

Criteria for Evaluating, Approving, and Affiliations between Institutions and Education Abroad Provider Organizations

Results from two informal surveys
created in preparation for a session presentation at the
Fall 2013 NAFSA Region VIII Conference

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Available for download at <http://www.greatcircleglobal.com/resources.html>

Summary

In an effort to understand what types of criteria are important to higher education institutions and education abroad provider organizations when considering an affiliation agreement for the purposes of sending US students abroad, links to two informal online surveys were sent to a sampling of email listservs inviting institutions and providers to reply. These results were initially shared at a session presentation at the Fall 2013 NAFSA Region VIII conference in Pittsburgh, PA, USA.

Criteria for Institutions

An analysis of 71 responses from private and public institutions found that on average, institutions rate eight of the listed criteria as very important or critical in their evaluation of institutional fit:

- Overall Programming
- Crisis Management Procedures
- Academic Quality
- Transferability of Credit
- Insurance/Safety Record
- Overall reputation
- Accredited host institutions
- Overlap/complement to existing opportunities

Public institutions also rated the cost of the program to students as very important in their evaluation of provider organizations.

Criteria for Provider Organizations

An analysis of 20 responses from provider organizations found that on average, providers rated enrollment potential and institutional support for education abroad as having the highest importance among the criteria listed.

Terminating a Relationship

Both institutions and providers listed lack of interest among students and a deteriorating relationship between institutional and organizational representatives as primary reasons for terminating an affiliation agreement.

Mission

Respondents from both institutions and providers also asserted that they look for compatibility between their missions and goals as an important factor in considering affiliation.

Conclusions and next steps

Given the low numbers of respondents, especially to the provider organization survey, it is impossible to draw conclusions about institutions and providers in general. However, the responses we received from institutions and organizations clearly indicate that both respondent groups had the student experience in mind as they rated the criteria listed in the surveys. Student safety and security are important to many of the institutional respondents as an important consideration in sending them abroad, as is the quality of various academic components of the education abroad experience. And provider respondents are looking not simply for students but for students who will be successful on

their programs and be able to bring the experience and knowledge they gain back to their home institution.

As is the case with most decisions made by institutions and organizations, there does not appear to be a specific set of criteria that is useful for every institution and organization to consider as they develop affiliations to provide appropriate opportunities for students to study abroad. Each institution and organization must develop its own set of criteria within the context of its own mission, goals, strengths, student needs, and programming needs.

It will be helpful to conduct additional surveys, interviews, and focus groups to identify additional possible criteria used by institutions and provider organizations. Such information can contribute toward the creation of a set of questions that institutions and organizations can use in developing their own sets of criteria.

At least as important as the development of decision criteria, these surveys and the accompanying session have shone a light on a topic that has been percolating among education abroad professionals for some time. While having a formalized set of criteria for your own organization or institution is important and useful, there are other issues around affiliation that are more difficult to discuss. We hope that our surveys, this report, and subsequent sessions and conversations will help to bring these issues into the open so that they can be addressed and move the field forward.

Introduction

In the fall of 2013, in preparation for a conference presentation at that year's NAFSA Region VIII conference, our team of international educators created two informal online surveys to gather initial feedback about the criteria used by institutions of higher education and education abroad provider organizations to assess organizational fit. Invitations to complete the surveys anonymously were distributed over several email listservs including SECUSS-L, an international listserv of education abroad professionals. The survey links were also distributed to a listserv for education abroad professional in the Washington, DC, area, as well as a listserv for international educators in Virginia. We estimate that the survey invitation was sent to at least 8,400 unique email addresses.

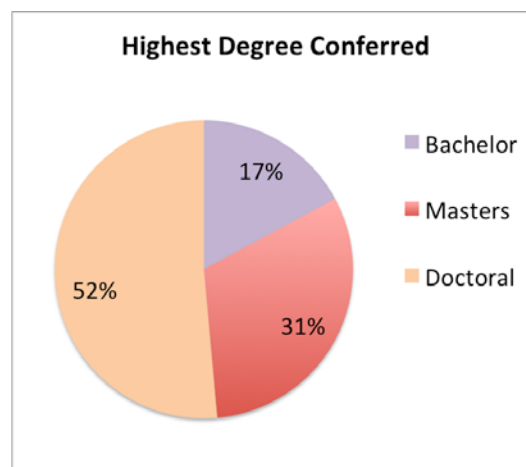
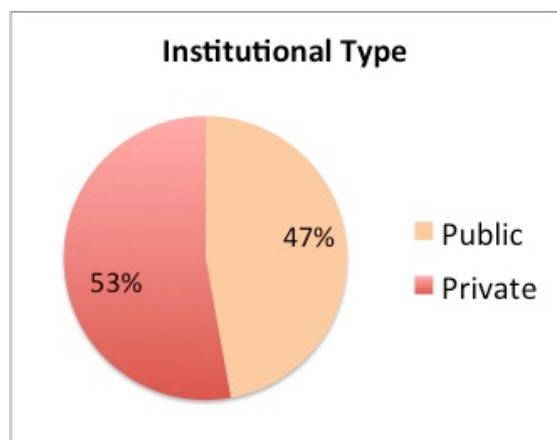
The survey questions are included at the end of this report in Appendices A and B. The handout we prepared for our session is included as Appendix C.

We received 71 responses to our survey of institutions and 20 responses to our survey of providers. We requested that only one person from an institution or organization respond to the survey. Since responses were anonymous, and we did not have a way to track who was responding, we cannot be certain that there were not multiple responses from a single institution or organization. The responses we received are summarized in this report.

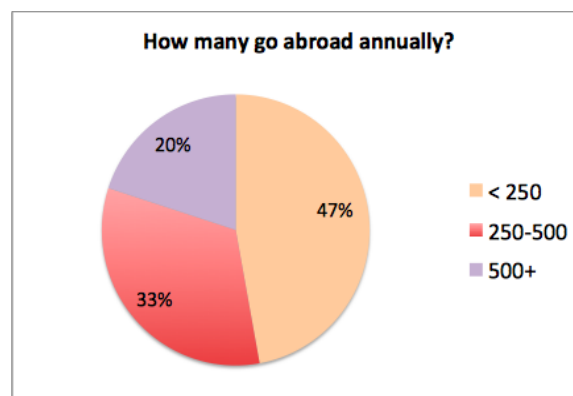
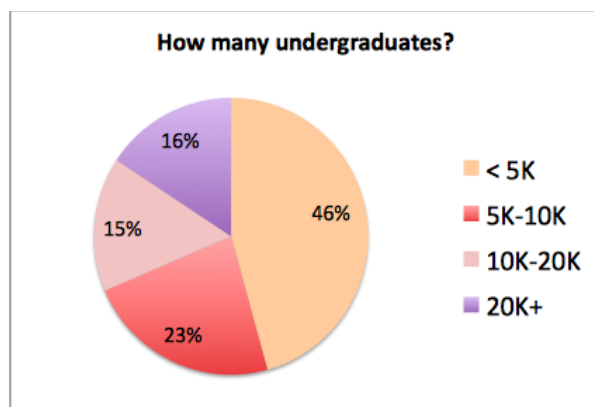
Institutional Survey

Who responded?

About half of the respondents to the institutional survey self-identified as working at private (53%) and half from public (47%) institutions. Just over half of the responses (51%) were from institutions that grant doctoral degrees, with Masters-granting institutions being around a third (31%), and just under a fifth granting only bachelor degrees (17%). There were no respondents who identified as working at community colleges, special focus institutions, tribal colleges, or not-classified institutions.

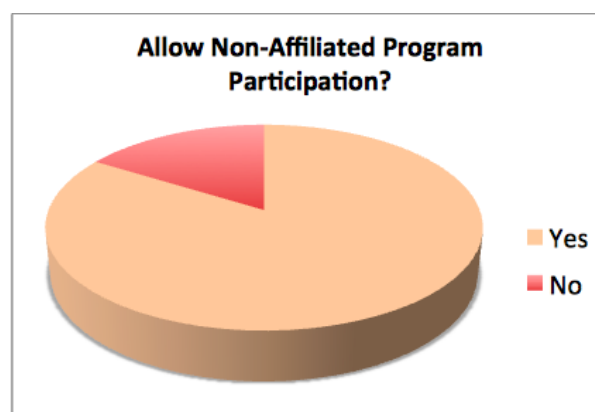
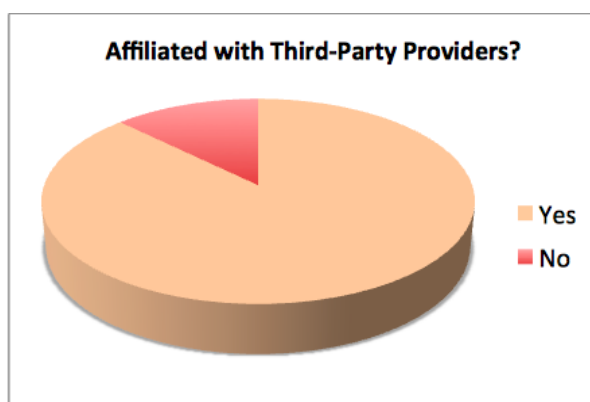


Close to half of the respondents reported having fewer than 5,000 enrolled undergraduate students, while 16% said they had more than 20,000. Just under half of the respondents reported that they send fewer than 250 students abroad annually, while about one fifth said they send more than 500.



When asked if they had signed affiliation agreements with education abroad provider organizations, 87% or 62 of our respondents said yes. In response to a separate question, 80% of respondents said they sent students abroad on non-affiliated programs, including the 13% who have no signed affiliation agreements.

Of the 62 institutions that had signed affiliation agreements, 14 did not allow students to participate on non-affiliated programs. Half of those 14 intuitions were public and half private.



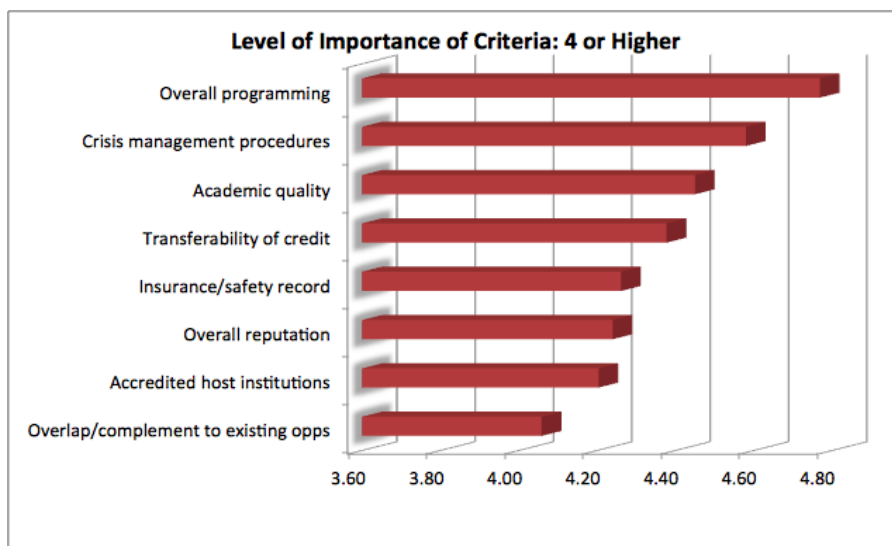
What criteria do they use?

Now that we know who responded, what did they say about the criteria they use? We developed a list of criteria based on our own experience and questions we had seen on listservs. Our survey asked respondents to rate the importance of that list of criteria on a scale of 1 to 5, with 5 being critical to their decision and 1 being unimportant. We did not ask respondents to rank or compare criteria against each other; each criterion was rated on its own merit.

There were eight criteria that received an overall average importance rating of 4 or higher:

- Overall Programming
- Crisis Management Procedures
- Academic Quality
- Transferability of Credit
- Insurance/Safety Record
- Overall reputation
- Accredited host institutions
- Overlap/complement to existing opportunities

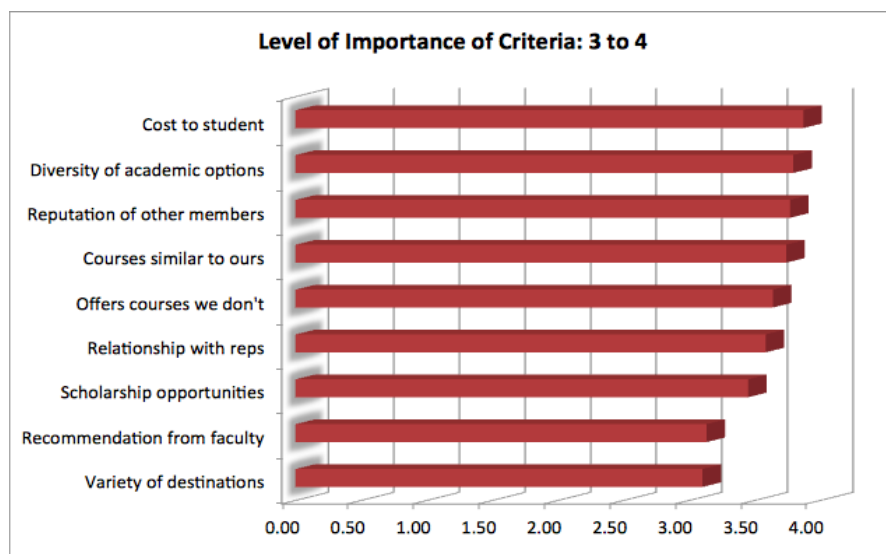
Note that these numbers are averages; there was variation within every criterion we looked at as far as how important it was to a particular campus. So although these are the top eight overall, they are not the top eight for every institution that responded, and some institutions actually rated some of these as fairly unimportant.



For the most part, there was very little difference between public and private institutions regarding the most highly-rated criteria. However, when we looked at the ratings for public and private institutions separately, there was a ninth criterion among the public school respondents that was rated above a 4: Cost to Students. This item averaged a 3.56 rating of importance among private institutions.

Criteria that fell in the mid-range of overall ratings of importance included financial considerations, several academically-related items, and the relationship with the provider organization's representatives, among others.

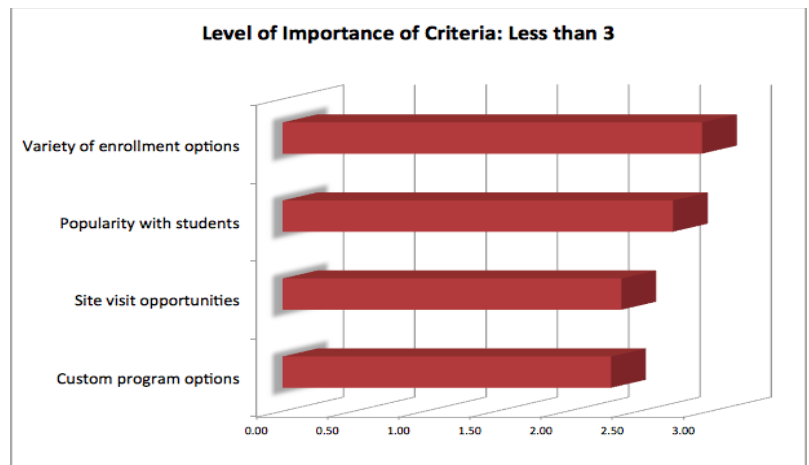
In this group of criteria, we noticed additional differences between public and private institutions within the average rating for the various criteria. For instance, private institutions tended to place a higher level of importance on the reputation of other affiliated institutions, while publics tended to place a higher importance on diversity of academic options. And private institutions in general were more interested in providers who offered courses similar to their own than those that could offer courses they did not, while the opposite was true among public institutions.



Regarding the criteria that were overall the least important to institutions, four received an average rating of less than 3:

- Variety of enrollment options
- Popularity with students
- Site visit opportunities
- Custom program options.

The only difference noted between public and private respondents in this last list was that public institution respondents gave Recommendation from Faculty among criteria an average low rating.



Respondents were invited to share additional criteria that they considered in their affiliation decisions. Most of these additional criteria appeared only once, but there were a few that popped up more often:

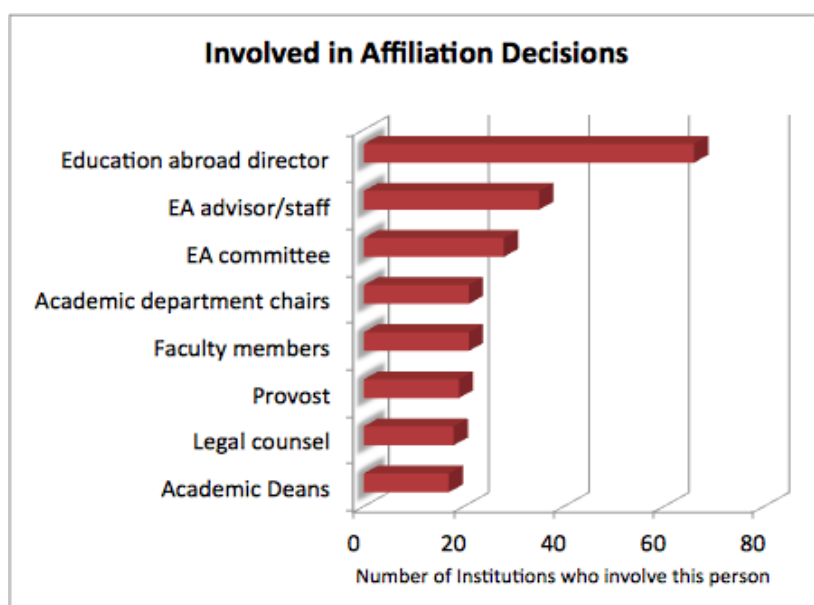
- Provider's mission compatible with institution's mission
- Service learning/internship/community engagement opportunities
- Financial cost to affiliate
- Diversity of program participants
- Intercultural learning opportunities

We also asked about what criteria institutions considered when deciding whether to approve a student's participation in a non-affiliated program. More than 50% of respondents indicated that they considered the following criteria in their decision process, which interestingly are all on the list of criteria that are, on average, very important or critical in the decision to affiliate:

- Transferability of credit
- Overall programming quality
- Crisis management procedures in place
- Academic quality
- Insurance/safety record
- Accredited host institutions

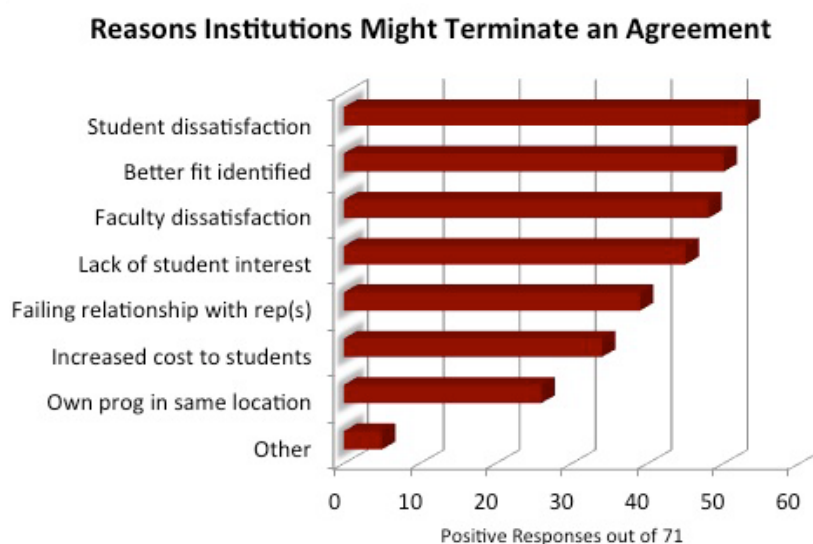
For affiliating	Approving non-affiliated
•Overall Programming	•Transferability of Credit
•Crisis Management Procedures	•Overall Programming
•Academic Quality	•Crisis Management Procedures
•Transferability of Credit	•Academic Quality
•Insurance/Safety Record	•Insurance/Safety Record
•Overall reputation	•Accredited Host Institutions
•Accredited host institutions	
•Overlap/complement to existing opportunities	

In addition to asking about the criteria used in affiliation decisions, we also asked about who was involved in making the decision. We found a relatively wide variety among institutional respondents regarding the people involved in the decision to affiliate with a provider organization. While everyone who responded included the Education Abroad Director¹, no other position was cited more than 50% of the time.



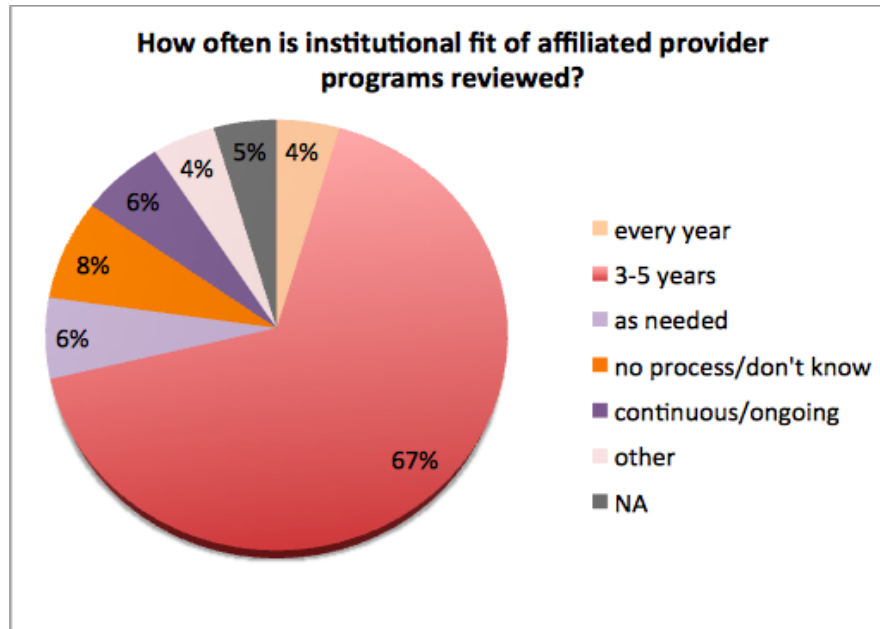
Not all affiliations last forever, so we asked about reasons that an institution might terminate an affiliation. The five reasons cited by more than half of respondents were:

- Dissatisfaction with the program among students
- Dissatisfaction among faculty
- Finding a better fit with another organization
- Lack of student interest
- Deteriorating relationship with the provider's reps.



1. Three private institution respondents did not list the Education Abroad Director among the list of people involved in affiliation decisions. However, these three respondents did list an Education Abroad Committee, and we have assumed that the Education Abroad Director sits on that committee.

We also wanted to know how often affiliation agreements are reviewed by institutions. Two thirds of respondents reported that they review their affiliation agreements for institutional fit every 3-5 years. Responses among the other third were evenly split between “Don’t know or no policy on review interval” and other intervals, including “As needed” and “Continuously.”



With only 71 respondents, it is difficult to draw conclusions about institutions overall. However, it is clear that considering the student experience underlies many of the criteria chosen. Student safety and security are important to many of the respondents as an important consideration in sending them abroad. Also, the quality of various academic components of the education abroad experience is rated highly by our respondents, even though the specifics may vary. For instance, some institutions are looking to expand course options while others are looking for a match, presumably for credit transfer facilitation.

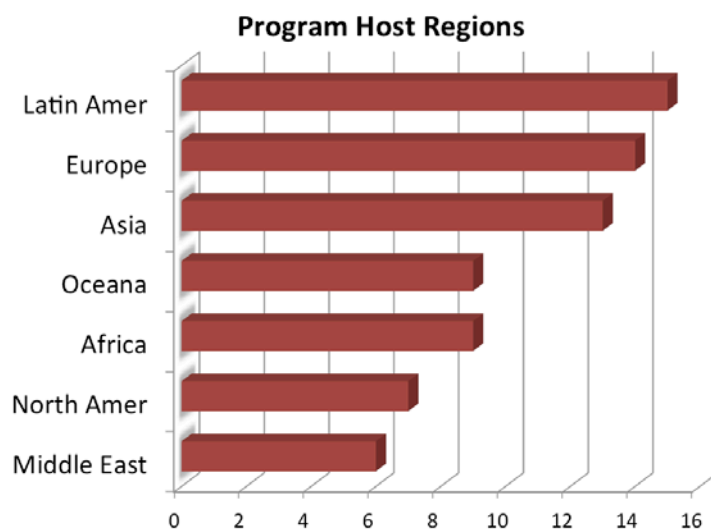
While there are more questions to consider from the 71 responses we received, such as checking differences among institutional type or size of institution, we found few surprises among the responses we collected. We also hope we raised some questions for the institutions that responded regarding their own processes regarding their own criteria and process for both affiliating and evaluating their affiliations with provider organizations.

Provider Organization Survey

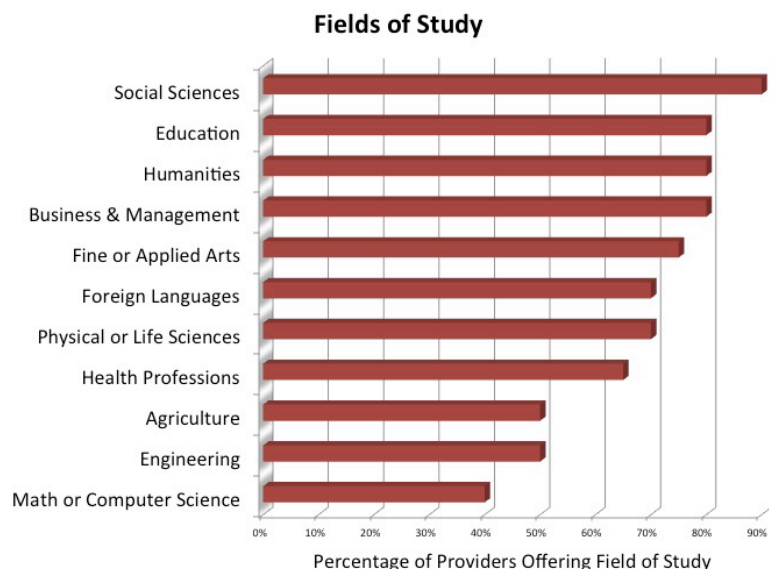
Who responded?

We received responses from 20 people who self-identified as working at education abroad provider organizations. The vast majority of the respondents said they were based within the United States, with only three located outside of the US. Since so few respondents were from outside the US, we can draw no conclusions about differences between US- and non-US-based organizations.

Respondents offered programs in a variety of world regions, with Latin America and Europe being the most common destination regions.



Fields of study most commonly offered through the responding provider organizations included Social Sciences, Education, Humanities, and Business.

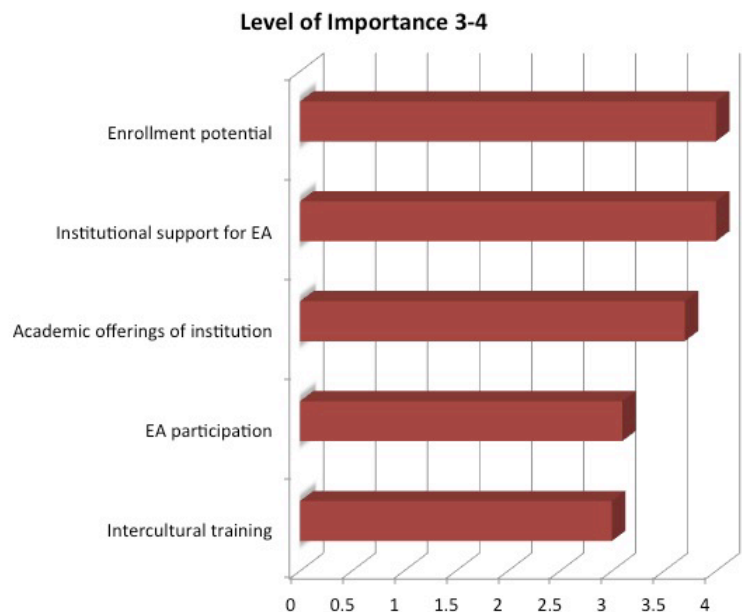


What criteria do they use?

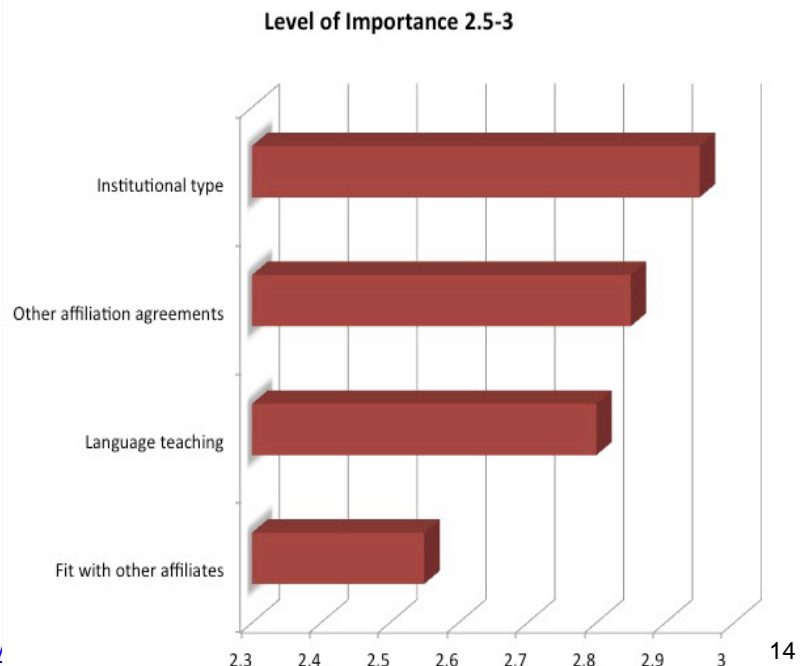
So what did these 20 provider organizations say about the criteria they use when considering affiliating with an institution? We developed a list of possible criteria based on our own experience and questions we had seen on listservs. As with the institutional survey, our provider organization survey asked respondents to rate the importance of that list of criteria on a scale of 1 to 5, with 5 being critical to their decision and 1 being unimportant. We did not ask respondents to rank or compare criteria against each other; each criterion was rated on its own merit.

There were five criteria that received an average rating from respondents of 3.0 or higher:

- Enrollment potential
- Overall institutional support for education abroad
- Level of education abroad participation among the institution's students
- Academic offerings of the institution
- Level of commitment of the institution to intercultural training

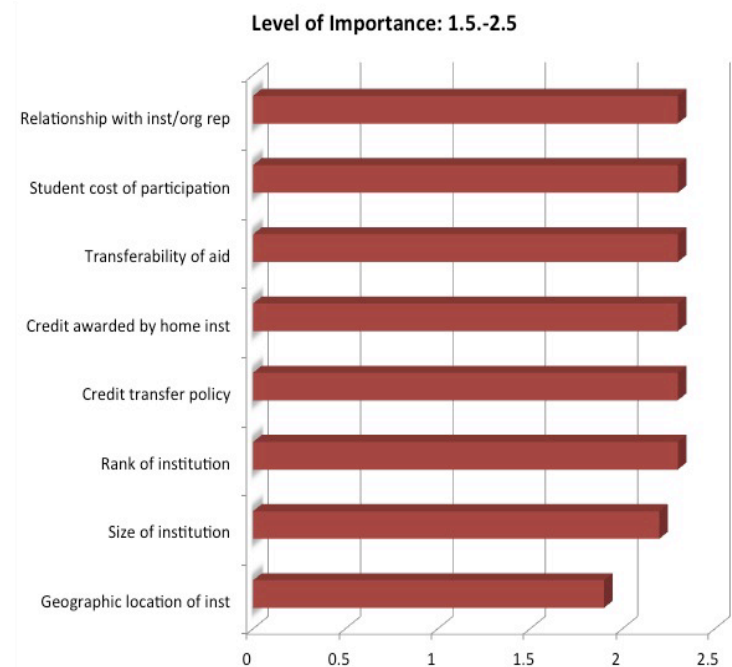


The remaining 12 criteria on the survey received average ratings of 1.9-2.9. At the top of this next group, receiving moderate average ratings of 2.5-3, the respondents considered institutional type, what other affiliation agreements the institution had, the institution's commitment to language teaching, and how the institution fit with the organization's existing affiliates.



The eight criteria with the lowest average ratings (1.5-2.5) included:

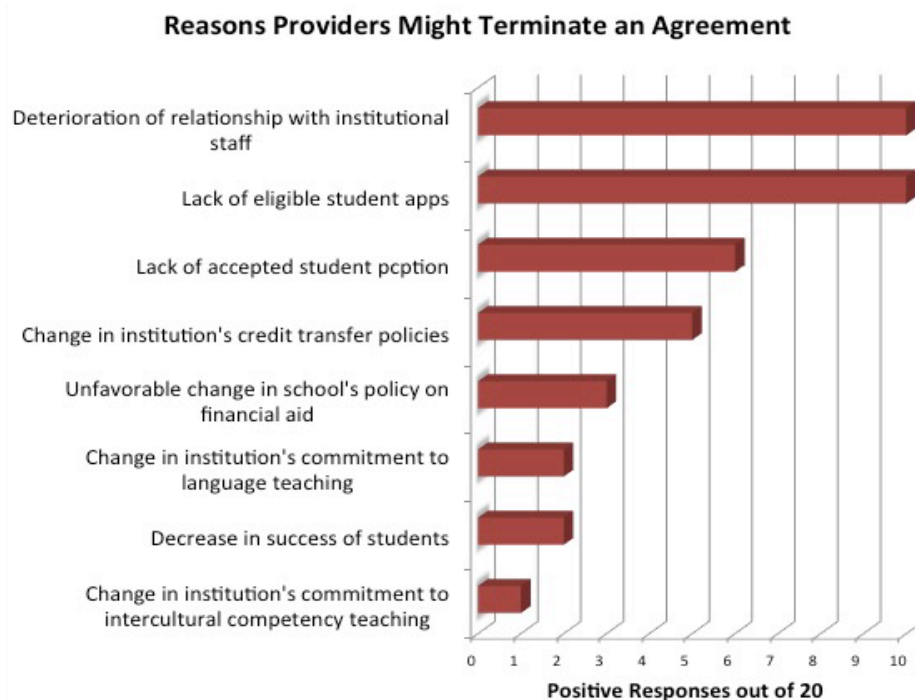
- Demographic information about the institution (such as geographic location, size, and rank)
- Academic credit considerations (credit transfer policy and type of credit awarded)
- Financial issues (transferability of aid and cost to student of participation in education abroad)
- Relationship between institutional and organizational representatives



Respondents were invited to share additional criteria that they considered in their affiliation decisions. Most of these additional criteria appeared only once, several talked about the importance of a fit between the organization's mission, values, and goals,

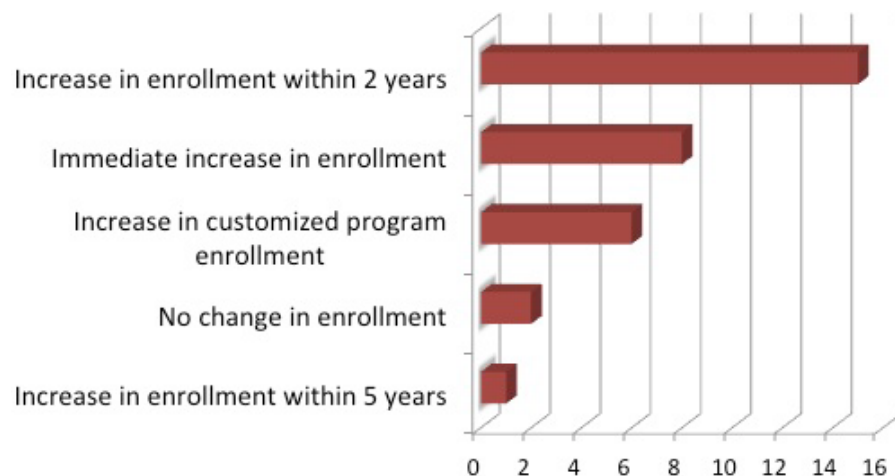
and those of the institution. There was also an emphasis on clarity and transparency of institutional policies and procedures around education abroad, especially regarding working with third parties, which included the overall stability of the education abroad office.

In response to a question about why a provider organization would consider cancelling or ending its affiliation with an institution, 50% of the respondents indicated a lack of qualified applicants and a deterioration of the relationship between the provider and the staff at institution. None of the other options listed on the survey were cited by more than six respondents.



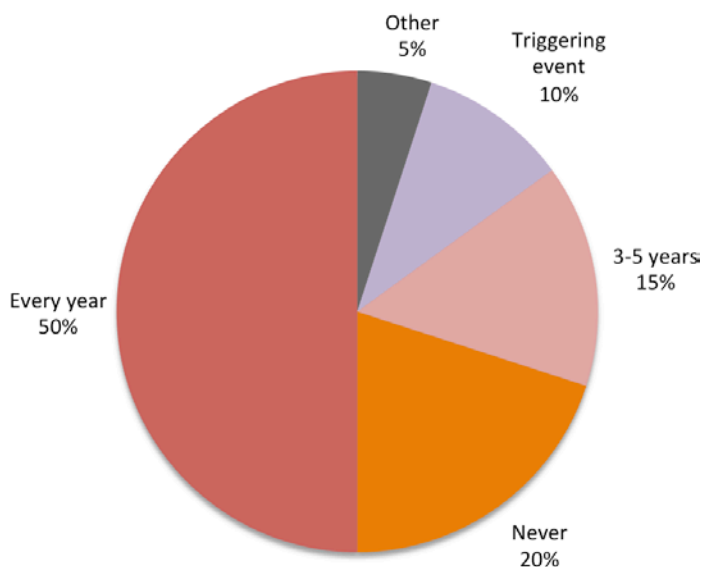
The survey of provider organizations also asked respondents about what types of changes in enrollment they observe or hear reported after an institution affiliates with their organization, as opposed to sending students on their program without an affiliation agreement. The most commonly chosen result was an increase in enrollment within two years of affiliation.

Apparent Effects of Affiliation



We also asked respondents to tell us how often their organization reviews its affiliation agreements to assess fit with the organization's goals. Half of respondents indicated that they review their agreements every year. Surprisingly, one fifth of the respondents said they never review their agreements. The remaining third of respondents reviewed agreements either every 3-5 years, or are guided by institutional affiliates' review cycles, or review their agreements as a result of a triggering event such as receiving no students for a certain number of years or a leadership change at the affiliated institution.

How Often Do You Review Agreements?



With so few respondents, it is difficult to draw many conclusions about provider organizations based on our data. However, it is clear that the majority of providers who responded are thoughtful regarding the institutions that they approach about affiliation and are looking not just for students but for students who will be successful on their programs and be able to bring the experience and knowledge they gain back to their home institution.

Conclusions and next steps

As we suspected, there is not a specific set of criteria that every institution can use when it makes decisions about affiliating with provider organizations or approving student participation on a non-affiliated program. By the same token, there is no one set of criteria that provider organizations can use to identify institutions that will make good affiliates. Every institution and organization must determine for itself what criteria are most important for making decisions about education abroad in general, and certainly around affiliations.

That said, there is likely a set of questions that institutions and organizations can consider as develop their own sets of criteria. Setting down specific criteria that your institution or organization uses is advantageous so that affiliation decisions can be not only intentional, but also consistently made. The more transparency there is around decision criteria – at least within an institution or organization, if not outside of it – the easier it will be to evaluate, review, and manage affiliate relationships.

One encouraging result of our surveys was the realization that both institutions and organizations are considering mission and values among the criteria they use in evaluating the appropriateness of affiliation. In order to consider this criterion, an institution or organization must be able to identify and articulate its own mission and that of the other entity. Knowing your own organization or institution's mission and goals will create an essential context for developing an effective set of criteria for considering affiliation.

These initial surveys have served to provide a starting point for moving forward in developing a set of questions that institutions and organizations can consider as they codify their own criteria. It is our hope that work will continue in generating such a set of questions, and toward that end, we will be working on follow-up surveys to be distributed in fall 2014.

Perhaps more importantly, the initial surveys and the conference session have also served to bring to light a conversation that has been percolating among education abroad professionals for some time. The field will be better served by having these questions and concerns raised more openly. As a result of our surveys, we have heard from many people about additional questions that need to be asked and issues that need to be raised, not only around what criteria are being used, but also around unspoken determinants that are less tangible and some of which are less palatable to discuss.

We look forward to a continuing conversation around the evaluation of the appropriateness of an affiliation between institutions and provider organizations.

Appendix A: Survey of Institutions

SURVEY OF COLLEGES & UNIVERSITIES

What Are The Criteria? Approaches to Evaluating, Approving, and Affiliating with Third-Party Providers

This survey is directed at education abroad professionals who work at educational institutions. We request one individual per institution (preferably the individual responsible for affiliations) to complete this survey. If you work at a program provider, please complete the provider survey. Thank you for participating!

1. Does your institution have signed affiliation agreements with any third-party study abroad program providers? (Yes/No)
2. Do you allow your students to participate in non-affiliated provider programs or have a petition process for students to apply to participate? (Yes/No)
3. Please indicate the level of importance you place on the criteria listed below when deciding whether or not to enter into an affiliation agreement between your institution and a provider organization.
1 = unimportant in your decision process; 5 = critically important in your decision process
 - a. Quality of overall programming
 - b. Cost of program to student
 - c. Variety of destinations
 - d. Scholarship opportunities for students
 - e. Site visit opportunities for staff/faculty
 - f. Evidence of appropriate crisis management procedures in place
 - g. Record of insurance/safety
 - h. Overlap with/complement to your institution's existing options (e.g. duplication of institutional exchanges or faculty-led destinations)
 - i. Variety of enrollment options ("island," direct enrollment, etc.)
 - j. Quality of academic offering (reputation of host institution or institution of record)
 - k. Whether the provider works with institutions that are accredited (recognized by ministry of education)
 - l. Diversity of academic options (variety of courses)
 - m. Offers courses similar to our institution's courses so course equivalencies are possible
 - n. Complements our institution's academic offerings (courses we don't offer)
 - o. Transferability of academic credit
 - p. Popularity of provider with students at your institution
 - q. Custom program options
 - r. Recommendation or interest from faculty
 - s. Reputation of provider's members/affiliates
 - t. Overall reputation in the field of education abroad
 - u. Quality of relationship with organization's campus representative
4. Please indicate other criteria you might consider when deciding whether or not to enter into an affiliation agreement between your institution and a provider organization.
5. Please indicate the criteria listed below that are important to you when approving a student's participation in a non-affiliated program. Please check all that apply.
 - a. Quality of overall programming
 - b. Cost of program to student
 - c. Variety of destinations
 - d. Scholarship opportunities for students
 - e. Site visit opportunities for staff/faculty
 - f. Evidence of appropriate crisis management procedures in place
 - g. Record of insurance/safety
 - h. Overlap with/complement to your institution's existing options (e.g. duplication of institutional exchanges or faculty-led destinations)
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 - l. Diversity of academic options (variety of courses)
 - m. Offers courses similar to our institution's courses so that course equivalencies are possible
 - n. Complements our institution's academic offerings (courses we don't offer)
 - o. Transferability of academic credit
 - p. Popularity of provider with students at your institution
 - q. Custom program options
 - r. Recommendation or interest from faculty
 - s. Reputation of provider's members/affiliates
 - t. Overall reputation in the field of education abroad
 - u. Other (please specify)

SURVEY OF COLLEGES & UNIVERSITIES

7. Who is involved in making the decision about whether or not to affiliate? Please check all that apply.
 - a. Education abroad advisor or other support staff
 - b. Education abroad director
 - c. Education abroad committee
 - d. Faculty members
 - e. Academic department chairs
 - f. Academic deans
 - g. Provost
 - h. President/Chancellor
 - i. Legal counsel
 - j. Registrar
 - k. Bursar
 - l. Risk management
 - m. Other (please specify)
7. What are reasons you would consider cancelling/terminating an affiliation agreement? Please check all that apply.
 - a. Lack of student interest
 - b. Development of own program in same location
 - c. Student dissatisfaction with certain aspects of the program
 - d. Faculty dissatisfaction with certain aspects of the program
 - e. Deterioration of relationship with provider's rep(s)
 - f. Increased cost to students
 - g. A better fit has been identified with another organization or provider
 - h. Other (please elaborate)
8. How often do you review institutional fit of affiliated provider programs?
 - a. 3-5 years
 - b. Other (please specify)
9. Do you require a site visit to provider programs before or within a certain time period of signing an affiliation agreement?

a. Always	c. Never
b. Sometimes	d. Other
10. Please indicate the type of organization for which you work:
 - a. a community college
 - b. an institution that offers bachelor's degrees only
 - c. an institution that offers bachelor's and master's degrees
 - d. an institution that offers bachelor's, master's and doctoral degrees
 - e. an institution that offers graduate degrees only
 - f. Other (please indicate)
11. Is your institution public or private?
12. What is your approximate total undergraduate student enrollment?
 - a. < 5,000
 - b. 5,000 - 10,000
 - c. 10,000 - 15,000
 - d. 15,000 - 20,000
 - e. 20,000 +
13. On average, how many undergraduate students does your university send abroad per year?

e. < 250	j. 1,250 - 1,500
f. 250 - 500	k. 1,500 - 1,750
g. 500 - 750	l. 1,750 - 2,000
h. 750 - 1,000	m. 2,000 +
i. 1,000 - 1,250	
14. What type of programs do you offer students? Select all that apply
 - a. Bilateral exchanges
 - b. Direct enrollment
 - c. Faculty-led programs
 - d. Institution's campus abroad
 - e. Affiliated study abroad providers
 - f. Non-affiliated study abroad providers
 - g. Other (please indicate)

Appendix B: Survey of Provider Organizations

SURVEY OF PROVIDER ORGANIZATIONS

What Are The Criteria? Approaches to Evaluating, Approving, and Affiliating with Third-Party Providers

This survey is directed at education abroad professionals who work for provider organizations. We request one individual per program provider (preferably the individual responsible for institutional relations) to complete this survey. Thank you for participating!

- 1) As a provider, are you aware of criteria that institutions use to decide whether to affiliate with your organization? (Yes/No)
- 2) Please indicate the level of importance you place on the criteria listed below when approaching an institution about possible affiliation.
1 = unimportant in your decision process; 5 = critically important in your decision process
 - a) Overall reputation of institution
 - b) Rank of institution
 - c) Overall enrollment potential
 - d) Institutional type (research, master's, baccalaureate, community college, liberal arts, STEM, etc.)
 - e) Size of institution
 - f) Level of institutional support for study abroad
 - g) Number and percentage of study abroad participation
 - h) Academic offerings of institutions
 - i) Commitment to language teaching
 - j) Commitment to intercultural training
 - k) Fit with other affiliated institutions
 - l) Institution's affiliation agreements with other provider organizations
 - m) Geographic location of institution
 - n) Credit transfer policy (transcript requirements)
 - o) Type of credit awarded by home institution (e.g. transfer, pass/fail, elective, major requirement)
 - p) Transferability of federal and institutional aid
 - q) Student cost of participation
 - r) Quality of relationship with institutional/organization representative
- 3) Please indicate other criteria you might consider when deciding whether or not to enter into an affiliation agreement.
- 4) Please select typical changes in enrollment after your organization affiliates with an institution (as opposed to accepting students without an affiliation agreement). Please check all that apply.
 - a) Immediate increase in enrollments
 - b) Increases in enrollments within 2 years of affiliation
 - c) Increases in enrollment after 5 years of affiliation or more
 - d) Increase in customized programs with affiliate institution
 - e) No change in enrollment
 - f) Other
- 5) How often do you review affiliation agreements to assess fit with your organization's goals?
 - a) Every year
 - b) 3-5 years
 - c) Never
 - d) Other (please specify)

SURVEY OF PROVIDER ORGANIZATIONS

- 6) What are reasons you would consider cancelling/terminating an affiliation agreement? Please check all that apply.
- a) Lack of eligible student applications
 - b) Lack of accepted student participation
 - c) Decrease in success of students
 - d) Change in institution's credit transfer policies
 - e) Change in institution's commitment to language teaching
 - f) Change in institution's commitment to intercultural competency teaching
 - g) Unfavorable change in school's policy on financial aid
 - h) Deterioration of relationship with institutional staff
 - i) Other (please specify)
- 7) What types of programs does your organization offer? Please check all that apply.
- a) Direct enrollment
 - b) Group/island
 - c) Faculty-led
 - d) Customized
 - e) Internship
 - f) Other (please specify)
- 8) In what areas does your organization provide education abroad opportunities? Please check all that apply.
- a) Africa
 - b) Asia
 - c) Europe (including Cyprus and Turkey)
 - d) Latin America
 - e) Middle East
 - f) North America
 - g) Oceania
 - h) Antarctica
- 9) In what fields of study does your organization provide education abroad opportunities? Please check all that apply.
- a) Social Sciences
 - b) Business & Management
 - c) Humanities
 - d) Fine or Applied Arts
 - e) Physical or Life Sciences
 - f) Foreign Languages
 - g) Health Professions
 - h) Education
 - i) Engineering
 - j) Math or Computer Science
 - k) Agriculture
 - l) Other
- 10) Where is your organization based?
- a) in the US
 - b) outside the US

Appendix C: Presentation Handout

What Are the Criteria? Approaches to Evaluating, Approving, and Affiliating with Third Party Providers

2013 NAFSA Region 8 Conference

14-16 November - Pittsburgh, PA

Criteria

Put a check in the Affiliate and Approve columns for each criterion that you want your institution to consider in the decision to affiliate or approve credit if not affiliated. Use the first column to rank the importance of each criterion. Use the blank rows to add other criteria to be considered by your institution.

	Criterion	Affiliate	Approve
	Overall Programming		
	Crisis Management Procedures		
	Academic Quality		
	Transferability of Credit		
	Insurance/Safety Record		
	Overall reputation		
	Accredited host institutions		
	Overlap/complement to existing opportunities		
	Cost to student		
	Diversity of academic options		
	Reputation of other members/affiliated institutions		
	Courses similar to ours		
	Offers courses we don't		
	Relationship with reps		
	Scholarship opportunities		
	Recommendation from faculty		
	Variety of destinations		
	Variety of enrollment options		
	Popularity with students		
	Site visit opportunities		
	Custom program options		

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Steps we need to take

Document the values, priorities, and goals of my institution

Draft a list of criteria to consider

- Consider the criteria from the survey and session
- Consult/compare with similar institutions

Assemble a group to finalize the criteria

- Write up the goals and likely steps the group needs to take
- Determine who needs to be involved in affiliation decisions
- Obtain approval from [whom?]
- Invite individuals (include goals and likely steps in invitation)
- Set a meeting date
- Send draft of criteria to members

Send final criteria to [whom?]

Assess current affiliations against the approved criteria, making adjustments as needed

Create system for using approved criteria for future affiliation decisions

Agree on a calendar/cycle for reviewing and evaluating affiliation agreements

Agree on a calendar/cycle for reviewing, evaluating, and revising criteria and process

Who needs to be involved in the decision

Add a name, if you know it, and check whether the person needs to be involved in the decision to affiliate and/or the decision to approve credit if not affiliated. Use the blank rows to add others who need to be involved at your institution.

	Title/Name	Affiliate	Approve
	President/Chancellor		
	Provost/Chief Academic Officer		
	International Programs Director		
	Education/Study Abroad Director		
	Academic Dean of _____		
	Academic Dean of _____		
	Academic Dean of _____		
	Internship Director		
	Risk Management Director		
	Legal Counsel		