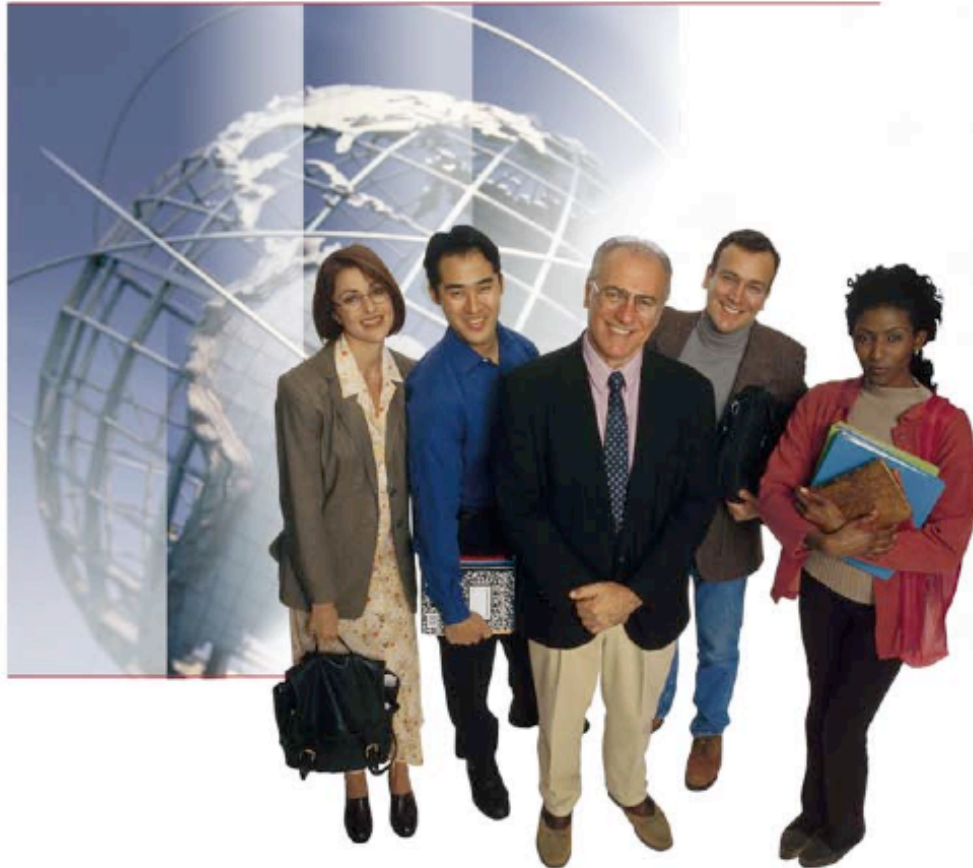


# How to Create a Sustainable Study Abroad Program

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**A Faculty Guide**

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### **NAFSA: Association of International Educators**     Cooperative Training Grant Program

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*The bridge between students and educators*

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We would like to extend an extra special thank you to Mark Landon, Mark Shay and Sherry Melchior at **EDUDirectories.com** for designing and posting this manual to the Web at [www.StudyAbroad.com/nafsa.html](http://www.StudyAbroad.com/nafsa.html)

We have many supporters on our home campuses, as well. In particular, we would like to thank the following faculty, staff and administrators at each of our campuses:

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## Dedication

**We dedicate this project to the thousands of faculty members who give of themselves so selflessly to serve our students and make our world a better place.**

## Introduction

*How to Create a Sustainable Study Abroad Program* was initiated during International Education Week in November 2005 with a series of faculty workshops delivered via video conference to three partner institutions in the State University of New York system: SUNY Cortland, SUNY Fredonia and SUNY Rockland Community College. Throughout the course of the next year, a video and this accompanying manual were produced. An order form for the video is included at the back of this manual.

We should say at the outset that this manual is not designed to be theoretical or philosophical in nature. Rather, we are delivering concise practical advice with as little rhetoric as possible. Faculty members have little enough time at their disposal; the last thing they need is a lengthy treatise filled with research, data, tables and statistics.

We will not be spending a lot of time lauding the merits of study abroad or reiterating our responsibility and role in making our students global citizens. We assume the reader already recognizes the importance and value of study abroad or s/he would not be reading this manual.

Included in the Appendix of this manual are sample forms that will give you some understanding of the tasks and responsibilities that will need to be shared with your department when planning your program abroad. You have our permission to adapt these forms for use at your home campus. After all, imitation is the sincerest form of flattery.

Finally, we include in the back of the manual a list of faculty members and study abroad professionals who have agreed to serve as mentors. We hope that you will contact them often.

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## How to Create a Sustainable Study Abroad Program A Faculty Guide

### Identification of Available Campus Resources

As you begin to plan your study abroad program, investigate the resources that are available to you and to students studying abroad at your institution. The resources available to create, administer and sustain programs abroad vary greatly from campus to campus. Review the models below and try to identify the model that best describes your home institution:

- A study abroad office administers study abroad and exchange (outbound students and scholars) and *a separate* international student services office administers student services for inbound students and scholars.
- One international office administers study abroad and exchange (outbound students and scholars) *as well as* the inbound international students and scholars.
- The international office is a “one person office” that tends to send students abroad on programs administered by other academic institutions or agencies and has limited contact with international students on campus.
- No international or study abroad office exists at your institution, nor has a study abroad officer been designated.

Although not a hard and fast rule, institutions large enough to have separate offices or departments for inbound and outbound students and scholars offer significantly more support to faculty members seeking to establish study abroad programs than do smaller institutions, especially if those programs target students from their home institution. Most often, the larger institutions have well-established study abroad programs of their own and staff members who are experienced in creating sustainable programs abroad. They may also offer guidebooks and forms designed to assist faculty creating programs abroad.

Medium sized institutions tend to have one international office working with both outbound and inbound students. In this scenario, the majority of services may be focused on outbound study abroad and exchange students, whereas in other cases, the focus could be on recruiting and providing support services to international students. If one of these describes your international office, now is the time for you to gauge the amount of support you can realistically expect to receive as you move through the process of creating your program abroad. It may be much more or much less than you had expected.

If your institution has only a “one person office” to assist study abroad and exchange students it is likely that the monetary support and staff assistance available to you in creating your program is going to be quite limited. In this case, it is not uncommon to find that the same person who is coordinating the study abroad and exchange programs is



also teaching and coordinating other activities, and that although that person's spirit may be willing, there is usually not enough time or energy to devote to new initiatives.

Faculty from institutions that do not have a study abroad office or a designated study abroad officer face the greatest challenges when they try to initiate student programs in other countries. Nevertheless, if this is the case at your campus, it is paramount that you seek out formal approval from the appropriate campus administrators before you forge ahead in planning your program abroad. Not to do so could compromise the health and safety of students traveling on your program and jeopardize the future of study abroad at your campus. Though they may not be well communicated, there are likely to be regulations and restrictions in place regarding overseas travel including, but not limited to, issues related to insurance, legal forms and waivers, U.S. State Department advisories, visa requirements, inoculations and health issues, academic prerequisites, and student judicial matters.

In short, knowing the strengths and limitations of your institution's ability to support study abroad will help you plan a realistic and efficient course of action. Getting to know the professional staff members in the study abroad office and seeking their support from start to finish will improve your chances for success. Last, be sure to secure any written approvals necessary from your department, dean, study abroad office and upper administration before you take the next step in planning your new program abroad.

### **What is Study Abroad?**

In general, it could be said that study abroad is any academic program abroad from which a student earns credit that transfers back to the student's home institution. For the purpose of this project, we will focus on five specific types of study abroad programs.

#### **Exchange Program vs. Study Abroad Program**

At times, the term *study abroad program* takes on a very specific meaning, referring to a program abroad in which a student pays full fees. No exchange is involved. In this situation, the length of the time abroad usually ranges from several weeks to a semester or year and the student does not enroll for a degree at the overseas institution.

In the most common student exchange program, two students are enrolled at their respective academic institutions in differing countries. Each student involved in the exchange pays his or her tuition at the home campus and the two students exchange "places" for a pre-determined amount of time, usually a semester or academic year. In some cases, college fees, housing and meals are included. The parameters of the exchange are generally outlined in a formal exchange agreement between the two institutions. In situations where a *student-for-student* exchange is difficult to maintain, other options may be explored. *Faculty-for-student* exchanges are also possible. Exchange programs are generally much less

expensive than full-fee paying study abroad programs, and they often provide the only means possible for students from developing countries to study in the United States.

### **Faculty-led Program**

A faculty led program is generally short-term (one to several weeks) in nature. In our experience, faculty-led programs are the fastest growing type of study abroad program. There are two types of faculty led programs – one in which the faculty member escorts the students overseas and stays with them the entire time, but does not teach, and one in which the faculty member accompanies the students and teaches. The latter is called an *island program*.

### **Study Tour**

A study tour is a study abroad program with a predetermined curriculum that is delivered at a variety of sites. The instructor generally travels with the students for the entire course. Pre- and/or post-tour course work is sometimes required.

### **Internships Abroad**

International internships are becoming increasingly popular. Internships for academic credit generally require a significant amount of advanced planning prior to departure. A learning agreement, similar to a syllabus, is drawn up outlining goals and additional academic requirements. Internships generally require an internship coordinator, site supervisor and academic advisor at the home campus. The plan for assessment is also outlined in the learning agreement.

### **Hybrid Programs Abroad**

A hybrid study abroad program consists of a blend of programs. One type of hybrid program that is becoming very popular is one in which part of the course is taught on the home campus and part is taught abroad. A second type is one in which part of a course is taught on-line and part at the site abroad. The on-line portion may include more than one institution overseas. A third example is one that combines an international internship with overseas course work.

### **What Type of Program Are You Creating?**

Now that you understand that study abroad comes in many forms, be creative! Think outside the box, but, at the same time, keep it as simple as possible for at least three years. Once your program is sustainable, you can think about adding new elements. The simpler the program, the greater chance it has for success.

### **Direct-Enroll vs. Customized**

Once you have decided which of the five types of study abroad programs you wish to create, you can investigate whether you want to start from scratch and build a customized program or plug into a program that already exists at the site abroad.

Direct enroll programs can take two forms. Either students enroll in classes at the host institution with the local students or they enroll in a program created just for international students. In both cases, the program is already set up and it includes students from other US institutions and possibly from institutions around the world. With this type of program, you can send one, five, ten or as many students as the program abroad allows. You do not have to recruit a minimum number of students in order for your program to run. You will spend minimal time planning as the infrastructure is already in place and already proven. Direct enroll programs allow students to take classes and/or socialize with the local students at the site abroad, which provides an additional international dimension that may not exist in a customized program.

Customized programs that require a minimum number of students also require the most planning and the most labor on the part of both the sending and receiving institutions. It may take two to three years from conception to implementation of a customized program.

A customized program has a specially designed curriculum that may or may not fit into the academic calendar of the host institution abroad. If the site abroad has to lease space or hire separate faculty to accommodate the needs of your program, three things are going to happen:

1. The cost of your program is going to increase dramatically.
2. The host institution is going to be wary of investing its resources in an unproven program with a limited market. The investment in resources (both human and financial) on the part of the institution abroad may be greater than the institution abroad is willing or able to grant.
3. If the cost of the program increases, the number of students able to afford the program may decrease.

In order for a customized program to become sustainable, it must have complete departmental support. Customized programs should not rely on one faculty member or administrator. Faculty should build a plan that includes an assistant coordinator from the beginning and includes an assistant coordinator with each cycle of the program. Many faculty members would welcome the opportunity to become part of a customized program abroad. Use this enthusiasm and excitement to your advantage.

### **What is a *Sustainable Study Abroad Program*?**

There are situations in which a faculty member may wish to run a program only once, perhaps to incorporate a particular event abroad into a class. The professor may not intend to offer the program on a regular basis, and this is fine. Programs of this nature are

very worthwhile. However, this project focuses on the development of programs that will be repeated over time. This manual and the accompanying video offer advice and strategies designed to ensure that such programs become sustainable.

The word *sustainable* means *to keep in existence, to supply with necessities or nourishment, and to support*. To this end, a study abroad program is considered sustainable after it has successfully run three times, has become fiscally sound and has a strong foundation for continuance.

Sustainability requires partnership, collaboration and teamwork. No matter how excited you may be at the outset of your program, passion does not always translate into student participation. It is critical that you engage others from your institution's study abroad office, your department, your dean and the appropriate administrators in the various planning phases of your new program abroad.

## **The Eight Steps to Sustainability**

In keeping with our intent to create a practical guide, we present to you the following ***Eight Steps to Sustainability***. The list can be adapted to fit your own needs and those of your home institution. As long as you follow the steps outlined, your chances for creating a sustainable study abroad program should be good.

### **Step I Conduct a Competition Analysis**

Once the seed of an idea for your program has germinated, the first thing you should do is conduct a competition analysis. You can start out by asking yourself the following questions: How many programs already exist at or near the site where you wish to locate your program? What types of programs are they? How much do they cost?

Competition is fierce in the study abroad market. The Institute for International Education lists more than 6,000 study abroad programs on its IIE Passport Web site. Studyabroad.com lists more than 17,000 programs abroad. The State University of New York alone currently offers more than 500 programs around the world! You need to know who your competition is, what they are offering and at what cost.

In about one hour or less, you can conduct a *quick* competition analysis by searching the Internet. In this manual, we have included a *Competition Analysis Worksheet*, which lists URLs for popular Web sites that publicize a variety of study abroad programs offered by hundreds of institutions and agencies. We recommend that you invest at least an hour, preferably more, and do a thorough competition analysis. Knowing your competition will work to your advantage, especially as you develop your curriculum, budget and infrastructure.

### **Consider Collaborating with an Existing Program at the Site Abroad**

If you find that there are several programs that already exist at or near the site abroad, you may want to consider trying a collaborative approach. Partnership provides economy of scale, and sharing resources almost always reduces the cost of a program. In addition, if an infrastructure already exists, you could save innumerable hours of work by plugging into its existing network. Ordinarily you would have to recruit students on your own (usually a minimum of 10) but when you collaborate with another institution you may only have to recruit five students to meet your minimum enrollment targets. Collaborative academic programs abroad also provide instant partners for funding opportunities. The increased visibility and reduced cost of cooperative advertising must not be overlooked either.

If a successful program already exists at the site abroad, do a bit of homework and find out if cooperation is possible. You will most likely be able to launch your program quicker, with less work and quite possibly at a lower per student cost, thus improving your chances for success.

Conversely, if there are no programs at the site, try to ascertain why. In order to counter students' objections to a particular site or program abroad, you have to identify what their objections are. You may even decide to move the location of your proposed program if you find it not to be suitable.

As you conduct your competition analysis, identify what makes your program unique from the others. What makes you think that students will select your program over the others? Capitalize on the unique attributes of your program when developing your marketing strategy.

## **Step II Tie Your Program into Your Institution's Mission**

Get a copy of your institution's Mission Statement and/or Long Range Strategic Plan and read it! If the documents include statements or activities that pledge to internationalize your campus, tie your program objective into that Mission or Long Range Plan when you develop the proposal.

As you develop your formal request to initiate a new study abroad program, outline how your program meets the following criteria for internationalizing a campus:

- How does it offer opportunities for students, faculty and/or staff exchange?
- How does it encourage departmental links?
- How does it encourage collaborative projects, research and joint funding through programs such as the Fulbright and FIPSE grant programs?
- How does it enrich your home campus culturally?

Some institutions may have already developed a form to be used for creating a new study

abroad program. A sample of such a form is included in the Appendix section of this manual.

### **Step III Garner Institutional Support**

Creating a study abroad program is a lot like building a new home. Before you can think about aesthetics and design, you must first focus on the foundation. A solid foundation provides a concrete base onto which the framework of your home, or in this case, your study abroad program is built. The purpose of this section is to show you how to build institutional support for your program with three simple, manageable steps.

#### **A. Create an International Programs Advisory Team (IPAT)**

You know faculty and staff who are similarly interested in international travel and research, don't you? They are the people you should invite to join an international advisory team. If your institution already has such a team or committee, you could create a smaller team within your department. Your colleagues' collective enthusiasm for international experiences makes them natural supporters for your initiative, and you, in turn, a built-in supporter of their initiatives.

Here are some goals an International Programs Advisory team might tackle:

Identify common interests and explore ideas for collaboration.

The simplest way to find common interests is to survey the faculty. Keep the survey short, one page is enough, and make it easy to complete. Encourage the faculty to attach their most recent résumé or CV to the survey. Then, review each return and identify similarities such as countries traveled, and/or complementary research areas. Follow up by sending an invitation to everyone who participated in the survey to attend a social gathering at which the Advisory Team facilitates group discussions relative to the common themes identified.

Teach others how to co-teach an international course.

There are faculty members out there who would love to teach a course abroad, but for one reason or another, they are hesitant to do so. You yourself might even be one of them! In many cases, the roadblock is simply this: they don't know where or how to begin or who to talk to about their idea. An international programs advisory team can help by creating a two or three page handout that describes the process in simple terms, lists names and contact information of faculty who have already created international programs, and includes a course proposal form.

Navigate the academic administration highway for program support.

Getting approval from academic administrators for something new is often times a challenge and sometimes a serious deterrent. This is why you want to ask at least one or two administrators to be on the International Programs Advisory Team (IPAT). Their insight into procedural matters and potential hurdles is invaluable. Getting approval for an overseas course to fulfill a general education

requirement or a major course requirement may require additional effort, but trust us; it will be worth it in the end. In a case like this, a letter of support from a group such as the IPAT may be just enough to get your course approved for GE credit.

## **B. Network, Network, Network!**

People only like surprises when they are not required to do anything new or change what they are currently doing. Therefore, you can bet that letting people know, well in advance, what you're planning to do will smooth the way to a successful program. The people who staff the Bursar's, Student Accounts, Financial Aid, Health Center and Registrar's offices are essential partners to those of us in the study abroad arena. Why, you might ask? It's because they are the people with whom your students will discuss their health, personal finances and credit equivalency issues.

To prepare everyone in advance for these conversations, you need to share with the appropriate offices such information as immunization requirements, program location, program cost and what that includes, payment deadlines, program dates, and course descriptions. By educating the people around you, you give them the tools they need to answer questions in a professional and informed manner. Without open communication, students are likely to get frustrated bouncing back and forth between you and the other offices as they try to get through the application and acceptance process.

About a month before announcing your program to the students, meet with everyone over coffee to discuss your program details one last time and incorporate their suggestions and feedback into your plan. (We know from experience that making changes to your program before you advertise is much easier than making them after students have signed up for it!) By asking for their opinion, you reinforce the importance of the role they play in the success of your program and, with a bit of luck, you will find yourself with additional program supporters.

## **C. Internationalize the Curriculum**

It is safe to say that we are living in a world where the word *global* applies to every aspect of our lives. Today the terms *global market*, *global economy*, *global warming*, *global energy*, *globetrotter*, and *global communication* frequently dot our daily conversations. It seems logical, therefore, that education at all levels should include courses that inform and prepare future leaders for productive roles in our global society. As Benjamin Franklin said, "Experience is the best teacher." What better way is there to introduce our students to their future in this global society than through study abroad?

Incorporating international experiences into the curriculum is not difficult, but it does



take planning and flexibility on the part of your institution. Here are a few suggestions you can present to your colleagues, department chair and dean to initiate the process:

- Create a three credit hour elective course for the winter or summer session term that majors and non-majors can both take.
- Add on an international research component to an existing course (such as an overseas eco-tour or theatre excursion), that takes place at the end of the term.
- Discuss with your department colleagues the option of allowing students to fulfill concentration or specialization requirements by studying abroad for a semester.
- Accept all language courses taken abroad to count toward a major, minor or concentration requirements.
- Develop an interdisciplinary course sequence that requires students to take two preliminary courses leading up to a semester long international internship or service project and then conclude with a capstone course or poster session to document the work/research done abroad.

If you receive a less than enthusiastic response, don't despair. Point out that by providing study abroad experiences for students in your major, your department may benefit by achieving the following:

- Academic recognition for promoting innovative programs
- The ability to recruit new majors seeking overseas experiences
- Increased prospects for semester or year long faculty exchanges
- Administrative recognition for supporting the college's mission
- Increased opportunities to promote intellectual inquiry and research

#### **Step IV. Create a Realistic Time Line**

Developing a realistic time line is important. Consider everything from conceptualization of your project to the students' return to the United States. Included in the Appendix Section of this manual is a handout that outlines many of the procedures involved in the development and implementation of a study abroad program, along with suggested time allowances.

Our collective experience tells us that you need a minimum of one year to launch a new program, and in some situations, it may take two to three years.

#### **Step V Identify Your Target Student Market**

The next step is to identify your target participants. Will you recruit students from your institution alone or from other institutions as well? Will your program be limited to participants who are matriculated college students? Are you planning to widen your market to members of the community? Or professionals? Or high school students? Be aware that opening your program up to members of other groups will widen your market but it can also create challenges. Mixing undergraduate and graduate level students can

create unexpected challenges not only because of age and maturity differences, but also because of differences in academic preparation and course expectations. Allowing participants from the community, especially participants from a wide range of ages and academic backgrounds can be a prescription for disaster. If you plan to mix your populations, be ever vigilant to be sure that each group is adequately prepared to participate in the program and oriented prior to departure from the U.S. Also, be aware of your institution's regulations with regard to the enrollment of minors.

Once you have identified your target student market, assess your program's accessibility to those students. Below are some key questions to answer:

- Is my program affordable? How does it compare cost-wise to other programs being offered at the site abroad? How will it compare to other programs abroad offered by my own institution? Can students pay for it using financial aid? What is the income range of my target student market?
- Is there a language requirement for my program? If so, is this a barrier and how will students deal with that? Is there an additional cost to hire interpreters or provide additional services to overcome the language challenge?
- Is my program accessible to students with physical and/or psychological challenges? What services are available to them?
- Does my program carry academic prerequisites that limit the number of students able to attend?
- Will distance limit the accessibility of my program? Distance does not automatically put a curse on programs abroad. In fact, study abroad programs in Australia are among the fastest growing among U.S. students. On the other hand, programs half way around the world in non-English speaking countries could become a challenge when it comes to promotion, especially if the program is in a developing country.

Knowing the answers to the questions above will help you design strategies to meet any existing challenges from the beginning and thus ensure the probability of your program's success.

## **Step VI. Assess the Location of the Site Abroad: Health, Safety and Security Issues**

Now it is time to spend some time assessing the physical location as well as the health, safety and security issues associated with the site abroad. Below is a list of questions that can serve as a springboard to a more in-depth analysis:

- Is the site of your program in a remote location with minimal transportation and health services?
- Are natural disasters common?
- Is there a U.S. Department of State Travelers Advisory or Warning for the location abroad?
- Does the region have a history of political instability? Even if a location is politically stable at a given time, the *perception* of instability on the part of prospective

students or their parents can create serious barriers to promoting a program at that location.

- Are adequate medical facilities limited?
- Does the site pose physical and psychological challenges to students who have special needs?

Each “yes” answer presents additional challenges when putting your program together. It is crucial that you have the ability to implement appropriate safety procedures and have a sufficient number of qualified personnel at the site abroad to meet all types of emergencies.

In the Appendix section of this manual you will find a sample Emergency Protocol and additional health and safety information that can be adapted for your needs at your home campus. No matter where your program is located, work with the overseas institutions, *from the beginning*, to ensure that appropriate health, safety and security measures are in place at all times.

### **Pre-departure Student Forms Available Through Your Study Abroad Office**

Working with your study abroad office will ensure that your students are adequately prepared prior to departure. The staff will be able to assist with issues related to insurance, travel, visas, inoculations, and required medical tests.

Study abroad offices have also developed a series of forms that may be required not only by the home institution but also by the state and even federal government in some cases. These forms will outline to students the conditions of participation in the program and will include some type of legal release and waiver form(s). There should be at least one medical form that verifies that the student is healthy enough to participate in an overseas program. When completed properly, these forms not only protect the institution, but also the student. It is from the information provided on these forms potential problems can be identified and attended to prior to the student’s departure from the U.S.

### **Step VII. Create Your Budget**

Creating the budget for your proposed program abroad need not be a daunting task. The budget should be developed in partnership with your study abroad office. In the event that a study abroad office does not exist at your institution, you may seek out the assistance of the appropriate financial officer in your campus’s business office. Under no circumstances should you develop your budget in isolation. Your campus must conform to federal or state guidelines with regard to the collection, storage, disbursement and reporting of student funds.

Included in the Appendix section of this manual is a sample budget template that can be

adapted for use at your home institution. Not all of the line items may apply to your program. For those that don't, simply enter zero. The template will assist you in researching the overseas costs necessary in developing your budget. There will be additional costs associated with the administration of the program at your home institution. The study abroad office or an appropriate campus official will calculate and add the additional costs to your budget.

### **Step VIII. Plan the Promotional Campaign**

Once the finishing touches have been implemented and your new program has been approved by the appropriate offices, you can begin in earnest to promote your program. Even though it may be tempting, you should not begin to recruit for your program until it is fully developed and approved. A bad "first run" with your program will jeopardize its continuance and will leave a negative impression not only on the participants but also on your colleagues at home and your partners abroad. Fight temptation and wait until the program is fully developed before you begin to recruit. You will have more energy and confidence, which will result in a quality program with a higher rate of participation.

If you truly want to be successful in creating a sustainable program abroad, you must think of your program as a product. It is a *good* product, a product that will benefit hundreds of students, who in turn will have a positive impact on the lives of innumerable other people. However, as mentioned previously, there is a lot of competition out there and in order to compete well you need to develop a promotional strategy that includes an effective publicity campaign and good salesmanship.

### **An Effective Publicity Campaign**

Perhaps the most important rule of advertising is this: ***The most successful advertising is repeat advertising.*** There is no better place to advertise your program than in the classroom. Students respect the advice and suggestions of their teachers. They also notice their instructors' enthusiasm and passion; it is contagious. A few enthusiastic words about your program in each class will most likely bring together the best cohort of participants you could imagine. Tie the academic aspects of the program abroad to the theory your students are learning at home and you are halfway to home plate. Provide information with regard to how the credit earned abroad will be posted on the students' transcript upon return. If general education credit or credit toward major requirements can be earned, your program will be that much more attractive. Keep that in mind as you plan the curriculum.

Next, we do not wish to beat a dead horse but we want to reiterate that an effective publicity campaign depends on collaboration. Do not go out as the lone cheerleader for your program. Once you have brochures and flyers ready, distribute them to students and to your colleagues. Make sure that the top administrators on campus receive copies, too. Try to schedule a few minutes to educate faculty and administrators at department and

administrative meetings such as the President's Council or Faculty Senate meetings.

Make an appointment to meet with your campus's Office of Institutional Advancement. That office may be able to develop a press release for your campus publications and for regional newspapers and radio stations.

Take advantage of publicizing via the Internet. Speak to your campus's computing or technology services office to learn about the protocol for sending campus-wide E-mail messages.

Work closely with your institution's Study Abroad Office to develop a publicity campaign. You will yield greater results by collaborating with the experts in that office. They will most likely have a publicity protocol already developed that includes instructions for on-campus promotion and publicizing on Web sites with free listings for study abroad programs. The staff in the Study Abroad Office will also be able to provide information on upcoming study abroad fairs and special events at which you can promote your program. For example, across the United States, International Education Week is celebrated each November. You may be able to plug into that week's programming at your institution. Your study abroad office may also be willing to arrange a special information session or highlight your program on their bulletin board. If there is enough advance notice, you might even have time to get your program listed in such premier print study abroad directories as *Peterson's Guide*, *IIE Passport* and *Transitions Abroad*.

Consider setting up an information table in high traffic areas. Once again, this type of promotion is most effective if it is repetitive, so think about who might be able to assist in staffing the table on a regular basis for a designated period.

### **Sell Your Program**

You are the best salesperson for your program. No one is going to have as much passion, knowledge or enthusiasm as you. Take the time to plan your sales approach before you begin to promote your program. A good publicity campaign may make the difference between a program that operates or not. Be prepared.

### **Identifying Possible Objections**

The more certain you can be about students' objections, the better you can counter them. What are the objections that your prospective students and their parents may have with regard to participating in your program? You may want to administer an informal survey or conduct a focus group to find out.

In general, the major objections to study abroad include, but are not limited to, the following:

- I can't afford it.
- I don't have time to go.

- I don't speak the language.
- I'm afraid to go.
- My parents won't let me go.

How will you counter these objections? Do your homework: have written materials ready to give to students, parents and educators. Be prepared to speak to these same groups in person, by telephone or via the Internet. Have facts and figures at hand. When possible, provide testimonials and references from educators and students who have visited the site abroad to potential participants. Be ready to offer URLs of reliable Web sites offering information that will reassure those who have worries or doubts.

The more confident you are, the quicker you can answer the objections and alleviate fears, the closer you will be to creating a sustainable program abroad.

## **Conclusion**

Now that you have the *Eight Steps to Sustainability*, you are ready to begin planning your program. It is not important that you follow the steps in the order presented but it is important that you follow every one of them.

As you move through your planning process, you may want to speak to a faculty member or study abroad professional who has already been through the process of creating a program abroad. A *Faculty and Professional Mentors List* is included with this manual for just that purpose. Please feel free to contact those listed any time.

We wish you luck as you develop your program abroad.

## **The Top Ten List for Creating a Timeline for New Program Abroad**

**Helpful hint: Have your campus's Academic Calendar at hand while you are planning and cross-check it for vacation and exam periods.**

- What is the deadline to submit the program proposal to the appropriate office(s) on your campus, and how long will the process take to receive approval?
- If you have to have the classes to be offered approved at your home campus, what is the process and how long will it take?
- Will any special health requirements need to be met by participants, e.g. immunizations? If so, what is the timeline required for them?
- What is the timeframe required for your students to apply for financial aid, including student loans? When will the disbursements be made to the students?
- What are the dates for course registration?
- What are the deadlines to have our program listed in the catalog or course schedule/bulletin?
- When are the payments to overseas providers due?
- What are the deadlines for students to apply for your program through your Study Abroad Office?
- What are the deadlines to pay travel suppliers: travel agencies, airlines, hotels, rail and bus transportation, etc.?

Other:



## Competition Analysis Worksheet

Competition Analysis Worksheet			Proposed Program Abroad:									
			Proposed Start Date:									
Submitted by:			Host Institution or Site Abroad:									
Contacts for person submitting proposal:												
Date:												
Please check the following and report how many other programs exist in the country in which you are proposing to open your program.												
Source of Information												
			# pgms. same country			same city		same institution or site				
<a href="http://www.studyabroad.com">www.studyabroad.com</a>												
<a href="http://www.studyabroad.com/suny">www.studyabroad.com/suny</a>												
<a href="http://www.goabroad.com">www.goabroad.com</a>												
<a href="http://www.ciee.org">www.ciee.org</a>												
<a href="http://www.iiepassport.org">www.iiepassport.org</a>												
<a href="http://www.transitionsabroad.com">www.transitionsabroad.com</a>												
<a href="http://www.globalsemesters.com">www.globalsemesters.com</a>												
<a href="http://www.petersons.com">www.petersons.com</a>			a School option)									
Please attach details on the other programs that are being offered at the same institution or site.												
Are they competitive with your program with regard to the following?												
Sponsoring Institution in US												
Cost of Program												
Dates of Program												
Curriculum												

## Sample Study Abroad Program Budget Template for Faculty

Sample Study Abroad Program Budget Template for Faculty					Rate of Exchange:	<a href="http://www.xe.com/ucc/convert.cgi">www.xe.com/ucc/convert.cgi</a>	1USD=1.27
10/2/06 13:20	Daily rate in local currency	Wk. or mo. Rate in local currency	# days/m os.	Per student cost in local currency	No. of students	Group cost in USD	Per student cost in USD
<b>Part A. Administrative Costs at Cortland</b>							
Orientation							
Publicity							
Contingency (currency fluctuations, unforeseen circumstances)							
Application Fee							
Administrative fees							
<b>Faculty Dir. Costs</b>							
Salary/Compensation							
Benefits/Admin. Overhead							
Health and Accident Abroad							
Travel Insurance							
Lodging Abroad							
Meals Abroad							
Living allowance/admin. (phone, copying, supplies, equipment)							
Hotel at airport							
Transportation to/from airport							
Meals to and from airport							
						<b>Subtotal Part A</b>	<b>\$0</b>
<b>Items below are to be calculated by faculty member proposing the program abroad.</b>							
<b>Part B. Costs Abroad</b>							
Student lodging							
Excursions and field trips							
Arrival arrangements (airport meet and greet, welcome packs, refreshments)							
Transport from airport upon arrival							
Transport to airport at end of program							
Cell phones							
Administration: phone, office rental, equipment, postage, insurance, fax, supplies							
Student tuition							
Additional student fees at institution							
						<b>Subtotal Part B</b>	<b>\$0</b>
<b>C. Tuition and Fees</b>							
SUNY tuition							
Cortland tech fee + SUNY College Fee							
						<b>Subtotal Part C</b>	<b>\$0</b>
<b>Additional Expenses not paid to</b>							
Passport							
Visa(s)							
SUNY Evacuation & Repatriation Insurance							
Books and Academic Supplies							
Local Transportation							
Meals, if not included in program fee							
Roundtrip Airfare							
Min. est. for spending money, not including vacation travel							
						<b>Subtotal Part C</b>	<b>\$0</b>
						<b>Total Cost of Program</b>	
<b>Total cost of program for student</b>							

### **Application for Consideration of a New Program Abroad**

Name of person submitting this application

Date

Title

E-mail address

Campus Address

Campus Phone

Location of new program:

Description of Program: (please use back of this sheet if necessary)

Proposed semester or session in which the program would be initiated?

How often would this program be offered (Every summer? Every semester? Every other year?)

Does the program include the following elements:

- A study abroad component for students (fee paying) Yes \_\_\_\_ No \_\_\_\_  
If yes, give detail.
- An exchange component for students? Yes \_\_\_\_ No \_\_\_\_  
If yes, give detail.
- An exchange component for faculty members? If yes, would it be  
bilateral? Yes \_\_\_\_ No \_\_\_\_ If yes, give detail.

Has our institution run a program in this city in the past?

Have you ever planned or worked with an educational program abroad? If yes, in what capacity?

Are there any programs already existing in or near the city in which the proposed program is located? If yes, please list them:

Do other programs exist at the proposed site abroad with which your proposed program could collaborate and share resources? Explain.

Who are the coordinators you are working with at the site abroad? Please list their names and contacts and the length of time you have been working with them. Please describe their background and what makes them qualified to serve as the coordinator of this proposed program abroad? (please use back of this sheet if necessary)

Does the site abroad already provide housing and support services, including medical facilities? If yes, please describe them. If no, please describe how they would be provided for if your program were to be approved. Please include these costs in the estimated budget you are attaching to this proposal.

Who will be the person in your department to be nominated as faculty director of this program? In the event that this person is not able to continue, who would take over this role? Please include a statement from this person that they are willing to take on this responsibility in the event that the designated person is no longer able to fulfill his/her duties.

Have you attached the required estimated budget for this program?

What support services are you seeking from the Office of International Programs?

Please explain specifically how this program fits into the College's Long Range Plan?

Since the primary mission of the Office of International Programs is to increase the number of students from our campus going overseas, please attach a rationale and supporting data that demonstrate that our students will study on the proposed program. Please include statistical data from surveys, questionnaires, reports, etc.

I have read the list of Departmental Responsibilities in Initiating and Maintaining New Programs Abroad. I have discussed the project with my department. We are supportive of this initiative and agree to help promote and maintain the program for at least two years at which time the program will be reviewed both by the Office of International Programs and our department.

---

Signature of Faculty Member submitting the proposal

Date

---

Signature of Department Chair

Date

## **Creation of a New Program Abroad Responsibilities List**

Please list the name of the people and offices responsible, both at home and abroad, for the following tasks with regard to the administration of the proposed program abroad:

- Submit paperwork to the appropriate offices on campus for academic approval.
- Offer the pre-departure orientation and create material for the orientation packet.
- Oversee publicity efforts, including creation of brochures and flyers, press releases, organization and presentation of information sessions, fairs, classroom visits, print advertising.
- Research visa requirements, obtain necessary documentation and follow up with the students.
- Research medical requirements, including inoculations and medical records.
- Research safety and security issues.
- Create the program budget.
- Plan travel: e.g. flights (airline reservations, payments, sending tickets to students, dealing with the airline).
- Collect fees.
- Register students at the home campus.
- Be sure that students are adequately covered by insurance.
- Reserve classroom space abroad or work out academic details: registration, scheduling, course equivalencies at home campus, drop/add, dissemination of academic information while students are there (final exam schedule, tutorial schedule), academic problems encountered by students.
- Arrange field trips and excursions abroad.
- Work with the institution abroad to be sure that all pre-arrival and post-arrival details have been covered.
- Plan pickup upon arrival.
- Plan food and lodging details abroad.
- Order books, if necessary.
- Coordinate pastoral care of students while abroad.
- Take primary responsibility in the event of an emergency, both abroad and at the home campus.
- Process grades upon return of the students.
- Process student assessment forms for the program.

## PUBLICITY PROTOCOL

10/2/2006 1:19 PM

Name of person distributing information \_\_\_\_\_

Date \_\_\_\_\_

Event being publicized \_\_\_\_\_

Please check any tasks you completed below and mark any changes necessary to the protocol. Please give this form to \_\_\_\_\_ as soon as possible after completion of the task.

\_\_\_\_\_ does the following:

### Deliver to Old Main Department Mail Boxes or Secretaries:

- ☐ 2 Leave one in Deans and Associate Deans' offices in waiting area
- ☐ 10 Political Science (207 Old Main, Attn: Deb) Deliver
- ☐ 20 ICC (228 Old Main, Attn: Darlene) Deliver
- ☐ 5 Geography (138 Old Main, Attn: Naomi) (Deliver)
- ☐ 10 Economics (136 Old Main, Attn: Denise) Deliver
- ☐ 20 Psychology (132 Old Main, Attn: Claire) Deliver
- ☐ 45 English (112 Old Main, Attn: Pat or Karen) Deliver
- ☐ 15 History (212 Old Main, Attn: Berchie) Deliver
- ☐ 7 Philosophy (138 Old Main, Attn: Naomi) Deliver
- ☐ 2 Honors Program Office (next to Intl. Programs Office)

\_\_\_\_\_ does the following:

### Send Through Intercampus Mail:

- ☐ 23 Study Abroad Committee
- ☐ 40 Education, Literacy, Foundations (D133 Cornish, Attn: Linda or Lori)
- ☐ 20 Health (101 Moffett, Attn: Leslee)
- ☐ 20 Sociology/Anthropology (D 312 Cornish, Attn: Gilda)
- ☐ 12 Communications Dept. (226 Dowd, Attn: Deb Williams)
- ☐ 7 Speech Pathology (McDonald Bldg., 60 Tompkins, Attn: Shary)
- ☐ 22 Biology (Bowers 240, Attn: Lynda Baroni)
- ☐ 10 Recreation Dept. (334 Park Center, Attn: Darlene)
- ☐ 6 Geology (147 Bowers Hall, Attn: Susan)
- ☐ 10 Math (129 Moffett, Attn: Theresa)
- ☐ 11 Performing Arts (248 Fine Arts, Attn: Sharon)
- ☐ 5 Physics (147 Bowers, Attn: Susan)
- ☐ 10 Campus Life/Corey Union (406 Corey Union, Attn: Mavis Lefever)
- ☐ 125 Residential Services (B-57 Van Hoesen - Attach memo asking them to be distributed in all of the residence halls)



- ☐ 2 Honors Program
- ☐ COR101 Coordinator and Academic Advisement

**Students do this:**

**Post around campus: Post on bulletin boards on all floors of each building, please.**

- ☐ Old Main – all bulletin boards, all floors and *outside cafeterias*
- ☐ Dragon's Court Snack Bar in Corey Union
- ☐ Neubig (all bulletin boards and in cafeteria)
- ☐ Brockway – (bulletin boards and poles in cafeteria & graduate office)
- ☐ Miller
- ☐ Moffett
- ☐ Dowd (pay particular attention to 2<sup>nd</sup> floor Arts and Communication Hallway...there are many billboards to hang flyers on)
- ☐ Cornish/Van Hoesen
- ☐ Bowers
- ☐ Library (glass case and bulletin boards)
  - First Year Advisement
  - Academic Support and Achievement Program
  - Café in library
  - Graduate Office

**Send to Message Board at Corey Union**

**Send to WSUC/ (fax)**

**\_\_\_\_\_ does the following:**

- **Creates flyers**
- **E-Mail: Post to Faculty and Student Distribution lists**
- **Article in Bulletin**
- **Ad in Dragon Chronicle**
- **Article in Dragon Chronicle**
- **Maintains the publicity protocol notebook and process**

## Template for a Study Abroad Emergency Protocol

**Program location:** \_\_\_\_\_

**Home Campus Director's name & phone number(s):** \_\_\_\_\_

**Home Campus Assistant Director's name & phone number(s):** \_\_\_\_\_

**Name, Title and Contacts of Responsible Officer at Site Abroad:** \_\_\_\_\_

\_\_\_\_\_

Keep appropriate local emergency numbers available at all times by the phone in case of emergency. Make sure the Office of International Programs at the home campus and all relevant personnel at the overseas site have a copy of this form. (Complete this sheet and return a copy to our office.)

### EMERGENCY PHONE NUMBERS at site outside U.S.

24-hour emergency number at university or location abroad: \_\_\_\_\_

Ambulance: \_\_\_\_\_

Hospital: \_\_\_\_\_

Doctor(s): \_\_\_\_\_

Police: \_\_\_\_\_

U.S. Consulate or Embassy:

a) location \_\_\_\_\_

b) phone \_\_\_\_\_

c) fax \_\_\_\_\_

d) e-mail address \_\_\_\_\_

Counselors (English speaking): \_\_\_\_\_

Student's emergency contact in U.S. (Get this from the International Programs Office):

\_\_\_\_\_

**If a medical emergency**, contact MEDEX Assistance at **800-527-0218** twenty-four hours a day to arrange for evacuation or local medical care. Our University's MEDEX I.D. number is \_\_\_\_.

Our university's group insurance policy is: \_\_\_\_\_. The phone number for questions concerning coverage and claims is: \_\_\_\_\_.

Insurance company & phone number at overseas site (if applicable): \_\_\_\_\_

\_\_\_\_\_

U.S. Citizens Emergency number in Washington D.C. (for inquiries about death or other emergencies abroad): **202-647-5225 or 202-647-4000**.

**Our University's Emergency Contact:**

Contact the International Programs Office at our university during office hours at \_\_\_\_\_  
(phone) or \_\_\_\_\_ (fax) or through E-mail at \_\_\_\_\_  
or \_\_\_\_\_, or the Assistant Director, \_\_\_\_\_,  
at the 24-hour emergency cell phone number: \_\_\_\_\_. If you cannot reach anyone at  
these numbers, call Campus Police at \_\_\_\_\_.

## **Instructions for Program Directors Abroad**

*In the event of an emergency, follow these procedures:*

- a) Keep a log. Be as specific as possible. Note names, dates, times of those with whom you have spoken. Fax log to the International Programs Office on a regular basis.
- b) Contact the International Programs Office (or an alternate office listed on the Emergency Phone Numbers page). Advise staff of the situation and make arrangements to keep reporting on the situation at pre-appointed times.
- c) Have copies of any health (green) forms available.
- d) Contact the appropriate people at the overseas location: home stay family, local authorities, consulate in the case of any type of crime or serious accident or death. Make sure appropriate police reports are filled out in the event of a crime. (It is important that the consulate have statistics on Americans injured or involved in accidents abroad, too.) The consular officer will also help the director make the appropriate arrangements for repatriation, if necessary.
- e) Get photocopies of reports, receipts, etc. Make sure reports are filled out completely and legibly. Make sure they are signed and dated by both the student, if possible, the person accompanying the student and by the representative of the institution issuing the report.
- f) Make sure insurance companies are contacted. Normally the Office of International Programs will contact the U.S. insurance carrier. The Program Director abroad should contact the foreign insurance company (if applicable)

## **Faculty and Professional Mentors List**

### *NAFSA Cooperative Training Grant Collaborators*

Missy Gluckmann, Founder, Melibee Global Education Consulting  
Elizabeth McCartney, University of the Sunshine Coast (Australia)  
Mary Sasso, Director, International Education, SUNY Fredonia

### *Faculty Mentors*

Ecology and Economy in Belize Winter Session Program  
[http://www.cortlandabroad.com/profiles/belize\\_econ.html](http://www.cortlandabroad.com/profiles/belize_econ.html)

Dr. Steven Broyles, Professor, Biological Sciences, SUNY Cortland  
E-mail [broyles@cortland.edu](mailto:broyles@cortland.edu) Ph. 607-753-2901  
Dr. Thomas Pasquarello, Professor, Political Science, SUNY Cortland  
E-mail [pasquarello@cortland.edu](mailto:pasquarello@cortland.edu) Ph. 607-753-5772

Summer Institute in Education in Western Belize  
<http://www.cortlandabroad.com/profiles/belizegrad.html>

Rita Rosenberg, Director, Field Studies, SUNY Cortland  
E-mail [rosenbergr@cortland.edu](mailto:rosenbergr@cortland.edu) Ph. 607-753-2824

Summer Institute for Teachers of Spanish (Costa Rica and Venezuela)

Dr. Jean Leloup, Professor, Spanish  
E-mail [leloupj@cortland.edu](mailto:leloupj@cortland.edu) Ph. 607-753-2022

## **How to Create a Sustainable Study Abroad Program Evaluation and DVD Order Form**

*Please answer the questions below, even if you are not ordering a DVD, and send/fax it to the address at the bottom of this page.*

1. I found this manual to be a useful tool. (Circle one answer below, please)

- a. Do Not Agree
- b. Agree Slightly
- c. It is/will be quite useful
- d. It is/will be extremely useful

2. I will probably use this manual and/or the DVD to help create a program abroad.

Yes \_\_\_\_  
No \_\_\_\_  
Maybe \_\_\_\_

3. How did you hear about the project *How to Create a Sustainable Study Abroad Program*?

4. How many friends/colleagues do you estimate you will tell about this manual and accompanying DVD? \_\_\_\_\_

5. We would appreciate your comments and suggestions: (Use back of page if necessary).