North Dakota State University Study Abroad Strategic Plan: Enhancing Student Mobility for the 21st Century

Krysta Gorder
SIT Graduate Institute

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NORTH DAKOTA STATE UNIVERSITY STUDY ABROAD STRATEGIC PLAN:

ENHANCING STUDENT MOBILITY FOR THE 21ST CENTURY

Krysta Gorder

PIM 72

A Capstone Paper submitted in partial fulfillment of the requirements for Masters of International Education at SIT Graduate Institute in Brattleboro, Vermont, USA.

May 25, 2014

Advisor: Dr. Richard Rodman
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ABSTRACT

This case study analyzes current study abroad efforts at North Dakota State University (NDSU) and aids in the design of a strategic plan to grow student mobility numbers. The NDSU study abroad office (SAO) desires to increase the number of students studying abroad from two percent to five percent of the study body by the year 2019. In order to establish accountability across the entire infrastructure of the institution, NDSU has signed onto a commitment with the Institute of International Education (IIE) and its Generation Study Abroad (GSA) initiative that aims to double the number of U.S. students nationwide that study abroad in five years. The research was conducted through an analysis and ongoing environmental scan of study abroad within the institution. The theory of change, the international education Matrix model, and modernization theory are contributing theoretical foundations discussed in regards to creating a sustainable study abroad culture on NDSU’s campus. The author develops a mission statement, program goals and objectives, and participant goals and objectives for the SAO that lay the foundation for a strategic plan that considers important strategies vital to the success of a three percent student mobility abroad increase in five years goal. This paper presents a design that includes benchmarks and desired outcomes for the following strategic areas: curriculum, staffing, program marketing, student recruitment and admissions, logistics, health and safety, crisis management, budget, and evaluation. The overall purpose of the research is to support the progression of study abroad as an internationalization effort within higher education as a direct response to globalization in conjunction with IIE and GSA.

Keywords: North Dakota State University, study abroad, strategic plan, Generation Study Abroad, internationalization, higher education
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Introduction

This paper focuses on a public upper midwestern U.S. university looking toward a future that embraces internationalization while managing aspects of globalization. This case study presents a design for an education abroad strategic plan and suggests that a key strategy to internationalization involves enhancing a study abroad culture on U.S. campuses that contributes to more and more students studying abroad that then return home with a new global and diverse perspective. Internationalization is changing the world of higher education, and globalization is changing the world of internationalization (Knight, 2008, p.1). As the 21st century progresses, the international dimension of postsecondary education is becoming increasingly important and at the same time, more and more complex. Internationalization is a term that is being used more frequently to discuss the international dimension of higher education (Knight, 2008, p.1). It is impossible to look at the international dimension of higher education in the first decade of the 21st century without considering the realities of the environment in which higher education is operating. Changes and challenges are springing up as the changing environment of globalization impacts education but also as internationalization itself becomes an agent of change (Knight, 2008, p.4). The challenge that lies before presidents and campus leaders today, in an increasingly interconnected and complex world, is to promote high-quality study abroad within the broader context of campus internationalization, while offering students the highest quality educational opportunities available (NAFSA, 2008, p. 13).

According to Knight (2008), it is important to recognize how the phenomenon of globalization impacts internationalization. Internationalization can be a rather complex and undefinable term and can be interpreted and used in many different ways, in different countries, and by different stakeholders (Knight, 2008). For the purpose of this capstone paper
internationalization will be defined on the institutional level as the process of integrating an international, intercultural, or global dimension in the purpose, functions, or delivery of higher education at the institutional and national levels (Knight, 2008). McCabe (2001), suggests that despite what seems as the overwhelming sense of globalization’s singularity, the process of internationalization, at any level, is relevant to the field of education and studying abroad (p. 142). McCabe (2001) remarks that it has become obvious to most educators that globalization and internationalization will take on increased significance in the next millennium, as technology, communications, and transportation serve as the mechanisms for potential social, political, and/or economic collisions between people of the world (p.141). Given the convergence of modernization between countries, educators must consider the ramifications of such a pattern in terms of how to best prepare our students for the processes of both globalization and internationalization (McCabe, 2001). In order to thrive in the global marketplace and lead effectively in a global context, college graduates must learn foreign languages, experience other cultures and societies, and have an understanding of how the international system functions at both the macro and micro level (NAFSA, 2008, p. 13). McCabe (2011) also believes that internationalization will always be secure in its position as a process that serves as a cornerstone and initial building block that allows people to develop skills and tools that will become necessary for surviving in a globalized world (p. 142).

North Dakota State University (NDSU) and its study abroad initiatives demonstrate how a mid-size university strives to meet the demands of today’s increasingly globalized society.

NDSU has seen enormous growth and achievement in the past decade in student enrollment, academic excellence, co-curricular programming, research initiatives, and collaboration with local, regional, national, and international institutions of higher learning and businesses. As we move into the next decade, NDSU is poised to become one of the nation’s preeminent land-grant research universities. At the core of NDSU’s
land-grant mission is a charge and responsibility to both reflect and serve geographically and culturally diverse populations, deriving strength and vitality from each other and the diverse communities they serve. Meaningful, relevant, and forward-thinking higher education in today’s multicultural, global society must not only support past and current diversity efforts, but also embrace the future global dimensions of post-secondary education. (Hauck, Gravley-Stack, & Krautkremer, 2012, p. 1)

In recognition of this critical need and as a direct response to the call for internationalization across U.S. campuses nationwide, NDSU senior administration desires to grow numbers in study abroad. As a direct result, institutional study abroad leaders decided to write a strategic plan to enhance student mobility opportunities and to increase student participation numbers that will encourage this life-changing experience. A successful plan is, by definition, a usable plan, one that informs the organization’s activities as well as its long-range view, and one that yields meaningful improvements in effectiveness, capacity, and relevance (Mittenthal, 2002, p. 2). Mittenthal (2002) explains that no organization exists in a static environment. Social, political, and economic trends continually impact the demand for its offerings and services (p.2). As Grünzweig and Rinehart (2001) argued, regardless of one’s position on the origin and impact of globalization, there needs to be a process of “redefining” international education and engaging in a “critique” to determine the relevance of world events as they affect the varying goals of study abroad programs, whether those goals be social and cross-cultural awareness or a generalized understanding of global market forces and their influence (as cited in McCabe, p. 142). Study abroad provides opportunities for learning that are critical to the education of American college students and, over the long term, to the ability of the United States to lead responsibly, collaborate abroad, and compete effectively in the global arena (NAFSA, 2008). Mittenthal (2002) clarifies that it is important to understand the limitations as well as the possibilities of strategic planning (p. 9). A strategic plan can shed light
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on an organization’s unique strengths and relevant weaknesses, enabling it to pinpoint new opportunities or the causes of current or projected problems (Mittenthal, 2002). If commitment is shown to implementation, a strategic plan can provide an invaluable blueprint for growth and revitalization, enabling an organization to take stock of where it is, determine where it wants to go and chart a course to get there (Mittenthal, 2002).

As a native North Dakotan who gained my own undergraduate study abroad experience through NDSU, I am excited to address this topic through professional eyes with personal experience years later. My role as a study abroad intern has been to support study abroad staff members in all aspects of the office from June 2013 to May 2014. My ongoing responsibility has been to synthesize data, goals, and strategies into a written strategic plan for NDSU study abroad with support from Tanya Kramer, Assistant Director of Study Abroad, and Callie Dominique Speer, Study Abroad Advisor.

One purpose of this paper is to present key planning elements to enhance student-focused recruitment, advising, and support for study abroad and to contribute to the internationalization efforts of NDSU. The effort documents not only plans for university internationalization locally, but also highlights institutional reaction to the effects of globalization in higher education. Accordingly, the effort adds to education abroad literature addressing the means to meet demand and challenges in universities nationwide. This paper contributes academically and professionally to a university on the verge of thriving in study abroad. It provides a background of NDSU and study abroad within the institution and encourages a discussion regarding NDSU’s commitment to the Institute of International Education’s (IIE) Generation Study Abroad (GSA) initiative. Particularly, it demonstrates potential in doubling the number of students who might participate on study abroad programs in the next five years. NDSU’s study abroad commitment
and goals will be investigated through a rationale, needs assessment, and supporting theoretical foundations. This information will then be used as support to formulate a strategic plan for NDSU study abroad and to solidify its commitment to IIE’s GSA initiative in the coming years and support North Dakota (ND) students in world endeavors.

**Background**

NDSU is located in Fargo, North Dakota. According to President Dean Bresciani (2014), the state of North Dakota has long valued education, and is increasingly realizing the unparalleled role of higher education in creating the success of North Dakota and its residents. Many students who attend North Dakota state colleges and universities are born and raised, attend higher education, and search for employment within the state after graduation. For a rural state with a booming economy, retaining educated and hard-working residents is a fundamental cycle that leads to continuing success. NDSU maintains an average enrollment of about 14,000 students and employs almost 6,000 staff members statewide. NDSU serves nearly 1,200 international students, faculty, and staff and this year is on pace to have more than 300 students study abroad (“International Program Office,” 2014). At the very heart of the mission of NDSU is the charge to support and nurture the needs and aspirations of our students in a changing world, fostering global learning both within and outside of traditional environments (Hauck et al., 2012, p. 5). The following sections situate study abroad as an entity within the institution, the Division of Equity, Diversity, and Global Outreach (EDGO), and the Office of International Programs (OIP) that examines the institutional infrastructure, stakeholders and accountability, and NDSU’s larger commitment with IIE’s new GSA movement.
Study Abroad and the Institution

The institution. NDSU has recently joined the top 108 public and private universities in the nation as Carnegie Commission on Higher Education’s elite category of “Research Universities/Very High Research Activity”. As one of the two flagship universities in the state, NDSU is considered a leading land-grant research university in the nation, which is an outstanding and distinguishing characteristic that NDSU prides itself in. Refer to Appendices A and B to see a map of all land-grant institutions in the U.S. and read a brief history explaining their purpose.

According to NDSU’s institutional mission (2009), the university addresses the needs and aspirations of people in a changing world by building on our land-grant foundation. NDSU’s vision is of a vibrant university that will be globally identified as a contemporary metropolitan land-grant institution, and thus is guided by the following key values and principles: land-grant institution, people, scholarship, teaching and learning, ethics, culture, and accountability. The following specific key values and principles statements made by NDSU’s mission represent study abroad:

- We reflect and serve geographically and culturally diverse populations.
- We remain committed to serving people globally.
- We promote excellence through individuals participating in decisions and value cooperation for the common good.
- We provide a superior teaching and learning environment within and outside of the traditional classroom.
- We support the goals of the North Dakota University System and value collaboration with colleges and universities around the world (\textquotedblleft Mission, Vision, Core Values,” 2009).

EDGO. EDGO is an important component in building the foundation for the OIP, NDSU study abroad, and the university’s students. EDGO supports students, faculty, and staff of diverse
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cultures and identities and coordinates global outreach programs including: study abroad, faculty and scholar immigration, international student recruitment and admissions, and international student advising at both undergraduate and graduate levels. See Appendix C for an EDGO organizational chart. The department encourages and supports the exchange of students, ideas, research, and resources with institutions in other nations to serve people and schools directly. EDGO is responsible for realizing NDSU’s commitment to diversifying the institution by actively and strategically building relationships with fellow universities around the world as stated in the institution’s key values and principles. These relationships will build a foundation that provides students with opportunities on a global scale (“Welcome to NDSU Global Outreach,” 2009).

**OIP.** The OIP’s mission works in accordance with the mission of NDSU in that the OIP promotes the advancement of international understanding and education. The OIP facilitates the continued growth of the university as an engaged member of global society through committed service to students, faculty, staff, and community while striving to promote global awareness, cultural sensitivity, and diversity on NDSU’s campus. International students are supported through the admission, advising, and campus integration process. Study abroad participants are supported through student recruitment, marketing, advising, and support services (“OIP Mission Statement,” n.d.).

It is important to note that EDGO and the OIP are undergoing a reorganization to better and more directly serve student and faculty needs. The changes include updated department names, areas of responsibility, and directors (“International Program Office,” 2014). The OIP is now split into the Office of Global Outreach (OGO) and International Student and Study Abroad Services (ISSAS). Evie Myers, vice president for Equity, Diversity and Global Outreach, said the
changes reflect the growth of international activities at NDSU and will provide new focus in both internal and external global undertakings (“International Program Office,” 2014). OGO will focus on international student admissions, faculty and scholar immigration, and leadership for NDSU globalization efforts while ISSAS will provide direct services to international students and study abroad programs. Alicia Kauffman, new Director of ISSAS, expressed excitement about the opportunities the changes will provide noting, “The reorganization will allow us to really focus on the student support and advocacy side of things” (“International Program Office,” 2014). This separation into two individual offices began in January 2014 and is still in progress. For the purposes of this paper, the acronym OIP will be used to reference the newly formed ISSAS office.

**Study abroad.** The study abroad office (SAO), located in the OIP, offers students at NDSU the opportunity to study abroad in more than 74 countries. Study abroad is open to all majors and all students are encouraged to participate. Programs are available through NDSU direct and exchange programs with universities worldwide, ISEP exchanges, and multiple affiliate providers. Through these programs students can elect courses from institutions abroad that directly enhance their major. Many of these programs offer courses in English while others encourage language immersion. In addition, there are approximately 22 faculty-led programs offered to students each year in various degree areas, including but not limited to architecture, pharmacy, nursing, sociology, business, agriculture, and plant sciences (Hauck et al., 2012). Despite this abundance of opportunities, only about two percent of NDSU students participate in a study abroad experience. Along with many other institutions nationwide, NDSU desires to increase this number dramatically to meet the needs of the 21st century. In fact, more than 150
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U.S. colleges have pledged to increase their study abroad participation rates as part of a new national initiative, GSA, being spearheaded by the IIE (Redden, 2014).

Generation Study Abroad

In February 2014, NDSU signed a commitment to GSA, which is a five year IIE centennial initiative to double the number of U.S. students studying abroad by the end of the decade (Institute of International Education [IIE], 2013). IIE is seeking to identify at least 500 American universities that are dedicated to significantly increasing their study abroad participation rates (Redden, 2014). GSA will reach out to educators at all levels and stakeholders in the public and private sectors to encourage purposeful, innovative action to get more Americans to undertake an international experience (IIE, 2013). See Appendix D to review GSA’s goals and initiatives. On behalf of IIE, Daniel Obst, the deputy vice president, states “We believe that being part of a larger initiative like this will really provide the networks and resources to support efforts of campuses to increase study abroad. We know this will take major change and we hope that the GSA initiative will inspire and motivate not just the educators, but also the funders, employers, and families so that together we can make it possible for many more students to study abroad” (IIE, 2014, p. 2). Obst claims that the three obstacles continuing to affect study abroad fall into three broad areas: cost, curriculum, and culture where culture refers to the degree that students believe study abroad is or is not for them (Redden, 2014).

NDSU has joined the GSA initiative along with 156 other institutions who pledge to dedicate efforts towards student mobility abroad to prepare for the global changes of the 21st century. EDGO Vice President Eveadean Myers is pleased to announce that President Dean Bresciani recently signed a letter of commitment, on behalf of NDSU, to accept the GSA challenge set forth by IIE. Through participation in GSA, NDSU is committed to:
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- Doubling study abroad participation by 2019
- Improving college and departmental support for study abroad
- Expanding underrepresented student participation in study abroad
- Increasing NDSU Student Miles Program scholarship awards
- Enhancing student-to-student peer recruitment in study abroad (E. Myers, personal communication, March 5, 2014).

President Bresciani remarked that as a Carnegie “Very High Research” institution, we are ready to reach beyond the traditional classroom setting by taking it to the next level. We are committed to making global learning a priority during the next five years (E. Myers, personal communication, March 5, 2014). To reach this goal, a strategic plan aimed at providing a design for student recruitment and increased participation in study abroad programs must be developed and maintained. The OIP endeavors to increase student mobility abroad in an effort to create more globally-minded individuals and to contribute to an internationalizing and globally-connected institution for the 21st century. In conjunction with IIE and GSA, NDSU study abroad reaches toward the goal is of increasing participation numbers to five percent of the student body in the year 2019. The GSA signed commitment and letter that addresses institutional initiatives that NDSU plans to implement as a means to reach its collaborative goal written by President Dean Bresciani can be seen in Appendices E and F respectively.

**Rationale**

One of the leading rationales at the institutional level for internationalization is preparing graduates to be internationally knowledgeable and interculturally skilled, as well as being able to live and work in more culturally diverse communities both at home and abroad (Knight, 2008). According to IIE (2013) and the GSA initiative, international experience is one of the most important components of a 21st century education and currently less than 10% of U.S. students study abroad. Globalization is changing the way the world works, and employers are
increasingly looking for workers who have international skills and experience (IIE, 2013). IIE’s Open Doors Report on International Educational Exchange (2013) confirms that 283,332 U.S. students studied abroad in 2011/12 and the number of student studying abroad grew by three percent over the prior year and is now at record high. Of the nearly 300,000 U.S. students abroad in 2011/12, 420 of them represented students enrolled through institutions in the state of ND. According to NDSU data that can be referenced in Appendix G, 260 of these 420, which was more than half of the student population of ND students abroad in the year 2011/12, were NDSU students. These statistics greatly emphasize the important role NDSU plays in the grassroots social change of creating a study abroad culture not only locally but statewide.

According to NDSU President Dean Bresciani (2014), it is worth noting that the personal and social benefits of higher education are irrefutably established by economists. There are few investments with more sure and dependable returns for either the individual or the society. This statement supports higher education in the state of ND and leads to the need for investment in the resources and support for increasing student participation in study abroad programs. Local companies greatly benefit from the cyclical process of ND students attending state institutions and remaining in the state for employment, however they are still looking for future employees with international experiences and intercultural skills. As the world becomes more interconnected, employers are clamoring for global experiences in their work forces (Korkki, 2012, p.1). This means that in order to keep our local students competitive in our state’s bustling job market, we must increase the international experiences and opportunities available to them. Students are no longer competing for jobs only locally or nationally; the market for employment has in fact begun to cross international borders. Governor Jack Dalrymple directly supports this concept with his statement; “In North Dakota, unlike most other states, we are setting our own
course and reaping the rewards of our hard work, our careful fiscal management, our pro-
business climate and our diversified economy” (“Welcome”, n.d.).

As institutions in the state of North Dakota, we are fortunate to have a prosperous economy and many multinational companies, for example Bobcat and Microsoft, within our reach. With proper strategies and an implemented plan of action, we can instill these intercultural values and experiences within our campus culture and ultimately benefit students in our increasingly globally-connected state. The interconnectedness of today’s global economy makes collaboration between higher education, the business world, and students essential in order to equip graduates with the skills and experiences for the challenges of working in the 21st century.

Hauck, Gravley-Stack, and Krautkremer (2012), EDGO staff members at NDSU stated that the value of international experiences has never been more important than in today’s globally-connected world. Students need an education that embeds international learning within and outside of the traditional classroom and prepares them to compete successfully in the current marketplace. A study abroad experience provides the opportunity for students to gain insight and understanding into other cultures and societies, promotes critical thinking and personal development skills, and supports the development of intercultural competencies. Study abroad is a life-changing experience that impels students to observe, question, reflect and challenge assumptions and ideas (p. 4).

If NDSU as a whole considers study abroad a key component of global learning, it is essential for the institution to establish a strategic plan, or a design to achieve that goal and desired change. As a means to establish accountability and be proactively endeavoring towards this change, NDSU study abroad professionals along with the support from NDSU President Dean Bresciani have joined IIE in mobilizing the resources to double the number of students studying abroad by the end of the decade.

**Theoretical Foundations**

**Theory of Change**
A community with a desired change needs a planning road map to successfully reach its destination. Such a map offers various routes to travel on the way to achieving progress, assumptions such as what the final destination will be, illustrates the context for the map, and encourages the proper processes to engage in during the journey and the belief system that underlies the importance of traveling in a particular way (Organizational Research Services [ORS], 2004). This analogy represents a theory of change, which is a layout of the assumptions, best practices, and strategies for making positive change and to guide organizations toward a long-term goal and can take shape in many different forms or techniques: logic models, outcome maps, “so that” chains, and narrative or diagrams of working assumptions. Types of change are made up of segments of incremental change that must occur along the way in order to create true and consistent change. These types of changes may reflect actual changes in people’s lives, changes to entities beyond the individual or organization, or changes in public or private investment, respectively known as impact change, influence change, and leverage change (ORS, n.d.).

Organizational Researches Services (n.d.) suggests that impact change results as direct changes in the lives of an individual or family. Examples of impact change include changes in attitude, knowledge, skills, behaviors, and values. Influence change occurs in groups, community, organizations, institutions and systems that support or sustain changes in people’s lives such as visibility of an issue, community tolerance, changes in community norms, changes in public awareness, changes in policies, regulations, and services. Leverage change occurs through gaining support and resources from changes in public investment, private investment, and philanthropy that supports or sustain changes in people’s lives. Examples of leverage changes include pooled funding, co-investments, integration of funds, additional funding for a
priority issue and in-kind resources allocated to a priority issue (ORS, n.d.). One could reasonably believe that increasing student participation in study abroad at NDSU will influence all three types of change at the individual, campus, and community level: impact, influence, and leverage. The social change outcome desired by the OIP and NDSU study abroad will affect all three levels of change in the following ways:

- **Impact change:** An increase in NDSU student mobility abroad will lead to individual changes throughout the student body in personal attitude, global awareness, cultural empathy, and intercultural knowledge as citizens prepared for the 21st century in the local and global community.
- **Influence change:** An increase in the number of NDSU students studying abroad will lead to a progressive change on campus and within the student body. This desired social change will support the enhancement of a study abroad culture at the institution and in turn improve the visibility of study abroad at the organizational and institutional level that culminates in a cyclical process in which the experience will begin to advocate for itself.
- **Leverage change:** The NDSU SAO needs more support and resources from the institution and the state government in order to successfully reach its goals. Study abroad professionals must influence their stakeholders of power in the value and benefits of enhancing study abroad services at NDSU as a means to achieve their desired results. They must persistently present their requests through a well thought out plan and demand action to support their cause. NDSU President Dean Bresciani has signed a commitment to IIE to increase the number of students studying abroad to five percent by 2019. In order to accomplish this goal, the upper administration and state higher education committee must invest in the SAO to succeed in their goals.

In summary, focusing on the theory of change can support the development of a strategic plan and design to increase student mobility and participation in study abroad not only in providing a rationale for the desired social change and a roadmap on how to achieve that plan, but also by establishing accountability among stakeholders and creating outcome-based planning and evaluation. As Alice once observed in Wonderland, “If you don’t know where you are going, any road will take you there.” In other words, without a theory of change, a community is vulnerable to wandering aimlessly (ORS, 2004, p. 1). After consideration of the institutional stakeholders that surround NDSU study abroad and a brief analysis of the theory of change and
types of change impacted by stakeholders, one can start to make sense of how to begin writing a strategic plan as a design to increase student mobility and participation in NDSU study abroad.

**International Education Matrix Model**

International education is multi-dimensional and its related critical variables are constantly at work at many different levels of society and across cultures (Rodman, 2011, p.57). According to Rodman (2011), international education holds many potential definitions and a world of assumptions and for every definition comes a host of analytical perspectives that claim to isolate, combine, and mix and match education variables that may conveniently work to build systems of thought, frameworks, and theories for consideration, or practical strategies for action (p. 57). The Matrix Model (see Appendix H for example) axes identify, separate, and list possible field foci for educational inquiry, often cited general and dynamic issues (variables) at play in educational inquiry, a scope of the educational inquiry, a lens or lenses through which to pursue inquiry, and a windowed perspective through which to frame the inquiry (Rodman, 2011, p. 57). The International Education Matrix Model represents a three-dimensional visual schematic designed to help the student, the practitioner, the administrator, the researcher or the visual learner situate and organize thinking when posed with the nuanced complexities found within the international education sectors (Rodman, 2011, p. 53). For the purposes of this capstone project, it aids as an analytical tool to help situate the NDSU study abroad strategic plan in the field of international education and serve as a reference point for the various ways to view the problem to effectively address the need. Throughout this paper and the strategic plan, the design will address the following variables using the international education matrix mezzo scope and looking primarily through the cultural, economical, and political lenses within the higher
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education field focus: education purpose/mission, policy, curriculum, quality, accountability, resources, access, equality, stakeholders, and environment.

Modernization theory. The link between the Matrix framework and theory of change can be connected through the modernization perspective. NDSU’s current social action towards enhancing study abroad on campus and contributing to a global community is rooted in modernization theory. According to Kubow and Fossum (2007), modernization theory, employing the assumption that human nature is a variable rather than a constant in terms of the prospect for change, attributes the lack of certain behavioral patterns to the ‘relativity’ of human behavior and to the fact that cultural values and beliefs underlie patterns of economic action (p. 37). Modernization theory ties societal development to the level of the individual person and, so, provides a rationale for the role of education within societies seeking to modernize (Kubow & Fossum, 2007). The previously noted statement by NDSU President Dean Bresciani affirms the connection to modernization theory when he stated that the personal and social benefits of higher education are irrefutably established by economists and that there are few investments with more sure and dependable returns for either the individual or the society. As noted by Kubow & Fossum (2007), this perspective is reflective in the modernization process and is explained as follows: Modern institutions instill in individuals… modern values encouraging the adoption of… modern behaviors among citizens. This creates… modern society, thus paving a way for… economic development... and natural progress… (p. 39).

Needs Assessment

In February 2014, NDSU began the journey to double the number of students participating in study abroad in five years alongside IIE and GSA. First steps included gathering statistics, analyzing peer institutions’ study abroad offices, and reviewing internal operations.
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One can incorporate this retrieved data into a substantive strategic design to overcome the office’s existing needs in order to reach its ultimate goal.

NDSU has seen enormous growth and achievement in the past decade in student enrollment, academic excellence, co-curricular programming, research initiatives, and collaboration with local, regional, national and international institutions of higher learning and businesses. As we move into the next decade, NDSU is poised to become one of the nation’s preeminent land-grant research universities. Internationalization is an important component of this trajectory, and it is critical that our institution develops a strategic, comprehensive, institutional level integrated approach to internationalization that encompasses teaching, research and service. The creation of a Global Council, comprised of faculty, staff, students and community members, will bring key stakeholders with institutional and community knowledge together to review the current state of internationalization, develop a forward-thinking plan for comprehensive internationalization and begin the process of implementation and ongoing review (“Global Council”, n.d.).

The call for internationalization across NDSU’s campus stresses the need for increased student mobility where nearly two percent, approximately 280 students, currently study abroad. The provost demands that study abroad numbers increase to five percent of the student population in five years. As a response to this ambitious request, study abroad professionals have initiated the commitment to IIE’s GSA. This commitment allows NDSU to strive towards its goal of five percent, approximately 700 students, participating in study abroad programs in five years with the support of a nationwide initiative. This method was chosen to reach student mobility goals because it established accountability with NDSU President Dean Bresciani, the institution as a whole, and the SAO. It is clear to see that if the SAO begins to support 420 more students in the coming years, it is vital for the OIP and study abroad to have a strategic plan to accommodate their needs. See Appendix I for a brief explanation of a strategic planning process and how it will help guide NDSU study abroad.
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Over the course of the 2013-2014 academic year, my exciting role in this larger internationalization effort was to document detailed university student mobility initiatives, analyze study abroad staff member goals, survey prospective and current students in study abroad promotional events and classroom presentations, and use secondary resources to assess the university’s needs in relation to internationalization through education abroad. Based on the exploration of the university’s efforts to increase student mobility through faculty-led programs abroad, I have discovered that NDSU study abroad participation rates and amount of faculty-led program offerings have already begun to rise at a significant pace. For the current academic year, there is an anticipation of a 10% increase in student participation in study abroad from the 2012-13 totals; in addition there is a 30% increase in the number of faculty-led program offerings.

An environmental scan of the institution and NDSU study abroad completed during the duration of the 2013-2014 academic year assessed overall needs to meet office goals. The scan consisted of a continuing analysis of the SAO through monitoring and assessing the current processes. The theory of change was used as a guideline in this assessment process and two areas in particular were examined; current NDSU study abroad initiatives in the form of a “so that” chain and an analysis of the stakeholders relevant to study abroad. Currently, NDSU study abroad is initiating social change on a community level through the gradual creation of a study abroad culture at the institution. The “so that” chain (see Appendix J) analyzes the OIP’s study abroad initiatives to see where current strategies are experiencing success and where there may be gaps. In addition, a stakeholder diagram (see Appendix K) represents those whose support is vital to the theory of change that NDSU study abroad aims to develop.

At the beginning of the 2013 fall semester, study abroad staff members collected data from 1,009 students during approximately fifty classroom presentations and asked the question,
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“Are you likely to study abroad?” The data was gathered and 33% of students responded “Yes,” 40% said “Maybe,” and only 27% said “No.” In order to manage the current growth of study abroad on campus and to foster the continuous progression it is clear that the SAO must embark on a well thought out strategic design process to manage and mobilize resources.

Knight (2008) explains that when looking ahead, it is important to reflect on what will be seen as the major accomplishments of internationalization during the first two decades of the 21st century. Are we taking a long-term perspective on the implications and consequences of internationalization, or are we merely reacting to contemporary issues and opportunities? Wise and thoughtful planning at this stage will deflect many problems that could otherwise drain energy and mire progress over decades to come (Knight, 2008). One of the primary reasons for undertaking a strategic planning process is to establish or reaffirm a shared understanding of why an organization exists and its aspirations for the future (Allison & Kaye, 2005). The intent for the NDSU study abroad strategic plan is to provide a working design that establishes purpose and intention based on the need that both responds to current issues as well as projects for the long-term effects of internationalization.

Mission, Goals, and Objectives

The needs assessment affirmed a commitment to a vision that produces global citizens who are equipped to appreciate and maneuver change in our 21st century world. The assessment also confirmed the connection with the commitment and its practical expression in education abroad programming. The vision for the NDSU SAO is to maximize student experiences abroad through actively serving their needs. Study abroad staff members must be attentive to this continuously evolving process in order to achieve the desired increase in student mobility.
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abroad. Through study abroad, students will learn to interact with the global community in a mature and accountable manner.

Mission

Building on the land-grant institution foundation, the NDSU Study Abroad Office is committed to promoting and facilitating student mobility and internationalization strategies to create practical, effective engagement between our local community and the world. Study abroad encourages transformative learning opportunities that foster academic development, personal growth, and intercultural competence that are indispensable elements of a quality education in today’s global society.

NDSU Study Abroad Program Goal and Objectives

The overarching program goal of NDSU study abroad is to enhance student mobility abroad and prepare global citizens for the 21st century and contribute to the practical education and internationalization efforts of a U.S. land-grant institution to support the growth and prosperity of North Dakota state as well as to meet the need for today’s increasingly globally-connected society as a whole. This NDSU study abroad strategic design will focus on the following objectives and values as a means to strive toward the goal:

- Create an educational purpose and mission statement in 2015 and articulate policies that projects a familiar, consistent brand throughout the university and local communities continuing through 2019 and beyond
- Leverage accountability among stakeholders vital to the success of study abroad programs beginning in 2014
- Cultivate SAO allied support from faculty and staff, enhance cooperation with academic departments, and pursue curriculum integration in seven NDSU colleges by 2019
- Hire the appropriate amount of SAO staff members to accommodate for a 65:1 staff to student advising ratio to supplement an increasing number of students participating on study abroad programs beginning fall 2014
- Increase marketing and recruitment efforts, access, quality of transformative intercultural experiences, and being mindful of a diverse and inclusive learning process beginning in 2014
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- Maximize the SAO’s student services in terms of a logistical advising process, health and safety abroad, crisis management, program evaluation, and intercultural competence and personal growth assessment by 2019
- Grow institutional, statewide resources and support by 100% to boost study abroad funding opportunities available to students including scholarships, grants, financial aid, and alternative loans by 2019
- Maintain a financially sustainable budget to support the SAO for year-to-year growth assuring revenues are expended to support students in an ethical, cost-effective, and academic manner beginning in 2014

**Participant Goals and Objectives**

NDSU study abroad participants *will exhibit the characteristics of a transformative, cross-cultural, experiential learning that greatly benefits their academic needs as well as personal growth that properly prepares them as global citizens for the 21st century*. Participants will meet the expectations of this goal through the following objectives upon return home from their study abroad program:

- Heightened quality of practical education that fosters academic and personal development with an international perspective through proper curriculum integration
- Established professional relationships with SAO staff members and received the appropriate guidance, answers to questions, and advice in a timely and effective manner
- Gained awareness through study abroad marketing efforts and increased knowledge of program types and options throughout the entire recruitment phase
- Boosted self-accountability through student participation in all aspects of the study abroad transformative advising process including an information session, appointments, and pre-departure and re-entry orientations
- Increased mindfulness of health and safety standards abroad and knowledge of appropriate crisis management plan
- Enhanced access to study abroad programs through the availability of funding assistance and financial resources
- Increased adaptability and independence as a global citizen and demonstrates personal growth in self-confidence, tolerance for ambiguity, and cultural empathy and applies learned intercultural proficiencies, knowledge, and attitudes as a contributing member of NDSU and the global community

**NDSU Study Abroad Program Description**

In order to understand the developed components and underlying necessity of the strategic plan to follow, it is important to gain an understanding of the current study abroad
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program and its operations. This program scope intends to provide a general overview of the SAO and its current processes.

The NDSU SAO is an easily accessible department on campus as it is centrally-located inside of the Memorial Union (see Appendix L). With the office windows decorated with student pictures from abroad, this location allows for plenty of “window shopping” and passerby attention (see Appendix M). The SAO is able to provide study abroad opportunities through direct, exchange, and affiliate provider programs, faculty-led study programs, internships, student teaching experiences, and service learning trips to undergraduate and graduate students alike. These programs are open to all majors, and students with at least a sophomore status, 2.5 GPA, and free of academic and behavioral suspensions are eligible to apply. NDSU study abroad keeps an open mind to diversity and inclusion and recruits from all members of the student body that meet the minimum eligibility requirements. The SAO is comprised of two study abroad staff members and one temporary part-time graduate intern. There is also one decentralized office, the Center for Global Initiatives, housed in the College of Business and staffed by a director who manages outbound business-related programs. Marketing and recruitment efforts occur on campus through tabling at summer freshman orientation sessions, Discover NDSU prospective student events, two annual study abroad fairs, and many classroom presentations to freshman seminars, language, anthropology, and other internationally-focused classes. In addition, staff members offer information sessions at 4 P.M. every Monday through Thursday and all students are encouraged to attend as their first step in the advising process. From that point, staff members advise students by appointment only.
Strategic Plan Executive Summary

Growth and change in study abroad have brought significant opportunities and challenges to the field of international education. In this environment of rapid growth and change, study abroad professionals must work diligently to develop and maintain quality programs that serve their students well and are effectively managed, academically rigorous, accessible, and safe. As study abroad continues to grow, and as demand for study abroad expands, it is the responsibility of the institutional leadership to undertake a deliberate and proactive approach to developing and supporting this important component of the education of today’s college students (NAFSA: Association of International Educators [NAFSA], 2008).

The NDSU SAO is initiating a strategic planning effort to ensure transparency and accountability to enhance student mobility abroad opportunities by being attentive, involved, and committed to establishing a study abroad infrastructure within the institutional framework. It will be written in a format compatible with SIT Graduate Institute’s course-linked capstone requirements for the Master of Arts in International Education program. The design will address the following determining factors essential to student recruitment and the overall growth of study abroad programs at NDSU; curriculum, staffing, program marketing, student recruitment and admissions, logistics, health and safety, crisis management, budget, and evaluation. The design will provide a background description of each strategy and present benchmarks and desired outcomes for each strategy mentioned. The written strategic plan to follow will be completed by May 2014. The NDSU SAO will begin implementing the design in the summer of 2014 and will have the plan in full effect in five years.

Strategy 1 – Curriculum

1.1 Departmental Outreach

Study abroad touches on many aspects of institutional life, and the success of a student’s experience depends on cooperation and communication among several offices on campus (NAFSA, 2008, p.5). NAFSA (2008) continues to promote this idea and states that study abroad
must not be an island on campus. Two important elements that have a great impact on the success of study abroad programs on a university’s campus are (1) the degree to which study abroad is accepted by the institution as an integral part of a student’s university experience, and (2) the amount of administrative flexibility inherent or built into the institution’s internal systems (White, 2007). Leadership at the top levels on campus is essential to cultivating support for study abroad from academic leaders and faculty throughout the institution (NAFSA, 2008, p. 5). To be effective, the SAO needs productive working relationships with many other campus offices and the faculty. The head of the SAO should be a person who can gain and maintain respect throughout the institution (NAFSA, 2008).

The SAO strives to gain more institutional and departmental support through building relationships with vital stakeholders, creating awareness of the opportunities available, and promoting the value of study abroad to stimulate an increase of a study abroad culture campus wide. Over the next five years, the SAO will build relationships and promote opportunities along with the value of study abroad to academic deans, department chairs, and senior administration. In addition, SAO staff will reach out to advisors and faculty members that can contribute enthusiasm and support the integration of a study abroad culture throughout their respective academic departments. As study abroad participation grows to five percent of the student body by 2019 and study abroad services are stretched to capacity, the office will start to decentralize its staff to be located within specific colleges and act in a similar way as the Center for Global Initiatives in the College of Business to help facilitate student mobility in a more direct and major-specific manner.
1.2 Curriculum Integration

According to White (2007), the first thing to do in order to promote your program is to make study abroad unassailably academic. That is, nothing about these programs should seem like a trip or a vacation. They should be marketed as a valuable part of the curriculum, as an opportunity for a student to continue and enhance his or her studies by going beyond the classroom. Study abroad professionals tend to focus so much on the student experience of education abroad that it is easy to overlook the personal and professional gains that departments and faculty members can realize (White, 2007, p. 30).

The SAO has a vision to engage academic departments and specific major areas to discover study abroad opportunities that will effectively enhance academic content while at the same time encouraging a cultural immersion experience abroad. This will build alliances with the SAO as well as contribute to the quality of education that NDSU students receive in each major, with particular emphasis on creating cross-culturally experienced global citizens prepared for the workplace of the 21st century. SAO staff members will use three main initiatives in order to accomplish this immense task. First, they will pinpoint areas of departmental and academic curriculum that could be enhanced by a study abroad experience (see Appendix N). Then, they will work closely with these departments to establish an enriched relationship to assist in developing and promoting study abroad programs relevant to the coursework required for each specific degree, and collaborate with them to locate programs that are a good fit for their students by learning about their student’s academic needs. These specific curriculum-related study abroad programs will be advertised using brochures distributed to academic departments and advisors and a corresponding database of pre-approved courses for each major will be made to simplify the course selection process. Lastly, staff members will recruit returned study abroad students to
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act as ambassadors to their academic departments and they can serve as a liaison between the SAO, academic departments, and prospective students.

1.3 Orientations

Pre-departure and re-entry orientations play a critical role in making a visit to another society a valuable learning experience for all study abroad programs. Without such orientations, academic travel abroad has the potential to become superficial tourism, rather than transformative learning (Kinsella, Smith-Simonet, & Tuma, 2007, p. 175). As NDSU develops and implements an increasing amount of educational programs that involve students directly experiencing people and places in the world, international education professionals should concentrate at least as much effort on the learning that takes place on the home campus before and after as they do on the programs abroad.

For NDSU exchange/direct, ISEP exchange/direct, and affiliate provider programs, the SAO currently operates three sequential pre-departure orientation sessions that prepare students for their experience abroad to multiple host countries twice a year and generally have a good turnout. These orientations are informational and beneficial to participants, attendance is encouraged, but they are not credit-bearing. At these pre-departure sessions students receive logistical information, preparation for culture shock, and have the opportunity to talk with returned students who have previously studied in their host countries. There is also one re-entry orientation twice a year that students are welcome to attend that provides logistical information about returning back to campus, useful tips on dealing with reverse culture shock, and resources on how to embrace their international future. The re-entry orientations are usually less attended than pre-departure orientations. NDSU faculty-led program orientation sessions function slightly different than the general study abroad programs. Faculty members have the choice to conduct
their own orientation sessions or to invite the assistant director of study abroad to do them. This can lead to inconsistency and as a result some orientations are subjective to the materials that faculty members want to cover, and not necessarily what SAO staff members prefer.

In order to equip students to be fully prepared for their experience abroad both before and after, NDSU study abroad will continue to provide pre-departure and re-entry orientations for all students on exchange, direct, and affiliate provider programs. This information will also be easily accessible online for those who cannot attend in person. Orientations provide the preparation, support, and necessary tools vital to transform student experiences abroad into significant transformative learning and growth. As a result, students encompass the mental, emotional, and physical demands required to maximize their journey abroad. Within five years, NDSU study abroad professionals aim to develop a credit-bearing, combined pre-departure and re-entry orientation course that all study abroad students on all exchange, direct, and affiliate provider programs would be required to take. In relation to faculty-led programs, SAO staff members will enable faculty members to provide consistent orientation information and to adhere to the expectations and standards of NDSU programs abroad through the development of a faculty leader training course that guides them to become a more effective leader and provides them with the knowledge and tools to deliver appropriate orientations.

**Strategy 2 - Staffing Plan**

**2.1 Staff Resources and Support**

NAFSA (2008) demands that if study abroad is an essential element in an institution’s offerings, it must be treated like any other unit and receive sufficient resources. Such resources include adequate staffing, finances, space, and access to technology (p. 9). The SAO currently shares an office with international student services. The two separate student services share a
reception area where they are greeted by front staff members. Study abroad frequently experiences the loss of space within the office and feels that this has an effect on the ability to provide study abroad students with the support they need, such as a resource room, gathering space for group info sessions, and walk-in advising.

Recently, study abroad secured a front office for a temporary graduate intern to staff in the afternoons and to be able to answer walk-in questions, advise additional students by appointment, and provide daily info sessions. It is imperative for study abroad to offer this space to browse marketing materials and walk-in resources to interested students. To ensure that students are able to receive satisfactory information in a timely manner, study abroad must secure adequate space and resources to maximize study abroad student services. Study abroad professionals need office space that is conducive to meaningful and open advising. This includes not sitting across from a desk, but rather next to students sharing a screen to make the advising process more personal. Also, study abroad staff members need their own office to provide a comfortable and appropriate advising atmosphere. In addition, staff members seek office locations that are located near each other instead of scattered throughout the larger office that is not cohesive to team building. Refer to Appendix O to see an image that represents the SAO’s spacing needs as growth occurs over the next five years.

2.2 New Staff Hires

NAFSA (2008) states that study abroad is an ever-changing field, with new program types, an increasing variety of nontraditional destinations, expanding participation by students and faculty, and a growing body of field-specific knowledge and theory. Institutions must be willing to compete for experienced study abroad professionals. Inexperience and high turnover among the study abroad staff can quickly erode high-quality programming (p. 9). Study abroad
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requires staff to have specialized knowledge to effectively manage the complex academic, programmatic, operational, and cross-cultural issues inherent in the field (NAFSA, 2008).

In order for study abroad at NDSU to increase enrollment at a significant pace and continue to effectively adhere to quality standards of education abroad, it is necessary to hire at least two additional staff member within the next year at a minimum in order to foster growth. In comparison with its peer institutions, NDSU study abroad has a higher staff to student advising ratio than seven out of eight queried. According to the Forum on Education Abroad (2008), organizations that feel they are staffed appropriately today have a mean student to staff ratio of 47:1. Organizations that feel they are currently understaffed have a mean student to staff ratio of 70:1 (p.6). See Appendix P for a measuring workload explanation and chart. NDSU study abroad student to staff ratio is currently 110:1. The goal is to greatly lower the student to staff ratio to 65:1 to help alleviate these staffing needs and contribute to the growth and sustainability of student mobility numbers. In order to do so, NDSU must hire one additional full-time staff member for every 84 students recruited. See Appendix Q for a full staffing plan. The staffing budget will be addressed later in the Budget section.

2.3 Student Workers

NDSU study abroad wants to harness student interest with student-to-student marketing, outreach, and advising. Findings strongly suggest that social networks play a critical role in student decision-making about study abroad, and that institutions can encourage more students to study abroad through the type of campus culture they promote (BaileyShea & Karavi, 2010). Not only will having returned study abroad students assist with outreach efforts have an impact on drawing in more students to study abroad, but they will also help with retention by being available to conduct initial advising immediately when students stop by the office. Students want
immediate gratification, so they will easily lose interest if someone is not available to answer questions right away. The student workers will staff a study abroad resources room and will be available to answer walk-in questions, offer peer advising, conduct daily info sessions, and do general study abroad projects. This resource room will be staffed only by students to support peer mentoring and to not take away duties from any staff member. The ability to have student workers mutually benefits students and study abroad staff members in that staff members are able to focus on other tasks while the student workers are able to accommodate any immediate student needs. Subsequently, the fact that they are paid means that they generally are more dedicated to tasks and will stay around longer while gaining expertise and experience in the office making themselves more valuable and staff members have less training to do.

Strategy 3 - Program Marketing

3.1 Awareness

It can be said that an education abroad office acts as a gateway to the world. In a sense this is true as the education abroad staff enables students to go on adventures abroad through the opportunity of study, internships, practicums, and service-learning programs to all corners of the world. This opportunity exists on most campuses in the United States, however many students lack the awareness of this opportunity that lies at their fingertips while they attend higher education institutions. It is imperative that in order for more students to grasp the concept of education abroad and take full advantage of the opportunities, marketing and recruitment efforts must increase. Through the progression of a study abroad culture on NDSU’s campus by means of more students participating on programs and the development of support throughout departments, staff, and faculty, it is the hope that awareness of study abroad opportunities will increase as well. NDSU study abroad will consider the following factors when creating
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awareness of study abroad programs: What do students want to learn? How do they want to learn it? Where do they want to go? Focusing in on the answers to these generalized questions can help the office discover who to target and how to market its programs.

One method that the SAO will use to target its market and create awareness of its services and availability to the students is to using campus wide branding of its logo (see Appendix R). Branding will create familiarity with the logo and ‘Go Global’ will become a term associated with a campus that identifies as diverse and internationalized for the 21st century. Similar to branding with the ‘Go Global’ logo, NDSU study abroad started a ‘Bison Abroad’ photo contest in spring 2014. The office purchased small stuffed bison that were similar to NDSU’s athletic mascot, Thundar. Each student receives a mini bison prior to departure for their study abroad program and are encouraged to take photos with it around the world to be entered into a photo contest. Students really grasped the idea and enjoyed naming and posing their bison with historical and cultural landmarks (see Appendix S). This concept can be taken a step further for marketing and promotional purposes and use the ‘Bison Abroad’ theme to brand awareness across campus that members of the NDSU student herd are “roaming” the world.

3.2 Staff Training/On Campus Resources

Few professionals in education abroad have a business or marketing background. Other aspects of the job such as advising students, developing programs, and working with the faculty often seem more important and enjoyable, while selling educational experiences may feel inappropriate (Yarabinec, Cleve, & Walgren, 2005, p. 417). In order for education abroad to become a more viable, visible, and prominent part of undergraduate education, it would be beneficial for professionals in the field to learn to use appropriate promotion and publicity tools to build support in every way possible, on and off campus (Yarabinec et al., 2005).
NDSU study abroad works closely with other resources on campus to create marketing materials that are both informative and appealing to the eye. Study abroad staff members will continue to work closely with these on campus resources to develop consistent marketing ads, brochures, flyers, and posters to help distribute information to create awareness of the opportunities and specific programs available.

3.3 Gain Support of Stakeholders

In order to increase study abroad marketing effectiveness, it is important to convince a large variety of stakeholders on and off campus to begin supporting study abroad experiences and opportunities for higher education students. These stakeholders include but are not limited to students, parents and guardians, faculty, higher education administrators, state government, and the general public. Promotion and publicity of study abroad on campus requires education abroad advisors and administrators to attract attention to the value of education abroad through sound promotion and effective publicity so that students will be persuaded to participate, and can select programs wisely (Yarabinec et al., 2005, p. 417). In addition to students, promotion extends off campus to parents, the government, local area high schools, and general public opinion on the benefits and of study abroad and the campus and community culture that it contributes to.

NDSU study abroad will leverage stakeholders vital to the success of its office goals. Refer to Appendix K to see the stakeholder chart previously mentioned. Stakeholder actions are important in many ways. IIE GSA has helped gain nationwide promotion for an increase in student mobility abroad within the larger global community. Upper administration support is necessary to receive the proper resources to build the strong and successful program that we have committed to the GSA initiative. Funding from the state government and support from the state legislature higher education committee is of upmost importance when it comes to
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internationalizing the institution and preparing global citizens for the 21st century within the state. Significant stakeholders in creating awareness, promotion, student support, and overall contributions to campus internationalization and a study abroad culture are academic departments, including faculty and advisors, student affairs, student financial services, and return students. Parents also serve as key stakeholders when it comes to availability of funds and personal support and encouragement to students.

3.4 Marketing Plan

The first step in any marketing effort should be the development of a marketing plan (Yarabinec et al., 2005, p. 434). The first goal is to increase awareness of the program through marketing. A key element in successful marketing includes determining who the target audience is, where they are located, how to reach them, and who influences their decisions (Yarabinec et al., 2005).

There are three simple rules to successful promotion: variety, repetition, and appropriateness. Variety and repetition can be used in correlation with one another. For example, a message repeated in a variety of formats is more likely to get a student’s attention and get the message across. Before deciding what appropriate publicity is, the education abroad office must clearly identify its audience (Yarabinec et al., 2005, p. 417). A marketing plan should be tailored to the specific target audience to maximize its effectiveness. It is also important to ensure that the message reaches the involved stakeholders, such as faculty and parents and/or guardians, who support the students (Yarabinec et al., 2005, p. 418).

The SAO is aware of the importance of a solid, thought out marketing plan. In order to double the number of participants going abroad in five years, strong marketing plans and tactics will need to be put in place. Study abroad staff will put in strategic efforts into various
promotional protocols including but not limited to identifying potential participants, departmental outreach, curriculum integration, and recruitment processes.

3.5 Student-to-Student Marketing

Study abroad alumni are one of the most important resources for publicizing the study abroad experience on campus (Yarabinec et al., 2005, p. 423). According to a survey by Econsultancy, 90% of people trust recommendations from people they know and 70% trust recommendations from people they do not know. This validates the idea that word of mouth is one of the most effective tools for promoting study abroad programs within a student body (Bullins, 2013).

Returned study abroad students can assist with a large variety of marketing tasks, including classroom presentations and providing information directly to interested students. Returned students often represent a variety of majors and a diversity of host countries around the world. Their presentations can complement and supplement other forms of publicity and student opportunities. These direct messages from experienced peers to potential participants seem ideal in terms of appropriateness and credibility (Yarabinec et al., 2005).

A student organization or club for study abroad alumni is an ideal way to mobilize students who have returned from abroad to benefit marketing efforts. Rather than just turning the alumni loose, education abroad professionals would be well advised to meet with them, or even to select just a few students to meet with, and brief them on the message the education abroad office wants them to convey through a student group, especially the kinds of questions that should be referred to the office and staff. Returned study abroad student energy is a great asset and can be quite invigorating, but they can also get carried away and promise things that the education abroad office will have to either deliver later or explain why it can’t. Thus, it is good
to provide these students with an outline of talking points and a list of topics that must be taken up with the professionals in the education abroad office (Yarabinec et al., 2005, p. 424).

To best use this population, education abroad professionals should select and train study abroad returnees in some structured manner (Yarabinec et al., 2005, p. 423). Return student relationships with the SAO can be mutually beneficial for both parties. Properly selected and trained, these students can contact faculty and make brief classroom presentations on their own. They ultimately benefit by gaining practice in public speaking, enhancing their resumes, and having a captive audience for their photo albums (Yarabinec et al., 2005, p. 424). The SAO has initiated the formation of a student group comprised of return study abroad students. They began meeting in January of 2014 and are nearing the process of completing a constitution and getting approved as an official student organization. This group will benefit the staff members and programs as it enables return study abroad students to begin marketing to their peers and forming the desired study abroad culture on campus.

**Strategy 4 - Student Recruitment and Admissions**

**4.1 Recruitment and Selection**

It is helpful to consider the timeline and specific stages of the student recruitment process when developing a marketing plan for study abroad. In terms of reaching five percent of NDSU’s student body to participate in study abroad programs by 2019, it is essential to increase by 84 students a year. To reach this lofty goal, recruitment efforts must also increase. At each recruitment stage, there will be a variety of strategies available to achieve the university’s desired outcome (Yarabinec et al., 20052005). Targeting key participants is a fundamental element of successful recruiting.
Recruitment can begin as early as students are accepted to NDSU. The SAO will request student contact information for the incoming freshman class and send out marketing materials and a welcoming letter before students come onto campus to help create an initial awareness of the opportunities available to them. Information will also be provided through tabling at Discover NDSU fairs for prospective students. Ongoing recruitment will continue at freshman orientations tabling and parent sessions.

The first step for students interested in study abroad after they have gained awareness and are on campus is to attend an info session where they can meet with a study abroad advisor and learn general information including eligibility requirements, deadlines, participation procedures, financial aid and scholarships, and how to select a program and apply. At this point, students also have the chance to ask any questions they may have. This is the chance for advisors to be able to assess student goals and desires for a program, and be able to target them as key participants for specific programs in which they can funnel them into.

Once students have become aware and enter the recruitment phase, the education abroad office will want to provide them with more detailed information to help students make a decision about whether to apply or not, how the application process works, and how to continue after acceptance into a program (Yarabinec et al., 2005). As students move through the application process, acceptance and commitment stage, and onto the pre-departure process, the SAO will need faculty members, administrators and parents/guardians to encourage and support the students along the process.

4.2 Diversity

Students who study abroad are from a narrow spectrum of the total population. They are predominately white females from highly educated professional families, majoring in the social sciences or humanities. They are high achievers and risk takers. Many have had
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earlier overseas travel or international experience. Whether by their own choice or lack of encouragement to do so, there are fewer men, members of minority groups, students from non-professional and less-educated families, or science, education and business majors among undergraduates who study abroad. It is only at the beginning of this new century with the impact of globalization and the development of new programs in professional and vocational areas, that we are beginning to see how this demographic can and must change (Edwards, Hoffa, & Kanach, 2005, p. 14).

Encouraging students from underrepresented constituencies to participate in education abroad programs is not simply a matter of replacing one type of student with another. Rather, the challenge is to support those who traditionally apply for education abroad programs, while increasing enrollment among those groups of students who do not typically seek to participate (Lebold, Henry, Houston, Jackson, Schebe, & Van Der Meid, 2005, pp. 208-209).

The Office of Multicultural Programs and the OIP at NDSU fall under the same division, EDGO. This allows for easy communication and cooperation between the two offices which benefits the opportunities specifically tailored to multicultural and diverse students. Multicultural students who attend NDSU receive a tuition waiver exemplifying them from those costs. These students are allowed to use this waiver when studying abroad through an exchange program which is an incredible opportunity that helps to lower the total cost to study abroad.

NDSU will market study abroad and recruit diverse students through classroom presentations to University 199, a freshman level course for multicultural students. In addition, study abroad staff will reach out to promote and recruit from multicultural and diverse student organizations on campus. Study abroad staff frequently uses diverse individuals in pictures for marketing purposes (see Appendix T) as a form student-to-student marketing. If diverse students see other students that they identify with studying abroad, they will believe that it is an opportunity they can do so as well.
ENHANCING STUDENT MOBILITY FOR THE 21ST CENTURY

A larger effort in the making is the development of a faculty-led study abroad program that specifically recruits multicultural students to attend a course on intercultural communication in Brazil. Allison Wright, a graduate student at SIT Graduate Institute, is designing this program tailored to the specific needs of a multicultural student. See Appendix U for a complete program description.

4.3 Financial Aid and Scholarships

The cost of study abroad programs is one of the largest limiting factors for students. Study abroad colleagues must ask themselves, at what point is cost prohibitive? An effective office must find ways to support students to overcome this limitation and collaboratively work with the institution to remove barriers.

Some students may not realize that financial aid resources and scholarships can be used to make an overseas experience affordable. There are several types of aid available to students: grants and scholarships, loans, and work-study or subsidized work. Grants and scholarships are generally most desirable because they do not have to be repaid. Grants are need-based; scholarships are generally merit-based and are often awarded to people who demonstrate a special ability or belong to a specific group (Lauman, Stubbs, Gliozzo, & Lee, 2005, p. 109).

NDSU currently offers many different types of scholarships for students going abroad and frequently encourages students to apply. Refer to Appendix V to see the official scholarship brochure used for marketing and recruitment purposes. One scholarship that leads to sustainable faculty and student mobility is the NDSU Miles Scholarship. Faculty members that travel abroad are encouraged to become a member of this scholarship program and they can donate miles accumulated during flight travel to the SAO, and these miles are then rewarded to students in the form of a scholarship that purchases their airline tickets. This makes the airline cost free to
students, while the SAO only pays a small fee to include the taxes from the airline fees. This sustainable scholarship encourages faculty mobility while supporting student mobility. SAO staff will continue to creatively seek new ways to fund study abroad scholarships. The office will reach out through grant writing and soliciting from alumni.

In addition to scholarships, NDSU is coordinating with all North Dakota colleges and universities to approach the state government, legislature, and higher education communities to leverage support from Bank of North Dakota as a means to provide subsidized loan opportunities to students attending colleges and universities in the state planning to study abroad. This initiative developed out of a NAFSA meeting of study abroad professionals statewide that want to increase access to government funding with flexible dates of disbursement to encourage more students to gain experiences abroad. In addition, statewide study abroad professionals propose a loan forgiveness program for students remaining in the state for five years after graduation and in turn all parties benefit. See Appendix W to view the education abroad legislator outreach plan of action and the marketing materials including a letter and a flyer being sent out to legislatures to gain support for this cause. In addition, refer to Appendix X for an overall summary of NDSU SAO’s initiatives to make study abroad financially accessible for students.

**Strategy 5 - Logistics**

**5.1 Informational Guides**

Logistics consider the practical side of study abroad. When thinking about logistics on a large-scale level of the entire SAO, the best way to look at is how to cover all the logistical information during the advising process. SAO staff members have brainstormed a way to streamline logistical information for each step of the advising process, from pre-decision before selecting a program all the way through re-entry at the conclusion of the program abroad. Four
general informational handbook guides (see Appendix Y) and one adapted for faculty-led programs will be created that address significant logistical information for each phase of the advising process; get started, before you go, while abroad, and returning to NDSU.

**Strategy 6 - Health and Safety Plan**

**6.1 Student Preparation**

Many students who study, work, or travel abroad are less prepared than they should be for the possibility of sudden injury, illness, depression, or other health contingencies. Although most students will face few health issues abroad, to minimize risk it is best to prepare students before they leave home, and encourage them to be proactive, not fearful. Clear institutional policies, sound operation procedures, and responsible programming decisions will go far in answering health and safety concerns (Gore & Green, 2005, p. 261). It is of the upmost importance that study abroad advisors properly prepare students before they depart the U.S. See Appendix Z for a safety and security letter to study abroad students from the NDSU assistant director of study abroad.

The more information SAO advisors can provide in written form to students the better, presented at pre-departure sessions and have the resources readily available to them both in print and posted online. Students should also be encouraged to pack all relevant information and carry it with them when they travel. Advice that seems irrelevant when heard or read in the comfort of home may mean something entirely different when read by a student responding to a real health and safety issue (Gore & Green, 2005).
6.2 Health Insurance

Student health and safety is always of paramount importance. At the institutional level, policies must be designed to sustain an effective health and safety approach for study abroad programs (NAFSA, 2008, p. 8). All students who study abroad through each and every one of NDSU’s program options are required to purchase Cultural Insurance Services International (CISI), which is a comprehensive and reliable worldwide health and safety insurance coverage. See Appendix AA for the CISI insurance plan specifically designed for NDSU students. This coverage helps NDSU, students, and their families to know that they are protected overseas under any health and safety circumstances, including emergency evacuation or transportation of remains.

Strategy 7 - Crisis Management Plan

7.1 Emergency and Risk Management

The health, safety, and security of education abroad participants have always been primary concerns for education abroad administrators, resident directors, and program sponsors when designing, monitoring, and evaluating overseas study programs. During the past decade, however, the field has strengthened its efforts to provide guidance, resources, and training to education abroad professionals about health, safety, and security issues involved in study abroad programming. This increased emphasis was due in part to the growth of students participating in study abroad at the end of the last century (Gore & Green, 2005).

Institutional policies and procedures for risk management and crisis response should be in place for all study abroad programs and monitored regularly. A risk management process begins with defining an acceptable level of risk for a program abroad. Effective risk management requires identifying potential hazards in advance and implementing specific risk management
strategies prior to student departure with the ultimate goal of protecting the participants, the staff, the program, and the institution. Refer to Appendix BB for a sample waiver form that must be signed by students for high-risk travel to countries with current United States Department of State travel warnings issued. This protects NDSU study abroad and at the same time alerts students to the realistic threats of their travels to which they agree to practice all health and safety standards.

Effective risk management also includes an incident recording system and annual policies and procedures review. The SAO provides students with an emergency card complete with emergency action plan steps on it (see Appendix CC) at pre-departure orientation. The students are recommended to carry this card with them at all times so that they have contact information in case of an emergency. The overall goal of emergency preparedness and response protocol is to provide an effective plan of action that can be easily implemented should an emergency situation occur. Most U.S. institutions of higher education have a protocol or set of procedures to deal with emergencies on campus. When NDSU study abroad recently became part of the newly formed ISSAS office, they updated its emergency response procedures. You can see this policy document including a crisis management team and emergency management flow chart in Appendix DD. The SAO also will implement an incident tracker and recording system for emergencies that occur to NDSU students abroad. This tracker will comply with Clery Act standards as well as serve as a tool for staff members when identifying potential risks on future programs.
Strategy 8 – Budget

8.1 Study Abroad Office Budget

A financially sustainable plan should be in place to support the SAO. Thinking about study abroad for the long term is crucial. Study abroad programs benefit from being able to plan for the future based on a reliable financial plan. Year-to-year uncertainty is a handicap to program quality (NAFSA, 2008, p.5). Today, given spiraling costs in education, tight budgets plague most programs (Lund, 2007, p. 98). Study abroad budgeting is a complicated task because there are so many intricate and revolving details involved. A current SAO budget is shown on the next page (refer to Appendix EE for budget notes). This budget includes past, current, and future SAO financial data from 2012 to 2019. The purpose of the budget is to use past and current statistics to predict future revenues and expenditures for the next five years taking into account the desired office growth and expansion of student participation through the SAO.
## ENHANCING STUDENT MOBILITY FOR THE 21\textsuperscript{ST} CENTURY

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8.2 Staffing Plan Budget

In order to make the staffing plan mentioned earlier realistic, a staffing budget must be created to accommodate their salaries. Currently, university allocated funds cover study abroad staff member salaries. This is the preferred method for new staff hires, but may not be possible considering the allocated budget may not support such a rapid increase and growth of staff members. There are two additional options to create a sustainable method of funding new staff hires. However, even with the implementation of one of the following two staffing plans, it is necessary to immediately hire a minimum of two staff members as mentioned in the staffing section to be proactive in growing student participation numbers.

A. Education Abroad Model Tuition Proposal

Faculty-led study abroad programs at NDSU can place additional expenses on students that can be harmful to student access. Currently at NDSU, the tuition money paid by students for participation on faculty-led programs is not used to reduce the cost of the program itself. Many universities use tuition to help defray study abroad expenses, which in turn reduces the cost to and increases the participation of students. Prohibitive cost is one of the reasons students do not consider education abroad when planning their undergraduate careers (Lauman, Stubbs, Gliozzo, & Lee, 2005). The institution should be committed to controlling the cost of study abroad programs, in a manner that widens access to the study abroad experience (NAFSA, 2008). Many study abroad funding models exist. Support can come from tuition, special fees, low-cost bilateral exchange agreements, incentives negotiated with partner institutions of higher education, and fundraising, among other sources. Nonetheless, each institution must determine the model that best serves its students and is consistent with its unique context and academic mission (NAFSA, 2008).
Members of an ad hoc committee on study abroad were charged developed a new tuition model for faculty-led study abroad programs that would reduce student costs and alter the flow of faculty-led study abroad student tuition from the university directly to the SAO. According to Lund (2007), if the institution is keeping all of the tuition dollars and wants the international office to charge an administrative fee, then it is time for a serious look at the institution’s commitment to study abroad (p. 97). The Education Abroad Model (EAM) executive summary can be referenced in Appendix FF. Not only will this charge to increase participation in faculty-led programs and lower costs for students, it can enhance overall revenue for the SAO. The EAM was developed to provide the means of increasing student participation in faculty-led study abroad programs and to help reduce the overall cost to students and encourage more faculty to create learning abroad offerings. As study abroad numbers increase and maintain a higher enrollment level, there will be a potential for enrollment net revenue gain within NDSU SAO that can be put towards salaries for hiring new staff members.

B. Student Service Fee

The other option is to create a student fee of 325 dollars to use the services of the SAO. This fee is a beneficial cyclical process in which enough knowledgeable full-time staff members are hired through a supportable staffing plan to effectively contribute to the study abroad team and existing goals as the student mobility numbers increase. A student service fee staffing plan budget and budget notes can be seen in Appendix GG. This option is least preferable as it adds an additional student cost to study abroad and expenses can be the most barring factor that deters students away from the opportunity.

Strategy 9 - Evaluation Plan
9.1 Evaluation, Assessment and Learning Outcomes

“It changed my life.” This is a common conclusion to a study abroad experience. It can often stand as the total validation of the academic program for students. Students experience transformations through their immersion in study abroad programs and an increase in their intellectual abilities through the structured academic, experiential learning that occurs on these great programs. However, students, study abroad professionals, and even faculty often find it difficult to quantify or document this growth. Distinctions between academic progress and personal growth through experiential learning often become blurred (Quade, 2007).

NAFSA (2008) suggests that a process for the regular evaluation of the institution’s study abroad programs should be in place. Each institution should also monitor the policies and practices of its program providers and require that they, too, have regular evaluation measures. From a quality perspective, institutions need an evaluation process that can alert them to program strengths and weaknesses at a level of specificity that facilitates the implementation of improvements (NAFSA, 2008, p. 8). The SAO understands the importance of program assessment and evaluations and desires to implement evaluations for each student and for all programs. Refer to Appendix HH for a sample evaluation sheet. Beginning in 2015, SAO staff will also introduce a similar evaluation sheet for all programs including exchange, direct, ISEP, faculty-led, and affiliate provider programs.

According to Quade (2007), professionals in study abroad have an obligation to provide its students and colleagues with the opportunity and tools to quantify, reflect, and document all of the possible outcomes from the increasingly popular study abroad opportunities and need to develop and employ a comprehensive strategy and efficient methods to assess student learning in all dimensions of the academic and intercultural experience. Assessment is a process by which
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information is obtained relative to some known objective or goal (Zukroff, Ferst, Hirsch, Slawson, & Wiedenhoeft, p. 446). The SAO will conduct research on the best way to assess learning outcomes of study abroad students on intercultural competence and personal growth to be implemented by 2019.

**Conclusion**

As we move past the first decade and further into the 21st century, it is evident that globalization and internationalization directly affect higher education and the future of students. It is incumbent of those of us who are international educators to further the dialogue on this topic and to move beyond the trenches of the traditionally held beliefs that globalization, as Grünzweig and Rinehart states, runs counter to “the basic premise of international education” (as cited in McCabe, 2001, p. 144). This capstone project was a case study focused on the alignment of institutional commitment to a process with one of internationalizations most treasured aspects, study abroad. The SAO at NDSU recognizes the need for internationalization in higher education institutions and for students to study abroad and endure personal growth in order to be globally competent citizens as a direct response to globalization. Study abroad has the potential not only to help students make memories but also to create meaning in their lives and to help them gain a sense of belonging within the world community (Zukroff et al. 2005).

NDSU senior administration along with the SAO staff are prepared to initiate and foster a study abroad culture on campus through collaboration with IIE’s GSA initiative and double the number of study abroad participants in five years. Wendy Williamson suggests that if you or your university is expecting this to happen with a clever marketing campaign and more rhetoric, then you better think again. If we are going to take this ambitious goal seriously, colleges and universities must re-evaluate their policies, procedures, and “politics” with respect to education
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abroad, and deconstruct the many barriers that they themselves have put into place (personal communication, March 23, 2014). The first step in this process was to write a comprehensive strategic plan that covers all areas vital to increasing student participation numbers to five percent by 2019. See Appendix II for a comprehensive chart summary. Focusing efforts on curriculum, staffing, program marketing, student recruitment and admissions, logistics, health and safety, crisis management, budget, and evaluation provides a well-rounded design for NDSU and the SAO to take action. The strategic plan is ambitious, however using the parameters I was given to reach the ultimate goal, this is the best solution considering institutional limitations. In order for it to be successful, the SAO must hold total accountability with leveraged support, and abide by the timeline provided. It is evident that in the iterative field of international education, the strategies and benchmarks may change along the way. Given this fact, success will be evaluated by the accomplishment of all of the preferred outcomes by December of 2019.

It is hoped that, the study abroad community will recognize the natural progression from cultural preservation, to cultural relativism, to elements of technologically influenced universalism, to globalization, and their relevance to the development of international education policies and programs (McCabe, 2001, p. 144). In order for the ultimate goal to be reached successfully, advisors must remember their stakeholders and work across the campus spectrum with students, faculty, departmental advisors, campus administrators, and other education abroad professionals to make the education abroad experience as academically integrated and administratively seamless as possible. Just as in the African saying, “It takes a village to raise a child,” it takes a campus of caring individuals to educate a student (Anderson & Murray, 2005, p. 173).
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BIBLIOGRAPHY


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Appendix A

U.S. Land-Grant Colleges and Universities

Source: National Institute of Food and Agriculture, U.S. Department of Agriculture.
The Association of Public and Land-Grant Universities [APLU] (2012), explains that since their establishment, land-grant colleges have grown to represent to the world a unique system of widely accessible higher education (p. 3). The original mission of these institutions, as set forth in the first Morrill Act, was to teach agriculture, military tactics, and the mechanic arts as well as classical studies so members of the working classes could obtain a liberal, practical education (APLU, 2012, p. 1). APLU (2012) states that over the years, land-grand status has implied several types of federal support (p. 1). Today, America’s land-grant universities contribute to fulfill their democratic mandate for openness, accessibility, and service to people, and many of these institutions have joined the ranks of the nation’s most distinguished public research universities. Through the land-grant university heritage, millions of students are able to study every academic discipline and explore fields of inquiry far beyond the scope envisioned in the original land-grant mission (APLU, 2012, p.2).
Appendix C

EDGO Organizational Chart
According to IIE (2013), the goals for GSA are as follows:

- Mobilize resources and commitments to double the number of U.S. students studying abroad.
- Raise awareness of IIE’s long-standing commitment to study abroad and expand IIE’s activities by engaging the community of IIE staff, alumni, grantees, and new stakeholder audiences in IIE’s mission.
- Shift the paradigm by recasting study abroad as a career-enhancing necessity for all college students and an essential component of a college degree.

Institutions that join the commitment agree to implement the following initiatives at their institutions over the next five years (IIE, 2013):

- Launch a new study abroad initiative or scholarship.
- Provide an innovative new support service for students.
- Help students engage internationally through service learning, research, or internships.
- Make it possible for more underrepresented students to study abroad.
- Engage study abroad alumni in new and creative ways.
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Appendix E

GSA Commitment

Generation Study Abroad – Join the Commitment

To join the Generation Study Abroad Commitment, please complete this form and submit this form along with your letter of commitment to StudyAbroad@iie.org. Deadline for submission is February 14, 2014.

Step 1: Describe your Baseline

<table>
<thead>
<tr>
<th>For Academic Year 2011/12 (reported in Open Doors 2013)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total student enrollment</td>
<td>14,399</td>
</tr>
<tr>
<td>Undergraduate student enrollment</td>
<td>11,911</td>
</tr>
<tr>
<td>Degrees conferred</td>
<td>2,477</td>
</tr>
<tr>
<td>Number of students studying abroad (Undergrad, Grad, and Total)</td>
<td>Undergrad: 260; Grad: 5; TOTAL: 265</td>
</tr>
<tr>
<td>Study Abroad Participation Rate (Undergraduate, Grad and Total, if available)</td>
<td>Undergrad: 2.18%; Grad: .02%; TOTAL: 1.84%</td>
</tr>
</tbody>
</table>

Step 2: Set your Target

☒ For colleges and universities: My institution pledges to double or to significantly increase the number of students who study abroad. (For educational associations and other private sector organizations, see Step 3)

Targets can include: pledging to double the number of students who study abroad by the end of the decade; increasing the participation rate to a specific percentage; requiring all students to have a study abroad experience; etc. Important: Your target must be ambitious and represent a stretch for your institution, and it must contribute significantly to the overall goal of doubling U.S. study abroad.

Our Pledge (specify target): __ To increase study abroad participation from nearly 2% to 5%__________

Step 3: Agree to Actions

☒ In addition to meeting the target listed above, my institution pledges to undertake new and expanded activities to enable more students to study abroad, and to report these to IIE. These might include:

- Launch a new study abroad initiative or scholarship
- Provide an innovative new support service for students
- Help students engage internationally through service learning, research, or internships
- Make it possible for more underrepresented students to study abroad
- Engage study abroad alumni in new and creative ways
- For education associations and private sector organizations, this can include contributing significant support through providing scholarships, producing materials, or offering services.

Step 4: Describe Your Pledged Target and Actions

Submit a letter of commitment, signed by your President or Senior International Officer, describing why your institution is joining the Generation Study Abroad commitment, the specific target you are setting, and how you plan to achieve the target by the end of the decade, as well as specific actions you pledge to take or resources you will contribute.
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Contact information for your primary institutional representative for this commitment:

<table>
<thead>
<tr>
<th>Name:</th>
<th>Dean L. Bresciani</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
<td>President</td>
</tr>
<tr>
<td>Institution:</td>
<td>North Dakota State University</td>
</tr>
<tr>
<td>Address:</td>
<td>1340 Administration Avenue</td>
</tr>
<tr>
<td>City, State, Zip:</td>
<td>Fargo, ND 58102</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:Ndsu.presidents.office@ndsu.edu">Ndsu.presidents.office@ndsu.edu</a></td>
</tr>
</tbody>
</table>

Signature: [Signature]

Date: 1-29-14

Submit this form along with your letter of commitment from your President of Senior International Officer to IIE by February 14, 2014 in order to be included in our press launch. Please email your materials to StudyAbroad@iie.org.

If you have questions, please contact:

Wagaye Johannes
Project Director
Institute of International Education (IIE)
Email: studyabroad@iie.org
Dear Institute of International Education,

North Dakota State University (NDSU) recognizes the value of international education to its mission of “addressing the need and aspirations of people in a changing world building on our land-grant foundation.” A globally engaged campus enhances our students and faculty both personally and professionally and ultimately benefits the people of North Dakota. Therefore, we wholeheartedly accept IIE’s “Generation Study Abroad Challenge” and are excited to pledge that we will more than double our study abroad participation by 2019. To show our support for study abroad, we plan to boost participation levels to 3%, which is an increase of 3% from the 2012-2013 level.

NDSU pledges to take on the following initiatives and to provide the following resources in order to help us reach our aforementioned study abroad participation goals:

Improve College and Departmental Support
Collaboration across campus is a significant step that can be made to help students see study abroad as an integral part of their academic career. Creating connections within departments by locating study abroad champions and determining the recommended semester for study abroad within each major will help with academic advising.

Expand Underrepresented Student Participation
NDSU aims to increase participation of our underrepresented populations in study abroad. We will continue with our marketing and recruitment efforts to include first-generation, STEM majors, diverse students, athletes, veterans, and other underrepresented populations with the goal of matching our campus demographics.

Increase NDSU Student Miles Scholarship Awards
NDSU awards scholarships for free airline tickets to students who study abroad by asking NDSU faculty and staff to participate in our business miles program. To date we have been able to award twelve scholarships, however we plan to triple the amount of awards by boosting faculty and staff participation in the program.

Enhance Peer Recruitment, Mentoring, and Advocacy
We will enhance our current programs for returned study abroad students in order to invigorate and broaden peer-to-peer recruitment and mentoring. The creation of a study abroad student organization will allow returned students to take on recruitment and mentoring activities and to participate in study abroad advocacy efforts.

The combination of additional numbers of scholarships and loans awarded, peer involvement, expanding participation to underrepresented populations, and improving support across campus will inevitably lead to higher study abroad participation. As a Carnegie “Very High Research” institution, we are ready to reach beyond the traditional classroom setting by taking it to the next level. We are committed to making global learning a priority during the next five years.

Sincerely,

[Signature]

Dean Bresciani

President

OFFICE OF THE PRESIDENT
NDSU Dept 1000 | PO Box 6050 | Fargo ND 58108-6050 | 701.231.7211 | Fax 701.231.8722 | www.ndsu.edu
NDSU is an EODA university.
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Appendix G
NDSU SAO Data for Annual Report 2013

Percent of Study Abroad Students by Academic Level

Percent of Study Abroad Students by Program Type

Percent of Study Abroad Students by Gender

Number of Study Abroad Students* by College

Percent of Study Abroad Students by Semester

Number of Students Abroad by Academic Year

Percent of Study Abroad Students by Ethnicity
Appendix H

The Matrix Model

Example: Regarding practice and research in Lesotho: Lesotho 1-Primary Schools Observing/Documenting participant 2- Indigenous Self-Perceptions over Three Years of a 3- Community-based school construction 4- Facilities "self-help" construction project.
Appendix I

Strategic Planning Process

Strategic planning is a systemic process through which an organization agrees on-and builds commitment among key stakeholders’ top-priorities that are essential to its mission and are responsive to the environment. Strategic planning guides the acquisition and allocation of resources to achieve these priorities (Allison & Kaye, 2005). Successful strategic planning improves the focus of an organization in that it generates (Allison & Kaye, 2005):

- An explicit understanding of the organization’s mission and organizational values among staff, board, and external constituencies
- A blueprint for action based on current information
- Broad milestones with which to monitor achievements and assess results
- Information that can be used to market the organization to the public and to potential funders (p. 3).

A thorough examination of these four essential components put into strategic planning will lay the foundation for NDSU study abroad in a way that will allow for growth in a constant and progressive manner towards its goal.
Appendix J

“So That” Chain

• "So That" Chain - STRATEGY:

• Write a strategic plan to increase stakeholder participation and student mobility in an internationalizing and globally connected institution for the 21st century.

SO THAT

• NDSU SAO can establish accountability for outcome-based planning and evaluation in relation to the desired theory of change.

SO THAT

• NDSU transforms into a more globally engaged and aware institution of the higher education community for the 21st century.

SO THAT

• NDSU SAO shows commitment to the institution’s mission in relation to internationalization and student mobility abroad.

SO THAT

• Students are provided with an education that embeds international learning within and outside of the traditional classroom and prepares them to compete successfully in the current marketplace.

SO THAT

• Students gain insight and understanding into other cultures and societies, acquire critical thinking, personal development skills, and intercultural competencies that lead them to be global citizens prepared for the 21st century.
Appendix K

NDSU SAO Stakeholders

NDSU Study Abroad Stakeholders

- NDSU Academic Departments
- Student Financial Services
- Division of Equity, Diversity, & Global Outreach (EDGO)
- Office of International Student & Study Abroad Services (ISSAS)/Office of International Programs (OIP)
- Office of Global Outreach (OGO)
- Center for Global Initiatives (CGI)
- NDSU President & Senior Administration
- State of North Dakota Government
- ND Legislative Branch, Higher Ed Funding Committee
- ND University System: State Board of Higher Education
- MN Department of Education
- ND Department of Public Instruction
- Global Community
- IIE, Generation Study Abroad
- NDSU Community
- NDSU Faculty
- Parents
- Returnee Students
- Prospective Students
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Appendix L

SAO Location Map
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Appendix M

SAO Prime Location and Window Marketing
Curriculum Integration by Academic College

<table>
<thead>
<tr>
<th>Level &amp; Timeline</th>
<th>Academic College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier A</td>
<td>1. Arts, Humanities, and Social Sciences</td>
</tr>
<tr>
<td>(Summer 2014-Summer 2016)</td>
<td>2. Business</td>
</tr>
<tr>
<td></td>
<td>3. Human Development and Education</td>
</tr>
<tr>
<td>Tier B</td>
<td>4. Pharmacy, Nursing and, Allied Sciences</td>
</tr>
<tr>
<td>(Fall 2016 – Fall 2019)</td>
<td>5. Engineering</td>
</tr>
<tr>
<td></td>
<td>6. Agriculture, Food Systems, and Natural Resources</td>
</tr>
<tr>
<td></td>
<td>7. Science and Mathematics</td>
</tr>
</tbody>
</table>

This chart represents the order in which the SAO will execute outreach initiatives to specific academic colleges.
Appendix O
SAO Spacing Needs

ISSAS Spring 2014

ISSAS Fall 2014
This diagram displays the increase in study abroad staff that will occur over the next five years to accommodate the needs for student mobility growth.
Measuring Workload and Student to Staff Ratios

Measuring Workload
One of education abroad's significant challenges is to find methods to measure workload within the profession. For the last decade, the student participation to staff ratio has been used, especially because it parallels how classroom staffing is measured. This is a rough measure because different offices provide different levels of service to students, but it does provide a starting point. To provide more useful information, we further analyzed the staffing levels by comparing the data we collected on staff to student ratios with the data on how well staffed organizations feel they are. Figure 4 looks at student to staff ratios where the number of students is based on the number an organization sends abroad annually, and the number of employees is based on the total number of employees, at all levels, in an office.

Organizations that feel they are staffed appropriately today have a mean student to staff ratio of 47:1. Organizations that feel they are currently understaffed have a mean student to staff ratio of 70:1.

Figure 4. Student to staff ratio counting all FTE

Source: Forum on Education Abroad Pathways Survey 2008
Appendix Q

SAO Staffing Plan

<table>
<thead>
<tr>
<th>Position</th>
<th>Projected Hire Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget &amp; Billing</td>
<td>Fall 2014</td>
</tr>
<tr>
<td>Student Workers (2-4)</td>
<td>Fall 2014</td>
</tr>
<tr>
<td>Student Outreach Specialist/Advisor</td>
<td>Spring 2015</td>
</tr>
<tr>
<td>Marketing &amp; Technology Specialist/Advisor</td>
<td>Fall 2015</td>
</tr>
<tr>
<td>Curriculum Integration Specialist/Advisor</td>
<td>Fall 2016</td>
</tr>
<tr>
<td>Department Outreach and Faculty Training Specialist/Faculty-Led Program Advisor</td>
<td>Fall 2017</td>
</tr>
<tr>
<td>Grant Writing &amp; Alumni Outreach Specialist</td>
<td>Fall 2018</td>
</tr>
<tr>
<td>Front Office Clerk</td>
<td>Fall 2019</td>
</tr>
<tr>
<td>Director of Study Abroad</td>
<td>Fall 2020</td>
</tr>
</tbody>
</table>

This chart shows the progression of the SAO and projects the desired staff members that will join the team at the approximate date of hire in accordance to the growth of 84 study abroad students per year. By 2020, the office will have expanded and grown in enough staff to break apart from international student services and become its own office and at this time will hire a separate director.
Appendix R

SAO Marketing Logo - Brand
Appendix S

Bison Abroad Photo Contest

Bison are roaming the globe. Vote for your favorites at facebook.com/NDSUStudyAbroad

Learn more about how you can study abroad at ndsu.edu/studyabroad.
Photo by Austin Soupir in Galway, Ireland.
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Appendix T

SAO Diversity Marketing

IMAGINE YOURSELF ABROAD

STUDY ABROAD IS A GREAT WAY TO LEARN ABOUT YOURSELF, YOUR HERITAGE AND THE WORLD.

STUDY ABROAD INFO SESSIONS
MONDAY-THURSDAY 4 PM
Office of International Programs, Memorial Union 175
Special sessions: Sept. 17, 19, 20 and 26
Office of Multicultural Programs, Memorial Union 178

STUDY ABROAD IS AFFORDABLE
Choose from exchange and faculty-led programs with the same tuition and fees as NDSU or select from direct affiliate programs where NDSU tuition is waived. Students in a study abroad program can use their current financial aid award program costs. Students are encouraged to apply for study abroad scholarships like those listed below.

NDSU MILES SCHOLARSHIP
Free to all NDSU students who will be studying abroad anywhere in the world.

FULBRIGHT SCHOLARSHIP
Offered grants of up to $5,000 for U.S. citizen undergraduate students of limited financial means to pursue academic study abroad.

DIVERSITYABROAD.COM STUDY ABROAD SCHOLARSHIP
Twenty $10,000 scholarships are available for spring, summer and fall study abroad.

STUDY ABROAD TURKEY SCHOLARSHIP FOR MULTICULTURAL STUDENTS
Grants are available for $5,000 to $10,000 for undergraduate and graduate students in a study abroad program in Turkey or Cyprus.

DIVERSITY ABROAD/GLOBALINKS LEARNING ABROAD SCHOLARSHIP
$1,000 scholarships are available for undergraduate students to study in the Asia/Pacific region.

MORE OPPORTUNITIES
are available online at www.ndsu.edu/international/studyabroad.
Intercultural Communication in Brazil

Intercultural Communication in Brazil (IC Brazil) is a short-term faculty-led program for North Dakota State University (NDSU) students aimed at recruiting multicultural students. NDSU sent over 250 students abroad in the academic year 2012-2013. Of these students, 92% of them identified as white. Intercultural Communication in Brazil will be open to all students enrolled at NDSU with a GPA of 2.5 or higher.

Using experiential learning, students will spend five classes learning and presenting on intercultural communication theorists Edward Hall and Geert Hofstede before putting their theoretical knowledge into practice in Rio de Janeiro, Brazil. Upon their return, students will submit a final paper drawing a direct connection from the theories presented in class to their experiences in Brazil. Urie Bronfenbrenner’s Ecological Systems Theory will be utilized in the support of students before, during, and after their program.

Rio de Janeiro, Brazil has been chosen for a number of reasons. The first: it’s a melting pot of cultures, which offers a variety of opportunities for different situations to use the intercultural communication theorists learned. Second, Brazil is growing on the world stage. The Institute of International Education’s “Brazil Scientific Mobility” program is seeing an influx of Brazilian students on U.S. campuses. Brazil is hosting two of the largest sporting events in the world back to back, the FIFA World Cup and the Summer Olympics. Brazil is becoming a popular destination for U.S. students studying abroad. In conjunction with NDSU’s Office of International Student and Study Abroad Service’s preferences, a third party provider is being used to secure lodging, transportation, and entrance to activities for all participants in Brazil. This third party provider, AIFS, has staff in Brazil that can assist the faculty leader if any issues arise.

IC Brazil is focused on the recruitment of multicultural students into study abroad. The program is designed with the knowledge that people are likely to do something more if they know the person suggesting it. For this reason, the University Studies 199 leader, Frank Oakgrove has been chosen to lead the program. He works in the Office of Multicultural Programs on campus, where he can recruit students to the program. The curriculum has been chosen to build off of the Community of Respect, which is a component of the University Studies 199 course. In the course he currently teaches, he can promote IC Brazil. The program’s alumni can be used for student-to-student peer advising and recruitment for IC Brazil in the future. Utilizing study abroad alumni will keep returnee students on-campus engaged in study abroad, help promote IC Brazil on campus, and continue to use the skills learned on their program.

This study abroad program will help NDSU will meet its goals laid out in the Institute of International Education’s “Generations Study Abroad” initiative by increasing the number of multicultural students studying abroad. Students will gain skills that be applied throughout their education and will lead to the direct recruitment of more multicultural students to study abroad.
Appendix V

Study Abroad Scholarship Brochure

Scholarships for Study Abroad

- Students considering studying abroad are highly encouraged to apply for study abroad scholarships. Apply early—most scholarship deadlines fall from November to April for study abroad programs for the next academic year. The listing here is a short sampling of the many scholarships available. For more scholarships, links to additional scholarship search engines, or to download applications, visit http://studyabroad.northdakota.edu/scholarships.

NDSU Scholarships

- NDSU Student Alumni Scholarship: the Office of International Programs is excited to award free airfare for study abroad programs. All students have applied for financial aid to qualify.
- Jones and Susan Mohn Scholarship: students with a minimum GPA of 3.0, Preference given to Meritena Health Dakota students studying abroad for first year.
- Suicide Malta Memorial Study Abroad Scholarship: $5,000 scholarship granted to students studying in the Middle East or Southeast Asia.
- Lael Sparks Study Abroad Scholarship: $5,000 scholarship awarded to a student majoring in a modern language.

Diversity Scholarships

- Diversity/Merit Scholarship: $10,000 scholarships awarded to students who are entering a minority status to remove disadvantage students.
- African-American, Asian-American, Hispanic/Latino and Native-American students are strongly encouraged to apply.
- Gilman Scholarship: scholarships of up to $3,000 are awarded, with the goal to diversify students who study abroad and the countries and regions where they go.
- Fund for Education Abroad/New /></div>
Appendix W

Legislator Outreach Plan of Action

Education Abroad Legislator Outreach Plan of Action

Proposed Legislation to Help Make Study Abroad Financially Accessible for ND students

Study abroad puts North Dakota students in a competitive advantage with their peers across the nation. To encourage students to go abroad, the state should enact a study abroad loan program which would boost study abroad participation and help to make North Dakota a leader by creating globally minded students. The largest hurdle for students is access to affordable financing regardless of parental income. The proposed loan should:

- Offer a loan that is subsidized by the state of North Dakota while students are in school and thereafter offer a low, locked in rate of interest during repayment.
- Be flexible to allow for early study abroad costs rather than following the regular semester disbursement dates.
- Have wide availability to any student studying abroad regardless of parent income as both students from both low income and high income backgrounds have issues with obtaining loans on their own.
- Allow students to borrow without a cosigner as this is a big barrier for students whose parents or guardians who are unwilling or unable to cosign.
- Offer partial loan forgiveness for students who remain residents of ND upon graduation.

Timeline

Before April 1:

Materials for legislators will be provided to international education representatives during state meeting. The letter will be approved during the meeting and sent by email to IE representatives.

Before June 1:

IE representatives will adjust letter as needed, print on their own university letterhead, and send it along with the study abroad fact sheet to their local legislators using the education committee contact list provided during the state meeting.

Before July 1:

IE representatives will send a follow-up email to their representatives that includes the information in the original letter, a link to a video with personal student stories about study abroad (will be emailed mid-June), and the electronic version of the study abroad fact sheet.

Before September 1:

We encourage all IE representatives to meet with their legislators directly. Fargo area representatives will be invited to a late summer meeting. The goal is to identify someone from both the house and the senate that will be willing to introduce the bill and to get this onto the fall meeting agendas that legislators will be holding in preparation for the upcoming session.
State Legislature Support Sample Letter

UNIVERISTY LETTERHEAD (IF POSSIBLE)

Date

Dear Representative /Senator NAME:

The internationalization of North Dakota’s higher education system combined with the retention of a globally educated workforce is vital to maintaining our strong economy and securing a bright future for our state. With exports of $3.7 billion in 2013, it is evident that North Dakota depends on world markets.

At the heart of international business—and essential to its success—is the critical task of building, conducting, and sustaining long-term relationships. This requires a workforce that possesses the skills and abilities necessary to adapt and function in various cultures across international business climates. The most efficient, effective way to prepare these workers is via an international study experience during their college years.

Each year greater numbers of North Dakota students are realizing the tremendous value (both personally and professionally) of study abroad. As international educators we witness the excitement with which they complete study abroad applications, strategize with their academic advisors, and in many cases study a foreign language. Unfortunately we also see about half of these students abandon their dreams and aspirations when the reality of financing comes into play. Although some fortunate students have families with resources to support them and many others are able to use financial aid to fund study abroad, we also see many students who are this cheated of this opportunity because of the fact that they and their families are honest, responsible hard working citizens who neither qualify for financial aid nor have the extra resources.

We know how powerfully study abroad changes perspectives and how critically important an internationally prepared workforce is to the state of North Dakota. Therefore, as international educators we are asking the ND Legislature to join us in creating a novel solution to this challenge that will benefits all parties involved, most importantly the State of North Dakota. Answers we have considered might include such things as making loans available to students attending North Dakota institutions targeted specifically for study abroad:

*Subsidized loans via the State Bank of ND that are based on student status (rather than resident).

* Subsidized loans via the State Bank of ND that are based on student income (rather than parent).

*Partial loan forgiveness for students who work for a ND entity for a specified number of years upon graduation.

We thank you for your consideration and look forward to serving as a resource to members of our legislature as you join us in addressing the new challenges created by the globalization of North Dakota’s economy.

Sincerely,

Name
Title
LEGISLATURE MARKETING FLYER

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“Our world has become so integrated. This creates exciting opportunities and challenges to solve economic problems related to increasing food demand and a rising middle class around the globe. The Department of Agribusiness and Applied Economics at NDSU offers opportunities in international agribusiness to help train the next generation of leaders from North Dakota and around the globe.”

William E. Nganje, Ph.D
Chairman and Professor
Agribusiness and Applied Economics, NDSU

Study abroad is especially impactful for students in the lowest academic tiers. Research at the University of Minnesota found study abroad students in the lowest level of admission were 21.8-33.6% more likely to graduate in four years compared to their peers who did not study abroad.

3.21 average graduating GPA for students in this category who studied abroad as compared to 3.14 for those who did not

References
International Research and Reporting, University of Minnesota, 1990-95
2012 IES Abroad Recent Graduates Study Report, Institute of International Education

“Business today is global. Learning about how global the market is—financing, markets, trade—it really opens up a person’s eyes.”

Casey Bryl
International Manager, Amity Technology in Fargo, ND, on the value of international education for companies and the workforce

EFFECTS OF STUDY ABROAD

420 STUDENTS FROM ND STUDIED ABROAD 2011-12
469 IN 2010-11

“Study abroad students have a 10% higher rate of graduating in 4 years and 25% higher rate in 5 years compared to their peers.”

Sharon May, LCB/CITE
North Dakota Trade Office

The international exchange of students arms North Dakota’s workforce with the global consciousness necessary to stay on the cutting edge of industry and gives our state a competitive advantage. By sending North Dakota students abroad, as well as welcoming international students and staff into our universities, we build economic, cultural, and political bridges around the world.”

Front | Back
Appendix X

Financial Barriers for Study Abroad Students

Making Study Abroad Accessible Financially

- **Federal Financial Aid**
  Current regulations hinder students’ ability to use aid towards their study abroad programs in three significant areas.
  
  - Study abroad expenses, including early costs related to the trip such as airfare, passport, immunizations, etc., can only be included in the financial aid budget for the semester in which the trip will occur only. This means most low-income students are not able to participate due to lack of access to funds to pay for their early expenses.
  
  - Study abroad expenses such as housing, meals and miscellaneous expenses cannot be included in the budget for students who are enrolled less than half time. This has a big impact on students who study abroad during the summer as their budget cannot be altered to include those expenses which are an integral part to a study abroad experience.
  
  - Disbursement dates for funds are not flexible which puts some students at a disadvantage financially because they may already be abroad for three months before their aid is disbursed. For example, students who study during the fall semester in Australia start classes in July, but the aid is not disbursed until September leaving them financially vulnerable.

- **North Dakota Study Abroad Loan Program Proposal**
  Study abroad puts North Dakota students in a competitive advantage with their peers across the nation. To encourage students to go abroad, the state should enact a study abroad loan program which would boost study abroad participation and help to make North Dakota a leader by creating globally minded students. The proposed loan should:
  
  - Offer a very low interest rate to help keep study abroad affordable
  
  - Does not follow regular disbursement dates, but rather is flexible to allow for early costs
  
  - Has wide availability to any student studying abroad regardless of parent income (high or low)
  
  - Allow students to borrow without a cosigner as this is a big barrier for students whose parents or guardians who are unwilling or unable to cosign
  
  - Offers partial loan forgiveness for students who remain residents of ND upon graduation
Dear Students and Parents:

I hope your time abroad will be enriching and rewarding! I want to take this opportunity to remind you that we're here to help in any way we can. I also have some issues concerning safety that I want to share with you.

The terrorist threats in the world and the fact that you will be separated from your friends and family are issues that are on all our minds. The safety and security of the students we serve are of paramount importance to everyone at North Dakota State University.

The developments in the world in the past few years provide a lot of uncertainty for many, and we recognize the need to address some of the concerns that surface from war, terrorist threats, and other international conflicts.

We are informed by a variety of sources in making program security decisions. These include the U.S. Department of State, our partner institutions, overseas staff, our own (and other institutions') faculty and other experts, news media, and professional colleagues throughout the world.

We believe that students who are overseas on our programs are safe. You are encouraged to stay in close contact with your resident directors, international offices and/or with host institution officials. Please verify that you have been registered with the local U.S. embassy or consulate. Locate the consulate nearest you and write, e-mail or call them to register.

We will continue to do our best to receive current information and to monitor conditions so that we may make necessary and prudent changes in our recommendations and policies, and will do our best to continue to keep you informed. Please refer to this page with any questions you may have, and tell your loved ones they may do the same.

Please contact us with your ideas, suggestions, questions, and concerns. The safety and security of all of our students is of primary importance. We want students to have safe, positive, and enriching study abroad experiences, and we believe that there is no better way to promote peace and understanding than to do what you are doing now as an international student ambassador.

Sincerely yours,
Tanya Kramer - Assistant Director of Study Abroad
World Class Coverage Plan
designed for
North Dakota State University
Study Abroad and Exchange Abroad Programs
2012-2013

Policy terms and conditions are briefly outlined in this Description of Coverage. Complete provisions pertaining to this insurance are contained in the Master Policy on file with North Dakota State University under form number AH-15090. In the event of any conflict between this Description of Coverage and the Master Policy, the Policy will govern.

Policy # GLM N04983919

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Section I - Benefit Provisions

Benefits are payable under the Policy for Covered Expenses incurred by an Insured Person for the items stated in the Schedule of Benefits. Benefits shall be payable to either the Insured Person or the Service Provider for Covered Expenses incurred Worldwide. The first such expense must be incurred by an Insured Person within 30 days after the date of the Covered Accident, or commencement of the Sickness, and:

- All expenses must be incurred by the Insured Person within 52 weeks from the date of the Covered Accident or commencement of the Sickness; and
- The Insured Person must remain continuously Insured under the Policy for the duration of the treatment.

The charges enumerated herein shall in no event include any amount of such charges which are in excess of Reasonable and Customary charges. If the charge incurred is in excess of such average charge such excess amount shall not be recognized as a Covered Expense. All charges shall be deemed to be incurred on the date such services or supplies, which give rise to the expense or charge, are rendered or obtained.

Accidental Death and Dismemberment Benefit

**Accidental Death Benefit.** If injury to the Insured Person results in death within 365 days of the date of the Covered Accident that caused the injury, the Company will pay 100% of the Maximum Amount.

**Accidental Dismemberment Benefit.** If injury to the Insured Person results within 365 days of the date of the Covered Accident that caused the injury, in any one of the Losses specified below, the Company will pay the percentage of the Maximum Amount shown below for that Loss:

For Loss of: | Percentage of Maximum Amount
---|---
Both Hands or Both Feet | 100%
Sight of Both Eyes | 100%
One Hand and One Foot | 100%
One Hand and the Sight of One Eye | 100%
One Foot and the Sight of One Eye | 100%
Speech and Hearing in Both Ears | 100%
One Hand or One Foot | 50%
The Sight of One Eye | 50%
Speech or Hearing in Both Ears | 50%
Hearing in One Ear | 25%
Thumb and Index Finger of Same Hand | 25%

"Loss of a Hand or Foot" means complete severance through or above the wrist or ankle joint. "Loss of Sight of an Eye" means total and irrecoverable loss of the entire ability to hear in that ear. "Loss of Hearing in an Ear" means total and irrecoverable loss of the entire ability to speak. "Loss of Speech" means total and irrecoverable loss of the entire ability to speak. "Loss of Thumb and Index Finger" means complete severance through or above the metacarpophalangeal joint of both digits. If more than one Loss is sustained by an Insured Person as a result of the same Covered Accident, only one amount, the largest, will be paid. Only one benefit, the largest to which you are entitled, is payable for all losses resulting from the same accident. Maximum aggregate benefit per occurrence is $1,000,000.

Accident and Sickness Medical Expenses

The Company will pay Covered Expenses due to Accident or Sickness only, as per the limits stated in the Schedule of Benefits. Coverage is limited to

North Dakota State University 2013
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Covered Expenses incurred subject to Exclusions. All bodily injuries sustained in any one covered Accident shall be considered one Disablment, all bodily disorders existing simultaneously which are due to the same or related causes shall be considered one Disablment. If a Disablment is due to causes which are the same or related to the cause of a prior Disablment (including complications arising there from), the Disablment shall be considered a continuation of the prior Disablment and not a separate Disablment.

Treatment of an Injury or Sickness must occur within 30 days of the Accident or onset of the Sickness. When a covered Injury or Sickness is incurred by the Insured Person the Company will pay Reasonable and Customary medical expenses as stated in the Schedule of Benefits. In no event shall the Company’s maximum liability exceed the maximum stated in the Schedule of Benefits as to Covered Expenses during any one period of individual coverage.

Covered Accident and Sickness Medical Expenses

Only such expenses, incurred as the result of a Disablment, which are specifically enumerated in the following list of charges, and which are not excluded in the Exclusions section, shall be considered as Covered Expenses:

- Charges made by a Hospital for room and board, floor nursing and other services inclusive of charges for professional service and with the exception of personal services of a non-medical nature; provided, however, that expenses do not exceed the Hospital’s average charge for semiprivate room and board accommodation.
- Charges made for Intensive Care or Coronary Care charges and nursing services.
- Charges made for diagnosis, treatment and Surgery by a Doctor.
- Charges made for an operating room.
- Charges made for Outpatient treatment, same as any other treatment covered on an inpatient basis. This includes ambulatory Surgical centers, Doctors’ Outpatient visits/examinations, clinic care, and Surgical opinion consultations.
- Charges made for the cost and administration of anesthetics.
- Charges for medication, x-ray services, laboratory tests and services, the use of radium and radioactive isotopes, oxygen, blood, transfusions, iron lungs, and medical treatment.
- Charges for physiotherapy, if recommended by a Doctor for the treatment of a specific Disablment and administered by a licensed physiotherapist.
- Dressings, drugs, and medicines that can only be obtained upon a written prescription of a Doctor or Surgeon.
- Charges made for artificial limbs, eyes, larynx, and orthotic appliances, but not for replacement of such items.
- Local transportation to or from the nearest Hospital or to and from the nearest hospital with facilities for required treatment. Such transportation shall be by licensed ground ambulance only.
- Nervous or Mental Disorders are payable up to $1,000 for outpatient treatment, or up to $5,000 on an inpatient basis.
- The Company shall not be liable for more than one such inpatient or outpatient occurrence per lifetime under the Policy with respect to any one Insured Person.
- Chiropractic Care and Therapeutic Services shall be limited to a total of $50 per visit, excluding x-ray and evaluation charges, with a maximum of 10 visits per injury or Sickness. The overall maximum coverage per injury or Sickness is $500 which includes x-ray and evaluation charges.

- With respect to Accidental Dental, an eligible Dental condition shall mean emergency dental repair or replacement to natural teeth damaged as a result of a covered Accident.
- With respect to Palliative Dental, an eligible Dental condition shall mean emergency pain relief treatment to natural teeth up to $600 ($250 maximum per tooth).
- Maternity

Extension of Benefits

Medical benefits are automatically extended 30 days after expiration of the policy for conditions first diagnosed or treated during or related to your overseas study program with North Dakota State University. Benefits will cease 12:00 a.m. on the 31st day following termination of insurance.

Emergency Medical Reunion

When an Insured Person is hospitalized for more than 5 days, the Company will reimburse for round trip economy-class transportation for one individual selected by the Insured Person, from the Insured Person’s current Home Country to the location where the Insured Person is hospitalized. The benefits reimbursable will include:

- The cost of a round trip economy airline ticket and their hotel and meals (to a maximum of $100 per day) up to the maximum stated in the Schedule of Benefits. Emergency Medical Reunion.

Travel Delay Benefit

The Company will reimburse up to $100 per person per day for up to five days or up to a maximum of $500 if the Insured Person’s Trip is delayed for more than 12 hours for reasons of Mechanical failure, additional accommodations and traveling expenses until travel becomes possible. Insured expenses must be accompanied by receipts.

This benefit is payable only for one delay of the Insured Person’s Trip. Travel Delay cost is caused by reasons listed below:

- Carrier delay:
- lost or stolen passport, travel documents;
- Quarantine;
- Natural Disaster;
- Injury or Sickness of the Insured Person;
- the Insured Person being delayed by a traffic accident while en route to a departure;
- hijacking;
- unpublished or unannounced strike;
- civil disorder or commotion;
- riot;
- a common carrier strike or other job action;
- equipment failure of a Common Carrier;
- the loss of the Insured Person’s travel documents or tickets due to theft.

“Quarantine” means the Insured Person is forced into medical isolation by a recognized government authority, their authorized representatives, or medical examiners due to the Insured Person either having, or being suspected of having, a contagious disease, infection or contamination while the Insured Person is traveling outside the Insured Person’s Home Country.

The Insured Person must provide the Company with proof of the Travel Delay such as a letter from the airline, cruise line, or tour operator; newspaper clipping; weather report; police report or the like and proof of the expenses claimed as a result of Travel Delay.

Trip Interruption

The Company will reimburse the cost of a round-trip economy air and/or ground transportation ticket of the Insured Person’s trip, if his or her trip is interrupted as the result of:

- 1. The death of a family member;
- 2. The unforeseen injury or sickness of the covered person or a family member. The injury or sickness must be so disabling as to reasonably cause a trip to be interrupted;
- 3. Substantial destruction of the Insured Person’s principal residence by fire or weather related activity.

Additionally, the Company will reimburse the cost of a one-way economy air and/or ground transportation ticket for the Insured Person’s return to the program, if his or her trip is interrupted as the result of a medically necessary covered emergency medical evacuation to return the Insured Person to his or her home country or to the area from which he or she was initially evacuated for continued treatment, recuperation and recovery of an injury or sickness.

The total benefits payable under the Trip Interruption Benefit will not exceed the maximum stated in the Schedule of Benefits.
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Trip Cancellation
The Company will reimburse the Program Fee up to $1,000 per person if the Insured Person would otherwise be eligible for benefits under the Policy but is prevented from taking the Trip for any of the following reasons:

1. Death of a Family Member.
2. The Insured Person or Family Member suffers an Injury or Sickness that is not a Pre-existing Condition. The Insured Person’s or Family Member’s Injury or Sickness must be so disabling, certified by a Doctor, as to reasonably cause a person to cancel the Trip.

Benefits are payable only if:

1. the event causing the cancellation of participation in the Trip occurs within 30 days prior to the scheduled departure date;
2. to the extent the Program Fee has been paid and is not refundable we will not reimburse any amount of the Program Fee for:
   a. the Program Application fee.
   b. any deposit paid to confirm participation in the Program.
   c. any insurance premiums or fees.

Exclusions
For all benefits listed in the Schedule of Benefits this Insurance does not cover:

- Pre-Existing Conditions, defined as 1. a condition that would have caused a person to seek medical advice, diagnosis, care, or treatment during the 180 days prior to the Effective Date of coverage under the Policy; 2. a condition for which medical advice, diagnosis, care, or treatment was recommended or received during the 180 days prior to the Effective Date of coverage under the Policy; and 3. a pregnancy existing on the Effective Date of coverage under the Policy, except as specified below:
  a. If the Insured Person does not receive medical care or services, including prescription drugs or other medical supplies, and is under the care of a Doctor with respect to the Pre-Existing Condition or related condition(s), for a period of 31 consecutive days, beginning on or after the first day of coverage, the pre-existing condition exclusion will no longer apply and any eligible charges incurred after the treatment free period will be considered for reimbursement.
  b. If the Insured Person is covered under the Policy for 12 months, the Pre-Existing Condition exclusion will no longer apply and any eligible expenses incurred thereafter will be considered for reimbursement.
  c. Emergency Medical Evacuation/Repatriation and Return of Mortal Remains.

Note: The Policy does pay benefits to a maximum of $1,000 for loss due to a pre-existing condition.

- Charges for treatment which exceed Reasonable and Customary charges.
- Charges incurred for Surgery or treatments which are, Experimental/Investigational, or for research purposes.
- Services, supplies or treatment, including any period of Hospital confinement, which were not recommended, approved and certified as Medically Necessary and reasonable by a Doctor.
- War or any act of war, whether declared or not.
- Injury sustained while participating in professional athletics.
- Routine physicals, immunizations, or other examinations where there are no objective indications or impairment in normal health, and laboratory diagnostic or x-ray examinations, except in the course of a Disability established by a prior call or attendance of a Doctor.
- Treatment of the Temporomandibular joint.
- Vocational, speech, recreational or music therapy.
- Services or supplies performed or provided by a Relative of the Insured Person, or anyone who lives with the Insured Person.
- The refusal of a Doctor or Hospital to make all medical reports and records available to the Company will cause an otherwise valid claim to be denied.
- Cosmetic or plastic surgery, except as the result of a Covered Accident, for the purposes of the Policy, treatment of a deformed nasal septum shall be considered a cosmetic condition.
- Elective Surgery or Elective Treatment which can be postponed until the Insured Person returns to his/her Home Country, where the objective of the trip is to seek medical advice, treatment or Surgery.
- Treatment and the provision of false teeth or dentures, normal eyeglasses and the provision of hearing aids.
- Eye refractions or eye examinations for the purpose of prescribing corrective lenses for eyeglasses or for the fitting thereof, unless caused by Accident.
- Any Mental and Nervous disorders or rest cures, unless otherwise covered under this Policy.
- Treatment while confined primarily to receive custodial care, educational or rehabilitative care, or nursing services.
- Congenital abnormalities and conditions arising out of or resulting therefrom.
- The cost of the Insured Person’s unused airline ticket for the transportation back to the Insured Person’s Home Country, where an Emergency Medical Evacuation or Repatriation and Return of Mortal Remains benefit is provided.
- Expenses as a result of or in connection with the commission of a felony offense.
- Treatment paid for or furnished under any mandatory government program or facility set up for treatment without cost to any individual.
- Injury or Sickness covered by Workers’ Compensation, Employers’ Liability laws, or similar occupational benefits.
- Expenses for which benefits are payable under any no-fault automobile insurance policy.
- Dental care, except as the result of or injury to natural teeth caused by Accident, unless otherwise covered under this Policy.
- Routine Dental Treatment.
- Drug, treatment or procedure that either promotes or prevents conception, or prevents childbirth, including but not limited to artificial insemination, treatment for infertility or impotency, sterilization or reversal thereof.
- Treatment for human organ tissue transplants and their related treatment.
- Expenses incurred while the Insured Person is in their Home Country, unless otherwise covered under this Policy.
- Weak, strained or flat feet, cons, calluses, or toenails.
- Diagnosis and treatment of acne.
- Injury sustained while the Insured Person is riding as a pilot, student pilot, operator or crew member, in or on, boarding or alighting from, any type of aircraft.

The following exclusions apply to Accidental Death and Dismemberment Insurance only:

- Disease of any kind.
- Bacterial infections except pyogenic infection which shall occur through an accidental cut or wound.
- Neuroses, psychoneuroses, psychopathies, psychoses or mental or emotional diseases or disorders of any type.
- Suicide or any attempt thereof, while sane or self destruction or any attempt thereof, while insane.
- Expenses as a result of or in connection with intentionally self-inflicted injury or illness.

This insurance does not apply to the extent that trade or economic sanctions or other laws or regulations prohibit us from providing insurance, including, but not limited to, the payment of claims.

Subrogation
To the extent the Company pays for a loss suffered by an Insured Person, the Company will take over the rights and remedies the Insured Person had relating to the loss. This is known as subrogation. The Insured Person must help the Company to preserve its rights against those responsible for the loss. This may involve signing any papers and taking any other steps the Company may reasonably require. If the Company takes over an Insured Person’s rights, the Insured Person must sign an appropriate subrogation form supplied by the Company.

Definitions
Coincidence means the percentage amount of eligible Covered Expenses, after the Deductible, which are the responsibilities of the Insured Person and must be paid by the Insured Person. The Coincidence amount is stated in the Schedule of Benefits, under each stated benefit.

Company shall be ACE American Insurance Company.
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Covered Accident or Accidental means an event, independent of Sickness or self-inflicted means, which is the direct cause of bodily injury to an Insured Person.

Covered Expenses means expenses which are for Medically Necessary services, supplies, care, or treatment due to Sickness or Injury; prescribed, performed or ordered by a Doctor; Reasonable and Customary charges; incurred while insured under the Policy; and which do not exceed the maximum limits shown in the Schedule of Benefits; under each stated benefit.

Deductible means the amount of eligible Covered Expenses which are the responsibility of each Insured Person and must be paid by each Insured Person before benefits under the Policy are payable by the Company. The Deductible amount is stated in the Schedule of Benefits, under each stated benefit.

Dependent means an Insured Person’s lawful spouse or an Insured Person’s unmarried child, from the moment of birth to age 19, 25 if a full-time student, who is chiefly dependent on the Insured Person for support. A child, for eligibility purposes, includes an Insured Person’s natural child; adopted child, beginning with any waiting period pending finalization of the child’s adoption; or a stepchild who resides with the Insured Person or depends on the Insured Person for financial support. A Dependent may also include any person related to the Insured Person by blood or marriage and for whom the Insured Person is allowed a deduction under the Internal Revenue Code. Insurance will continue for any Dependent child who reaches the age limit and continues to meet the following conditions: 1) the child is handicapped, 2) is not capable of self-support, and 3) depends mainly on the Insured Person for support and maintenance. The Insured Person must send Us satisfactory proof that the child meets these conditions, when requested. We will not ask for proof more than once a year.

Disability as used with respect to medical expenses means a Sickness or an accidental bodily injury necessitating medical treatment by a Doctor defined in the Policy.

Doctor as used in the Policy means a doctor of medicine or a doctor of osteopathy licensed to render medical services or perform Surgery in accordance with the laws of the jurisdiction where such professional services are performed, however, such definition will exclude chiropractors and physiotherapists.

Effective Date means the date the Insured Person’s coverage under the Policy begins. The Effective Date of the Policy is the later of the following:
1. The Date the Company receives a completed Application and premium for the Policy Period or
2. The Effective Date requested on the Application or
3. The Date the Company approves the Application.

Elective Surgery or Elective Treatment means surgery or medical treatment which is not necessitated by a pathological or traumatic change in the function or structure in any part of the body, first occurring after the Insured Person’s effective date of coverage. Elective Surgery includes, but is not limited to, circumcision, tubal ligation, vasectomy, breast reduction, sexual reassignment surgery, and subcutaneous resection and other surgery on the genitalia, female breast, or body structures other than for necessary treatment of covered purulent infections. Elective Surgery does not apply to cosmetic surgery required to correct injuries received in a Covered Accident. Elective Treatment includes, but is not limited to, treatment for acne, nonmalignant warts and moles, weight reduction, infertility, learning disabilities.

Eligible Benefits means benefits payable by the Company to reimburse expenses which are for Medically Necessary services, supplies, care, or treatment due to Sickness or Injury; prescribed, performed or ordered by a Doctor; Reasonable and Customary charges; incurred while insured under the Policy; and which do not exceed the maximum limits shown in the Schedule of Benefits under each stated benefit.

Emergency means a medical condition manifesting itself by acute signs or symptoms which could reasonably result in placing the Insured Person’s life or limb in danger if medical attention is not provided within 24 hours.

Family Member means a spouse, Domestic Partner, parent, grandparent, sibling, child, grandchild, step-parent, step-child, step-sibling, in-laws (parent, son, daughter, brother and sister), aunt, uncle, niece, nephew, legal guardian, ward, or cousin of the Insured Person.

Home Country means the country where an Insured Person has his or her true, fixed and permanent home and principal establishment.

Hospital as used in the Policy means except as may otherwise be provided, a Hospital (other than an institution for the aged, mentally ill or convalescent, nursing or religious homes) operated pursuant to law for the care and treatment of sick or injured persons with organized facilities for diagnosis and Surgery and having 24-hour nursing service and medical supervision.

Injury wherever used in the Policy means bodily injury caused solely and directly by violent, Accidental, external, and visible means occurring while the Policy is in force and resulting directly and independently of all other causes in Disablement covered by the Policy.

Insured Person(s) means a person eligible for coverage under the Policy as defined in “Eligible Persons” who has applied for coverage and is named on the Application and for whom the company has charged premium. This may be the Primary Insured Person, Dependent(s), Chaperones or Guests.

Medically Necessary or Medical Necessity means services and supplies received while insured that are determined by the Company to be: 1) appropriate and necessary for the symptoms, diagnosis, or direct care and treatment of the Insured Person’s medical conditions; 2) within the standards the organized medical community deems good medical practice for the Insured Person’s condition; 3) not primarily for the convenience of the Insured Person, the Insured Person’s Doctor or another Service Provider or person; 4) not Experimental/Investigational or unproven, as recognized by the organized medical community, or which are used for any type of research program or protocol; and 5) not excessive in scope, duration, or intensity to provide safe and adequate, and appropriate treatment.

Mental and Nervous Disorder means a Sickness that is a mental, emotional, or behavioral disorder.

Permanent Residence means the country where an Insured Person has his or her true, fixed and permanent home and principal establishment, and to which he or she has the intention of returning.

Pre-existing Condition for the purposes of the Policy means a condition that would have caused a person to seek medical advice, diagnosis, care or treatment during the 180 days prior to the Effective Date of coverage under the Policy; 2) a condition for which medical advice, diagnosis, care or treatment was recommended or received during the 180 days prior to the Effective Date of coverage under the Policy; 3) expenses for a Pregnancy existing on the Effective Date of coverage under the Policy.

Reasonable and Customary means the maximum amount that the Company determines is Reasonable and Customary for Covered Expenses the Insured Person incurs, up to but not limited to charges actually billed. The Company’s determination considers: 1) amounts charged by other Service Providers for the same or similar service in the locality where received, considering the nature and severity of the bodily Injury or Sickness in connection with which such services and supplies are received; 2) any usual medical circumstances requiring additional time, skill or experience; and 3) other factors the Company determines are relevant, including but not limited to, a resource based relative value scale.


Sickness wherever used in the Policy means illness or disease of any kind contracted and commencing after the Effective Date of the Policy and Disablement covered by the Policy.

Termination of Insurance means the Insured Person’s coverage will and on the earliest of the following dates:
1. The date the Master Policy terminates;
2. The date he or she is no longer eligible; or
3. The last day of the period of coverage, requested by the Participating Organization, applicable to the Insured Person for which premium is paid.
Appendix BB
Risk Assumption and Waiver Form for High-Risk Travel

I, the undersigned, understand that North Dakota State University (the “University”) is sponsoring a trip to ______________________ for the purpose of a study abroad course titled, ________________________.

In consideration for being allowed to participate in this program, I knowingly:

• acknowledge that my participation in the Course is entirely voluntary;

• acknowledge that all foreign travel involves risks, including, without limitation: (a) differing political, legal, social and economic conditions, (b) differing standards of design, safety and maintenance of buildings and public places, (c) differing medical and healthcare capabilities and facilities, and (d) differing weather and other natural conditions;

• acknowledge that travel to ______________________ involves additional risks because of its political instability and criminal activities, including terrorism;

• acknowledge that United States Department of State has issued a Travel Warning for citizens traveling to Kenya which is attached to this Risk and Waiver Form, and I acknowledge that I have read and understand the Travel Warning;

• acknowledge that the Travel Warning reads, in part:
  “______________________________________________
  ________________________________________________
  ________________________________________________.”

• acknowledge that the United States Center for Disease Control also warns travelers to ______________________ about increased potential exposure to various diseases. A link to such information can be found here: ______________________________;

• acknowledge that any University personnel or agents attending this function are not medically trained to care for any physical or medical problems of Course participants;

• acknowledge that my safety cannot be guaranteed by the University;
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• agree to follow all the safety procedures and instructions of the Course coordinators; and

• agree to abstain from alcohol abuse and illegal narcotics while participating in the Course.

On behalf of myself and my heirs and assigns, I knowingly and voluntarily assume all risks associated with this activity and release the University, its officers, employees and agents from any and all responsibility or liability for personal injury, death or property damage sustained by me during or because of my participation in the Course. I UNDERSTAND AND AGREE THAT BY SIGNING THIS FORM, I WAIVE AND FOREVER RELINQUISH ANY AND ALL CLAIMS THAT I MAY HAVE IN THE FUTURE, WHETHER KNOWN OR UNKNOWN, AND WHETHER ANTICIPATED OR UNANTICIPATED, ARISING OUT OF MY PARTICIPATION IN THE COURSE.

Signature: ___________________________ Date: ______________________

Name (Printed): ___________________________
Appendix CC

SAO Emergency Card

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**Emergency Action Plan Steps:**

1. **Remain calm.** Take a deep breath. You will need a clear head in order to focus on your next move.
2. **Assess the situation.** Identify in what kind of emergency situation you find yourself. An emergency/crisis could be:
   - Personal: Accident/Injury, Death, Illness, Family Problem, Sexual Assault, Kidnapping, Arrest, etc.
   - Regional: Natural/Environmental Disaster, Civil Unrest, Political Uprising, Terrorist Attack, etc.
3. **Take action.** Exercise good judgment. Follow your evacuation plan/written instructions/maps to get yourself to a safer location or to get help.
4. **Get in touch.** Once you are in a safer and more stable location, update others about your situation.
   1. **Contact local emergency personnel or regional embassy (if necessary).**
   2. **Contact your Program Leader/On-site Director.**
   3. **Contact NDSU International Programs.**
      - **During office hours:** (8am-5pm) International Programs 001-701-231-7895
      - **After Hours:** Tanya Kramer, Assistant Director of Study Abroad 001-701-732-2181
      - Dominic Kanso, Study Abroad Advisor 001-701-446-8950
      - University Police (avail. 24 hours) 001-701-231-8998

**Take care of yourself.** While you are waiting for assistance or if you cannot reach anyone, use your emergency kit. Keep trying. If you cannot contact someone don’t give up. Try alternate methods of communication until you are able to reach someone. If you need to move, let others know and leave a written description of where you are going.
Appendix DD

Emergency Response Procedures

The Office of International Student and Study Abroad Services
North Dakota State University

This document has been created to provide guidance to responding to emergency situations involving students participating in NDSU study abroad programs. This document is meant for NDSU faculty-leaders and the Office of International Student and Study Abroad Services staff. Some of its properties were adapted from the University of Colorado Denver’s “Emergency Procedures”, Iowa State University’s “Emergency Responds Guidelines and Procedures”, and the University of Wisconsin-Madison’s “Managing Real and Perceived Emergencies Abroad.”

The Office of International Student and Study Abroad Services (ISSAS) is the central office providing support services for graduate and undergraduate international students at NDSU and NDSU students going abroad.

Staff Members
- Alicia Kauffman, Director of the Office of International Student and Study Abroad Services
  001-701-231-8046; alicia.kauffman@ndsu.edu
- Tanya Kramer, Assistant Director of Study Abroad
  001-701-730-2181; tanya.m.kramer@ndsu.edu
- Callie Dominique Speer, Study Abroad Advisor
  001-701-446-6950; c.dominique.speer@ndsu.edu
- NDSU Memorial Union 116, office hours Monday through Friday 8:00am to 5:00pm
  001-701-231-7895; ndsu.international@ndsu.edu
- NDSU Campus Police
  001-701-231-8998

Incidents that can arise on a study abroad program:
- Arrested/incarcerated
- Assault or rape
- Civil or political unrest
- Death of a student
- Hostage/kidnapping situation
- Mental health deterioration of a student
- Missing Student
- Natural or man-made disaster
- Robbery
- Serious illness or injury

When an emergency arises, ISSAS will operate under the principles:
ENHANCING STUDENT MOBILITY FOR THE 21\textsuperscript{ST} CENTURY

- The safety of students and staff is of the highest concern
- Every effort will be made to gather all the appropriate information, then a decision is made
- The office will exercise caution when deciding how information about an emergency is shared

In the event of an emergency the site representative or the student will contact the Office of International Student and Study Abroad Services using the number provided before their program departure. When a call is answered, a staff member will gather information using the “Intake Questionnaire”. Ideally the ISSAS Director or Assistant Director of Study Abroad will respond to the phone call. If it is another member of staff, they will transfer the call or gather the information and have ISSAS Director or Assistant Director of Study Abroad return the phone call. The information forms will be available on the NDSU’s Study abroad webpage for faculty-leaders and on-site representatives to fill out and submit to the ISSAS staff.

Based on the information gathered, it may be necessary to convene the crisis management team. The Crisis Management Team is made up of the following:

A Member of the General Counsel
- General Counsel is the university’s attorney and will provide legal advice for the team.

The Dean of Student Life
- Student Life oversees various departments on campus that provide services to students and can act a resource for the team.

A Member of University Relations
- University Relations will be responsible for fielding any and all calls from members of the press and issuing a statement about the incident.

The Director of ISSAS or the Assistant Director of Study Abroad
- ISSAS oversees study abroad programs and is the office programs are run out of.

They will be convened when:
- An incident affects the entire program
- The situation is an emergency such as:
  - Serious illness or injury
  - Assault or rape
  - Hostage/kidnapping situation
  - Natural or man-made disaster occurs
  - Civil or political unrest
  - Death of a student

If an incident is unfolding, the site representative will keep ISSAS and the crisis management team informed of events as they happen. The site representative will be the main point of contact for parties involved while the crisis management team will be advising the site representative on all of his/her options for the situation. Unless the situation requires immediate response and there is no time for the crisis management team to convene.
Depending on the situation, a member of ISSAS will be in contact with parents involved, unless directed otherwise by Student Life or the Insurance Company.

Other incidents that could occur and may or may not require the crisis management team are:
- Missing student
- Arrested/incarcerated student

If the incident has already occurred, the site representative will alert the ISSAS by filling out an incident report that can be found in the appendices and send it to ISSAS. Whether the situation is unfolding or has already been resolved by the time the incident has been reported, the appropriate offices need to be notified on campus.

Depending on circumstances, the emergency contacts of program participants may be contacted in order to provide accurate information about the emergency and about the University’s response, even if no other students were affected by the incident/emergency, and/or there is no current or continued threat to their health, safety or welfare.

For each situation:

1. When a serious illness or injury has occurred, please use the serious illness or injury form to gather more information about the situation.
   a. The on-site representative will alert ISSAS to the situation.
   b. The on-site representative will contact the insurance provider.
   c. ISSAS will evaluate the situation and convene the crisis management team if needed.
   d. A member of ISSAS will remain in contact with the on-site representative and alert the appropriate campus officials.
   e. The insurance company is traditionally responsible for communicating with the student’s parents in regards to a serious illness or injury and follow HIPAA guidelines.

2. In the case of an assault or rape has occurred, please use the assault or rape form to gather more information about the situation.
   a. The U.S. Embassy must be contacted in this situation, they have victim of crime resources for U.S. citizens overseas.
   b. In the event of a hospitalization, the insurance company must be contacted.
   c. ISSAS will be notified and involve the crisis management team to advise on how to best move forward.
   d. The student will be referred to NDSU’s Counseling Center’s services if they would like to use it.
   e. ISSAS staff can follow North Dakota State University’s Sexual Misconduct and Title IX Compliance Policy 603 and can be used as a guideline.
      a. The incident must be reported to the Vice President for Equity, Diversity, and Global Outreach for Title IX reporting.
      b. When the incident occurs on property owned or controlled by NDSU, it must be reported to the Police Administrative Coordinator at NDSU.
3. When a student is reported missing, please use the missing student form to gather more information about the situation.
   a. The on-site staff member must contact local police.
   b. The on-site representative will contact ISSAS.
   c. Based on the information gathered, ISSAS will decide whether the crisis management team will be convened.
      a. ISSAS staff can follow North Dakota State University’s Missing Student Notifications Policy 610 and can be used as guidance.
   d. A member of ISSAS will remain in contact with the on-site representative and alert the appropriate campus officials.

4. When a student is arrested or incarcerated, information needs to be gathered using the arrested or incarcerated form.
   a. The on-site representative must contact the U.S. Embassy. U.S. Embassy staff members will be able to visit incarcerated students while study abroad staff may not been allowed access to the student.
   b. The situation must be reported to ISSAS.
   c. The information reported to the office will influence whether the crisis management team will be convened.
   d. A member of ISSAS will remain in contact with the on-site representative and alert the appropriate campus officials.

5. When a student has been taken hostage or kidnapped, information needs to be gathered using the hostage or kidnapping form.
   a. The on-site representative must contact the U.S. Embassy immediately.
   b. The on-site representative must contact local authorities.
   c. ISSAS will be notified and convene the crisis management team.
   d. A member of ISSAS will remain in contact with the on-site representative as the situation progresses and alert the appropriate campus officials.

6. When a student’s mental health is deteriorating, information should be gathered using the Mental Health form.
   a. The U.S. Embassy must be contacted in this situation; they have mental health resources for U.S. citizens overseas.
   b. The on-site representative will contact ISSAS and convene the crisis management team, they will advise how to best move forward.
      a. The General Counsel will advise whether to alert the student’s family, per HIPAA laws.
      b. ISSAS staff can follow North Dakota State University’s Suicide Threat Response Policy 608 and can be used as guidance.
c. In the event of a hospitalization, the on-site representative must contact the insurance company.

d. The student will be given information for NDSU’s Counseling Center’s services, if they would like to use it.

7. When a natural disaster, man-made disaster, civil unrest, or political unrest occurs information should be gathered using the disaster or unrest form.

a. The on-site representative must contact the U.S. Embassy immediately.

b. ISSAS will convene the crisis management team and make decisions based on the U.S. State Department’s recommendations. Between the information gathered and the recommendations of the U.S. State Department, the program may be suspended and students moved to another area or evacuated to the United States.

c. The insurance company will be contacted in case their services are needed.

d. A member of ISSAS will remain in contact with the on-site representative as the situation progresses and alert the appropriate campus officials.

8. When a student has died information must be gathered via the student death form.

a. The on-site representative will alert ISSAS and convene the crisis management team.

b. The on-site representative will alert the U.S. Embassy and the insurance company.

c. The on-site representative will encourage students to not discuss anything on social media sites before the proper people can be notified.

d. A member of ISSAS will alert the Vice President of Equity, Diversity, and Global Outreach and the Vice President will alert the appropriate administration officials.

e. The Office of Student Life will be responsible for working with other university services to alert the family and appropriate university offices on campus.

f. The insurance company will help facilitate the repatriation of remains. A member of ISSAS will remain in contact with them as they continue with this process and it’s follow-up.

All crises:

Based on the information gathered, the appropriate course of action will be decided. The crisis management team will base their advice on NDSU policies already in place and recommendations by the U.S. State Department.

Less severe incidents such as a robbery or minor illness do not need the crisis management team to be convened and the site representative will alert the Office of International Student and Study Abroad Services to the situation. These incidents should also be filled out in the Incident Report.

When an incident occurs on an Affiliate, Exchange, or Direct Enrollment program, their staff will alert ISSAS staff to the situation. The ISSAS staff will be kept informed of the situation and the students’ condition. It is the partner staff that will be responsible for initiating and following their own emergency response system. ISSAS will alert the appropriate campus officials.
If a pattern of emergency situations emerges, the Office of International Student and Study Abroad Services will review and evaluate the student groups, locations, or activities that are being affected. Based on this review, the location or activities may be modified or discontinued.

Crisis Management Team

- Member of the General Counsel
- Dean of Student Life or proxy
- ISSAS Director or Assistant Director of Study Abroad
- Member of University Relations

Emergency Response Flow Chart

- Student reports emergency situation
- On-site representative
- ISSAS Director or Asst. Director of Study Abroad
  - Notify NDSU Administration
  - Notify Parents
- Crisis Management Team
- On-site Representative runs point
  - Notify Site Staff
  - Notify Students
  - Notify Insurance Provider
  - Notify US Embassy if Needed
The budget shown on page 45 reflects three separate funds that NDSU study abroad currently use that operate like segments of the full budget. A study abroad fund that supports general office activities and two in and out funds specifically for student program participation in faculty-led and ISEP programs costs are displayed.

The budget is meant to provide an overall estimate of SAO revenues and expenditures reflecting office growth as desired. Dark gray represents budgets from past years and light gray shows future estimated costs and projects overall budget for each year up to 2019. It is clear to see the difference that exists between the academic year 2013-2014 and that of 2014-2015. This different exists because of the newly implemented study abroad strategic plan and projected increase in student participation numbers.

**Revenues:**

The revenue for each academic year increases depending on the amount of students participating. The 2013-2014 revenues are calculated based on the current value of 280 study abroad students. For purposes of the strategic plan, this amount must increase by 84 students each year to reach 700 by 2019. Application fees are costs for all students that vary depending on the type of program they choose; exchange, faculty-led, or affiliation/non-NDSU programs. Hence, 28 students are added onto each program application fee each year to generate the total revenue in relation to number of students studying abroad. This growth is shown in numbers from the 2014-2015 academic year and continuing through 2019.

**In and Out Fund for ISEP Exchange**

Outgoing ISEP study abroad students pay 3,800 dollars for room and board which in turn covers the room and board expenses for incoming ISEP Exchange international students. Please note this account will always carry a positive balance because incoming students are only accepted after outgoing students have been sent to cover their costs.

**In and Out Fund for Faculty-Led Programs**

The SAO charges the student accounts for the total program fee to participate on a faculty-led program, then pays some invoices which are included as part of the program fee before transferring by IDB the rest of the program fee to the department's local fund in order to pay the remaining program related expenses and faculty costs.

**Expenditures:**

All revenue that comes into the SAO each year goes out into total expenditures to consistently balance the budget. The expenditures display where the revenue is disbursed in order to support the SAO for general expenses, marketing and promotional initiatives, student support services, professional development for staff, and technology enhancements.

**Strategic Design:**
The budget presents a strategic plan designed to benefit the overall growth of the NDSU SAO. The design supports student mobility efforts in that as more students are recruited each year and the revenues rise, more funds will be able to be put back into the advancement of SAO. In turn, the expansion of the SAO efforts ultimately leads to the recruitment of more students participating on study abroad programs and it becomes a cyclical process benefitting the growth and progression of the SAO, students, and the overall internationalization of NDSU’s campus. For example, as revenue increases more financial support can be put into marketing efforts, student gifts, professional development for staff, and office technology.
An Education Abroad Tuition Model for Lowering the Cost of Faculty-led Study Abroad Programs at NDSU

Submitted to:
J. Bruce Rafert, Ph.D., Provost
Eveadean M. Myers, J.D., Vice President for Equity, Diversity, and Global Outreach

Prepared by the *ad hoc* study abroad committee:

*Committee Co-Chairs:*
Lisa Hauck, Director, Office of International Programs
Newell D. Wright, Ph.D., Professor and Director, Center for Global Initiatives

*Committee Members:*
Ramona Adams, Accounting
Karin Hegstadt, Customer Account Services
Dominique Karlsson, Study Abroad Advisor
Tanya Kramer, Assistant Director of Study Abroad
R.S. Krishnan, Ph.D., Professor and Vice Provost
Carolyn Schnell, Ph.D., Associate Dean University Studies
Kalidas Shetty, Ph.D., Associate Vice President of Global Outreach
Cindy Urness, Interim Department Head, Architecture and Landscape Architecture
Executive Summary

While participation in study abroad programs is approximately 14% nationally, the participation rate at NDSU is only about 2%. One reason for this disparity with national trends is the expense of study abroad programs, particularly faculty-led study abroad programs (FLSAP), at NDSU. Currently, the tuition money paid by students is not used to reduce the cost of an FLSAP, whereas tuition is used by many universities to help defray study abroad expenses, which in turn reduces the cost to and increases the participation of students in FLSAPs. The ad hoc committee was formed to study various ways of reducing the cost of an FLSAP and to propose a new tuition model that can be implemented at NDSU.

After much discussion, the “Education Abroad Model” (EAM) of tuition assistance has been developed for consideration. The following is a concise summary of the EAM.

- The EAM would charge a North Dakota resident tuition rate, like DCE tuition, for both graduate and undergraduate courses, to all students, regardless of their state or country of origin.
  - Reroute tuition monies, minus a to-be-determined administrative portion, to FLSAPs.
  - Differential tuition would flow back to the college/department, as is now the case.

- Specific FLSAP classes would be attached to a new location code so only students participating in an FLSAP would be subject to the EAM.

- Monies from the EAM would flow to and be administered by the OIP.

- The fee structure under the EAM will be reviewed to eliminate fees that do not make sense for faculty-led study abroad offerings.

Complete EAM details are included in the attached report.

This proposal will help FLSAPs be more affordable, which should also lead to increased student participation. An implementation strategy, along with recommendations for new committee members to help facilitate the transition to the EAM, concludes the report.
ENHANCING STUDENT MOBILITY FOR THE 21ST CENTURY

Appendix GG

SAO Staffing Plan Budget

<table>
<thead>
<tr>
<th>Position</th>
<th>Year of Hire</th>
<th>Funding</th>
<th>Number of Students</th>
<th>Generated Student Service Fees by Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Director of Study</td>
<td>Current</td>
<td>Allocated</td>
<td>280</td>
<td>91,000</td>
</tr>
<tr>
<td>Abroad Study Abroad Advisor</td>
<td>Staff 2014</td>
<td>Allocated</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-Time Staff Member 2015</td>
<td>Service Fee</td>
<td>364</td>
<td>118,300</td>
<td></td>
</tr>
<tr>
<td>4 Part-Time Student Workers</td>
<td>Service Fee</td>
<td>448</td>
<td>145,600</td>
<td></td>
</tr>
<tr>
<td>Full-Time Staff Member 2016</td>
<td>Service Fee</td>
<td>532</td>
<td>172,900</td>
<td></td>
</tr>
<tr>
<td>Full-Time Staff Member 2017</td>
<td>Service Fee</td>
<td>616</td>
<td>200,200</td>
<td></td>
</tr>
<tr>
<td>Full-Time Staff Member 2018</td>
<td>Service Fee</td>
<td>700</td>
<td>227,500</td>
<td></td>
</tr>
<tr>
<td>Full-Time Staff Member 2019</td>
<td>Service Fee</td>
<td>784</td>
<td>254,800</td>
<td></td>
</tr>
<tr>
<td>Full-Time Staff Member 2020</td>
<td>Service Fee</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Budget Notes

The staffing plan budget highlights the current staff members that are funded through allocated resources. A study abroad student service fee of $325 will be charged to each student who studies abroad as a means to hire the necessary additional staff members and student workers to effectively accommodate the desired number of students participating in study abroad programs at NDSU each year. The funds from this student service fee will be used to pay the salary for each additional staff member and student worker hired. The budget also displays when the office plans to hire based on the funding generated from the number of students paying the service fee. The student number is based off of the current number of 280 students that study abroad and increase by 84 each year to reach 700 by 2019, which is five percent of NDSU’s student population.
Appendix HH

Sample Evaluation Sheet

International Studies 379 Intercultural Communication in Brazil Spring 2015
North Dakota State University

Scale: 1: Very Poor 2: Poor 3: In Between 4: Good 5: Very Good

Please rate the following:

1. Instructor
   a. Your satisfaction with the instruction of the course
   b. The instructor as a teacher
   c. The ability of the instructor to communicate effectively
   d. The quality of this course
   e. Your understanding of this course
   f. The instructor provided useful feedback

2. Course
   a. Learning environment
   b. Program goals and objective were clearly stated and met
   c. The readings required directly related to the course
   d. The grading was fair
   e. Completion of all assignments before class
   f. Pre-departure orientation
   g. Re-entry session

3. In-country
   a. Hotel location and safety
   b. Activities allowed for cultural immersion
   c. Faculty-leaders were able to solve problems as the arose
   d. Ease of flights
   e. Transportation

4. Overall
   a. Cost of program
   b. Likelihood of recommending program in the future
   c. Amount of coursework for length of course
   d. Effectiveness of faculty-leaders
   e. Organization

5. Was this your first study abroad experience? Yes No

6. What would your understanding of this course content have been if the course was only on campus?
   More Understanding Same Understanding Less Understanding

7. What was your status while abroad? Freshman Sophomore Junior Senior Grad
Please answer the following:

8. What do you feel were the strengths of the program?

9. Where do you see areas of improvement?

10. What you would like to see in the future for this course?

11. How do you feel this course will help you in your professional future?

12. Do you have any advice for future participants?
## Appendix II

### Strategic Plan Summary Chart

<table>
<thead>
<tr>
<th>Curriculum</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Benchmarks</strong></td>
<td><strong>Outcomes</strong></td>
<td></td>
</tr>
<tr>
<td>Build relationships and promote NDSU opportunities along with the value of study abroad to academic deans, department chairs, and senior administration.</td>
<td>The SAO has established alliances and an institutional framework of support as contributing means to the enhancement of a study abroad culture on campus.</td>
<td></td>
</tr>
<tr>
<td>Reach out to faculty members that can contribute enthusiasm and provide support to study abroad programs throughout their respective academic departments.</td>
<td>Faculty members throughout NDSU serve as study abroad ambassadors within their academic departments and promote study abroad opportunities in their classroom or integrate an experience abroad into their curriculum by leading programs.</td>
<td></td>
</tr>
<tr>
<td>In five years after student mobility numbers have reached five percent of the student body, the SAO will start to decentralize and distribute staff members to work directly with academic departments.</td>
<td>Decentralized staff members serve as liaisons between the academic department and the SAO providing a collaborative environment in which all parties involved in student academic success are working together to increase student mobility abroad.</td>
<td></td>
</tr>
<tr>
<td>Pinpoint areas of departmental and major/minor academic curriculum that could be enhanced by a study abroad experience. Reach out to these academic departments to establish a relationship, build rapport, and strategize how to incorporate study abroad programs into their curriculum.</td>
<td>The SAO has enriched relationships with academic departments and together they strive to develop programs abroad that directly supplement and enhance the academic curriculum of majors.</td>
<td></td>
</tr>
<tr>
<td>Collaborate with academic departments to design and market specific academic-related study abroad programs with customized curriculum information sheets to be distributed to each major area.</td>
<td>The departments are involved in the design of study abroad opportunities that directly correlate to their students’ academic needs making it a simplified process for all parties. They also assist in the marketing and recruitment of students for these specific opportunities.</td>
<td></td>
</tr>
<tr>
<td>Recruit returned study abroad students to act as ambassadors to their academic departments and they can serve as a liaison between the SAO, academic departments, and prospective students.</td>
<td>Peer ambassadors serve as liaisons between the department and the SAO building on their study abroad knowledge and prior experience.</td>
<td></td>
</tr>
<tr>
<td>Continue to provide pre-departure and re-entry orientations for all students on exchange, direct, and affiliate provider programs with the goal of successfully recruiting participants on all programs to attend. Have orientation material accessible online for those who cannot attend in person. Within 5 years, develop a credit-bearing, combined pre-departure and re-entry orientation course that is mandatory for students on exchange, direct, and affiliate provider programs to take.</td>
<td>Students are equipped with the necessary preparation, support, and tools that encompass the mental, emotional, and physical demands required to transform student experiences abroad into significant experiential learning and personal growth opportunities to maximize their journey abroad.</td>
<td></td>
</tr>
<tr>
<td>Develop a faculty leader training course that guides them to become more effective leaders and provides them with the knowledge and tools to deliver</td>
<td>Faculty leaders effectively guide students through the transformative, experiential learning cycle on their programs through initiating proper orientations.</td>
<td></td>
</tr>
</tbody>
</table>
### Staffing Plan

<table>
<thead>
<tr>
<th>Benchmarks</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Secure adequate space to maximize study abroad student services.</td>
<td>A study abroad resource room is designated solely for student workers to staff as peer mentors where students are able to receive informative advising, resources, and study abroad materials upon walk-in request. Also, space is acquired to house new study abroad staff members centrally-located in the office.</td>
</tr>
<tr>
<td>2.2 Respond to staffing needs by immediately hiring two additional staff members and then one additional full-time staff member for every 84 students recruited.</td>
<td>The student to staff ratio is lowered from 110:1 to 65:1 to help alleviate these staffing needs and contribute to the growth and sustainability of student mobility numbers.</td>
</tr>
<tr>
<td>2.3 Integrate student workers into regular study abroad staff as a means to harness student-to-student marketing and recruitment, provide appropriate student support services, and alleviate other office tasks for regular staff members.</td>
<td>Paid student workers are hired to consistently staff a study abroad student resource room during the academic year. Students are able to receive the appropriate guidance when they enter the office.</td>
</tr>
</tbody>
</table>

### Program Marketing

<table>
<thead>
<tr>
<th>Benchmarks</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Focus in on the following questions when determining the target audience and marketing plan: 1. What do the students want to learn? 2. How do they want to learn it? 3. Where do they want to go?</td>
<td>An appropriate marketing plan is developed and tailored to an applicable student market to enhance interest and awareness.</td>
</tr>
<tr>
<td>3.2 Increase awareness of study abroad programs on campus and in the local community through branding of the ‘Go Global’ logo and ‘Bison Abroad’ initiative.</td>
<td>A study abroad culture progresses on campus. More students and members of the NDSU and local community become consciously aware of the value and benefits of study abroad.</td>
</tr>
<tr>
<td>3.3 Use on campus resources to create consistent and state of the art marketing materials.</td>
<td>Students and members of the NDSU community are frequently seeing repetitive, appropriate, and informative displays of study abroad marketing.</td>
</tr>
<tr>
<td>3.4 Determine who vital stakeholders are, build relationships with them, and help facilitate their involvement in the study abroad process.</td>
<td>Stakeholders in the NDSU, local, and global community are aware of the influence they have on the success of study abroad at NDSU and contribute in effective and valuable ways.</td>
</tr>
<tr>
<td>3.5 Develop a marketing plan to more effectively recruit enough participants to double the numbers of students studying abroad within five years.</td>
<td>Student mobility numbers increase dramatically each year to reach the five year goal.</td>
</tr>
<tr>
<td>3.6 Form an official student organization on campus to initiate student-to-student marketing efforts and contribute to a study abroad culture.</td>
<td>Student organization forms and is effective at peer outreach and student-to-student marketing.</td>
</tr>
</tbody>
</table>
## Student Recruitment and Admissions

<table>
<thead>
<tr>
<th>Benchmarks</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhance recruitment efforts to increase by a minimum of 84 new student participants each year.</td>
<td>Goal of 700 students participating on study abroad programs by 2019 is reached.</td>
</tr>
<tr>
<td>Student recruitment will begin in conjunction with the admissions office at prospective and freshman student events to create an initial awareness.</td>
<td>Students become aware of the study abroad opportunities available to them and more lower classmen begin to show interest and feel supported and guided throughout the advising process. Fewer students lose interest in study abroad after the initial awareness and continue through the application process.</td>
</tr>
<tr>
<td>Recruitment efforts will target and include key participants from the following underrepresented and diverse groups: specific majors such as STEM, nontraditional students, the male gender, students from diverse ethnicity and racial backgrounds, students who identify as LGBTQ, and students with disabilities.</td>
<td>Numbers of underrepresented and diverse student participants begin to increase at a steady rate.</td>
</tr>
<tr>
<td>Leverage the relationship with the Office of Multicultural programs in order to recruit more multicultural students to study abroad taking advantage of their tuition waiver as well as the specially designed faculty-led program to Brazil.</td>
<td>Multicultural student participation numbers increase and are able to take advantage of the opportunity.</td>
</tr>
<tr>
<td>Continue to encourage students to work with financial aid and to apply for study abroad scholarships during the recruitment and advising process.</td>
<td>More students possess the ability to study abroad and financial stresses become less.</td>
</tr>
<tr>
<td>Continuously and creatively seek ways to implement new scholarships including institutional support, grant writing, and outreach to alumni.</td>
<td>Institutional financial support for study abroad students escalates and the availability and amount of NDSU student scholarship awards grows.</td>
</tr>
<tr>
<td>Collaborate with all North Dakota college and university study abroad professionals to approach the state government, legislature, and higher education board for study abroad funding.</td>
<td>North Dakota students are able to access funding and loans through the Bank of North Dakota to alleviate financial needs to gain experiences abroad.</td>
</tr>
</tbody>
</table>

## Logistics

<table>
<thead>
<tr>
<th>Benchmarks</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create four informational handbooks for all study abroad students and one adapted for faculty-led programs to act as a logistical guide for students during each phase of the advising process.</td>
<td>All students going through the study abroad advising process receive concrete information for each phase in printed materials. Students are provided clear step by step instructions that lead to the alleviation of questions and confusion.</td>
</tr>
</tbody>
</table>
  1. Get Started
  2. Before You Go
  3. While Abroad
  4. Returning to NDSU |

## Health and Safety Plan

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Students are properly prepared for health and safety issues that may happen abroad in pre-departure orientation sessions. Resources are made readily available to them both in print and online.</td>
<td>Students attend pre-departure orientation sessions in which health and safety precautions and preparations are discussed. Students are attentive to the information and bring references with them abroad so they are prepared to properly react in times of a crisis.</td>
</tr>
</tbody>
</table>
### 6.2
Ensure student health and safety and continue to provide students with the best possible worldwide insurance coverage specifically designed for NDSU at an acceptable cost.  
Students feel confident and prepared to go abroad and maintain their health and safety standards.

### Crisis Management Plan

<table>
<thead>
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</thead>
<tbody>
<tr>
<td>7.1 Initiate the proper emergency and risk management policies and protocols. Plan for emergencies that may occur abroad and properly prepare the necessary students, staff, and faculty.</td>
<td>All participants and leaders of NDSU study abroad programs are familiar with the emergency management protocols. Any crises that occur are handled with an effective plan of action and ease.</td>
</tr>
<tr>
<td>Develop and put into action an incident tracker report system for situations that occur to students and faculty on programs abroad.</td>
<td>Incidences abroad are recorded in compliance with Clery Act standards and are used as references when considering future risk management situations.</td>
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</table>

### Budget

<table>
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<tbody>
<tr>
<td>8.1 Centralize the budget and finances within the SAO and build budgets with sufficient funds to support academic quality of study abroad programs while maintaining costs at a reasonable price for students.</td>
<td>Budget is handled more efficiently which leads to benefits for staff and students. Students have greater access to the opportunity of study abroad through affordable costs.</td>
</tr>
<tr>
<td>Implement a sustainable way to budget and plan for consistently hiring new staff members as the office grows through allocated costs and one of two options including an Education Abroad Model or a Student Service Fee.</td>
<td>A minimum of two immediate staff members are hired from allocated costs. A funding option is chosen and pursued that results in a sustainable staffing plan.</td>
</tr>
</tbody>
</table>

### Evaluation Plan

<table>
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</tr>
</thead>
</table>
| 9.1 Develop and implement an instrumental way to assess and evaluate the following dimensions for all study abroad programs beginning in 2015:  
  1. Academic curriculum  
  2. Logistics of all parts of program, including orientations  
  3. Overall program quality  
  4. Intercultural competence and personal growth | Students can assess their transformation through an evaluation tool after their study abroad experience. Also, study abroad staff members and faculty leaders are aware of student opinions on all aspects of a study abroad program in its entirety including academics, personal and intercultural growth, logistical management, and overall quality. This information is used in the future advising process as a tool for students to review prior to making their program decisions. |