australia well. Few had traveled to Australia. Even faculty members who expressed the intention of developing a program in Australia had often not been there. Stereotypes, albeit positive and student feedback formed the basis of the faculty and study abroad staff’s views. Most study-abroad staff interviewed who had visited Australia had done so with an affiliate provider. The faculty and study-abroad directors expressed a strong desire to visit Australia.

Faculty were less familiar with Australia than with Europe. Faculty respected the quality of academic work produced by their Australian peers. Faculty also emphasized Australia’s potential for field research.

Institutions who indicated they did not have a short-term Australia program ( $n = 46$ ) gave five main reasons, which are presented in Figure 3.15.

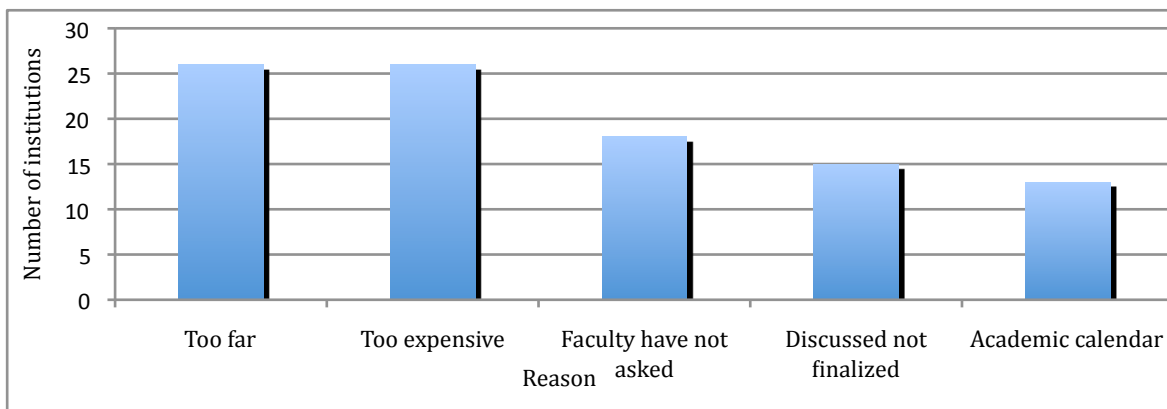


Figure 3.15 Five reasons US cite for not organising short-term programs in Australia

The provider survey produced quite different results (Figure 3.16) It is important to note that the very small number of provider responses to this question ( $n = 5$ ) makes it difficult to draw conclusions about this topic. The results in Figure 3.16 should therefore be interpreted with some caution.

- Competition from other third-party providers or Australian universities was the main reason for not developing short-term programs in Australia.

- Contrary to the study abroad offices, no provider indicated that Australia was too far, too expensive, or that the academic calendar was a problem.

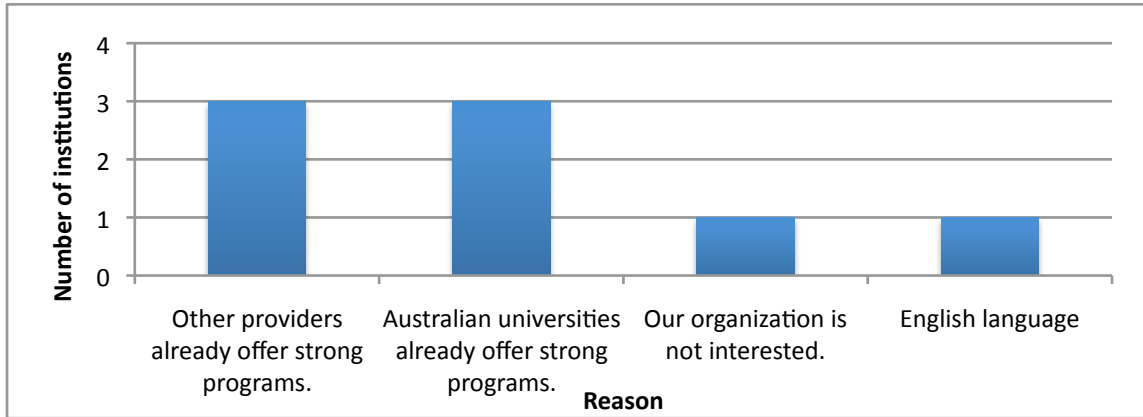


Fig. 3.16: 3rd Party Provider Reasons for No Short-Term Program in Australia

There was only moderate interest in programs combining study in Australia with study in other countries in the region, such as China and Southeast Asia ( $n = 33$ ). Only three programs reported running programs of this type.

Several institutions of all types indicated that January term programs are ideal for Australia. “Leaving the January weather in the northeast for Australia is highly desirable for faculty and students,” said one US study-abroad director. Of course, climate is no reason for an academic program, but it does compete favorably with a similar program in Europe.

## Section 4. Short-term programs currently offered by Australian Institutions

### Overview

Australian universities are considerably less active in the short-term study abroad market than they are for semester and year-long programs. Still, based on data collected in the IGE survey and data supplied by AEI, it is estimated that nearly 2,500 American students studied in Australia on short-term programs in 2006 - 2007. Most students participating in short-term programs in Australia study with their home university or through a program provider.

IGE's recent survey of Australian universities shows that there is considerable interest in either further developing or commencing short-term program activities.

Information gathered from the survey indicates that currently, Australian administrative or academic staff, have a role in the establishment of short-term programs. Many short-term programs taking place at Australian universities are being organised on campuses without formalized administrative processes and sometimes without the knowledge of the International Office. Overseas partners, including third-party providers and US institutions, are seen as important partners for Australian universities. There is a great deal of interest in expanding relationships, particularly with US universities. The US summer (June July and August) is the most popular time of year for short-term programs. For many US institutions, Bachelors and Masters universities in particular, January is an ideal time for short-term program. Australian University short-term programs reported charging a program fee of approximately A\$5,000, excluding airfare. Australian institutions cite two main reasons for participating in the short-term study abroad market, to generate revenue and to promote the university and its academic staff in the US.

### Methodology

IGE, through the University of Melbourne, conducted a survey of all Higher Education Universities in Australia. Twenty-two of the 39 universities responded (Figure 4.1). Additionally, IGE conducted focus groups with four university

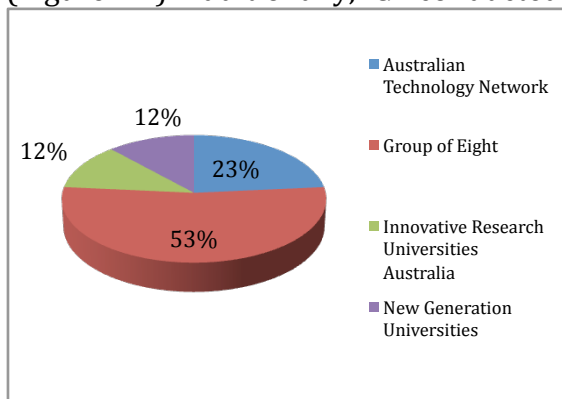


Fig. 4.1: Responding Australian institutions by peer group

representatives, and interviews and discussions with four other university

#### Customized non-partner program:

When surveying US institutions, IGE learned that a US Research University sent 300 students to Australia in January. Neither of the institutions' international offices had been in contact with each other. On the US side, the faculty are responsible for making all contacts. On the Australian side, the residential college plays only perfunctory role in the program. Both offices agreed that this was a lost opportunity.

representatives. AEI

conducted a survey in February 2008 that sought an additional range of information and the results of this are also included in our analysis. The survey data are quantitative and qualitative and analyzed using statistical techniques.

### Program types

Nearly all short-term programs developed by Australian institutions are done in partnership with another institution; i.e. with third-party providers, or with a US university partner (Figure 4.2). Of the 22 institutions responding to the survey, 76% reported hosting US students on short-term programs. Only one institution offers a stand-alone short-term program (referred to as a catalogue program in this brief). Many US institutions use facilities run by Australian universities, but do so without engagement from the international office. Staff in international offices expressed some frustration that they were not made aware of the presence of US students and faculty on the campus. For the purposes of this section, programs run for a US institution unofficially by a unit of an Australian university other than the international office are referred to as non-partner customized programs. There are five program types currently being used in Australia:

**Catalogue program.** The Australian university organises, administers, and markets a short-term study abroad program completely on its own. Courses are developed and delivered specially for the short-term program and are not award courses for an Australian degree. For want of a better description, administrators may refer to catalogue programs as “direct enrolment.” Universities may enlist the support of one or more third-party providers that act as agents to promote and advise for the programs in the US, but the key program decisions are made at the University.

**Alliance program.** An Australian university and a third-party provider work together to develop a program that utilizes the University academic strengths with the program providers’ knowledge and presence in the study abroad market. Generally, the Australian institution is responsible for activities that occur in Australia. The third-party provider is responsible for all the US-based activities including marketing, promotion, student advising, and distribution of transcripts.

**Partnership program-customized.** The partnership programs in Australia and US University work together to design and implement a short-term study abroad program. Generally, communication occurs between Australian and US international offices as well as between academic staff from both institutions. Occasionally, US faculty have contact with the Australian international office, and or directly within individual at the University.

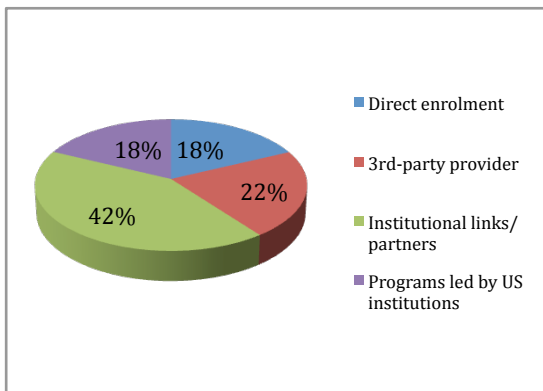


Fig. 4.2: US Student participation in Australian university short-term programs by program type

**Partnership program-Consortium.** Some Australian universities partner with more than one US institution to develop a short-

term program. This opportunity takes full advantage of economies of scale, provides a greater diversity of offerings.

**Customized non-partner program.** A US university hires space, facilities, and/or accommodation to run its own short-term program. The curriculum, administration and recruiting for the program are all orchestrated by the US institution, most frequently the US faculty member with some support from the US international office. An Australian lecturer may provide a guest lecture or two. The international office and academic staff from the Australian institutions have little or no involvement with the program. By simply bringing together administrators and faculty from Australian and US universities, these programs represent significant opportunities to broaden and deepen relationships.

### Determination of Short-Term Programs

The data suggest that Australian institutions with short-term programs are more focused on individual programs than taking a broader, strategic approach to short-term program operations.

Currently, of the institutions that organise short-term programs, half either:

1. require a formal program proposal with approval by an academic unit and an international administrative unit, or
2. an academic unit or faculty member decides to organise a program and determines the location

Only one institution reported executive leadership involved in determining a program and location.

Motivation for organizing short-term programs falls into three categories:

1. economic: most institutions seek to increase revenue for the institution; additionally, some seek to respond to the trends in the market
2. visibility: Universities see short-term programs as a means to promote themselves in the US; equally, programs are seen as a means to promote Australian faculty in the US
3. to a lesser extent, institutions seek to expose US students to the world.

### Administration of Short-term Programs

Half of the responding Australian Student Mobility offices reported that they develop and administer short-term study-abroad programs for US students.

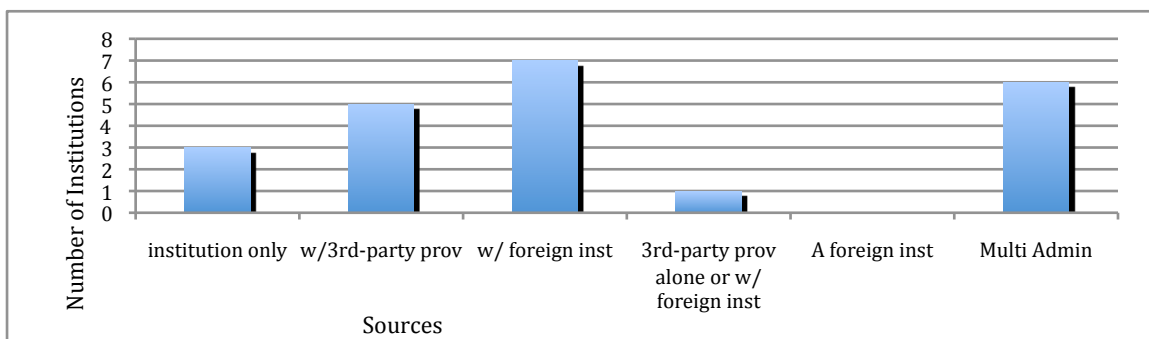


Fig. 4.3: Australian university sources of short-term program administration

Figure 4.3 gives more information about short-term program administration at Australian universities. Just under half of international office staff report that academic departments or faculty develop and administer programs. Independently, all Student Mobility office staff interviewed indicated that US programs were on campus without their knowledge. It is also clear from the US data that many universities are operating programs located on campuses without the collaboration of their Australian partners. This represents a lost opportunity.

The development and delivery of short-term programs generally did not require a large number of academic or general/professional staff. Most institutions reported that only one or two academic staff members and one or two general/professional staff members helped with short-term programs. International staff are involved in the following dimensions of organizing short-term programs:

- program development and organization
- strategic planning
- program implementation
- delivery of logistical services

Academic staff are also involved in the development and implementation of short-term programs:

- delivery of academic content
- initiating and developing programs

And finally non-international staff have some involvement in the delivery of short-term programs:

- providing accommodation and meals

International staff are aware of the differences between organizing short-term study-abroad programs and the more traditional direct enrollment study abroad programs. Short-term programs require considerably more effort to organise including planning, relationship building, budgeting, and the delivery of co-curricular and extracurricular services. US academic staff who lead short-term programs also have ongoing needs on a wholly self-contained program. Some international staff privately expressed concern that the full costs of organizing short-term programs may not be fully reflected in staffing and budgeting. "I have worked with short-term programs in the past, and I know that they take considerably more time and effort than our study abroad programs. This was not reflected in the staffing and budgeting assigned to the program." International staff also indicated a strong desire to organise programs that would last and grow over the long term, not one-off programs that may or may not return every year. Finally, many international staff recognise the potential strategic value of organizing short-term programs in partnership with US institutions.

Despite understanding the importance of relationships with overseas institutions and providers, staff at Australian institutions were only moderately satisfied with these relationships for short-term programs. They were most satisfied with their

relationships with program providers, and least satisfied with their relationships with US academic staff and administrators.

Academic staff expressed concern that compensation for the time and effort involved in working with short-term programs deserves careful consideration. Academic staff must see a clear benefit to participating in short-term programs, particularly as these are normally run in non-teaching periods in Australia. According to a director of an academic unit that hosts short-term programs, “We reviewed the resources the institute was contributing to short-term programs and assigned a cost. After a careful analysis of the total costs to academic and administrative staff, including time and resources expended, we determined that we were losing money with all but one program. As a result, we will be discontinuing those programs.” Benefits can take many forms beyond additional compensation, including additional financial support for research, more opportunities to participate in professional conferences, and support for the department.

### Program Timing and Duration

All short-term programs reported lasted six weeks or fewer, most programs were six weeks. Three- and four-week programs were also common. Most US institutions organise short-term programs in Australia for four weeks or fewer, indicating opportunities on the shorter end of the spectrum.

The most common time for Australian institutions to run short-term programs was during the US summer, followed by the January term. A small fraction of institutions operated programs during the Australia summer (virtually the same as a January term at some US institutions), and no one offered programs in May.

### Level and Fields of Study

Study-abroad students and international students in an award program at another foreign university were the cohorts who most often undertook short-term study at Australian institutions. It was less typical for award students from the home institution or from another Australian institution to participate in short-term study at an Australian institution. Only one-quarter of responding Australian universities currently offer non-academic credit bearing short-term programs. No institutions expressed an interest in organizing non-credit bearing short-term programs. According to program descriptions, nearly all short-term programs are open to all levels of US university students. Australian Studies and Business are the most popular program offerings (Figure 4.4).

Currently, few Australian universities offer programs with significant co-curricular content focused on community engagement such as internships and service

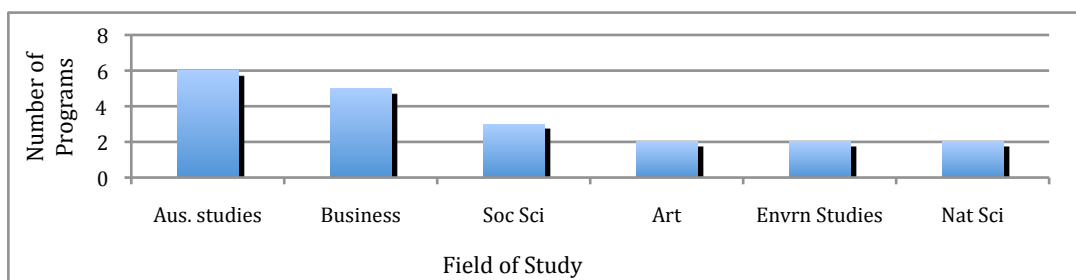


Fig. 4.4: Fields of Study currently offered by Australian Universities

learning. Only one Australian institution reports offering internships for US students; no one reported offering co-ops or service learning programs. Similarly, only one institution reported offering a program of field research. Nearly all third-party provider programs in Australia have either an internship or field research component. Australian universities' administrative staff recognise these trends, and nearly all expressed interest in developing short-term programs with internships, service learning, or field research as co-curricular activities. Several Australian education abroad professionals privately expressed surprise at the success of third-party providers' stand-alone internship programs. On the other hand, extra-curricular activities, particularly field trips, are widely offered. Field trips are perceived to represent value and a chance "to see the country." However, field trips are expensive to organise, may take time away from academic activities, and may over-emphasize tourism instead of study abroad.

### Program Cost

Australian institutions offer programs that are often quite reasonably priced compared with similar programs in Europe. Most programs offered by Australian universities are available for less than A\$5,000 (Figure 4.5). Even with airfare, from a cost standpoint, these programs are very competitive with programs to the United Kingdom.

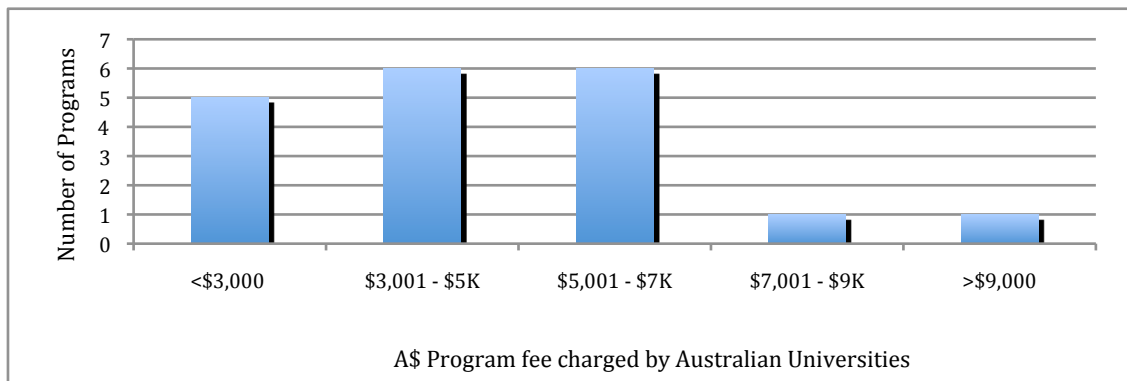


Fig. 4.5: Australian university short-term program fee for US students

### Perceptions of Trends in Short-Term Programs at Australian Universities

Australian international office staff indicated a strong interest in developing short-term programs for US universities; they have also expressed considerable openness and creativity with different program characteristics. Nearly 25% of institutions responding indicated that they had no limit to the number of short-term students they could accommodate, conversely only 12% indicated that they had no capacity to accommodate short-term programs. There is also willingness to work with other Australian institutions to establish joint short-term programs: Of 17 respondents, 59% affirmed their interest in collaborating with other Australian institution and 6% already have joint operations. Looking further afield, more than three-quarters of the respondents indicated interest in acting as a vehicle for US students to study in other nearby countries (Figure 4.6 on next page).

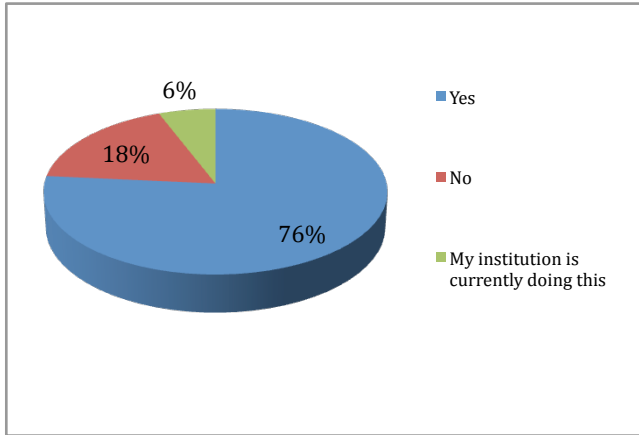


Fig. 4.6: Australian institutions' interest in acting as a vehicle for US students to study in other countries

### **The Short-Term Operations Self-Assessment Tool**

Based upon the US and Australian data and market trends, IGE has developed a short-term operations self-assessment tool (Appendix A) to help institutions determine the most appropriate approaches to the US short-term study abroad market. The tool considers strategic purpose and existing assets to outline the optimal program portfolio and resources necessary to achieve the institution's short-term study abroad program objectives. The tool also helps the institution determine the most appropriate pathways to entering the US market for short-term study abroad programs. The tool is presented in more detail in the following section.

## **Section 5. Pathways for Australian institutions to compete in the US short-term study abroad market**

Sections two and three of this document detailed the range of short-term program models and operational practices throughout the four categories of US institutions of higher education. Section four presented the current status of US short-term programs in Australia. There is a market for short-term study abroad in Australia for well-organised programs, but US institutions and faculty are largely unfamiliar with opportunities in Australia. Similarly, Australian institutions should prepare for the US study abroad market with a strategic, well-considered approach to short-term program operations.

Recognising that each Australian institution is unique with its own student mobility goals and objectives, there is no single short-term study abroad program model that applies to all institutions. Each Australian institution must use a strategic planning process to determine its goals, objectives, capacity, and expectations when approaching the US short-term study abroad market. Once the strategic planning is assigned and goals set by institutional leadership, the assigned office(s) can move forward to develop a Short-Term Programs Operations Plan for the institution. When an operations plan is in place, the institution can select and design the most appropriate short-term program type(s) to fulfill its objectives.

IGE recommends that institutions take a portfolio approach to short-term programming. The portfolio approach is a marketing response to the complexity of universities that send and receive students. A short-term program portfolio may include several different short-term programs to respond to different market needs. As mentioned earlier, short-term program operations refers to the administrative requirements of short-term programming. The strategic, managerial decision of whether short-term operations should be organised at the university or unit level falls is determined by institutional leadership.

This section begins with a summary of the key considerations of the short-term program market relating to Australia and Australian institutions. The role of strategic planning is also discussed. Three different short-term programs types are given, based on the short-term programs models currently organised by US institutions and interests articulated by Australian institutions. Included with the program types are brief descriptions of characteristics and the strengths, weaknesses and opportunities each presents. Where appropriate, examples from programs offered worldwide are given. As has been mentioned earlier, institutions have several four key customers: students, faculty, administrators and executive leadership. These customers have different priorities and expectations, occasionally, different institutional customers may have conflicting priorities. Finally, some general recommendations are offered for institutions seeking to approach the US short-term study abroad market. The planning, determination of program types, and methods for approaching the market can be facilitated by using the *Short-Term Operations Self-Assessment Tool* in Appendix A.

## Key Considerations and Suggestions for the US Short-Term Program Market Relating to Australia

The following considerations and suggestions are taken from information gathered from survey data, personal interviews with study abroad professionals and faculty members, and the focus group. Some of the suggestions are a synthesis of recurring points and aspirations.

- Short-term programs are different from other types of international study abroad programs or exchanges. Well-run short-term programs are focussed, tightly structured around student learning, and in a cross-cultural environment. Most short-term programs are administered by the US sending institution.
- US faculty are a crucial audience for short-term program marketing efforts. US faculty members play a decisive role in the determination of short-term program's destination and subject. They are often involved in delivering the academic program and have on-site administrative responsibilities. However, most US faculty are not aware of the potential for organising programs in Australia.
- One way an institution might help bridge the gap with this vital constituency would be to create a fellowship program with a modest travel grant of approximately US\$2,500 - \$5,000 to US faculty who might be interested in establishing a program at your institution. Many US faculty members would welcome the opportunity to visit for a week or two with Australian colleagues and meet international office staff who could work with them to develop a program. Such visits allow US faculty a unique opportunity to begin establishing relationships on behalf of their departments. If the faculty member returns with students on a program, the modest financial investment will be quickly recovered.
- Traditional study abroad subjects such as "language and culture" programs are popular. However, there is a strong market for English-taught programs in English-speaking countries. Moreover, many of the courses taught in non-English speaking countries are taught in English. Many institutions are currently offering, or have expressed a strong interest in, short-term study abroad programs grounded in non-traditional fields of study, such as the sciences, health sciences and engineering. Programs offering relevant, unique learning opportunities in the sciences, health sciences and engineering represent strong development opportunities for Australian institutions.

Facilitating for US faculty and study abroad administrators:

- Present clear budget information
- Offer contact with Australian academic counterparts early-on
- Include office and teaching space
- Recommend subject-related excursions
- Provide "talking points" about the site, university, and excursions

- Integrating American and Australian students can differentiate programs and add value to the students' experience in Australia. Accommodation, extra-curricular activities, and co-curricular activities represent the most interesting opportunities. Courses with Australian and American students would also be popular.
- Multiple destination programs have an edge. Institutions in Sydney, the most popular single destination, are encouraged to include other locations. Similarly, non-Sydney institutions may wish to consider including a visit to Sydney or Melbourne.
- The US summer is the most popular time of year for short-term programs offered by most US institutions.
- The January term is also very popular with US Bachelors institutions and others. January-term programs tend to be taught by US faculty.
- Do not assume that Australia is too far to travel for a program lasting four weeks or shorter. Data show that students routinely travel long distances for short programs.
- Clearly articulate the administrative support services available. Faculty and study-abroad administrators from US institutions assume there is little or none. Offering administrative support is an excellent way for a university to make its program unique and very attractive to US institutions. Consider incentives for academic staff to seek out their US colleagues to develop short-term study abroad programs.
- Third-party providers often have close contact with a large network of US institutions and are defined by their ability to serve institutions, students and their parents. The American audience appreciates "local" service and the formal endorsement of a study-abroad program by the student's home university. Australian institutions seeking to fully enter the US market (see Catalogue program below) should expect to provide a range of services similar to third-party providers.
- Students can be effective promoters of the study abroad experience, but their presence on campus is relatively brief. Faculty, on the other hand, are on campus for several years, if not permanently, and can extol the qualities of the Australian partner and program.
- Co-curricular and experiential learning activities can be important elements of a short-term study abroad program. They require considerable organisation, student orientation and labour to be successful.

## **Examples of co-curricular activities**

Co-curricular activities – internships, service learning and field research– are highly sought after international learning experiences. As US institutions increasingly focus on undergraduate research and students seek an extra edge in the job market, the demand for co-curricular activities will flourish. English-speaking countries have a decided advantage.

*Internships* usually require a minimum of 120 contact hours at the workplace. Faculty oversight occurs either locally or in the US. Students are often required to maintain a written account of their experiences, workplace observations, and what they have learned. Often, institutions include a regularly scheduled academic component with discussion and formal instruction that provides theoretical models to analyse the work experience. The intercultural communication and the culture of the workplace are common subjects. For example, a communications major might work for a fringe theatre company to develop and implement a low-cost marketing plan. Immigration restrictions often limit or prohibit students from being compensated for their work.

*Service learning* programs tie enrolment in a course with structured volunteer work in the local community. Students learn from applying knowledge and skills gained in the classroom with the challenges of application in the workplace. With an emphasis on serving needy sectors of the community, students also have a significant opportunity to become a part of the community. Generally, the course instructor evaluates the students progress in the workplace. For example, an accounting student registered in Accounting 201 might work in a home for battered women and children. Her responsibilities might include setting-up and managing an accounting system for the home.

Students participating in *field research* might take a field research methods course that includes significant time, a week or longer, in the field. Students apply the methodology taught in the classroom including research design, measurement techniques, data collection, and methods of statistical data analyses for the relevant field environment.

## **Student Visas and Short-Term Programs**

Currently, the Australia student visa process is easy but expensive. There is discussion about whether US students studying on short-term programs in Australia should be required to secure a student visa or whether they should continue to simply travel on a tourist visa. The ability to track students entering the country with student status, quality assurance, and health insurance are all good reasons for students to secure a student visa. However, the cost, US\$450 or approximately 9% of the average short-term program cost in Australia, would be prohibitive and deter US institutions sending students to Australia. If Australian universities determined that they wanted short-term program students to have student visas, the universities would be put at a competitive disadvantage as program organisers.

Most American students participate in short-term programs organised by their own institutions, which may choose who will provide logistical services and even academic content. Australian universities could lose valuable partnership, integration and research opportunities.

If there is real benefit to Australian institutions to have students entering with a student visa a further options which could be explored with the Australian Government would be the development of a short-term program student visa, with a reduced cost.

### **Short-Term Program Factors**

Six factors should be considered when developing plans for entering the US short-term study abroad market. The *Short-Term Operations Self-Assessment Tool* has been designed as a guide for institutions to ask the most appropriate questions to help them determine the most effective ways to move forward in this market.

**Strategic Purpose:** The first part of the self-assessment, *Self-Assessment Template: Purpose* focuses on the strategic rationale for developing short-term study-abroad operations. This includes the institution's expectations of short-term study abroad programs; the degree of integration of short-term programs into overall internationalization objectives; cost and revenue goals; consideration of the expectations; and resources from different university constituencies. When defining the purpose, it is helpful to include the different campus units that may be involved in implementing short-term programs.

**Administration:** This aspect involves the administrative responsibilities, resources, and requirements for designing, implementing and marketing short-term programs. Administration may include international offices, academic staff and executive leadership. The costs associated with administering short-term operations as well as the individual programs should be carefully planned and budgeted. Clearly delineating lines of authority and responsibility can facilitate the coordination of various academic and administrative units across the institution. Policies and procedures for disparate areas as accounting and billing, student accommodation, and crisis management may need to be reconsidered from the perspective of the US "customers." In this instance, there are three primary customers: US study abroad offices, US faculty and, of course, the students. Administrative structures should also be clearly articulated to the US sending institutions.

**Program:** The *short-term program models* section describes the three major program types that may best suit short-term programs for American students at Australian institutions. Some institutions' short-term program operations plans will utilize a portfolio of multiple program models, while other institutions might chose to focus on a single program or program model. For example, a university may exclusively offer customised partnership programs during the January term and work with a third-party provider to implement an alliance program during the US

summer. Program also includes experiential learning opportunities such as internships, service learning, or field research.

**Student body:** American students are the intended consumer of the short-term study abroad program. Student interests extend beyond a curriculum that will contribute to their degree progress. US institutions have expressed strong interest in opportunities that enable American students to integrate or work with Australian students during short-term programs. Creative, student-centred approaches can be defining qualities of an institution's programming. Programs with a mix of nationalities also warrant consideration.

**Instruction:** The focus on relevant curriculum, reporting on academic progress, and the delivery of the academic program is essential to success with US faculty and study abroad administrators. In many instances, US institutions will want to provide some, if not all, instruction. Australian institutions will benefit from maintaining their own pedagogical approaches and academic rigor while being open to US faculty participation. Addressing how Australian students and academic units could benefit from integration with US faculty and students is an exciting and worthwhile goal.

**Promotion and marketing:** The most important reasons for American students to study abroad also pose significant challenges for non-US institutions seeking to organise short-term programs. Australian institutions have four sets of US customers that have slightly different needs: US international staff, US faculty, the students, and their parents. Cultural differences, both national and institutional, must be bridged. Time zones and perceived distance from pre-departure advising are significant challenges for Australian institutions seeking to market themselves in the US. Marketing factors includes the product design (program), promotion strategies, location of critical recruiting services, the promotional instruments used, and the markets that will be addressed. At the institutional level, marketing effective short-term operational services may prove more effective with faculty and administrators than promoting an institution's individual programs.

### **Short-Term Program Models**

Based upon the US and Australian data, Australian institutions have three general program models to consider when planning short-term programs for US institutions and students. Institutions will need to shape the program to suit their plans and circumstances. One institution's catalogue program may look vastly different from a catalogue program organised by another institution. In the first model, catalogue program the Australian university develops short-term programs independently. The last two models, alliance and partnership, are grounded in relationships with a US-based provider. These relationships may have a primary (but not exclusive) focus on either marketing (commercial) or academic (strategic institutional development) purposes. Alliance program is most appropriate where the strategic priority is marketing for students. Partnership programs may be tailored to

prioritise marketing or academic goals. Following each program model are summary examples based on study abroad programs worldwide.

*I. Catalogue Program* is designed and fully implemented by the Australian host institution. The institution has complete control and responsibility for the academic curriculum, program administration, and marketing. The following vignettes (Example 1A & 1B) are examples of two different catalogue programs worldwide.

Example 1A. The international office works with an academic unit to design a six-week summer program for American students. The subjects taught include Australian studies, international business, and marine science. At the middle of the program a week is allocated for two field trips to other areas of Australia. Students live in shared apartments with other students from the program. Two Australian students are employed part-time to organise social and extra-curricular activities for the program. Students pay a program fee of approximately A\$5,000. The host university has study-abroad agreements with several US universities and one third-party provider.

Example 1B. An Asian university organises its own US summer program. While most courses are taught by the institution's own faculty, it invites "guest" faculty from US institutions to participate. US faculty members submit a course proposal 18 months in advance of the program. The Asian institution pays the US faculty an honorarium for each course taught. US Faculty who can recruit 10 or more students also receive their accommodation and trans-Pacific airfare paid by the program. The Asian institution also expects that the arrangement will help develop inter-university agreements, promote its semester language programs, and prepare its most promising for graduate programs in the US. In most instances, US faculty are encouraged to participate by their international office or department. In some instances, the US faculty participate independently, or without their institution's knowledge. Initially, this program began as a "catalogue" program featuring US faculty to inspire confidence in the academic program. After several years and incremental success, the Asian university became considerably more selective about the US faculty invited and institutional relationships sought out. The program would now best be described as a "partnership program."

Australian institutions seeking to develop catalogue programs should expect a significant investment in US-based promotion and marketing expenses. Universities are urged to carefully consider level of investment and risk involved in establishing a short-term catalogue program without an experienced US partner. As evidenced in sections two and three, short-term programs used by US institutions most often include their own faculty. Marketing efforts for catalogue programs are best directed primarily toward US institutions, e.g. study abroad offices, and prospective students. US faculty who are not leading study abroad programs will be considerably less interested in promoting programs with which they have no direct involvement. Study-abroad directors have indicated that students and their parents

expect a high level of US-based support during the program selection and pre-departure phases.

With a catalogue program, the Australian university bears all the risk of developing, implementing and sustaining a short-term program. The challenges of focusing exclusively on “catalogue” programs for short-term study abroad include: 1) Establishing and maintaining a US presence to recruit and serve students and institutions. 2) Recruiting a critical mass of students to participate and providing them with adequate pre-departure advising and services. 3) Delivering an academic program that will attract US students and fulfill their academic requirements. 4) Developing and sustaining investments in academic and administrative staff.

*II. Alliance Program* is designed and implemented by an Australian host institution in close association with a third-party provider. The two organizations combine their respective strengths to develop a program that best fulfills the demands of the market. Situations may vary according to the relationship. Generally, the Australian university is responsible for on-site program administration and curriculum delivery. The provider is responsible for most US-based activities prior to and following the students’ studies in Australia. These activities may include pre-departure advising and counseling, billing and accounts management, emergency management procedures, and issuing transcripts. Example 2 gives a sample alliance program.

Example 2. An Australian University works in close cooperation with a US-based third-party provider to develop and implement a short-term US summer program. The Australian university provides instruction and the use of its facilities and services. Responding to course recommendations from the provider’s 100 affiliated institutions, the provider and Australian university determine a set of six three-credit courses. Academic staff associated with the Australian university provide the instruction. The provider’s semester internship program is the basis for a summer internship program. The provider’s local staff handle emergency management services and organise field trips. Each course includes a field study component organised by the university. The provider publishes a special summer brochure and promotes the program as part of their regular offerings to affiliated and other US institutions.

*III. Partnership Program* involves both Australian and US universities to provide short-term programs for students from the US institution. A strategic goal of partnerships may be a planned evolutionary relationship developed between two (or possibly more) universities. Academic units may identify counterpart institutions that share similar research interests. Both institutions are involved in the program structure, design, academic content, and delivery. Situations vary according to the relationship. Generally, the Australian university is responsible for on-site program administration. The US universities are responsible for student recruitment and marketing, and pre-departure materials, counseling and orientation.

In some instances, a short-term study abroad program can be a catalyst for a deeper relationship. Most US faculty leading short-term programs will be very interested in learning more about Australian institutions, meeting Australian faculty, and exchanging ideas. The opportunity for faculty from Australian and US institutions to meet regularly over a four-week period or longer may be very productive, particularly when US faculty are not burdened with on-site administrative responsibilities. Following are three program variations that are grounded in partnerships:

A *Customised Partnership* program is organised at the request of a US university. Academic content and delivery, student recruitment and marketing are the responsibility of the US institution. The Australian university is responsible for logistics, some on-site program administration, and under the auspices of the US institution, guest lectures or other academic content. Opportunities to build upon relationships established with customised programs should not be overlooked. Example 3 recounts a customised program.

Example 3. Customised Partnership Program. The study abroad office and a faculty member from the Department of Biology at a US Masters university ask the International Office from an Australian university to help organise a four week January-term program in Evolutionary Biology. The US faculty member chose the location because a colleague had previously collaborated with a member of the Australian university's Biology Department. The Australian faculty had expressed interest in working with Americans. The US faculty member organised a modest honorarium for the Australian faculty member, who assisted with four guest lectures and an excursion to the department's field research station. The program returned under similar arrangements for four consecutive years with a maximum of 20 students per year.

A *Consortium Partnership* program involves cooperation between an Australian university and two or more US universities to develop a broad-based short-term study-abroad program. All institutions participate in program design, structure, academic content and delivery. Consortium programs enable partners to share financial risks and take advantage of economies of scale. Often, consortium programs may be less expensive than other program types. Example 4 describes a Consortium Partnership.

Example 4. Consortium Partnership. Independently, two US institutions had been organizing four-week customised programs on a bi-annual basis with a European university. Both were interested in expanding the program, but knew they could not individually generate sufficient students to justify the expansion. The European institution noted that the programs had similar foci and suggested that the US universities consider joining their programs together. The US universities quickly discovered that they could greatly expand the scope of the program by each sending one faculty member to teach a single course and sharing the costs of three courses taught by the European university. The program is based on language and culture, but other

disciplines are taught. One US partner university had a strong program for engineering students. The other program had sent faculty from biology, environmental studies and business. Both US institutions wanted to include a service-learning component. The European university's International Office organised accommodation, service learning opportunities, and worked with their academic staff to organise courses in engineering, humanities, and environmental science. The US institutions signed a consortium agreement, enabling easy credit transfer for courses taught by faculty from the partner US institution. The European faculty are considered "adjunct faculty" by each US institution. Students paid US\$4,000 plus their home school's tuition to participate in the program. In addition to one "visiting professor" from each US institution, a "resident director" position rotates between the two US institutions. The "resident director" is the lead contact for the program as well as the main contact on-site. Generally, the resident director is a visiting professor the year prior. Visiting professors are selected one year in advance; the resident director is appointed two years in advance. Representatives from the three universities have a standing meeting at the NAFSA annual conference to discuss the program, determine the curriculum and the US faculty contingent.

*Vertical Partnership* involves a high level of collaboration between an Australian university and a US university. The short-term study abroad program is part of an overall partnership strategy to build a broad-based academic, research and exchange relationship. A vertical partnership is defined by shared goals that are clearly articulated with different modes of implementation. Some aspects of the vertical partnership may include short-term study-abroad programs in either or both countries; joint research and grant proposals; exchanges of students, faculty and staff; joint lectures and curriculum using and dual or joint degree plans.

Example 5. Vertical Partnership. The vertical partnership between an Argentine university and a US research university began when the institutions developed a short-term summer program at the Argentine university. After the initial summer program, an exchange agreement was signed. The US institution awarded a scholarship to host an Argentine student for an academic year. After two years, graduate students from both institutions began participating in exchanges.

The International Office at the Argentine institution was very small, with no experience administering a study-abroad program. To help build the infrastructure, the US institution funded two administrative staff positions and trained the Argentines in short-term study abroad program management. The program hires Argentine students to organise excursions, field study and social activities. The US faculty advised the Argentine instructors on issues of classroom management and teaching American undergraduates. During the second summer, an American professor of Spanish partnered with an Argentine second-language acquisition expert to design a curriculum that

prepares students for further levels of study and uses innovative pedagogy. Every spring semester, an Argentine faculty member spent a semester in the US teaching in the Spanish department. The regular exchange of faculty has resulted in strong bonds between the departments. The US Chair of the Department of Computer Science spent two weeks in Argentina as a visiting scholar and has hosted visiting Argentine scholars. Connections between the institutions and major corporations with offices or headquarters in Argentina led to the addition of an internship program and a field research program.

Partnership programs, for many institutions, could represent the most effective operational strategy for working with US short-term programs. The institutional investment required to develop and implement customised programs can be minimal. A successfully administered customised program where contacts between Australian and US academic staff are nurtured may lead to the deeper or broader relationships necessary for consortium or vertical partnership programs. As evidenced by the survey data and interviews, US faculty wield considerable influence over the development of programs. With strong professional contacts, confidence in local administration, and a demonstrated student-centred learning environment one may presume that faculty will seek to deepen the relationship. Strong partnerships may fulfill internationalisation goals, strengthen the Australian institution's presence in the US, and increase the number of US study abroad students studying in Australia.

Within the US, there are many university consortia or groups that cooperate on study abroad that can present opportunities for partnerships. These consortia have the potential to offer significant economies of scale in marketing, recruitment, and administration. At the state level there are examples of systems where the universities cooperate on study abroad issues and programming including the University of California system's Education Abroad Program (EAP), the University of Georgia system and the State University of New York system to name a few. There are other institutional consortia based on regional affiliations, such as the Committee on Institutional Cooperation (CIC) in the Midwest, and Associated Colleges of the Midwest (ACM) for liberal arts colleges. Consortia have varying levels of funding and staffing for their operations.

There may be a limit to the number of partnerships an Australian or US institution may be able to maintain, or partnerships may not be appropriate for every institution. Australian institutions may wish to maintain a portfolio of short-term program models to reduce dependence on a limited number of outside institutions and allow multiple access modes for American students. For Australian institutions seeking to increase the number of American students participating in their short-term operations, the alliance model and/or consortium partnership model may be an effective recruitment vehicle. With effective planning and clearly delineated arrangements, institutions may have a full complement of short-term options available to US institutions and their students.

## **Appendices**

## Appendix A

### The Short-Term Operations Self-Assessment Tool

The *short-term operations self-assessment tool* is designed to help institutions determine the most appropriate and effective short-term operations that meet the institution's mission, goals, and objectives. Self-assessment is most effective when used with representatives from different academic and administrative units that have an interest in short-term programs. The level of academic involvement required of the self-assessment will depend on the type(s) of short-term programs that are determined through the strategic process as supporting the institution's mission. Units that may have an interest or will be affected by short-term programs should be part of the consultation process. The tool includes a range of self-assessment worksheets designed to add value at various stages of the program development. There is a distinction between short-term operations and short-term programs. For the purposes of the self-assessment, "*short-term operations*" refers to the totality of short-term programming activities. Short-term operations may consist of one or several individual short-term programs. They may also include different types of short-term programs. The overall goal of short-term operations is presumed to make the most efficient and effective use of institutional resources.

The *Short-Term Operations Worksheet* is designed to facilitate strategic planning for the university's short-term operations. *Short-term programs* are separate academic programs that may take different forms and structures. Some institutions may prefer to consolidate all short-term programs in one office or unit, while others might encourage individual units to develop their own short-term operations or short-term programs. The *program templates* are useful for planning and developing individual short-term programs. The program templates are descriptions to use during the self-assessment process that can also provide a framework for designing a short-term study abroad program.

For the purpose of this assessment, programs have been categorised under three main program groupings – catalogue, alliance or partnership program:

- *Catalogue Program* is designed and fully implemented by the Australian host institution. The institution has complete control and responsibility for the academic curriculum, program administration, and marketing.
- *Alliance Program* is designed and implemented by an Australian host institution in close association with a third-party provider. The two institutions combine their respective strengths to develop a program that best fulfills the demands of the market. Situations may vary according to the relationship. Generally, the Australian university is responsible for on-site program administration and curriculum delivery. The provider is responsible for most US-based activities prior to and following the students' studies in Australia.

- A *Partnership Program* involves both Australian and US universities to provide a short-term program for students from the US institution. A strategic goal of partnerships may be a planned evolutionary relationship developed between two (or possibly more) universities. Both institutions are involved in the program structure, design, academic content, and delivery. Situations vary according to the relationship. Generally, the Australian university is responsible for on-site program administration. The US universities are responsible for student recruitment and marketing, pre-departure materials, counseling, and orientation. There are three examples of partnership programs:
  - A *Customised* program is organised at the request of a US university. Academic content and delivery, student recruitment, and marketing are the responsibility of the US institution. The Australian university is responsible for logistics, some on-site program administration, and under the auspices of the US institution, guest lectures or other academic content.
  - *Consortium Partners* involves cooperation between an Australian university and two or more US universities to develop a broad-based short-term study abroad program. All institutions participate in program design, structure, academic content and delivery.
  - *Vertical Partnership* involves a high level of collaboration between an Australian university and a US university where the short-term study abroad program is part of an overall partnership strategy to build a broad-based academic, research and exchange relationship.

### **Self-Assessment Process**

Differentiating between operations and programs is an important strategic step. The self-assessment tool is designed to facilitate an informed strategic process to help an institution develop an effective long-term operational model.

The first step in this assessment process is to determine the purpose of developing short-term programs from the institutional perspective. Next, it is important to ensure that there is senior executive (or appropriate institutional senior leadership) agreement on strategic rationale. It may require continual refinement to responses in the document and a broader audience participation to finalise plans for short-term operations.

**Self Assessment Template: Purpose** (Appendix SA - A), is designed to assist an institution with this initial phase.

*Purpose of Short-Term Operations:* The focus of this initial phase is to enable an institution to determine the medium and long-term strategic rationale role for short-term study-abroad operations. The assessment should consider the primary motivations for organizing short-term programs; identify expectations of units

around the university that might benefit or will support short-term programming; and outline goals and objectives at the operational and program levels. The short-term operations worksheet includes a brief set of queries that help determine the role of short-term operations and the key elements necessary for successful program implementation. The *self-assessment worksheet* includes a table with “factor queries” to help guide the process. In some instances other queries might be appropriate.

- *Suggested indicators/benchmarks* are qualitative or quantitative descriptors or goals that define expectations for each query.
- To assist in determining resources, *who is responsible?* enables the team to recommend a position or individual.
- *Analysis/proposed actions* can be used to describe the team’s reasoning, and/or steps that need to be taken in order to move forward.

If the institution plans to proactively create and develop short-term programs, it should give serious attention to step two, securing strategic direction and support from executive leadership. For institutions electing to take a more passive approach to short-term study abroad, two program options are suggested - alliance program or customised program.

Once the strategic direction is agreed upon, the next stage is to appoint a leader who can manage the next two stages of the assessment: determination of program type and resources; and report and recommendations for implementation.

1) Determination of Program Type and Resources: Once an institution has decided upon roles of short-term operations and types of short-term programs, it is important to determine which resources are needed. If programs are to be organised by the international office with other academic units, then plans to encourage buy-in should be developed.

*The Short-Term Program Questionnaire* (Appendix SA - B) is designed to help define the structure of program types and determine resources necessary to implement them. The questionnaire asks basic questions from each of the six factors relating to the program level of short-term operations. One questionnaire should be used per individual *program*. Some questions may not be relevant to a particular program; in other instances, there may be additional questions to pursue. Institutions are encouraged to use the program questionnaire as part of the program development process. More than one individual from the Australian university should respond to the questions. If a partner is involved, such as a US university or third party provider, the partner should also complete a questionnaire. The responses should help the institution(s) define the program under consideration as one of the three short-term program models, catalogue, alliance and partnership.

**Self-Assessment Operations Templates:** (Appendix SA - C): The individual templates for program, instruction, administration, promotion and marketing help institutions to consider the operations factors. These include:

- *Program:* program mission, academic foci, goals, and other characteristics to help determine the short-term program type for each individual program
- *Instruction:* methods of instruction, curriculum, co-curricular activities, and the delivery of the academic program
- *Administration:* the breadth and types of administrative responsibilities necessary to fulfill the needs of short-term operations and individual programs
- *Marketing and Promotion* the strategy, processes, and vehicles for marketing and recruiting students and institutions for short-term operations and programs

2) Report and Recommendations for Implementation: The short-term operations report should recommend an institutional course of action, and should include:

- A description of the strategic role short-term operations might play in the institution's international activities and strategy
- A description of the types of programs (if applicable) that will facilitate the institution's international goals
- An expression of the desired roles, objectives, and capacity for participation by appropriate academic units
- Suggestions of measurements and benchmarks for assessing the success of short-term operations
- Recommendations of ways the institution can best implement short-term operations
- Criteria for identifying potential partners or relationships that can help achieve the objectives (for appropriate programs)
- A description of existing short-term programs and resources

The report should be forward thinking yet practical. It should provide administrative and academic units with a clear sense of direction, required resources, and actions necessary to fulfill the institutions objectives. In some instances, the team may determine that short-term operations and programs may not be appropriate for the institution.

## Appendix A – I Self-Assessment Template: Strategic Purpose

### Initial Phase of Self-Assessment Strategic Purpose

- a. This section helps the institution determine the key rationale for developing short-term programs at the strategic and functional levels.
- b. Each unit involved in short-term programs should address their respective goals, objectives and expectations of a short-term study abroad operation.

Factor ID	Factor query	Indicators/benchmarks (including some examples)	Who is responsible?	Analysis/ Proposed Actions
P. 1	To what extent does the university seek to increase participation rates?			
P. 2	To what extent does the university want to develop consistent and predictable inflow of American students?	(minimum, maximum numbers of students)		
P. 3	Within short-term programs, to what extent does the university intend to have contact between Australian and American students?	(e.g. require US student to take one course with Australian students, all courses with Australians; none)		
P. 4	To what extent does the university seek to utilize excess capacity?	(January term, US summer term)		
P. 5	What short-term study- abroad program attributes does the university seek to develop?	(study abroad; disciplinary; field studies; internships; overseas trips)		
P. 6	To what extent does the university seek to use short-term programs to compete more effectively for American students?			
P. 7	To what extent does the university seek to use short-term programs to	(aspects of relationships)		

Appendix A – I Self-Assessment Template: Strategic Purpose

Factor ID	Factor query	Indicators/benchmarks (including some examples)	Who is responsible?	Analysis/ Proposed Actions
	develop relationships with US universities?			
P. 8	To what extent does the university seek to use short-term programs to encourage increased collaboration between Australian & US faculty?	(Areas of interest)		
P. 9	To what extent does the university seek to use short-term programs to experiment and create innovative, multi-lateral global academic programs?	(Types, location)		

## **Appendix A - II Short-Term Program Questionnaire**

### **Purpose:**

- What is the program's mission statement?
- How will the program contribute to the institution's revenue goals?
- How will the program fulfill the partner's goals and objectives?
- What interests does each institution have in using the program to broaden and deepen the relationship?

### **Program:**

- What type of program?
- When and how long is the program?
- Where will the program take place?
- Does the program include co-curricular components (e.g., internships, field or lab research)?
- Does the program include extra-curricular components (e.g. field trips, local excursions, volunteer or other outside activities, sports)?
- What is the program cost to individual students or to institutions with a group of students?
- How will the success of the program be measured?

### **Student Body:**

- What is the minimum, optimal and maximum number of students?
- What level of students (e.g. first year or more advanced) will participate in this program?
- What academic preparation should be expected of students?
- How will students be selected for the program?
- Will the host university's award students participate in the program for credit?
- Will other international students participate in the program?
- What activities can be organised to help the American students integrate into Australian life?

### **Instruction:**

- Which academic unit(s) will be involved with the curriculum?
- Who will deliver the academic program?
- How will the academic staff be compensated for their work?
- If US academic staff is involved, how will they be introduced to and integrated with the Australian academic staff?
- How will students be evaluated?

### **Administration:**

- Who has overall responsibility for the program?
- Who is responsible for the developing and managing the program budget?
- How will billing, payments and other financial issues be handled?
- What are the administrative timelines for the program?
- How will student services be managed, including: registration, orientation, co- and extra-curricular activities, student emergencies, records, etc.
- What contracts and other forms of agreement are necessary?
- When and how will minimum enrolments be determined? If necessary, how will the program be cancelled?

## **Appendix A - II Short-Term Program Questionnaire**

- How will information and evaluations be collected to improve future programs?

### **Promotion and Marketing:**

- How will the marketing and promotion relationships with US campuses be managed?
- How will the program's marketing and promotion be coordinated?
- How will this program be included in other marketing materials?
- What materials will be produced and distributed? When?
- Who will develop the world wide web resources and maintain timely, accurate information?

**Program:**

- a. This section considers how different models of short-term study abroad programs fulfill the institution's objectives. It can be used for either individual programs, or for a group of similar programs. This worksheet includes two sections; queries 1 - 11 relate to program objectives; queries 12 - 15 address implementation issues.
- b. Each unit involved in designing and implementing short-term programs should address their respective goals, objectives and expectations of a short-term study abroad operation.

Factor ID	Factor query	Indicators/benchmarks (including some examples)	Who is responsible?	Analysis/ Proposed Actions	Index
PG. 1	Can the mission and goals be clearly articulated?	The program will lead to closer relationships with institutions in the Midwest region of the US.			
PG. 2	What is/are the primary academic foci of the program?				
PG. 3	How are our goals for short-term programs fulfilled by organizing this program?				
PG. 4	How will our short-term program objectives be enhanced by this program?	Enrolment of a set number of students in January programs. Using under-utilised resources in January			
PG. 5	How do the program goals of the sending institution articulate with our goals (where applicable)?	To encourage greater collaboration of academic staff			
PG. 6	How does the program effectively use the university and environs to enhance learning?				
PG. 7	How will the success and any areas of improvement be evaluated and included in future development?	Program evaluation process			

<b>Factor ID</b>	<b>Factor query</b>	<b>Indicators/benchmarks (including some examples)</b>	<b>Who is responsible?</b>	<b>Analysis/ Proposed Actions</b>	<b>Index</b>
PG. 9	How do we determine whether or not to continue offering this program?	Evaluation from all parties			
PG.10	To what extent is integration of short-term program students with Australian students possible?	Credit available for local students in January or Winter term			
PG.11	To what extent does the university seek reciprocal short-term programs to send students the US?				
PG. 12	What form of available accommodation best suits the program and is it available?				
PG. 13	Outside current salary will academic staff be compensated and benefit from this program?	Option of a teaching assistant provided to support academics with additional teaching			
PG. 14	Will existing university resources be available and have the capacity to support this program?				
PG. 15	What additional resources will be required to effectively implement the program?				

## Appendix SA – C Self-Assessment Operations Template: Instruction

**Instruction:** **Note: The factors needing to be addressed will depend on the type of program being considered.** For example, in a customised partnership program, where all teaching will be done by the US university, the first three questions may not be applicable.

- a. This section considers the structure of instruction, curriculum, co-curricular activities, and the delivery of the academic program.
- b. Each unit involved in the academic delivery of short-term programs should address their respective goals, objectives and expectations of a short-term study abroad operation.

Factor ID	Factor query	Indicators/benchmarks (including some examples)	Who is responsible?	Analysis/ Proposed Actions	Index
I. 1	Which academic units want to be involved in short-term program delivery?	Table of interested units with anticipated level of participation			
I. 2	Which academic units may be better equipped to teach short-term programs?	Table of units with elements of participation			
I. 3	How can academic staff and units contribute to and benefit from short-term programs?	Timetable, staff and unit			
I. 4	Do academic units wish to host visiting faculty?				
I. 5	Is sufficient classroom, lab or other learning space available to host the program?				
I. 6	Is there appropriate office/lab space to host a visiting faculty member? (if applicable)				
I. 7	Can the curriculum allow our students to participate with the visiting students in the academic program?				
I. 8	How will academic goals and objectives be evaluated and reported?				

Appendix SA – C Self-Assessment Operations Template: Instruction

<b>Factor ID</b>	<b>Factor query</b>	<b>Indicators/benchmarks (including some examples)</b>	<b>Who is responsible?</b>	<b>Analysis/ Proposed Actions</b>	<b>Index</b>
I. 9	What protocols must be established to ensure appropriate colleagues are aware of the institution's guests?	Describe realistic roles for academic staff			
I. 10	Can adjunct faculty, recently retired faculty and advanced Ph.D. students contribute to the short-term programs?				
I. 11	Can these short-term programs contribute to the research objectives of the department?				

## Appendix SA – C Self-Assessment Operations Template: Administration

**Administration: Note: As these are broader questions it may not be necessary to complete this template for each program.**

- a. This section helps assess existing administrative resources, where the institution is overextended, where it must invest.
- b. Each unit involved in the administration of short-term programs should address their respective goals, objectives and expectations of a short-term study abroad operation.

Factor ID	Factor query	Indicators/benchmarks (including some examples)	Who is responsible?	Analysis/ Proposed Actions	Index
A. 1	To what extent does the university seek to develop new short-term academic programs that may span across regions (joint with other universities or countries, offshore campuses)?	Strategic plan for international activities			
A. 2	Which existing administrative unit(s) work with short-term programs?				
A. 3	When are the study-abroad staff workload and calendar particularly intense?	Review of calendar, travel			
A. 4	What policies and procedures need to be developed or modified to accommodate short-term enrolled students?	Health care provision, access to University services			
A. 5	What resources exist to handle student accommodation? Can these manage short-term accommodation?	Inventory of accommodation and calendars			
A. 6	What resources exist to handle student travel and extra-curricular activities?				
A. 7	What resources exist for handling a significant increase in financial	Comparison of current transactions with anticipated			

Appendix SA – C Self-Assessment Operations Template: Administration

<b>Factor ID</b>	<b>Factor query</b>	<b>Indicators/benchmarks (including some examples)</b>	<b>Who is responsible?</b>	<b>Analysis/ Proposed Actions</b>	<b>Index</b>
	transactions?	transactions			
A. 8	Do emergency protocols need to be modified?				
A. 9	How will goals and objectives be evaluated and reported?				

## Appendix SA – C Self-Assessment Operations Template: Promotion and Marketing

### Promotion and Marketing:

- a. This section considers the strategy, processes and vehicles for marketing and recruiting short-term programs.
- b. Each unit involved in promoting and marketing short-term programs should address their respective goals, objectives and expectations of a short-term study abroad operation.

Factor ID	Factor query	Indicators/benchmarks (including some examples)	Who is responsible?	Analysis/ Proposed Actions	Index
PM. 1	What marketing and promotion resources are currently used for study-abroad/exchange programs?	Inventory			
PM. 2	What channels, such as professional contacts, conference participation, etc., might be effectively used?	List of channels			
PM. 3	How might existing institutional partnerships support marketing efforts?				
PM. 5	What characteristics of relationships with third-party providers support the university's marketing efforts?	Identify and prioritize qualities			
PM. 6	What level of representation does the university have in the US? How might they be involved?	List any staff representing the institution the US or other representation			
PM. 7	What level of commitment to marketing and promotions is the institution prepared to accept?	Website only, publications, personal visits			
PM. 8	What web development resources are required?	Can current website accommodate these programs?			

Appendix SA – C Self-Assessment Operations Template: Promotion and Marketing

Factor ID	Factor query	Indicators/benchmarks (including some examples)	Who is responsible?	Analysis/ Proposed Actions	Index
PM. 9	Can current admissions/enquiry management processes be used to respond to individual students?	Contrast with existing procedures			

## Appendix B Sample Timetables for Short-Term Programs

### January Term Program start date: Jan. 1 2010

- Oct – Nov. '08 Meet with study abroad to discuss program.
- December 12, '08 Proposal due
- January 15, '09 Proposal acceptance
- February 10, 09 Schedule two Information sessions
- March 1, '09
  - Program Budget due
  - Group flight booking
- March – April – May '09
  - Promote program
  - Monitor applications
  - Interview students
  - Encourage grant applications
- June – July – August '09
  - Confirm passport validity
  - Schedule two orientation meetings
  - Schedule two interest meetings
  - Confirm flight arrangements
  - Finalize program costs with overseas partners
- September 12, '09 Final Budget due
- September – October – November '09
  - Deposit and payment instructions to overseas partners
  - Accept students
  - Order textbooks
  - Remind students to register for classes
  - Assign roommates
  - Plan Orientation meetings and materials
- October 2, '09 Mandatory liability meeting
- November 24, '09:
  - Final Itinerary due
  - Submit overseas contact list
  - Submit final syllabus, etc
- December 6, '09 Financial Meeting
- December '09 Register group with US embassy
- January 1, 2010 Depart
- Within one month of returning:
  - Submit grades
  - Return student evaluations to Study Abroad Office
  - Reconcile cash advance
  - Write and submit a program report

## US Summer Short-Term Program June 2010

- April – June '09 - Meet with Study Abroad Office to discuss program
- July 15, '09 – Summer program proposal deadline
- August 15, '09 – Program proposal approved
- September 1, '09 – Schedule two interest meetings
- September 15, '09 –
  - Prepare and submit estimated program budget
  - Reserve group flight
  - Start recruiting students
- September – October – November
  - Promote program
  - Monitor applications
  - Interview students
  - Encourage grant applications
- January –
  - Confirm passport validity
  - Schedule two orientation meetings
  - Schedule two interest meetings
  - Confirm flight arrangements
  - Finalize program costs with overseas partners
- February – March
  - Deposit and payment instructions to overseas partners
  - Accept students
  - Order textbooks
  - Remind students to register for classes
  - Assign roommates
  - Plan Orientation meetings and materials
- March 13, '09 Mandatory liability meeting
- April 1, '09 Program application deadline
- By May 1, '09
  - Final Itinerary due
  - Submit overseas contact list
  - Submit final syllabus, etc
  - Submit cash advance
  - Prepare next year's proposal
  - Register with US embassy
- June 1, '09 Depart
- Within one month of returning:
  - Submit grades
  - Return student evaluations to Study Abroad Office
  - Reconcile cash advance
  - Write and submit a program report

## Appendix C Key to Fields of Study

Field	Description
AG	Agriculture, animal science, etc.
ART	Studio and performing art, music, sculpture, photography, painting, some theatre
BIO	Biology, marine biology, bio/premed not environmental
BUS	All business, finance, international business, accounting, economics, management, also includes: merchandising, fashion merchandising, recreational management, sports management,
COMM	Communication, journalism, media studies, advertising, digital media
ED	Education, including counseling
ENG	Engineering of all descriptions
ENV	Environmental sciences or studies
EXP	Experiential learning, including research and internship
FL CULT	Foreign language and culture. Always the language of the country and regional, national culture.
HEAL	Health Sciences and related, includes nursing, public health, pre-med (not biology)
HUM	Humanities, literature, English taught cultural studies, history, theatre (not performance), theology, classics, philosophy, etc.
MULTI	Multiple disciplines, e.g. two or more from this list, "Interdisciplinary studies"
NS	Natural Sciences – chemistry, physics, geology, nutrition, math, etc. NOT biological sciences, engineering, or environmental sciences.
SS	Social sciences, political science, international relations, sociology, psychology, public policy, etc. Not history.
	<b>Australia Only:</b>
AB	Aboriginal studies
AUS	Australian studies
SPORT	Sports management

## Appendix D IGE Contact Information

### *The Innovations in Global Education Research Team:*

*John Sunnygard*, MIM, is the principle researcher for this project. John has extensive experience in all aspects of short-term program design, development, marketing, implementation and evaluation. Over the course of a sixteen year career in Education Abroad, John has served as Director of the Center for Global Educational Opportunities at the University of Texas at Austin; Assistant Vice-President for Program Development with IES, the Institute for the International Education of Students; Director, IES London Programme; and Director of Admissions and Financial Aid with IES. He has been involved with developing over 100 short-term programs at all levels, including hosting programs. He has written and presented internationally on cross-cultural development, study abroad program evaluation, and engaging faculty in short-term study abroad programs. He has taught in the UK, Japan and Morocco.

*Sarah Angulo*, Ph.D. social and personality psychology. Sarah has worked as a researcher at the University of Texas at Austin's Center for Global Educational Opportunities, where she has designed short-term program evaluations, and researched student satisfaction and interpersonal growth. Her Ph.D. dissertation examined how students change during study abroad. She identified personal characteristics, behaviors, and living arrangements abroad that are linked with positive study-abroad outcomes. She has also taught undergraduate courses in psychology and statistics. Her website is <http://homepage.psy.utexas.edu/homepage/students/Hammes/website.html>

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## **Appendix E Resources**

IIE Open Doors 2007. Institute for International Education, 2007 New York, USA

IIE Passport Short-Term Study Abroad 2008 (58<sup>th</sup> Edition) Institute for International Education, 2007 New York, USA

The Guide to Successful Short-Term Programs Abroad, 2<sup>nd</sup> Ed. NAFSA 2002, 2006 Washington, DC

*Strengthening Study Abroad: Recommendations for Effective Institutional Management*. NAFSA on-line publications, 2008 Washington, DC USA

*Needs and Assessments Of Current and Prospective US Students In Australian Graduate Programs*. May 2007 AEI publication

## Appendix F: Glossary

The glossary helps define terms as used in this report and to clarify some usage differences between Australian and US English.

**Co-curricular activities**– Learning-based activities that link into a credit-based academic program. Examples include internships, service learning, field research and co-ops

**Co-op** – A formalized relationship between an academic unit and industry to enable students to gain practical work experience during their degree plan. Co-ops are generally full time and almost always paid. US Engineering programs frequently make use of co-ops.

**Course** – a subject. In the US, a course is organised series of academic activities including lectures, written assignments, and examinations that constitute a defined area of study. “The History of Australia” might be a course offered on a study-abroad program. In the US, courses have a course description that gives a general overview of the course. A course syllabus is an official document detailing the structure, timing, grading policies and requirements for the course.

**Credit** – In the US, degree plans require a set number of academic credits (expressed as hours, or units) that must be successfully accumulated (generally between 120 and 148 credits) to complete a degree (Award). Courses consist of a specified number of credits. Most US institutions award one credit per 15 classroom hours. Most courses are three credits, or 45 classroom hours. In the context of study abroad, “credit” may have two meanings: 1) The number of US units recognised for a specified amount of academic work completed at a foreign university (i.e. a course). Or 2) whether or not the academic work completed at or through a foreign institution will be accepted towards the institution’s degree. Generally, credit is determined by a professor from an academic department. Registrars or admissions officers may also be involved with the transfer of academic credit at a US institution. Institutions may restrict the number of credits students may transfer from an outside institution towards their degree.

**Degree plan** – The structure of academic requirements to complete a degree, e.g. BA, BSc. The degree plan dictates the exact courses and number of credits necessary to satisfy the requirements for a degree.

**Extra-curricular activities** – Social, fun, or non-academic learning activities organised to enhance a student’s experience in a new country. Examples include hikes, city tours, participation in sporting events (with explanations of the rules, culture and lore), and participation in cultural events (with explanations).

**Experiential learning** – learning opportunities that include practical experiences, e.g. a marketing student interns in the marketing department of a business or non-profit

to learn the day-to-day realities of applying an academic subject to real life problems.

Financial Aid – Loans (most common), scholarships, grants or other monetary awards that help a student to pay for education. US institutions have offices with strict policies to assist students with this often complex process. US federal financial aid laws require that federal financial aid be awarded to students participating in study-abroad programs approved by their home institutions.

Faculty (US usage) – 1) an individual professor (with or without tenure) at a US higher education institution 2) the collective of professors at a US higher education institution, usually responsible for the academic direction of an institution.

Field research – Academically supervised research components or projects conducted in the field to apply and learn research methods, tools, techniques, and research project management.

Grade – Formal notation of a student's academic performance by her/his professor. In the US the letters are commonly used: A (excellent), B (good), C (average), D (marginally acceptable), F (fail). In the US, external examiners are not used; grades are strictly determined by the professor teaching the course.

Internship – An organised and structured work experience in a business or organization that may warrant academic credit. Internships may be paid or unpaid. Visa restrictions often apply to paid internships. Many US institutions require an academic course, written work, or other documentation of student learning to earn academic credit from an internship. Often individual academic departments have specific policies and requirements for internship credit.

Inter-session – Also called a Maymester, J-term, or winterim. An officially recognised academic course that occurs between regular semesters. For example, many institutions have Maymasters that begin immediately following the end of the US spring semester in May but begin before official summer session begins in mid-June. Some US institutions establish inter-sessions specifically to enable students and faculty to study abroad.

Pre-session – A term of one to three weeks in duration that occurs immediately prior to an academic semester or year. Pre-sessions may or may not include an academic course for credit, but are most commonly led by a faculty member from the sending institution. Pre-sessions are increasingly conducted overseas.

Service learning – Students work in a non-profit or start-up to apply the theory and techniques learned in an academic subject. Particular attention is given to serving the local community with a level of expertise they may not be able to afford. Students are required to take an academic subject concurrent with the work placement. Students are not paid. Students are evaluated in both the subject and placement for their grasp of the issues and understanding of theory and practice.

Transcript – A formal document officially stating the courses taken by a student, the amount of credit per course, and the grade awarded for the course. The transcript also includes the student’s grade point average (GPA). Transcripts are necessary to transfer academic credit from one institution to another.