

To Affiliate or Not to Affiliate

Criteria for Institutions and Education Abroad Providers

Handouts available for download at
www.greatcircleglobal.com/resources.html

Goals of the Session

- Learn about models and perspectives from a private and a public institution and a provider organization
- Review preliminary survey results
- Start creation of your own set of criteria

handouts are available at

<http://www.greatcircleglobal.com/resources.htm>

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Who We Are

Stephen Ferst

Executive Director, Center for International Service
College of Staten Island, CUNY

Jennifer Jackson (McKernan)

Assistant Director of International Programs
Stonehill College

Kerry Geffert

Director of Campus Relations
Athena Study Abroad

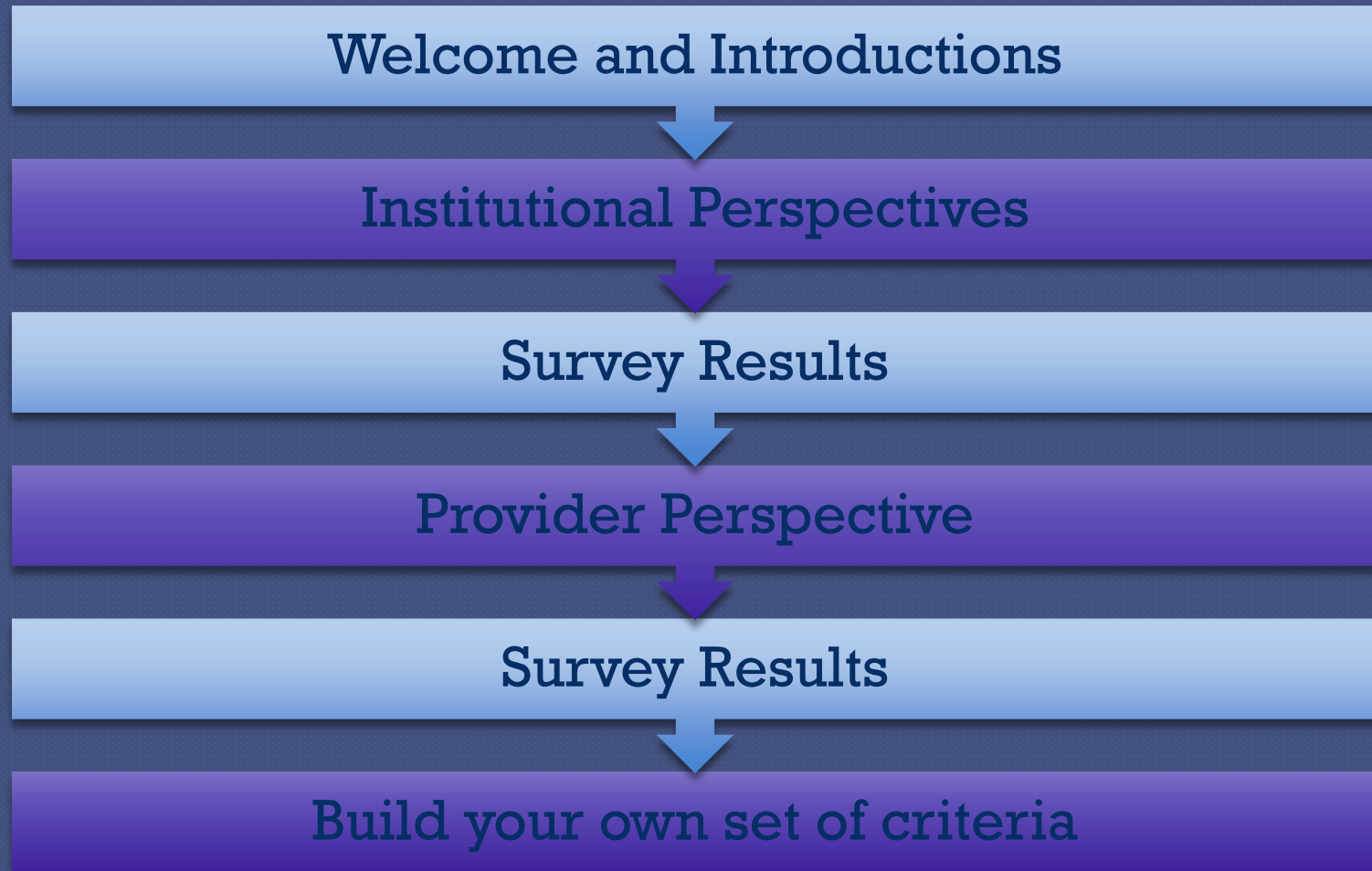
Sandy Schoeps Tennies

Director
Great Circle Global Education Consulting

Who Are You?

- University/College?
 - US or non-US?
 - Public or Private?
 - 4-year or 2-year?
 - How many students are you sending abroad each year?
- Provider Organization?
 - US or non-US?
 - Regions where you have programs?
 - Types of programs

Flow of Session



A Few Definitions

○ Institutions

- Send their own students abroad on their own programs
- Send students to provider/affiliate programs

○ Providers

- Receive institutions' students on their programs

○ Some organizations could be both!

Public Institution

Journey to a Set of Criteria

Three Public Institutions: Rutgers, Kean, CSI

- Each of these institutions has similar:
 - Student demographics
 - First in the family students (changing for RU)
 - Large in-state populations
 - Large commuter populations
 - Goals
 - Increase numbers
 - Keep programs affordable
 - Serve academic needs



Affiliation Histories and Issues

- History of affiliation criteria?
 - Rutgers – home grown programs
 - Kean – affiliations
 - CSI – consortium
- Issues that affect criteria?
 - Rutgers – Financial structure of office
 - Kean – Management, advising, state laws
 - CSI – Competition, finances



Special Considerations for Public Institutions

- Structure of office
 - Number of advisors; Level of authority; Size of student population
- Financing of office
 - Self-support; Public funding; Mixture
- State Laws
 - Contracts; Bid-thresholds; Ethics; OPRA



General Criteria

- Fulfilling student need
- Non-competition with own programs
- Affordable (difficult to judge)
- Academic rigor
- Variety of destinations
- Management of relationship
- Reputation of program provider

Review Process: Rutgers, Kean, CSI

- Ranged from none to full RPF
 - Sometimes dependent on level of affiliation
- Hierarchy:
 - Started with study abroad office
 - Progressed to faculty committee
 - Approved by Dean, Provost, or President
- Reality was that recommendation from study abroad officer generally carried the most weight

Study Abroad Officer Role

- A gate-keeper - must act with extreme ethics and fairness
- Easy to hide behind several of the criteria
- Valid objections to programs
- Boundaries of institution



Private Institution

Journey to a Set of Criteria

Stonehill College Demographics

- Small, private, Catholic liberal arts college
- Student population under 2,500
- Over 70 areas of study – most popular majors Business, Psychology, Biological Sciences, and Communications
- 200-250 students/year abroad
- 38%-42% have abroad experience

Our Office

- OIP established in 2001 – 4 full time staff
- Specified “approved” list – no petition for non-affiliated programs
- 11 affiliated partners/providers & 7 direct programs
- Approximately 60 countries & over 120 programs
- Over 80% participate on provider programs

Initial Provider Partnerships

- In 2001 initial review of peer and aspirate institutions
- Reached out to program providers
- Established small group of partners
- Mandate to diversify programs
- Cost, reputation, and recommendations were primary factors
- Program review sporadic through site visits & faculty feedback

Criteria

○ Academic

- Quality of overall programming
- Reputation of institution(s)
- Accreditations
- School of record/transferability of credit
- Diversity and relevance of course offerings

Criteria

- Non-Academic
 - Cost of participation
 - Geographic location of programs
 - Health and Safety record
 - On-site support staff
 - Reputation of provider in the field

Review Process – Existing Affiliations

- Every 3 years or as needed/required by provider or general council
- Courses are re-evaluated every 3 years
- Ongoing review of student evaluations
- Feedback from faculty and International Committee

Review Process – New Affiliations

- Director and OIP staff
 - Meet with program representative
 - Evaluate academics & on-site support
 - Seek International Advisory Committee input as needed
 - Site visit if budget allows
 - Review student evaluations if available

- Agreement reviewed by OIP Director & General Council
 - Terms of Agreement modified as needed
 - Sent to VP of Finance & Provost

Termination

- Reasons we have terminated agreements in the past:
 - Poor evaluations from students
 - Perceived lack of on-site support and programming
 - A better fit found with another provider
 - Faculty dissatisfaction with academic rigor
 - Development of direct program in same location

Survey Says ...

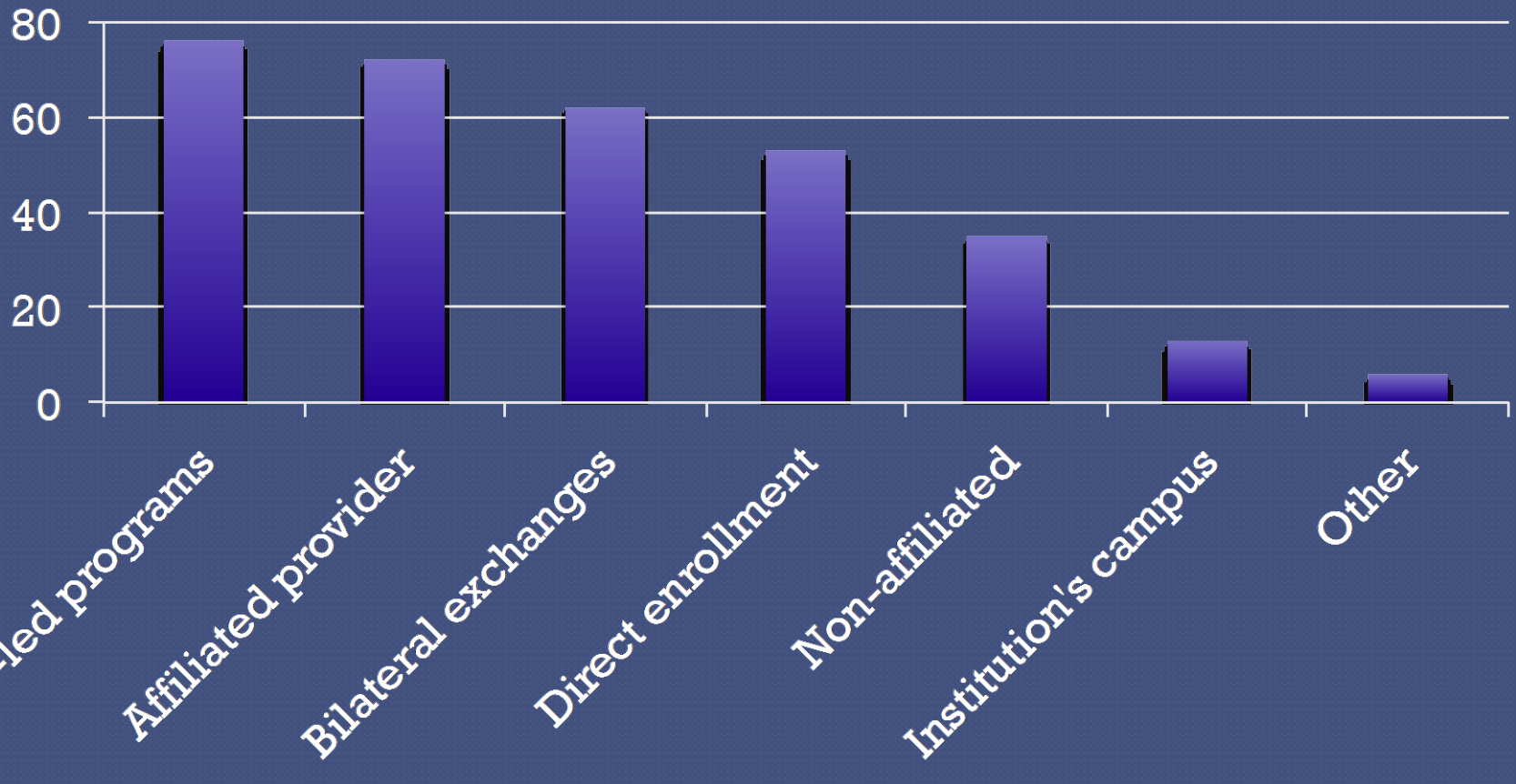
Preliminary Results from 2014 Survey of Institutions

Who Responded?

- 81 responses
- Close to 50-50 public-private split
- Associates, Bachelors, Masters, Doctoral, Graduate-only
- Variety of sizes and sending percentages

Sending Their Students Abroad

Types of Programs



Affiliations?

- 90% have signed affiliation agreements
- 84% send students abroad on non-affiliated programs

Highest Rated Criteria

- Quality of overall programming
- Quality and rigor of academic offering
- On-site support available
- Appropriate crisis management procedures and protocols

Also Highly Rated Criteria

- ◉ Host institution accredited
- ◉ Transferability of academic credit
- ◉ Cost of program
- ◉ Overall reputation in the field
- ◉ Reputation of members/affiliates
- ◉ Language of instruction
- ◉ Housing options
- ◉ Complement to own programs

Five Most Important Criteria

- Academically rigorous courses
- Housing provided (or assistance)
- Health and safety record
- On-site staff support
- Cost to student similar or lower than home institution costs
- Reputation of provider in the field

Ratings vs. Importance

HIGHEST RATED

- Quality and rigor of academic offering
- Housing options
- Crisis management procedures and protocols
- On-site support available
- Cost of program
- Overall reputation in the field
- Language of instruction
- Complement to own programs

MOST IMPORTANT

- Academically rigorous courses
- Housing provided (or assistance)
- Health and safety record
- On-site staff support
- Cost to student similar or lower than home institution costs
- Reputation of provider in the field

Most Frequently Rated Low

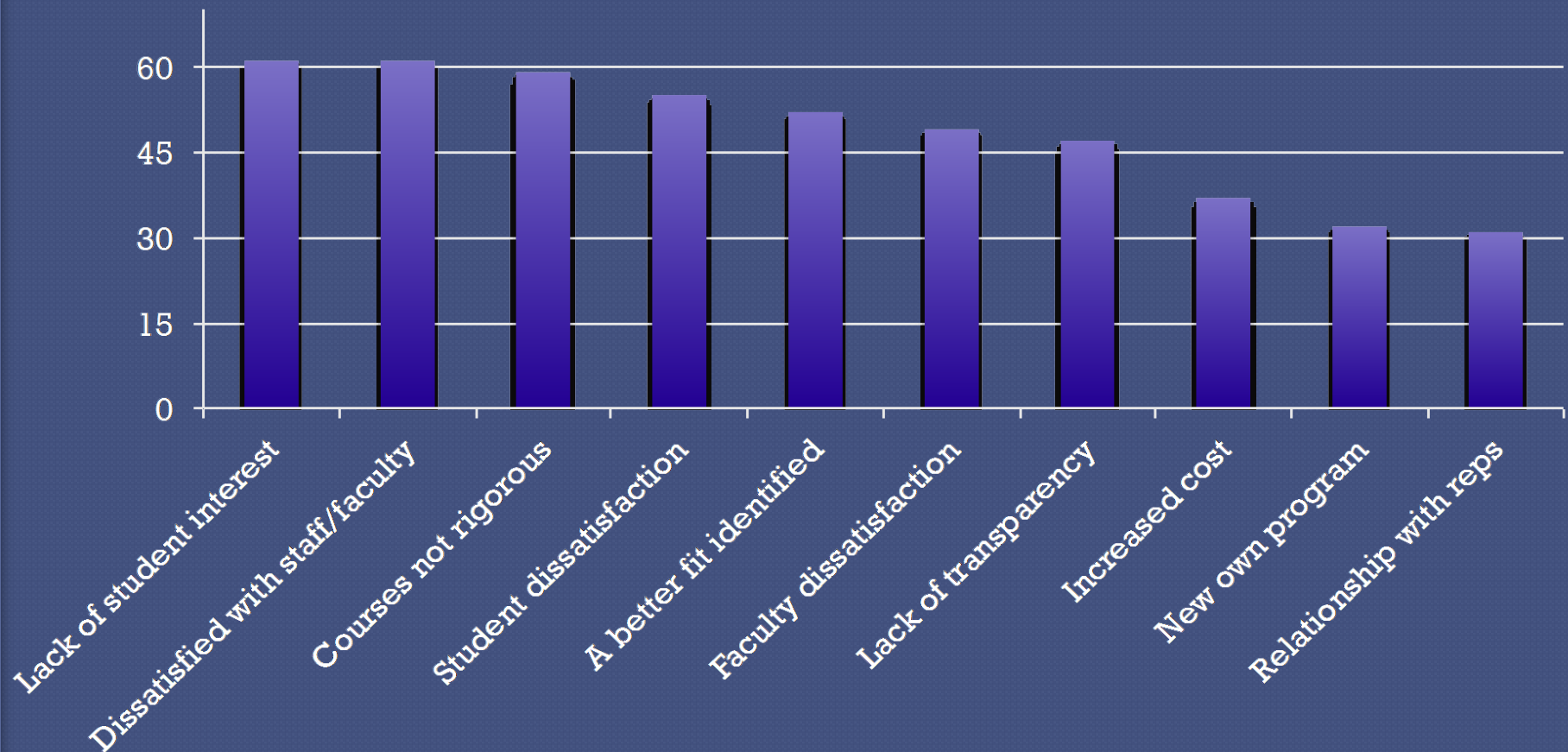
- Non-profit vs. for-profit
- Custom program options
- Variety of enrollment options
- US school of record for credit transfer
- Individual program sizes
- Site visit opportunities for staff/faculty

Additional Criteria

- Direct billing to students
- Established relationship sending students successfully on programs
- Ability to be represented on provider's boards and councils
- International reputation of programs
- Financial stability of provider
- Stability of provider staff
- Provider conducts own periodic reviews

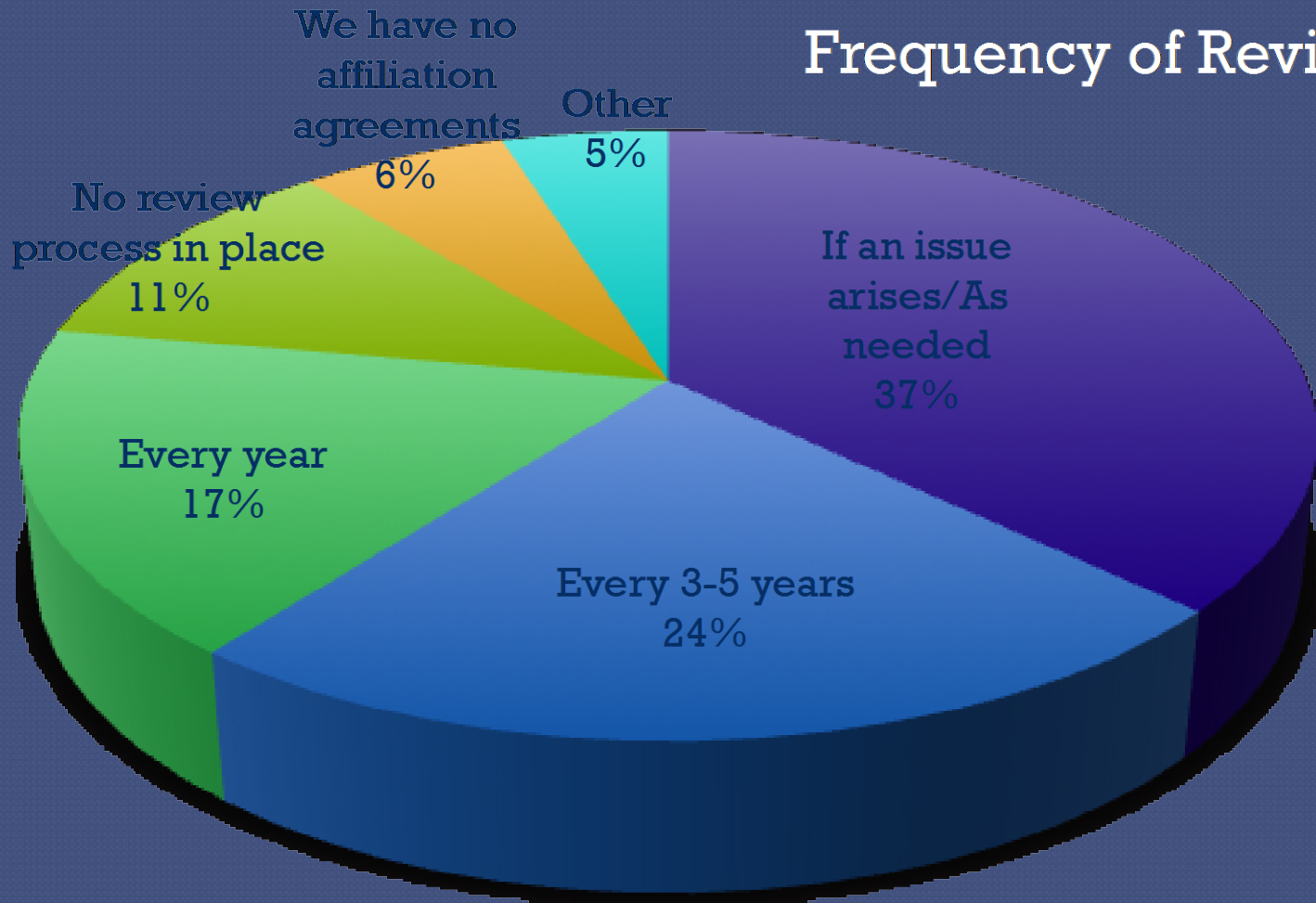
Reasons to End

Termination Considerations



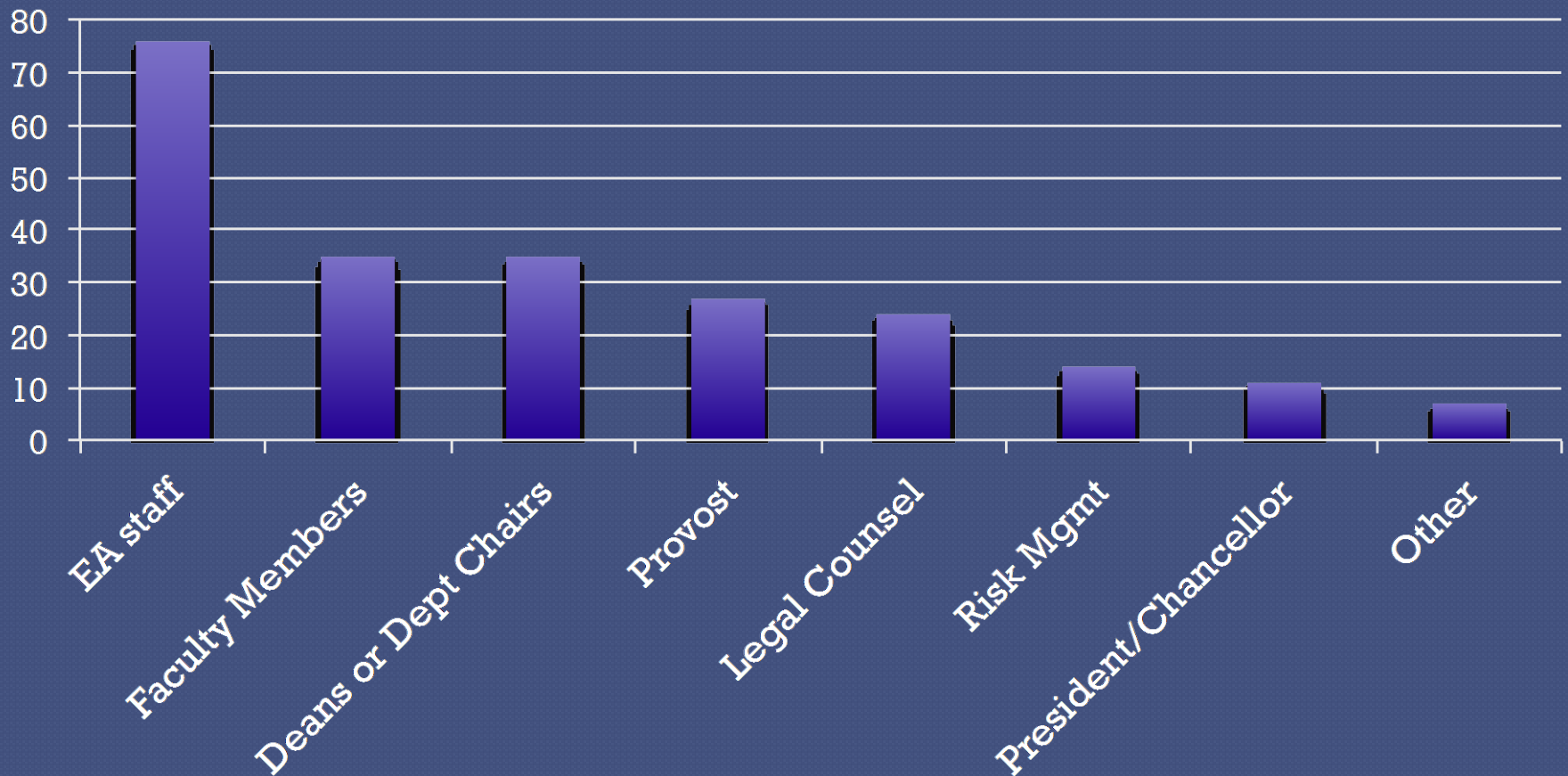
Review Interval

Frequency of Reviews



Who is involved?

Positions Involved



Provider Organization

What are the criteria?

Athena Study Abroad

- Want to more? Seek me out in the Exhibits area.

Why offer/seek Affiliation?

Institutional Support

- Program breadth
- Familiarity = Reassurance
- Voice
- Recognition
- Funding/Support opportunities

Why offer/seek Affiliation?

Student Access

- Preferred list
- Eye-level shelf
- Ease of credit transfer
- Financial Aid portability
- \$\$\$\$\$\$\$\$\$\$

To Affiliate or Not?

- With whom should Colleges and Universities affiliate?
- With whom will Providers affiliate?
 - Perceived fit
 - Status
 - Reputation
 - Current affiliations

Review & Termination

- Time & effort
- Enrollments
- Fairs
- Staff reputation

Do providers terminate affiliations?

Survey Says ...

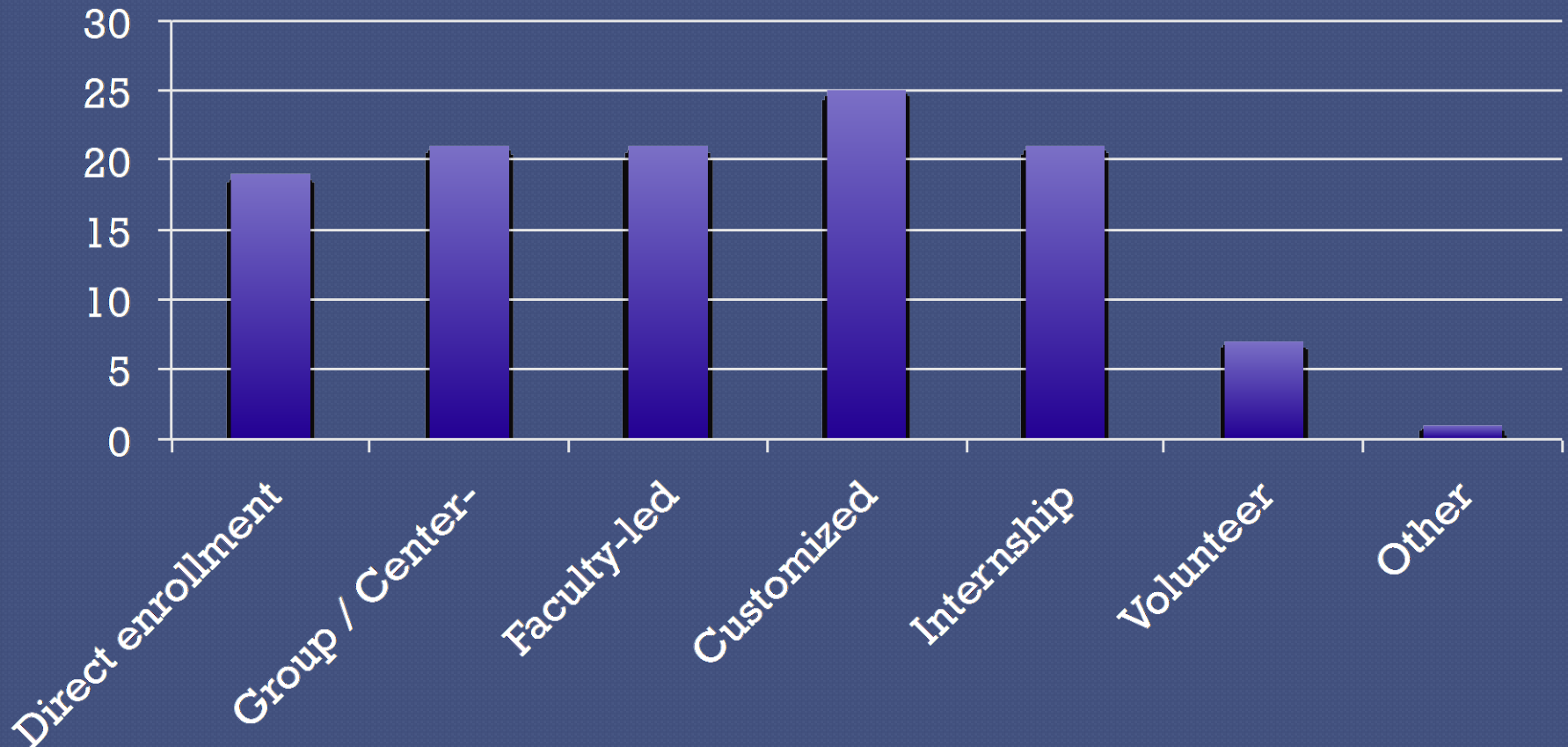
Preliminary Results from 2014 Survey of Providers

Who Responded?

- 30 respondents, 6 based outside US
- 16 offer 10 or fewer programs/locations
- 13 send under 1,000 students per year
- 13 send 1,000-4,000 students per year
- 19 receive more than half of their students from affiliate institutions

What Do They Offer?

Types of Programs Offered



What Do They Know?

- 25 are aware of the institution's affiliation criteria at least some of the time



Highest Rated Criteria

- Institutional interest in our programs
- Compatibility of mission and goals
- Interest in and commitment to our geographic region(s)
- Significant student interest from institution
- Overall enrollment potential
- Level of institutional support for study abroad
- Clarity and transparency of institutional study abroad policies and procedures
- Clarity and transparency of criteria for affiliating
- Quality of relationship with institutional rep

Most Frequently Rated Low

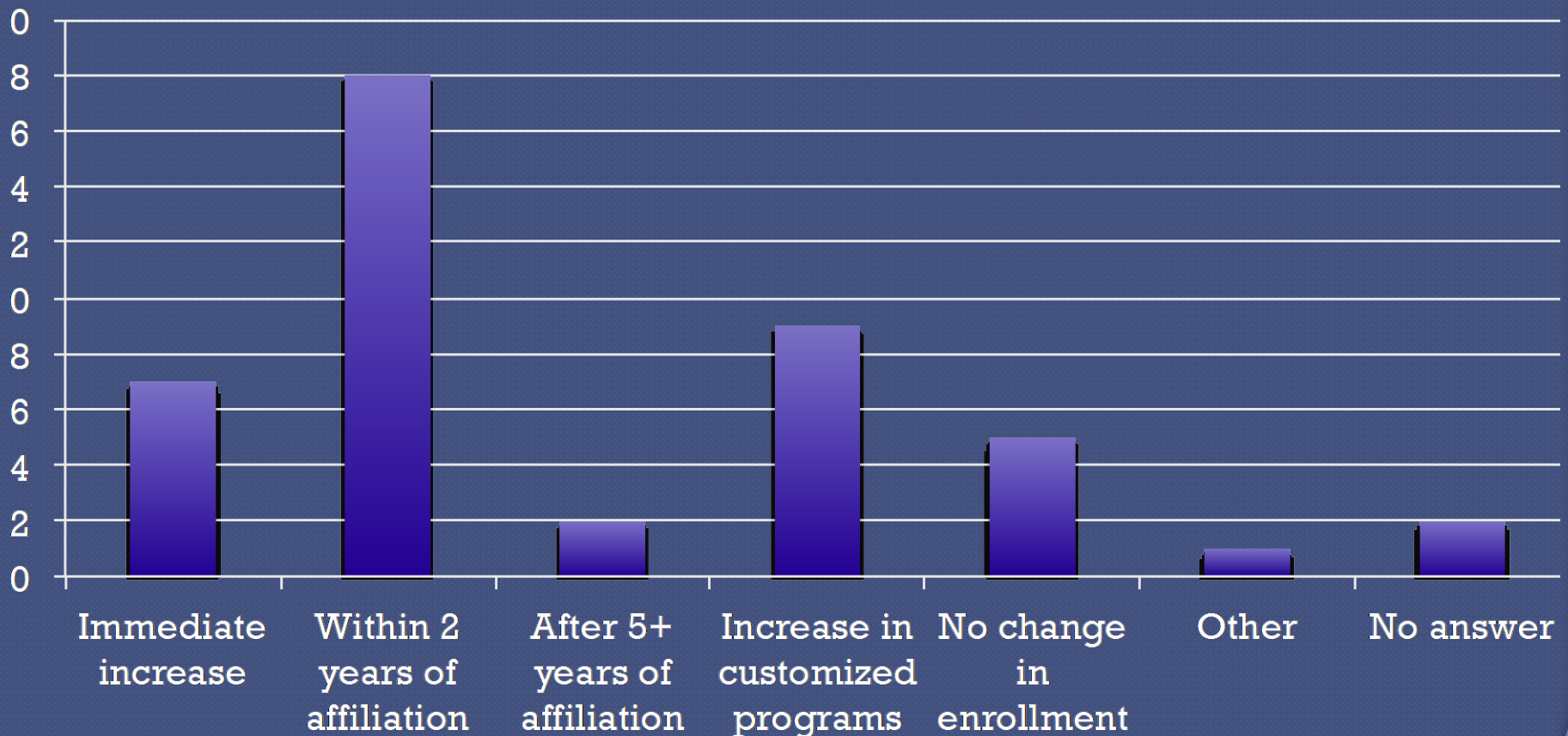
- Geographic location of institution
- Similarity to our other affiliates
- Rank and type of institution
- Diversity of student body
- Efficient use of technology solutions for study abroad

Reasons to End Agreement

- Institution's decision to terminate affiliation relationship
- Deterioration of relationship with institutional staff

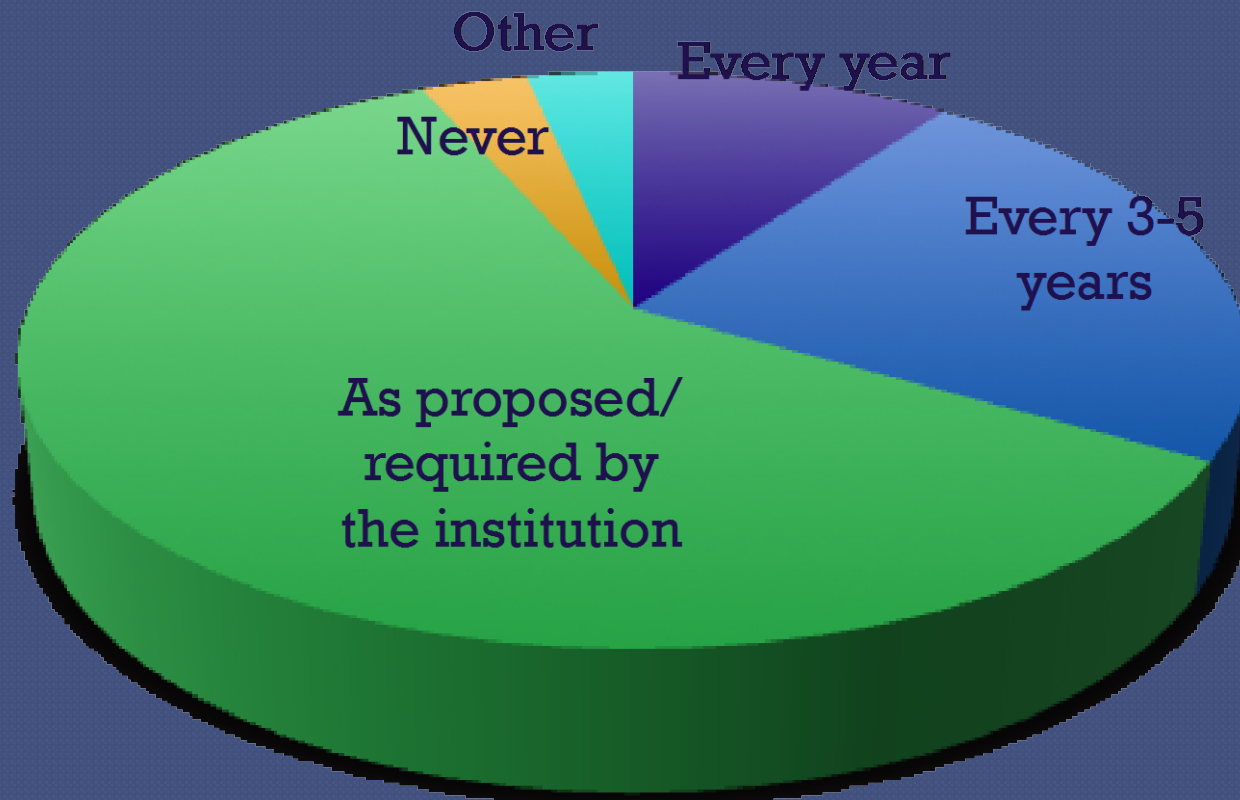
Results of Affiliation

Changes in Enrollment



Reviewing Affiliations

Review Interval



Q&A

What are your questions and thoughts for us?

What say ye?

Developing a Set of Criteria
for Your Institution or Organization

For your consideration

- Does your institutional mission include internationalization?
- How does partnering with provider organizations fit into internationalization goals?
- Who needs to be involved in developing criteria?
- How open can you - and do you want - to be about your affiliation criteria?

Small Groups

- Self introductions
(name & institution/organization)
- Share criteria you use, are considering, or occurred to you during the session
- Use the worksheet to start sketching out a set of criteria you can use at your institution or organization

Resources

○ [NAFSA: Resource for Vetting Partners and Developing WIVA Programs](#) (PDF)



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FIND RESOURCES

Resource for Vetting Partners and Developing Work, Internship and Volunteer Abroad (WIVA) Programs

April 29, 2013  Download pdf

This document is the Appendix for the new NAFSA book *Internships, Service Learning, and Volunteering Abroad: Successful Models and Best Practices*. The book is available in two formats, hard copy or interactive PDF. The document was created by a task force of the NAFSA EA-KC WIVA Subcommittee that is comprised of university practitioners and third party representatives' expertise and varying perspectives in the field of international education. The members of the task force anticipate that the resource will serve as a workbook or a guide for further expansion or development of WIVA programs in the field of education abroad.

ADVANCING PUBLIC
POLICY FOR
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More Resources

○ NAFSA: Resources for Institutional Management of Study Abroad

The screenshot displays the NAFSA website's 'Find Resources' section. At the top, the NAFSA logo is visible alongside navigation links for 'Blog', 'Contact', and 'For'. A search bar is also present. The main navigation menu includes 'EXPLORE INTERNATIONAL EDUCATION', 'GET INVOLVED', 'FIND RESOURCES' (which is highlighted), 'CONNECT & NETWORK', 'ATTEND EVENTS', and 'LE'. Below the navigation, the page title is 'Resources for Institutional Management of Study Abroad', dated August 29, 2013. The content is a companion page to NAFSA's report, 'Strengthening Study Abroad: Recommendations for Effective Institutional Management'. It outlines 14 criteria in four major areas. The page lists examples of institutional approaches and includes a note about the non-endorsement of the listed items. A 'CATEGORIES' section lists: General Sites, Establishing Institutional Commitment, Building Infrastructure for Study Abroad, Providing Adequate Resources, and Clarity and Accountability. A 'GENERAL SITES' section lists: NAFSA's Education Abroad Networks (with sub-points: Managing an Education Abroad Office, Developing and Managing Programs Abroad, and Advising & Recruiting in Education Abroad), Forum on Education Abroad: Standards of Good Practice for Education Abroad, and CIEE Principles of Good Practice for International Education.

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FIND RESOURCES

Resources for Institutional Management of Study Abroad
August 29, 2013

A COMPANION PAGE TO NAFSA'S REPORT:
STRENGTHENING STUDY ABROAD: RECOMMENDATIONS FOR EFFECTIVE INSTITUTIONAL
MANAGEMENT

NAFSA's recently published report, *Strengthening Study Abroad: Recommendations for Effective Institutional Management*, outlined 14 criteria in four major areas.

The items listed below are examples to illustrate the application of the criteria listed in the report in a variety of institutions, and were provided by various international educators. They serve as an enhancement to the report, and should be reviewed in that context.

Please note that inclusion on this list does not imply endorsement on the part of NAFSA or the task force members. To contribute a sample of your campus' approach to one of the areas listed below, send us an e-mail.

CATEGORIES

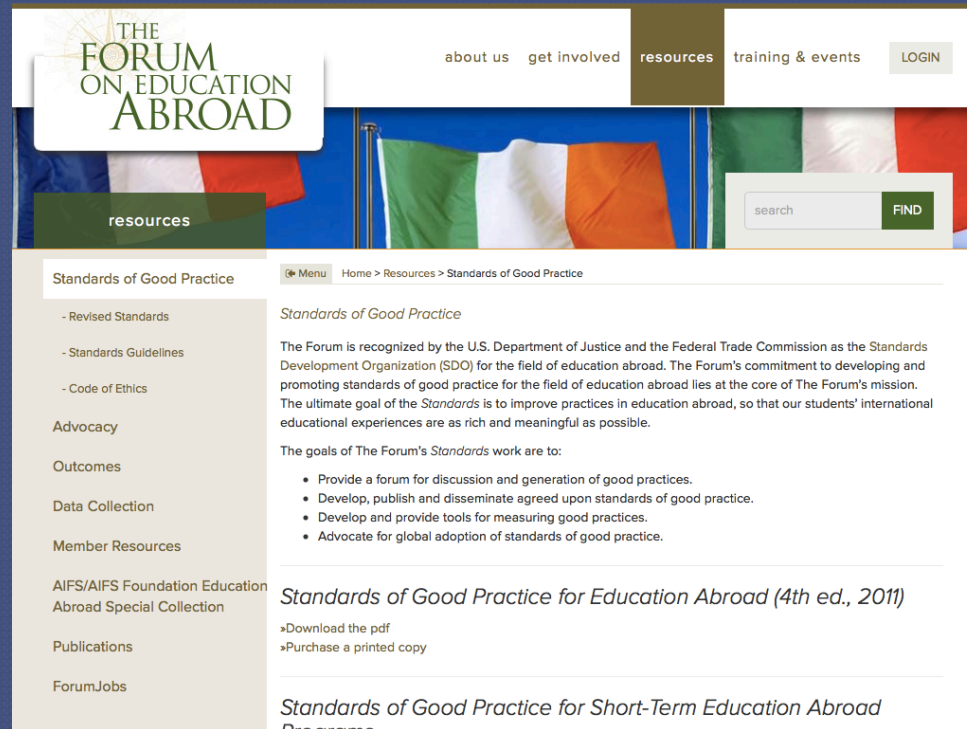
- General Sites
- Establishing Institutional Commitment
- Building Infrastructure for Study Abroad
- Providing Adequate Resources
- Clarity and Accountability

GENERAL SITES

- NAFSA's Education Abroad Networks:
 - Managing an Education Abroad Office
 - Developing and Managing Programs Abroad
 - Advising & Recruiting in Education Abroad
- Forum on Education Abroad: Standards of Good Practice for Education Abroad
- CIEE Principles of Good Practice for International Education

More Resources

- [Forum on Education Abroad Standards of Good Practice](#)
(Forum login required for some resources)



More Resources

● Provider Policies (Indiana University)

The screenshot shows the Indiana University Overseas Study website. The header includes the IU logo and navigation links for Parents, Faculty + Staff, and Contact Us. A search bar is also present. The main navigation menu includes First Steps, Programs, How to Apply, Living Abroad, Returning to IU, Policies, and About Us. The page title is "Overseas Study" and the sub-page title is "Policies". The main content area is titled "Provider Policies" and includes a list of links: Academic Policies, Safety & Responsibility, Program Development, Provider Policies (selected), and Withdrawal, Refund and Non-payment Policies. The main text describes the university's policies regarding program access, approvals, financial arrangements, familiarization trips, governance activities, and recruiting procedures. A quote from Maggie Brinley, an IU Overseas Study Participant from Spain, is featured on the right side of the page.

INDIANA UNIVERSITY

Find People | Search | GO

Parents Faculty + Staff Contact Us

Overseas Study

First Steps Programs How to Apply Living Abroad Returning to IU Policies About Us

Policies

Home > Policies > Provider Policies

Provider Policies

Indiana University allows its students to select from a wide variety of programs abroad, available through a range of institutions and organizations. Given the range of choices student have, IU has developed policies to ensure transparency with regard to program access and IU's relationships to various institutions and organizations that provide program opportunities.

- **Program Access**
Students are encouraged by IU to consider a variety of program options.
- **Program Approvals**
IU has an established process to evaluate and approve programs.
- **Financial Arrangements for Students**
Some providers offer discounts on program fees to IU students.
- **Program Familiarization and Evaluation Trips**
In order to assess program quality, IU faculty and staff visit program sites abroad.
- **Governance Activities**
Staff members provide professional service on advisory and fiduciary boards of providers and organizations.
- **Recruiting Policies and Procedures**
Overseas Study can work with provider organizations to arrange for visits to campus.

“Our daily lives are so different from people across the globe. To learn about how other people live their lives, it makes you think about how you want to live your life. It's character building.”

Maggie Brinley, IU Overseas Study Participant, Spain

More Resources

○ Responsibilities of the Office of Overseas Study for Approved IU Programs Abroad

The screenshot shows the Indiana University Overseas Study website. The header includes the IU logo and navigation links for Parents, Faculty + Staff, and Contact Us. A main navigation bar lists: First Steps, Programs, How to Apply, Living Abroad, Returning to IU, Policies, and About Us. The 'Policies' section is active, displaying a list of policy categories on the left: Academic Policies, Safety & Responsibility, Program Development, Provider Policies, and Withdrawal, Refund and Non-payment Policies. The main content area is titled 'Responsibilities of the Office of Overseas Study for Approved IU Programs Abroad' and lists five numbered points. A quote from Maggie Brinley, an IU Overseas Study Participant from Spain, is featured on the right. A small image of people at a table is visible in the bottom left of the content area.

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First Steps Programs How to Apply Living Abroad Returning to IU Policies About Us

Policies

Academic Policies
Safety & Responsibility
Program Development
Provider Policies
Withdrawal, Refund and Non-payment Policies

Home » Policies » Safety & Responsibility » Responsibilities of the Office of Overseas Study for Approved IU Programs Abroad

Responsibilities of the Office of Overseas Study for Approved IU Programs Abroad

1. Conduct regular assessments of health and safety conditions for IU programs, including program-sponsored accommodation, events, excursions and other activities, prior to program. Monitor possible changes in country conditions. Provide information about changes and advise participants and their parents/guardians/families as needed. Develop and maintain emergency preparedness and crisis response plans.
2. Provide guidelines for program directors and staff with respect to managing emergencies abroad.
3. Provide orientation meetings and materials to participants prior to departure for the program and onsite, which include appropriate information on health, legal, environmental, political, cultural, and religious conditions in the host country. In addition to dealing with health and safety issues, the orientation should address potential health and safety risks, and appropriate emergency response measures. Ask students to share this information with their parents/guardians/families so they can make informed decisions concerning preparation, participation, and behavior while on the program.
4. Consider health and safety issues in evaluating the appropriateness of an individual's participation in a study abroad program.
5. In the participant screening process, consider factors such as disciplinary

“Our daily lives are so different from people across the globe. To learn about how other people live their lives, it makes you think about how you want to live your life. It's character building.”
—Maggie Brinley, IU Overseas Study Participant, Spain

More Resources

● Villanova University Office of International Studies Program Criteria

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Office of Education Abroad

Our Mission

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Prospective Students

Preparations Checklist

Scholarships

Accepted Students

Current Students

Returned Students

FAQs

Parent Information

Faculty Information

Forms and Applications

Policies

Resource Center

Health & Safety

Prospective Students

If you're interested in adding an international dimension to your college career, this is the place to start! Students attending Villanova University are encouraged to incorporate international aspects of education into their academic plans.



The Office of Education Abroad (OEA) assists students in identifying overseas opportunities and facilitating the process of enrollment in overseas programs.

Benefits of Education Abroad

Studying abroad can benefit you in many ways. As American businesses expand overseas, the need for culturally adept employees, those who know about and are able to work across cultural boundaries, is increasing.

Other benefits:

- You can also strengthen your foreign language ability, increase your knowledge of a particular discipline, and enhance your classroom learning with experiential learning.

+ Information Session Signup

- Program Criteria

Searching for a study abroad program can be overwhelming. There are literally thousands of options for students planning to study overseas. While Villanova does not maintain a list of "approved programs" there are a number of criteria that your study abroad program should meet. These conditions are set in order to ensure that students choose a program which enables them to become as immersed in their host country's lifestyle as possible.

- Non-Profit Institution.

Thank you for joining us!

- Feel free to contact us with your questions or comments!
- Request the link to our presentation either on the iPad or by leaving us your business card.

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