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Running Head: STUDY ABROAD PROGRAM FOR THE UNIVERSITY OF GLASGOW

**STUDY ABROAD PROGRAM FOR THE UNIVERSITY OF GLASGOW:
A SHORT-TERM LIFE SCIENCES PROGRAM TO INDONESIA**

Shannon Tobin

May 13, 2021

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

Advisor: Dr. Alla Korzh

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Abstract

The Life Sciences Indonesia Program (LSIP) is a two-week program for University of Glasgow students interested in the fields of Human and Animal Biology, Biomolecular Science, and Infection and Immunity. This study abroad program will provide students interested in these degree areas the opportunity to study at Universitas Gadjah Mada (UGM) in Sieman, Yogyakarta, Indonesia. LSIP is grounded in the theories of self-authorship and Kolb's Experiential Learning Theory, providing students with the opportunity to curate their own learning experience, learn through real-world experiences, and connect course material to real-life applications. The program is open to all students to apply, but particularly aims to increase participation amongst underrepresented groups through unique marketing efforts and collaboration with different departments within the university.

To ensure that the program would meet the unique needs of the University of Glasgow, I conducted my needs assessment by interviewing staff in the Global Opportunities department at the university and then used that information to develop a student survey. The needs assessment process made clear the importance of providing a short-term mobility option in order to increase access and to make the program more affordable for students, as it was indicated that finances were the biggest barrier that students face in participating in global mobility programs.

Based on the feedback received in the needs assessment, the program will be in partnership with Universitas Gadjah Mada in Indonesia. Through participation in this program, students will not only strengthen their practical knowledge in the area of Life Sciences, but also demonstrate increased knowledge and understanding of Indonesian culture and way of life. The program will also help to bolster the connection between the University of Glasgow and UGM, ultimately strengthening internationalization efforts of both institutions.

Learning Objectives

As an international education student and a professional in the field for the past five years, I understand the importance of gaining intercultural experiences, especially through study abroad. Education abroad experiences can have an immense impact on a student's personal, career, intercultural, and academic growth. Through completion of this Course Linked Capstone, I satisfied a primary objective of learning more about the field of study abroad in Scotland, and the outgoing program offering at the University of Glasgow. I endeavored to learn about the University of Glasgow's demographic makeup, course offering, and internationalization efforts. Further, I wanted to make myself aware of any challenges in getting students in Scotland to study abroad, and more specifically, University of Glasgow students. Lastly, I strived to understand the unique needs of the University of Glasgow when it comes to study abroad. Upon reaching these goals, I used the acquired knowledge to create a new study abroad program for the University of Glasgow in Scotland to add to their outgoing program offering.

Introduction

Students from the United Kingdom (U.K.) who study, work, and volunteer abroad see a wide array of benefits compared to students who do not. According to the Universities UK International (2019a) Gone International Report 2019, students who study, work, and volunteer abroad are more likely to obtain a first-class honors or upper second-class degree, 91.6% in comparison to 80% of graduates who did not study, work, or volunteer abroad. Students who study, work, and volunteer abroad are also less likely to face unemployment after graduation, with only 3.1% of mobile students unemployed six months after graduation, compared to 4.2% of students who did not study, work, or volunteer abroad (Universities UK International, 2019a).

The benefits of studying, working, and volunteering abroad are immense, and these figures only measure a couple of the many ways that education abroad can benefit undergraduate students during their experience and into the future.

While the benefits of study abroad experiences for students have been widely studied, the U.K. does not send the same proportion of students abroad as other countries of similar size. France and the U.K. make for a quality comparison, as they have similar populations, with France slightly larger at 67,106,161 and the U.K. with 65,648,100 (World Factbook, 2017). In 2017, France had 89,379 students studying abroad, whereas the U.K. only sent 38,986 students (UNESCO, 2017). South Korea has a smaller population than both those countries, at 51,181,299 approximately (World Factbook, 2017), yet it sent a whopping 105,399 of its students abroad in 2017 (UNESCO, 2017). There is certainly room for the U.K. to expand the number of students it sends on study abroad programs each year, and it appears that students in the U.K. are more interested in studying abroad than ever.

A study conducted by Unifrog surveyed 1,519 sixth-form students in the United Kingdom. Sixth-form is the term for a student's final years of secondary school in the U.K. These students are usually between 16 and 18 years old (Brittania StudyLink, 2019). The study found that 30% of sixth form students in the U.K. are actively considering studying abroad during their undergraduate degree. This reflects a considerable rise in comparison to only 18% in 2015. Study International (2019) attributes this rise to an increased demand from organizations to have employees with a global mindset, "and their tendency to favour applicants who have spent time or studied abroad" (Study International, 2019, para. 3). With a growing demand from students to study abroad, and an increased requirement from employers to have a workforce with

a global perspective, this is an opportune moment for the University of Glasgow to expand its outgoing program offering in order to provide students with more options to study abroad post-Covid-19.

Through this study, I aimed to determine the unique needs of the University of Glasgow's Outgoing Program team within the Global Opportunities office in order to design a program that fills some gaps in the university's current program offering. More specifically, I endeavored to determine specific gaps in the university's outgoing programming as it relates to factors such as length of program, field of study, type of program, destination region, and underserved student populations. This study contributes not only to the University of Glasgow, but also the field of international education in higher education in general, in that many institutions throughout Scotland and the United Kingdom potentially see the same gaps in their programming and face similar challenges encouraging students to study abroad as it relates to the factors mentioned previously. This study calls attention to those gaps and serves as an example for additional programming that can meet those needs.

Background

The University of Glasgow was founded in 1451 and is the fourth oldest university in the English-speaking world and is listed as one of the world's top 100 universities by both the QS World University Rankings 2021 and the Times Higher World University Rankings 2021. Approximately 29,000 undergraduate and postgraduate students attend the University of Glasgow and the institution welcomes students from over 140 countries (University of Glasgow, 2020a). The University of Glasgow offers courses in "medicine, veterinary medicine, dentistry, biological and physical sciences, engineering, social sciences, law and education" (Times Higher

Education, 2020, para. 3). The university is deeply committed to internationalization efforts and has been establishing partnerships with communities, colleagues, and students across the world for 560 years (University of Glasgow, 2020d).

The University of Glasgow has 420 study abroad and exchange partners, with opportunities to work or study abroad for a year, a semester, or short-term, such as summer programs (University of Glasgow, 2020a & 2020c). There are opportunities to work or study in Europe for a semester or a full year on the Erasmus+ Program, as well as opportunities to study in destinations beyond Europe for a semester or year at one of the university's partner institutions on the International Exchange Program (University of Glasgow, 2020e). The University of Glasgow encourages students with disabilities and additional support needs to apply for study abroad opportunities (University of Glasgow, 2020c). The Erasmus+ Program is funded by the European Commission and additional Erasmus+ funding is available for students with disabilities and low-income students. There are various other study abroad funding options available to University of Glasgow students, such as Go Abroad Travel Scholarships and some subject-specific subsidized opportunities attached to a few priority partner universities for both undergraduate and postgraduate level students (University of Glasgow, 2020b).

Literature Review

The idea of travelling as a part of education is not a new phenomenon. Long before the first library was created in Nineveh (modern day Iraq), in ancient India and Greece there were wandering scholars who would pass their wisdom on orally (Andrews, 2016; Hoffa, 2007, as cited by Puntney, 2019). For example, the University of Takshasila "offered curriculum in Persian and Greek to traveling scholars during a period believed to span from 600 BC to AD

250. It attracted many scholars from outside of India, including Alexander the Great” (Hoffa, 2007, as cited by Puntaney, 2019, p. 100). These places were focused on passing accepted wisdom from generation to generation, rather than generating new knowledge, like universities do today (Hoffa, 2007, as cited by Puntaney, 2019). The study abroad experience nowadays is certainly different from what it was back in 600 BC, and its benefits continue to be studied today.

In fact, the Institute for the International Education of Students (IES), conducted a study with alumni from all IES study abroad programs from 1950 to 1999. Regardless of the location and length of the program, the figures from more than 3,400 respondents (a 23% response rate) demonstrates that “studying abroad is usually a defining moment in a young person's life and continues to impact the participant’s life for years after the experience” (Dwyer & Peters, 2004, para. 3).

When asked about the impact of study abroad on their personal growth, 97% of respondents stated studying abroad served as an impetus for increased maturity, 96% recounted increased self-confidence, and 95% said that it has “had a lasting impact on their world view” (Dwyer & Peters, 2004, para. 5). When questioned about academic growth, 87% of respondents replied that their study abroad experience “influenced subsequent educational experiences,” 63% stated that it impacted their “decision to expand or change academic majors,” and 64% reported that it “influenced their decision to attend graduate school” (Dwyer & Peters, 2004, para. 14). On the topic of career growth, three-quarters of respondents affirmed that they developed skill sets abroad that influenced their career path, and 62% said that studying abroad awakened an interest in a career direction that they went on to pursue after the experience (Dwyer & Peters, 2004).

Lastly, when asked about intercultural development, 98% of respondents said that study abroad “helped them to better understand their own cultural values and biases” (Dwyer & Peters, 2004, para. 9), and 82% answered that study abroad helped them develop “a more sophisticated way of looking at the world” (Dwyer & Peters, 2004, para. 9). It is important to point out that these intercultural developments are not short-lived, but continue to affect participants’ lives long after their study abroad experience. Nearly all respondents (94%) recounted that their study abroad experience still influences the interactions they have with people from different cultures. Ninety percent reported that the experience motivated them to seek out a more diverse friend group, and 64% concluded that it inspired them to explore other cultures as well (Dwyer & Peters, 2004). For example, as Jason Thornberg, IES Vienna participant stated,

It has been nearly ten years since I was a student in Vienna, but not a single day goes by where its impact is not felt in my life... My time there fundamentally changed how I view the world and has given me the ability to view the world, and its issues, from several perspectives. (Jason Thornberg, IES Vienna, 1994, as cited in Dwyer & Peters, 2004, para. 12)

So many valuable lessons are gained from studying abroad that continue to make a lasting impact in students’ lives for years after their experience. It’s not surprising, then, that so many students from all over the world study abroad each year.

As a matter of fact, in 2016 almost 5.5 million university students studied abroad globally (Nous Group, 2019). In the U.K., 7.8% of undergraduate students study, work, or volunteer overseas during their degree studies. Scotland is the second highest sender of study abroad students in the U.K., behind Northern Ireland, with 11.6% of undergraduate students studying,

working, or volunteering overseas. The top five destinations for mobile students who graduated in 2016-17 were France, Spain, the U.S., Germany, and Australia. Together these five countries received nearly 50% of all mobile students from the United Kingdom (HESA DLHE Survey, as cited by Universities UK International, 2019b).

The majority of the United Kingdom's outward mobility (71.1%) takes place in the students' penultimate year of studies, "in particular longer-term mobility and compulsory mobility" (HESA DLHE Survey, as cited by Universities UK International, 2019b, p. 18). During students' second year (2015-16), almost half (49.2%) of all mobility was through the Erasmus+ program. In the 2016-17 cohort, 75% of students studied abroad, 21.5% worked abroad, and 3.6% volunteered abroad. Most mobility periods (63.7%) were long-term (more than 14 weeks long), 15.2% were between five and 13 weeks long, and 21% were short term (1-4 weeks long). Undergraduate students who graduated in 2016-17 and went abroad during their studies were more likely to find a job after they graduated and received a £1,226 higher starting salary, on average, than those who did not go abroad during their studies (HESA DLHE Survey, as cited by Universities UK International, 2019b). Education Scotland's (2014) international strategy affirms its commitment to preparing children, young people, and adults for a global future by providing an increased number of international education opportunities.

While Scotland has demonstrated its commitment to education abroad, there are a few possible challenges that come to light when creating a study abroad program and getting students to participate. One of which is the presence of free university education. According to the University of Glasgow's former Dean of Global Engagement, David Fearn: "Education abroad will almost always be on exchange programs, instead of study abroad because people are not

used to paying for their education. In Scotland, there's just not that ethos of paying for study abroad" (D. Fearn, personal communication, July 6, 2020). In Scotland, university is free if you are from Scotland or from a country in the European Union.

Another possible challenge is the impact of Covid-19 on study abroad. According to Michelle Stewart, President of the European Association of International Education (EAIE) and Director Internationalisation (Humanities & Social Sciences) at the University of Strathclyde, the future of international education is largely unknown. While Covid-19 has led to the insurgence of alternatives to mobility-based internationalization, such as virtual study abroad, Stewart is hopeful that as travel restrictions are lifted, students will be keen to study abroad again:

I do know that for many students, in particular undergraduates, online access is not currently perceived as an attractive substitute for physical mobility. These students want to travel, be embedded in different cultures and languages and to experience new horizons. I hope that as restrictions are lifted and students are confident that it is safe to travel, physical mobility will continue. (Stewart, 2020, para. 10)

Stewart points out that while most of us could have never predicted that we would be hit with a global pandemic in 2020, there are some consequences of Covid-19 that are positive, such as online delivery of education allowing for increased access to global learning, and a decreased carbon footprint of the global mobility industry (Stewart, 2020). For the purposes of this study, students were asked to consider this program in a post-Covid-19 context, where travel is no longer restricted.

Additionally, Brexit poses a potential challenge to Scotland's outbound programming. The European Union's freedom of movement rules have allowed for easy student mobility throughout the European Union. Over 200,000 U.K. students studied abroad at European universities through the Erasmus program between 1987 and 2013 (Oliver, 2020). Now that the United Kingdom will be leaving the European Union, the question remains how this will impact study abroad. According to the Royal Society of Edinburgh, the U.K. "should adopt more flexible migration policies to enable the mobility of researchers and students to and from the UK after Brexit" (Ogg, 2018, para. 4). Major study abroad programs in the U.K., such as Erasmus+, are extremely important not only to the United Kingdom's internationalization efforts, but also to the strength of the United Kingdom's research base (Ogg, 2018). The impact of Brexit on U.K. students looking to study abroad in the European Union will depend on which country they want to study in, and could include applying for a student visa, paying a healthcare surcharge, obtaining a driver's license, etc.

Diverse students, in particular, face additional challenges in participating in education abroad programs. In the U.K., the term Widening Participation (WP) is used, and the University of Glasgow is committed to increasing participation in global mobility programs amongst WP students. As the Universities and Colleges Admissions Service (UCAS) reported, "To identify an applicant's full potential, universities and colleges look beyond grades. This is part of their commitment to address the current under-representation of certain groups within higher education in Scotland" (UCAS, 2020, para. 7). At the University of Glasgow, Widening Participation students are those who come from a low-income family, have refugee status, are seeking asylum in the U.K., are estranged from family and living without family support, "are responsible for the unpaid care and wellbeing of a dependant" (UCAS, 2020, para. 7), have

themselves been in care, or “live in a target postcode area. For example, in a low participation area as measured by the Scottish Index of Multiple Deprivation” (UCAS, 2020, para. 7).

The Widening Participation in U.K. Outward Student Mobility report by Universities UK International (2016) focused on five underrepresented groups when it came to global mobility in higher education: students from a low socio-economic background, students from low participation neighborhoods, black and minority ethnic (BME) students, students with a disability, and students who are care leavers. The study found that “all of the target demographic groups are underrepresented in mobility numbers, and students with overlapping disadvantages have even lower rates of participation” (Universities UK International, 2016, p. 4). Another key finding was that short-term mobility, of one to four weeks, was more attractive to all of the target groups. Students in these five underrepresented groups were also found to have visited a more limited number of destination countries than their counterparts. “In 2015–16, U.K. student mobility covered 172 countries. Students from low socio-economic backgrounds visited 125 countries, those from low- participation neighbourhoods visited 97 countries, BME students covered 131 countries and students with a disability visited 113 countries” (Universities UK International, 2016, p. 5).

Participation in global mobility was primarily enjoyed by those of a high social-economic background in 2015-16, in fact they were 60% more likely to participate in global mobility than students from disadvantaged backgrounds. Black and minority ethnic (BME) students have been consistently underrepresented in education abroad programs. In fact, “In 2015–16, 77.6% of the undergraduate home student cohort was white, yet white students represented 82.4% of the outwardly mobile group. BME students represented 22.2% of the student cohort but only 17.6%

of the outwardly mobile group” (HESA, 2016, as cited by Universities UK International, 2016, p. 17).

The participation rate for disabled students in outward mobility increased in 2015-16 as compared to 2013-14, however it was still below average for the sector that year. There are varying levels of participation within the disabled student demographic. Students with two or more conditions had the lowest participation rate (0.9%) and the second lowest rate was by students with a physical impairment or mobility issues (1.0%). The highest participation rate within the demographic was by students with a specific learning difficulty at a rate of 1.7%, which was the average overall rate in that year (HESA, 2016, as cited by Universities UK International, 2016).

To put it simply, a care leaver is a student who has been in the care of a local authority, and are one of the most marginalized groups in higher education in the U.K. The number of care leaver students has rapidly increased. “The total number of U.K.-domiciled students reported as care leavers to HESA was 2,635 in the 2013–14 year, 3,645 in the 2014–15 year and 7,305 in 2015–16” (HESA, 2016, as cited by Universities UK International, 2016, p. 19). Seventy-five care leaver students undertook outbound mobility in 2015-16, embodying 1.0% for this demographic (HESA, 2016, as cited by Universities UK International, 2016). The number of care leaver students taking part in international education programs is so small that it is difficult to analyze and compare to previous years.

Theoretical Foundations

Kolb's Experiential Learning Theory

This program design was guided by Kolb's Experiential Learning Theory, which consists of four stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation (Kolb, 1984). In experiential education, it is not the teacher's primary job to deliver content to the students, "instead, the teacher organizes the learning, facilitating the students' progress through the learning cycle by structuring the experience, reflection, theorizing, and planning stages" (Roberts, 2015, as cited by Puntaney, 2019, p. 150). The reflection stage of Kolb's Experiential Learning Theory is very important, allowing students to recognize their emotions, describe important interactions, and begin to "identify patterns in observations" (Puntaney, 2019, p. 175). Most importantly, experiential learning is about pragmatism and "connecting the curriculum to real-world problem-solving" (Merriam and Bierema, as cited by Puntaney, 2019, p. 150). This program guides students through the Experiential Learning Cycle, keeping in mind that students may vacillate through the stages and may enter the cycle at different points.

Self-Authorship

This program is also informed by the theory of self-authorship. The theory of self-authorship was developed to address the learning of college students because of the growth and development of the internal voice that often happens during this time. Lucero explains this development, stating, "Self-authorship is to claim one's self—not an external authority such as a parent or boss, or even tradition—as the creator of one's knowledge, values, beliefs, and

identity” (Lucero, 2018, para. 3). For many students, university provides the first opportunity to have independent experiences, create themselves and discover their own thoughts, feelings, beliefs, and ideas away from their parents or guardian.

Participants of the program progress down the path to self-authorship through the creation of “active learning environments that encourage students to construct their own ideas” (Hodge, Baxter Magolda, & Haynes, 2009, para. 9). As part of the effort to allow students to make decisions about their learning experience, students are given the opportunity to curate their own learning. Self-authorship theory calls for educators to “foster students’ holistic growth through continuous self-reflection, seamless and authentic curricular and cocurricular experiences that steadily increase in challenge, and appropriate levels of support” (Hodge, Baxter Magolda, & Haynes, 2009, para. 10). Self-reflection is embedded throughout the program and the curriculum was designed to steadily increase in challenge, with more support given by teachers at the beginning and less toward the end, when students are more autonomous.

Widening Participation/ Internationalization Theory

According to the Cambridge Dictionary online, internationalization is defined as “the action of becoming or making something become international” (Cambridge University Press, 2021, para. 1). One of the most widely considered, however, is Jane Knight’s definition of internationalization of higher education as “the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education” (Knight, 2004, p. 11). A commitment to internationalization is at the forefront of the strategic plans for many universities all over the world. Another duty that many universities are placing focus on is widening participation, access, and inclusion, in order to increase equity in

terms of participating in higher education, and specifically, participating in international education within higher education. While both of these endeavors are undoubtedly important, it is argued by some that these two focus areas are at odds with each other. This viewpoint is based on the notion that advancements in internationalization within higher education are often associated with the generation of revenue, while widening participation, access, and inclusion within international education, and higher education as a whole, aim to achieve fairness (Gayton, 2020). It is the aim of this program to do both, by increasing revenue for the University of Glasgow through strengthening the relationship with Universitas Gadjah Mada (UGM) and eventually bringing international students to the university; as well as widening participation, access, and inclusion by specifically promoting the program to WP students.

Needs Assessment

In order to inform the design of the program for the University of Glasgow, I used purposeful, convenience, and snowball sampling strategies to identify my participants (Marshall & Rossman, 2016). Purposeful sampling strategy was used when considering my potential participants by identifying that employees of a global mobility office who work with outbound programming would be especially knowledgeable about current programs and potential gaps in the outbound program offering. It was also used when identifying students could share their perspectives on which types of programs they would be most interested in. Next, convenience sampling strategy was used when thinking about my existing network- I reached out to a contact of mine at the University of Glasgow. Snowball sampling was used by having my contact introduce me to another person at the university, who introduced me to the Head of Global Opportunities, who was able to put me in contact with the other member of the Outgoing

Programs team within the Global Opportunities office. The interview participants were staff members of the Global Opportunities office at the University of Glasgow who work with outgoing programs, and the survey participants were University of Glasgow students.

Data Collection: Methods and Findings

Semi-structured interviews were conducted with two staff members, including the Head of Global Opportunities in order to assess their programs' needs. Participants were given the option to remain anonymous by being referred to as a pseudonym or for their name to be used. (Please see Appendix A: Participant Informed Consent and Appendix B: Interview Questions). Informed by the information collected in the interviews, I developed a short online survey for students to complete in order to determine what type of program students preferred as well as what they saw as their main barrier to participating in a global program.

During my interviews with the Head of Global Opportunities at the University of Glasgow, Sarah Armour, and International Experiences Manager, Celine Reynaud, I endeavored to learn about underserved student populations at the university. Both Armour and Reynaud conveyed to me their desire to increase participation amongst the Widening Participation (WP) student population. For example, Armour shared why increasing WP student participation in programs abroad is a priority, stating:

We have a big demographic of Widening Participation students at the University of Glasgow, traditionally, so reducing barriers for these students is a big focus for us at the moment... For many Widening Participation students, it's a big step to come to university, so then to go abroad is another leap. We are trying to better understand that

now and work with our colleagues in the WP department to try and help these students overcome the barriers. (S. Armour, personal communication, January 29, 2021)

This importance placed on WP students led me to contact the Widening Participation department, who agreed to send the survey out to their database of students, ultimately helping to increase access to the survey and collect diverse responses.

Student participants were contacted by email from the Widening Participation department at the University of Glasgow, as well as on the University of Glasgow Community Facebook group. Student participants were asked to complete a short, two-minute online survey and no personal data were collected. Informed consent was detailed in the survey, stating that by participating, they give their consent for the data to be used for the purposes of this study. Surveys were collected from 185 University of Glasgow students, 182 collected from the Widening Participation department email and three from the University of Glasgow Community Facebook group. See Appendix C: Survey Instrument.

In terms of the type of program, study abroad, work abroad, and volunteer abroad were listed by Armour and Reynaud as potential program types (S. Armour, personal communication, January 29, 2021; C. Reynaud, personal communication, January 23, 2021). These three options were given to students in the survey, and out of the 185 survey responses, 56.76% (105 students) selected study abroad as the outward mobility program they would be most interested in, with 30.27% (56 students) selecting work abroad, and 12.97% (24 students) selecting volunteer abroad.

When it came to the field of study that students explore while on-program, Armour and Reynaud named Nursing, Life Sciences, and STEM as fields of study that are less represented in opportunities abroad at the University of Glasgow (S. Armour, personal communication, January 29, 2021; C. Reynaud, personal communication, January 23, 2021). The survey given to students asked them to select between Nursing, Life sciences, and STEM, or they could write-in their own preferred field of study to explore while on a program abroad. Overall, students surveyed preferred Life Sciences, with 21.62% (40 students). Most students, 56.76% of respondents (105 students) chose to write in their own response, with Education and Law being amongst the most popular write-in options, with 19 and 18 student responses respectively.

China, India, and Indonesia were mentioned by Armour as destinations with a lot of potential, but no current outbound programming. Armour explained this, stating:

We have a broad range of destinations and some really popular destinations for our students, but I think we could be doing more with some of our partners in destinations that would be a bit more unusual for students to go to. We have some really good partners in India, Indonesia, and China for example, but that's not traditionally where we would be sending students because it's a bit more of a leap. I think we should be looking at using these destinations better and sending groups of students, and providing them with additional support to encourage them in travelling to more non-traditional locations. (S. Armour, personal communication, January 29, 2021)

When it came to preference of destination, 21.62% of students (40 students), selected Indonesia, while 50.27% (93 students) chose not to select an option and write in their own preference instead. The U.S., Australia, and Canada were the most popular write-in countries, with 27, 24,

and 21 respondents respectively. China was the preference for 16.76% of respondents (31 students) and India was favored by 11.35% (21 students).

In terms of program length, students seemed to favor a longer duration, with 40.54% (75 students) opting for six weeks, 27.57% (51 students) opting for four weeks, and 14.05% (26 students) opting for two weeks. Although more students preferred a six-week duration, the importance placed on increasing participation amongst Widening Participation students by Armour and Reynaud caused me conclude that a shorter duration would help increase participation amongst WP students. Reynaud explained the importance of having a variety of short-term programs on offer, stating:

At the moment we're looking to increase the range of offering of short-term programs. The summer school opportunities that we have are about one week to three weeks and they seem to have attracted a lot of Widening Participation students, including not only low-income students, but also students with family commitments, caring commitments, or work commitments. So, we are looking at developing that range of programs to make it more accessible to students and not just in the summer, because we are aware of work responsibilities that many students have during that time. (C. Reynaud, personal communication, January 23, 2021)

With this in mind, I concluded that a two-week duration would allow for ample learning, while also increasing inclusion amongst WP students who may have caring responsibilities or not be able to afford a long-term program.

When asked about their biggest barrier to participating in a study, work or volunteer abroad program, the majority of students, 65.41% (121 students) named finances. Academic course load was named by 18.38% (34 students) and work or caring responsibilities were listed by 12.43% (23 students).

When discussing the time of year to hold a new, short-term program with Armour and Reynaud, summer was listed as a potential option. It was also stated that after exams finish in May might be a better option for students with summer jobs or caring responsibilities (S. Armour, personal communication, January 29, 2021; C. Reynaud, personal communication, January 23, 2021). The majority of students, 60.54% (112 students) confirmed this notion and responded that after exams in May would work best for them to participate in a program abroad, while 35.68% (66 students) stated that summer worked best for them.

As a result of the aforementioned interviews with University of Glasgow Global Opportunities staff and surveys completed by University of Glasgow students, this program will be a study abroad program studying Life Sciences in Indonesia. It will take place in 2024 to allow for Covid-19 impacted travel to return and will take place in May after exams have concluded. It will be two weeks in duration in order to cater for those with summer work or caring responsibilities and will endeavor to keep costs low, in order to increase inclusion for low-income students.

Limitations

One limitation to my study is the sample size. There was an unexpected change in the staffing of the Global Opportunities office at the University of Glasgow, which led to only two

participants who work with outgoing programs being able to participate. It would have been ideal to be able to expand my sample size of staff with knowledge of the outgoing program offering at the university. A second limitation is that students were not interviewed. While I was able to gather student perspectives via survey, it would have strengthened the study to be able to conduct interviews with students in order to gain a more detailed understanding of their point of view. One limitation of me as the researcher is that I am an American and living in Australia at the time that I conducted research with participants in the United Kingdom. My cultural bias could have potentially prevented me from fully understanding cultural nuances that arose in the interviews I conducted. I made my best effort to not let my cultural background get in the way of my understanding. I have a good understanding of the culture in the U.K. and I maintained an open mind as I prepared to begin conducting interviews.

Program Description

The School of Life Sciences at the University of Glasgow offers degrees in Human and Animal Biology, Biomolecular Science, and Infection and Immunity. This study abroad program will provide students interested in these degree areas the opportunity to study for two weeks at Universitas Gadjah Mada (UGM) in Sieman, Yogyakarta, Indonesia. The program will be co-taught by a professor from the School of Life Sciences at the University of Glasgow and UGM professors within the Faculties of Biology and Animal Science. UGM was selected as the destination for this program because the institution is an existing study abroad partner of the University of Glasgow. Sarah Armour, Head of Global Opportunities, pointed out that the University of Glasgow doesn't send many students to UGM currently and stated that there's a real opportunity to strengthen the existing relationship between the two institutions (S. Armour,

personal communication, January 29, 2021). This collaboration will help to improve the relationship between the two institutions and specifically those faculties within the institutions.

The Life Sciences Indonesia Program (LSIP) will take place on campus at UGM, with students residing in the dormitories and classes taking place in the lecture halls and laboratory spaces. LSIP will aim to have 10-15 student participants in its inaugural year, 2024, with the ability to grow in the future. This program will also aim to run as an exchange in the future, with the University of Glasgow welcoming UGM students and providing a two-week study abroad experience.

Goals and Objectives

This program is designed to accomplish the following goals:

1. To forge intercultural connections between the University of Glasgow and Universitas Gadjah Mada students, faculty, and communities, ultimately strengthening internationalization efforts of both institutions.
2. To provide opportunities for Life Sciences faculty members at the University of Glasgow and UGM to collaborate.
3. To increase Widening Participation student participation in global opportunities at the University of Glasgow.
4. To fill current gaps and meet needs of the Global Opportunities department by providing a new, unique program for students and academic faculties that are underserved.

5. To provide students with an interest in Life Sciences an experiential learning opportunity that aligns with the goals of the faculty.

The participant learning objectives are:

1. Participants will strengthen their practical knowledge in the area of Life Sciences.
2. Participants will demonstrate increased knowledge and understanding of Indonesian culture and way of life.
3. Participants will learn how to examine their own identities, positionalities, and self-culture within domestic and global contexts.
4. Participants will progress down the path to self-authorship by making decisions about their learning experience and curating their own learning.

Curriculum

The Life Sciences Indonesia Program will consist of pre-departure sessions, an in-country international curriculum, a weekend excursion, and post-program sessions. Please see Appendix D for a timeline of delivery. The curriculum is designed to allow students the opportunity to curate their own learning experience, with choice over which classes they take and options for leaning about the local culture and language.

Pre-Departure

Pre-departure sessions will be integral to the success of this program. All pre-program sessions will be managed by the University of Glasgow's Outgoing Program team within the Global Opportunities office. These sessions are designed to lay the foundation of Indonesian

history and culture, as well as the relationship between Indonesia and the U.K., in order to provide some historical and cultural context. This part of the session will be conducted virtually by UGM staff through video call in coordination with University of Glasgow staff in order to lay the foundation with perspectives from Indonesia and the United Kingdom. These meetings also provide an introduction to intercultural communication through an analysis of self-culture and social identities. Students will be introduced to a variety of different reflection methods including video, art, music, writing and spoken word. An in-depth overview of study abroad best practices, logistics, travel information, required documentation, as well as health and safety procedures will also be discussed. Students will also be asked to take part in a pre-departure survey.

In order to not overload students' schedules during exams, two pre-program sessions will take place before exams commence, in the evening on April 12 and 19, 2024. There will be one session two days before departure to act as a refresher and go over any last minute or crucial details. Lunch will be provided at this session and it will take place on May 17, 2024.

International Curriculum

Core courses that comprise the curriculum will be offered in Human and Animal Biology, Biomolecular Science, and Infection and Immunity. In an effort to allow students to curate their learning, students may pick their one preferred Life Science course (either Human and Animal Biology, Biomolecular Science, or Infection and Immunity). The creation of the syllabi for these courses will be a collaborative effort between a professor from the School of Life Sciences at the University of Glasgow and UGM professors within the Faculties of Biology and Animal Science. During these collaborative pre-planning meetings, the professors from the University of Glasgow and UGM will decide amongst themselves which courses each professor would be best suited to

teach. The three core Life Sciences courses will be available to local UGM students as well as LSIP participants in order to encourage student interaction between UGM and University of Glasgow students. As are many courses at UGM, all of these courses will be taught in English.

Along with one core Life Sciences course, students are required to take a culture course, giving students opportunities to learn about Indonesian culture and engage with the local community. There is only one Culture Course offered to LSIP students and participation is required, however students will have a lot of choice as to how they'd like to engage with the content of the course and have the opportunity to control their own learning. Reflection is a key component of this required course. Students will be asked to reflect in a variety of ways throughout the program, one of which being a journal, with daily questions to answer. These questions will vary, but will ask students to ponder topics such as identity, positionality, and self-culture. The culture class will also provide opportunities for students to curate their own learning, by providing a number of options and ways to fulfill each assignment. For instance, one assignment for this course is related to engagement in the community. Students may choose to fulfill this brief in any way they choose, for example engaging through literature by reading a book in the local library about the community, or chatting with a local at a restaurant. There are many opportunities each week for students to take the reins and decide how they want to engage with the material. Throughout the culture course and core Life Sciences courses, as the program progresses, the students will be given more autonomy, less teacher instruction, and more opportunities to choose their own method of learning.

An Indonesian language course will be offered in addition to the core Life Sciences courses. This course curriculum will be developed and taught by a professor of Indonesian

Language and Literature within the Faculty of Cultural Science at UGM. This course will be suited to beginner level learners of Indonesian language. This course is not required; however, it is heavily encouraged.

All courses, syllabi, and delivery of the program will be designed in accordance with Kolb's Experiential Learning Model, cycling from concrete experiences, reflective observations, abstract conceptualization, and active experimentation to encourage the student's learning process (Kolb, 1984).

Weekend Excursion

An excursion to Jakarta will be offered to all students and is highly encouraged, but not required. The cost of the excursion is included in the program fee, however, if students prefer to stay on campus at UGM and explore the local area instead, they are welcome to do so. The University of Glasgow faculty member will participate in the excursion as well. Students who take part in the excursion will take a one-hour flight Friday evening from Yogyakarta International Airport to Halim Perdanakusuma Airport in Jakarta. Saturday morning students will have breakfast at the hotel, then be picked up by private coach and tour guide for a half-day cultural city tour. Students will have lunch together at the end of the tour, then have the rest of the day and dinner to explore on their own. Sunday morning students will check out of their rooms and have breakfast at the hotel, then be picked up by private coach and tour guide for a day trip to Tangkuban Parahu Volcano, on the way stopping to visit a local village, fresh fruit market, and hot spring. The private coach will drop students off at the airport in the evening directly after their tour. Students will fly back to Yogyakarta International Airport and return to campus Sunday night.

Post-Program

All post-program sessions will be managed by the University of Glasgow's Outgoing Program team within the Global Opportunities office. During these sessions, students will reflect upon their experiences in Indonesia, and discuss ways that they will continue to use the skills they gained through their study abroad experience to make a positive impact in their local communities. One session will be held two weeks after the students return, in order for students to reflect upon their immediate thoughts and feelings upon their return, and another will be about three months later, in order to allow some time for more long-term reflections. Students will also complete two post-program surveys, the first reviewing and giving feedback on logistics, pre-departure steps, learning objectives, the curriculum, the Faculty Leader, onsite staff support and the excursion. The second survey will ask students to reflect on what they learned throughout their participation and how it has impacted their life, as well as reflect upon their journey to self-ownership, and their development in areas such as intercultural awareness.

Staffing Plan

In the preparation and planning of this program, the Global Opportunities team at the University of Glasgow will work in coordination with the International Program team at UGM. Staff members from each of these teams, a professor from the School of Life Sciences at the University of Glasgow, and UGM professors within the Faculties of Biology and Animal Science will begin planning meetings approximately one year in advance in order to create the syllabi and finalize any details. These planning meetings and coordination between the University of Glasgow and UGM are essential to meeting the program goal of forging intercultural connections among the students, faculty, and communities of the two institutions. The professor

from the School of Life Sciences at the University of Glasgow who is participating should be the professor who will be faculty member traveling to Indonesia.

While students are on-program, they will be supported back in Scotland by the Global Opportunities team at the University of Glasgow, who will be available for help via video call and email. In terms of in-person support while students are in-country, the Faculty Leader from the University of Glasgow's Life Sciences department will be able to help and will undergo health and safety training, mental health first aid training and diversity, equity, and inclusion training in order to best support students while abroad. For additional in-person assistance while in-country, students are also supported by the International Program team at UGM, who also manage health insurance for students while on-program.

Program Marketing

Marketing for the Life Sciences Indonesia Program will be multifaceted. The University of Glasgow will display a webpage on their Study Abroad site featuring key information about the program, including dates, learning goals and outcomes, curriculum overview, and a brief description of costs. This webpage will also contain a link to apply for the program. Social media will also be used to market the program to students, and specifically WP students. Throughout the recruitment period, the Global Opportunities team at the University of Glasgow will use Instagram to highlight the experience of a WP student currently studying abroad. The student will show a day in their life studying abroad and answer any questions from prospective students. Interviews with current students answering commonly asked questions will also be posted to social media for interested students to view. The Go Abroad Fair, which takes place in

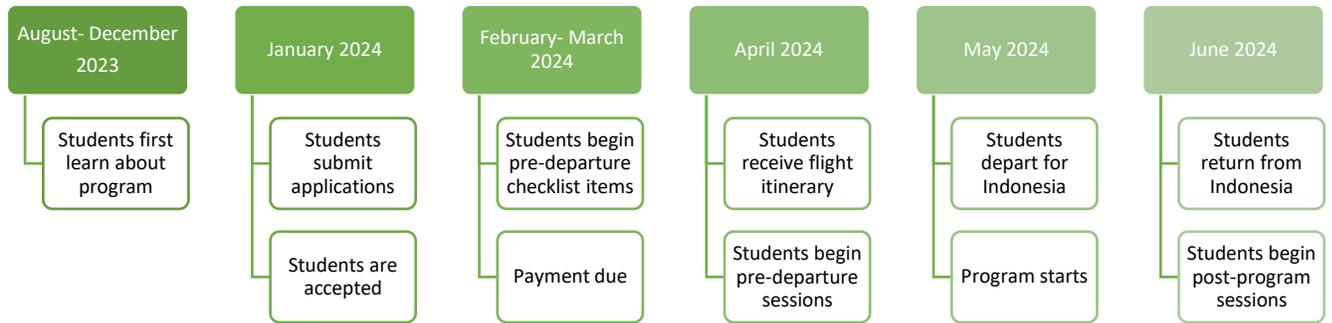
November, will also be a key marketing channel for the program, with marketing materials available at the event, giving information regarding the program details and funding options.

Program-specific marketing materials that will be created by the University of Glasgow include general posters and flyers, informational presentations, scholarship flyers highlighting available scholarship opportunities, email campaigns for prospective students, Instagram posts, and digital advertisements for screens on-campus. All of these marketing materials will feature diverse students and highlight positive experiences of WP students studying abroad.

Participant Recruitment and Admissions

Recruitment of participants will begin in August 2023 and go until December 2023 in order to reach the 10-15 student enrollment goal. The Faculty Leader will focus primarily on outreach within the School of Life Sciences at the University of Glasgow by connecting with other professors, doing classroom presentations, and sharing information about the program. The Widening Participation department at the university will work with the Global Opportunities team to provide targeted outreach to WP students. Because a key goal of this program is to increase participation amongst WP students, the majority of the marketing and recruitment effort will be targeted to this diverse student group. The focus of this targeted marketing and recruitment effort will be on showing WP students that participation in opportunities abroad, especially LSIP, is attainable for them. Because financial barriers and work or caring responsibilities are a key concern for WP students, these concerns will be highlighted in the recruitment activities for this program.

Admissions Timeline



Application and Program Requirements

In order to apply for LSIP, students will fill out an application form and submit a statement explaining why they desire to participate in the program. In an effort to increase inclusion and not to exclude students who would greatly benefit from participation in the program, there is no formal GPA requirement; however, the Global Opportunities team will liaise with the academic faculties in order to get a sense for whether or not the student is a good fit for the program. A student would not be a good fit for LSIP if the academic faculties perceived them as at risk, meaning that they were disengaged from their studies combined with a GPA under 2.0. After students have received notice that their application has been successful, they will be required to provide a number of documents. Existing University of Glasgow students have an online portal account called *My Glasgow*. Students will see a page on their *My*

Glasgow account dedicated to their study abroad program and be required to complete and upload the following documents: program expectations and student agreement, dates of pre- and post- program classes, identity-specific information, withdrawal instructions and financial timeline, travel insurance information, program itinerary review, flight booking instructions and itinerary, health clearance form, photo and biography.

Scholarships

In an effort to increase inclusion, providing scholarship opportunities to reduce the cost or even fund the program entirely was essential to the design of this program. The Global Opportunities team will work closely with the Alumni Engagement department at the University of Glasgow in the two years leading up to the program start to secure enough donations to cover at least half of the program cost, making the per student cost no greater than £699.25, instead of £1,398.50, based on ten student participants. Scholarships such as The Global Study Award are available for students to apply for, and Widening Participation students are eligible for additional demographic-focused scholarships, such as scholarships for students with caring responsibilities, or students from low-income families. All of these scholarship opportunities will be highlighted extensively in the marketing and recruitment materials for the program, with testimonials from previous students who have been successful in their applications. Between the alumni donations and scholarship opportunities, it is likely that all students will be able to have the full cost of the program funded. The University of Glasgow Global Opportunities team will work closely with the Learning Enhancement & Academic Development Service on campus to provide additional support to students in their scholarship applications.

Logistics

Travel to and from Indonesia

Participants will be traveling together as a group from Glasgow International Airport to Yogyakarta International Airport on Sunday, May 19, 2024 and will return to Glasgow International Airport on Saturday, June 1, 2024. This will not only allow students the benefit of a reduced flight cost through a group airfare rate, but will also give students, particularly first-time international travelers, peace of mind that they will not have to navigate their journey to Indonesia alone. If students would like to arrive early or remain in Indonesia later, they must submit a request by Friday, March 15, 2024.

In-Country Transportation

Return flights from Yogyakarta International Airport to Jakarta for the weekend excursion are included in the program fee. Transportation by private coach to and from Yogyakarta International Airport upon arrival and departure in Indonesia and for the weekend excursion are included in the program fee. Although all group travel will be provided via private coach for the duration of the program, participants are encouraged to explore the public transportation system in Indonesia in their free time to enhance their Indonesian cultural experience. Public transportation options include busses, minibuses, ojek (motorcycle taxis), becak (three-wheeled carts), and dokars (horse-drawn, two-wheeled carts).

Housing and Board

While at UGM, students will be housed in the exclusive dorms on campus. UGW's exclusive dormitory includes air conditioning, private bathroom, WIFI, towels and linens. Security officers are also on duty 24 hours in the exclusive dorms (Universitas Gadjah Mada, 2019). For the two-night excursion to Jakarta, students will spend the night in double-occupancy rooms in a local hotel. These costs reflect a discounted rate given to student on the Life Sciences Indonesia Program (LSIP) and are included in the program fee. In an effort to promote interaction between LSIP students and Universitas Gadjah Mada (UGM) students, program participants will be housed in a dormitory where UGM students living on campus for the summer are also staying.

Students will have a welcome dinner and farewell dinner, which are included in the program fee. Three meals a day are included while students are staying on campus at the UGM dining hall. LSIP participants are encouraged to form connections with local UGM students and share a meal together while dining at the UGM dining hall. While on excursion, free breakfast will be provided by the hotel, lunches are included in the program fee, and dinner is included with the tour on Sunday. Students will be responsible for their own dinner on Saturday of the weekend excursion and will be given a stipend to contribute to the cost of that meal. If students choose not to participate in the weekend excursion, they will receive the normal three meals a day on campus. Students are responsible for their own meals on travel days to and from Indonesia.

Required Documents

A passport valid for at least six months from the date of departure from Indonesia is required. Students with a U.K. passport do not need a visa to enter Indonesia for up to 30 days. If a student plans to extend their stay for longer than 30 days, they will be required to apply for a visa in advance and pay a visa on arrival cost of US \$35. Students who are not U.K. citizens are urged to check the latest visa requirements. All students are recommended to check the government website for up-to-date information regarding required immunizations.

Health and Safety Plan

Health insurance is required for each student while studying abroad. The International Program team at UGM manages all health insurance and will contact students shortly after their acceptance into the program in order to communicate with them about the health insurance options that they are eligible for. Basic health insurance coverage is included in the program fee. If students elect for additional cover, they will pay difference in cost. The University of Glasgow offers free personal cover to all students going abroad, which must be registered for at least five days before departure through students' *My Glasgow* accounts.

During the pre-departure phases, health and safety information will be provided to students in three methods: orally in the pre-departure orientation, digitally through the pre-departure modules in the *My Glasgow* portal and on paper, in the printed program guide. This overview will provide information on the insurance plans, local emergency numbers, the address of the nearest U.K. Embassy, hospitals and mental health centers for each location in the program, 24/7 numbers for on-site Indonesia staff and U.K. based staff, information on personal

medications, and accommodations for students with disabilities. Participants will also receive a comprehensive on-site health and safety orientation upon arrival on campus at UGM, where they will learn about local laws, common health and safety concerns and a reiteration of the health and safety information they learned in the pre-departure process. The Widening Participation department will be consulted in regards to the health and safety plan to ensure that the unique needs of WP students are being met. The Widening Participation department will conduct video calls with all WP students once a week, and more frequently if required, while the students are on-program in order to provide specialized support.

Crisis Management Plan

The University of Glasgow's Director of Health, Safety and Security is consistently monitoring situations around the world and the United Kingdom Government travel warnings. In doing so, the university is able to avoid and prepare for many crisis situations. The University of Glasgow provides an emergency line that is staffed 24 hours a day and is accessible from overseas. The International Program team at UGM have protocols for emergencies and evacuation in place and are well versed in the insurance plans included in the program. The Faculty Leader from the University of Glasgow will receive health and safety training, mental health first aid training and diversity, equity and inclusion training in order to support students while abroad. Additionally, the University of Glasgow's Director of Health, Safety and Security will provide a full risk assessment of the locations that the program will take place in and provide this information to the Global Opportunities office prior to departure. The Widening Participation department will be consulted in regards to the crisis management plan to ensure that the unique needs of WP students are being met.

Budget and Budget Notes

The following budget does not include any tuition costs. Students will pay their normal tuition costs to the University of Glasgow, as usual. This budget is based on ten participants, and the cost per student will decrease with any additional participants.

Life Sciences Indonesia Program - May 2024				
Participant Information		Dates		
Number of Student Participants	10	Pre-Program Dates	April 12, 2024- May 17, 2024	
Number of Faculty Leaders	1	In Country Dates	May 19, 2024- June 1, 2024	
Number of Onsite Staff (Professors)	2	Post Program Dates	June 14, 2024- September 6, 2024	
Budget				
Administrative Costs	Item Description	Price per Item	Quantity	Total Price
International Health Insurance	10 students, 1 faculty leader	£ 20.00	11	£ 220.00
Administrative Expenses		£ 500.00	1	£ 1,000.00
Faculty Leader Training		£ 20.00	1	£ 20.00
Contingency Funds		£ 35.00	10	£ 350.00
Marketing		£ 350.00	1	£ 500.00
			Administrative Subtotal	£ 2,090.00
Transportation	Item Description	Price per Item	Quantity	Total Price
Roundtrip Airfare Scotland to Indonesia	10 students, 1 faculty leader	£ 715.00	11	£ 7,865.00
Ground Transportation in Indonesia	10 students, 1 faculty leader	£ 50.00	11	£ 550.00
Ground Transportation in Scotland	10 students, 1 faculty leader	£ 50.00	11	£ 550.00
Roundtrip Airfare for Excursion	10 students, 1 faculty leader	£ 20.00	11	£ 220.00
			Transportation Subtotal	£ 9,185.00
Room/Board	Item Description	Price per Item	Quantity	Total Price
Meals (Students and Faculty Leader)	12 days x £10 per day	£ 120.00	11	£ 1,320.00
UGM Dormitory	flat rate for 2 weeks	£ 55.00	10	£ 550.00
Hotel for Excursions (Double Room)	1 night x £7 per night	£ 7.00	10	£ 70.00
Staff Housing for Faculty Leader (On Campus and On Excursion)	13 nights x £10 per night	£ 130.00	1	£ 130.00
Welcome Dinner and Farewell Dinner	Onsite staff & students	£ 100.00	1	£ 100.00
			Room/Board Subtotal	£ 2,170.00
Curriculum	Item Description	Price per Item	Quantity	Total Price
Classroom Space at UGM		£ 15.00	6	£ 90.00
Tour Fees for Excursion Weekend	2 tours	£ 100.00	2	£ 200.00
			Curriculum Subtotal	£ 290.00
Supplies	Item Description	Price per Item	Quantity	Total Price
Text Books	2 books	£ 14.00	10	£ 240.00
First Aid Kit		£ 5.00	1	£ 10.00
			Supplies Subtotal	£ 250.00
			Grant Total (Pounds Sterling)	£ 13,985.00
			Cost Per Student (GBP)	£ 1,398.50

International Health Insurance	Basic health insurance cover is included in the program fee. If students elect for additional cover, they will pay the difference in cost.
Administrative Expenses	Possible administrative expenses include additional staff member salaries, rent, utilities, telephone, etc.
Faculty Leader Training	Training includes health, safety and security, risk management and diversity and inclusion.

Contingency Funds	To be used in case of an emergency or unexpected program expense.
Marketing	Marketing and promotional items for the program in the recruitment phases. Cost includes design and printing.
Roundtrip Airfare Scotland to Indonesia	Travel quote for group airfare rate.
Ground Transportation in Indonesia	All transportation including airport pickup and drop-off upon arrival and for excursion weekend
Ground Transportation in Scotland	A private bus will transport participants and Faculty Leader from the University of Glasgow campus to Glasgow International Airport the morning of departure, and will pick up from the airport upon arrival in Glasgow.
Roundtrip Airfare for Excursion	Students and Faculty Leader will travel together for the excursion and benefit from a group travel rate.
Meals (students and Faculty Leader)	Meals will be provided on campus at UGM, or will be given as a group while on excursion and on one occasion, in the form of a daily stipend.
UGM Dormitory	Students will be staying in UGM's exclusive dormitory, which includes air conditioning, private bathroom, WIFI, towels and linens
Hotel for Excursions (Double Room)	Includes double occupancy rooms with en-suite bathroom, bed linens, WIFI.
Staff Housing for Faculty Leader (on campus and on excursion)	Includes room in a local hotel with en-suite bathroom, bed linens, and WIFI.
Welcome Dinner and Farewell Dinner	A welcome dinner and farewell dinner will be hosted on UGM campus for all faculty and participants.
Classroom Space at UGM	Classroom space for lectures and labs on UGM campus
Tour Fees for Excursion Weekend	Half day Jakarta cultural city tour and day trip to Tangkuban Parahu Volcano, on the way stopping to visit a local village, fresh fruit market, and hot spring
Text Books	Two text books are required for this course.
First Aid Kit	The Faculty Leader will carry a first aid kit at all times.

Evaluation Plan

The evaluation plan for the Life Sciences Indonesia Program includes both formative and summative evaluation methods. Students in all classes will be asked at the beginning of the program what they hope to ultimately gain from the course, and professors will check in with students as the program progresses, gathering information from the students that will help inform the remainder of the program content. The Widening Participation department at the University of Glasgow will be heavily involved in the post-program evaluation, disaggregating the WP student data to see if WP and non-WP student effects are different, and if they are, how specifically. The Widening Participation department will also work closely with the Outgoing Programs team to make changes to the program design based on the WP student evaluations in order to enhance the experience for WP student participant in the future.

All student participants will receive two post-program online survey evaluations. The first evaluation will be conducted in the first post-program session following the in-country segment of the program. Following each survey question, students will be given space to give a detailed response in the form of a written paragraph. The survey will review logistics, pre-departure steps, learning objectives, curriculum, Faculty Leader, onsite staff support, and the excursion (please see Appendix E: Post-Program Student Survey 1).

About three months after the program has ended, the students will receive a follow up survey where they will be asked to reflect on what they learned throughout their participation, and how it has impacted their life. In this session they will also be asked to reflect upon their journey to self-authorship, as well as their development in areas such as intercultural awareness. Some of the survey questions will be given to students pre- and post- program, with the answers

being compared to evaluate level of growth from pre-program to post-program. These questions will ask students to self-identify their level of certain competencies, such as intercultural awareness, sensitivity, and understanding (please see Appendix F: Post-Program Student Survey 2).

Onsite staff from UGM and the Faculty Leader from the University of Glasgow, as well as staff in the Global Opportunities office at the University of Glasgow who worked directly with this program, will also complete evaluations in order to understand the successes and challenges of the program from a variety of viewpoints. These evaluations will take place in the form of an individual interview in order to gain an in-depth understanding of their perspectives (Please see Appendix G: Faculty and Staff Evaluation Interview Questions).

Conclusions

The benefits of global mobility programs have been widely studied and have been proven to have an immense impact on a student's personal, career, intercultural, and academic growth. Not only that, students from the United Kingdom who study, work, and volunteer abroad see a wide array of benefits compared to students who do not, such as decreased rate of unemployment, and an increased likelihood of obtaining a first-class honors or upper second-class degree. While the benefits of study abroad experiences for students have been widely studied, the U.K. does not send the same proportion of students abroad as other countries of similar size. There is certainly room for the U.K. to expand the number of students it sends on global mobility programs each year. With a growing demand from students to study abroad, and an increased requirement from employers to have a workforce with a global perspective, this is

an opportune moment for the University of Glasgow to expand its outgoing program offering in order to provide students with more options to study abroad post-Covid-19.

The Life Sciences in Indonesia Program (LSIP) to Universitas Gadjah Mada will provide a short-term mobility program for students at the University of Glasgow. The program will take place after exams in May for a two-week period, taking into account that many students have summer work and caring responsibilities. This short-term duration of LSIP aims to increase inclusion amongst the Widening Participation student community by providing a valuable international learning experience at a much lower cost and time commitment. To aid in the effort of increasing participation amongst WP students, the program will focus its marketing efforts on this demographic, working closely alongside the Widening Participation team and the university and heavily marketing available scholarship opportunities for students, which could cover most, if not all of the £1,398.50 per student cost.

The Life Sciences Indonesia Program is rooted in Kolb's Experiential Learning Theory, providing ample opportunities for students to learn through real-world experiences and connecting course material to real-life applications. This program is also heavily grounded in the theory of self-authorship, allowing students to curate their own learning. Self-reflection is embedded throughout the program and the curriculum was designed to steadily increase in challenge, with more support given by teachers at the beginning and less toward the end, when students are more autonomous.

Ultimately, the Life Sciences Indonesia Program was designed to fill current gaps and meet needs of the Global Opportunities department by providing a new, unique program for students that offers an experiential learning opportunity; provides a new opportunity for Life

Sciences faculty members to engage with their field abroad; increases Widening Participation student participation in global opportunities at the University of Glasgow; and ultimately, forges intercultural connections between the University of Glasgow and Universitas Gadjah Mada, strengthening internationalization efforts of both institutions. Through participation in this program, students will not only deepen their practical knowledge in the area of Life Sciences, but also demonstrate increased knowledge and understanding of Indonesian culture and way of life, learn how to examine their own identities, positionalities, and self-culture within domestic and global contexts, and progress down the path to self-authorship by making decisions about and curating their own learning.

Future Lines of Inquiry

This is a small-scale study that focused on one higher education institution. Ideally, this study would be conducted with multiple universities in the West Central Lowlands, Scotland, or the entire United Kingdom. Future research should include interviews with the staff members of the Global Opportunities office at the University of Glasgow who work with outgoing programs in order to determine if the program has been implemented, and if so, if it is meeting the needs it intended to, or if any adjustments need to be made. Additionally, it would be informative to distribute surveys to the entire student body and review them regularly in order to understand the current student perspectives on outward mobility. Based on the results of the interviews and student surveys, there are many possible program types, destinations, fields of study, and lengths of programs which would all be interesting to explore further and potentially create countless other programs for the University of Glasgow.

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Appendix A: Participant Informed Consent

Title of the Study: Study Abroad Program for the University of Glasgow

Researcher Name: Shannon Tobin

My name is Shannon Tobin. I am a student with the SIT International Education Master's program.

I would like to invite you to participate in a study I am conducting for completion of my MA in International Education. Your participation is voluntary. Please read the information below, and ask questions about anything you do not understand, before deciding whether to participate. If you decide to participate, you will be asked to sign this form and you will be given a copy of this form.

I am conducting this research in order to better understand the current outgoing program offering and the unique needs of the University of Glasgow and its students when it comes to studying abroad.

Your participation will consist of an interview and will require approximately 30 to 60 minutes of your time. The interview will be audio recorded. If you do not wish to have the interview recorded, please let me know and you will still be able to participate in the study.

There are no foreseeable risks to participating in this study and no penalties should you choose not to participate; participation is voluntary. During the interview, you have the right not to answer any questions or to discontinue participation at any time. There are no anticipated benefits to the participant for this study.

If you would prefer for your name and title to be kept confidential, I will use a pseudonym. Any data collected will remain password protected and will only be accessed by me. The data will be erased or discarded upon completion of the study.

Your participation is voluntary. Your refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study.

"I have read the above and I understand its contents and I agree to participate in the study. I acknowledge that I am 18 years of age or older."

Participant's signature _____ Date _____

Researcher's signature _____ Date _____

Consent to Audio-Record Interview

Initial one of the following to indicate your choice:

_____ I agree to the interview being audio-recorded

_____ I do not agree to have the interview audio-recorded

Consent to use Name and position title in the study

Initial one of the following to indicate your choice:

_____ I agree to the use of my name and position title

_____ I do not agree to the use of my name and position title

If you have any questions or want to get more information about this study, please contact me at Shannon.tobin@mail.sit.edu or my advisor at alla.korzh@sit.edu

In an endeavor to uphold the ethical standards of all SIT proposals, this study has been reviewed and approved by an SIT Institutional Review Board. If you have questions, concerns, or complaints about your rights as a research participant or the research in general and are unable to contact the researcher, please contact the Institutional Review Board at:

School for International Training
Institutional Review Board
1 Kipling Road
PO Box 676
Brattleboro, VT
05302-0676 USA
irb@sit.edu
802-258-3132

Appendix B: Interview Questions

1. What gaps can you identify in the current outbound program offering at the University of Glasgow in regards to:
 - a. Length of program
 - b. Field of study
 - c. Type of program: faculty-led, third party provider, exchange
 - d. Destination region
 - e. Underserved student populations at the University of Glasgow
2. Are there any further gaps in the current outbound program offering at the University of Glasgow?
3. Are there any student populations that are underserved and you'd like to increase participation in education abroad programs?
 - a. If so, what is the student population and what do you think is keeping them from participating?
4. What are the biggest challenges you face in getting students to study abroad?
5. Are there certain destinations, fields of study, etc. that are harder to get students to sign up for?
6. Are there any "must haves" in the design of your next outgoing program?
7. Do you currently work with any third party providers? If so, which ones? Would the university be open to working with a provider who you haven't worked with in the past?
8. How are outgoing programs usually funded at the University of Glasgow?
9. What do marketing and recruitment for outgoing programs typically look like?
10. What is the application process and application requirements for outgoing programs?

11. Is there any pre-departure orientation or assessment? If so, what do they entail?
12. Are there any post-program evaluations? If so, what do they entail?
13. Is there a diversity plan? If so, what does it entail?
14. Does the university have a crisis management and/or health and safety plan for outgoing programs?

Appendix C: Survey Instrument

I would like to invite you to participate in a study I am conducting for completion of my MA in International Education. Your participation is voluntary. I am conducting this research in order to better understand the preferences of University of Glasgow students when it comes to the creation of a new outgoing programme. There are no foreseeable risks to participating in this study and no penalties should you choose not to participate; participation is voluntary. There are no anticipated benefits to the participant for this study. By participating in this survey, you consent to having the data used in the study. No personal identifiers, such as name, age, etc. will be collected. Any data collected will remain password protected and will only be accessed by me. The data will be erased or discarded upon completion of the study. Thanks in advance for your participation!

Also, please consider these questions in a post-Covid lockdown world, where there is full travel capability.

1. What type of outward mobility programme would you be most interested in?

- a) Study Abroad
- b) Work Abroad
- c) Volunteer Abroad

2. What programme length works best for your schedule?

- a) 10 days
- b) 2 weeks
- c) 3 weeks
- d) 4 weeks
- e) 5 weeks
- f) 6 weeks

3. Which destination sounds the most appealing to you?

- a) China
- b) Indonesia
- c) India
- d) I am not interested at all in these destinations. (please specify your desired destination)

4. Which degree area would you like to explore while on a study, work or volunteer abroad programme?

- a) Nursing
- b) Life Sciences
- c) STEM
- d) other _____ (students write in their own preference)

5. What is your biggest barrier to participating in a study, work or volunteer abroad programme?

- a) Finances
- b) Work or caring responsibilities

c) Academic course load

d) other _____ (students write in their own preference)

6. Which time of year would work best for you to participate in a study, work or volunteer abroad programme?

a) Summer

b) After exams in May

c) other _____ (students write in their own preference)

Appendix D: Timeline

Pre-Program Sessions

Session 1	Friday, April 12, 2024	Glasgow
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- Introduction to Indonesian history and culture
- Discussion on the relationship between Indonesia and the United Kingdom
- Overview of program logistics, travel information, and required documentation

Session 2	Friday, April 19, 2024	Glasgow
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- Introduction to a variety of different reflection methods including video, art, music, writing and spoken word
- Best practices for engaged learning in a host community
- Introduction to self- culture and social identities
- Overview of health and safety procedures

Session 3	Friday, May 17, 2024	Glasgow
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- Brief overview of health and safety procedures, program logistics, and travel information
- Share any last-minute details
- Short refresher on details covered in first two sessions, as students may have forgotten over the exam period

Program Itinerary

Day 1	Sunday, May 19, 2024	UGM
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- Students meet at the University of Glasgow campus and travel together to Glasgow International Airport by private coach
- Students board flight and travel to Indonesia

Day 2	Monday, May 20, 2024	UGM
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- Students arrive to Yogyakarta International Airport and are shuttled to the UGM campus by private coach

- Students spend the first day settling in and exploring the campus
- Group welcome dinner

Day 3 **Tuesday, May 21, 2024** **UGM**

- Breakfast is available from 6:30-9:00am
- Introduction to Life Science course from 9:00-10am
- Introduction to Culture course from 10-11am
- Lunch is served from 11:30am-12:30pm
- Half day group walking tour of the community off-campus
- Dinner is available between 5:30-7:00pm

Day 4 **Wednesday, May 22, 2024** **UGM**

- Breakfast is available from 6:30-9:00am
- Life Science course from 9:00-11:30am
- Lunch is served from 11:30am-12:30pm
- Indonesian Culture course from 12:30-3:00pm
- The optional Indonesian Language course is held from 3:00-4:00pm
- Students complete Culture Course homework involving cultural sensitivity
- Dinner is available between 5:30-7:00pm

Day 5 **Thursday, May 23, 2024** **UGM**

- Breakfast is available from 6:30-9:00am
- Life Science course from 9:00-11:30am
- Lunch is served from 11:30am-12:30pm
- Indonesian Culture course from 12:30-3:00pm
- The optional Indonesian Language course is held from 3:00-4:00pm
- Students complete Culture Course homework reflection activity
- Dinner is available between 5:30-7:00pm

Day 6 **Friday, May 24, 2024** **UGM**

- Breakfast is available from 6:30-9:00am
- Life Science course from 9:00-11:30am
- Lunch is served from 11:30am-12:30pm
- Indonesian Culture course from 12:30-3:00pm
- The optional Indonesian Language course is held from 3:00-4:00pm
- Students taking part in the excursion will travel by private coach one to Yogyakarta International Airport for a one hour flight to Yogyakarta International Airport to Halim Perdanakusuma Airport in Jakarta

Day 7 **Saturday, May 25, 2024** **Jakarta**

- Breakfast at the hotel
- Students are picked up by private coach and tour guide for a half-day cultural city tour
- Students will have lunch together at the end of the tour with the tour guide
- Students can explore Jakarta themselves for the remainder of the day
- Students will be responsible for their own dinner and will be given a stipend to contribute to the cost

Day 8 **Sunday, May 26, 2024** **Jakarta**

- Students check out of their rooms
- Breakfast at the hotel
- Students are then picked up by private coach and tour guide for a day trip to Tangkuban Parahu Volcano, on the way stopping to visit a local village, fresh fruit market, and hot spring
- Lunch and dinner included in the tour
- The private coach drops students off at the airport in the evening directly after their tour
- Students fly back to Yogyakarta International Airport and return to campus Sunday night

Day 9 **Monday, May 27, 2024** **UGM**

- Breakfast is available from 6:30-9:00am
- Life Science course from 9:00-11:30am
- Lunch is served from 11:30am-12:30pm
- Indonesian Culture course from 12:30-3:00pm
- The optional Indonesian Language course is held from 3:00-4:00pm
- Students complete Culture Course homework on community engagement
- Dinner is available between 5:30-7:00pm

Day 10 **Tuesday, May 28, 2024** **UGM**

- Breakfast is available from 6:30-9:00am
- Life Science course from 9:00-11:30am
- Lunch is served from 11:30am-12:30pm
- Indonesian Culture course from 12:30-3:00pm
- The optional Indonesian Language course is held from 3:00-4:00pm
- Students complete Culture Course homework on self-identities
- Dinner is available between 5:30-7:00pm

Day 11 **Wednesday, May 29, 2024** **UGM**

- Breakfast is available from 6:30-9:00am
- Life Science course from 9:00-11:30am
- Lunch is served from 11:30am-12:30pm
- Indonesian Culture course from 12:30-3:00pm
- The optional Indonesian Language course is held from 3:00-4:00pm
- Students complete Culture Course homework on community engagement
- Dinner is available between 5:30-7:00pm

Day 12 **Thursday, May 30, 2024** **UGM**

- Breakfast is available from 6:30-9:00am
- Life Science course from 9:00-11:30am
- Lunch is served from 11:30am-12:30pm
- Indonesian Culture course from 12:30-3:00pm
- The optional Indonesian Language course is held from 3:00-4:00pm
- Students complete Culture Course homework on positionalities
- Dinner is available between 5:30-7:00pm

Day 13 **Friday, May 31, 2024** **UGM**

- Breakfast is available from 6:30-9:00am
- Life Science course from 9:00-11:30am
- Lunch is served from 11:30am-12:30pm
- Indonesian Culture course from 12:30-3:00pm
- The optional Indonesian Language course is held from 3:00-4:00pm
- Students complete Culture Course homework involving engagement with the local community
- All program faculty and students will get together for a dinner celebration

Day 14 **Saturday, June 1, 2024** **UGM**

- Students check out of their dorms
- Students depart on the private coach to Yogyakarta International Airport and fly back to Glasgow International Airport
- Upon return to the airport, students are shuttled by private coach back to campus

Post-Program Sessions

Session 1 **Friday, June 14, 2024** **Glasgow**

- Reflection on global mobility experience and group discussion/reminiscing
- Survey reviewing and giving feedback on logistics, pre-departure steps, learning objectives, the curriculum, the Faculty Leader, onsite staff support and the excursion
- Faculty member from Global Opportunities team leads a conversation on re-entry, going abroad again, and translating their experiences into future opportunities

Session 2**Friday, September 6, 2024****Glasgow**

- Students take a follow up survey reflecting on what they learned throughout their participation and how it has impacted their life
- Students have a group discussion and reflect upon their journey to self-authorship, as well as their development in areas such as intercultural awareness
- Students participate in a group conversation about connecting their experiences to their community

Appendix E: Post-Program Student Survey 1

1. How would you rate the UGM Dormitory facilities?

Excellent	Good	Average	Poor
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2. How would you rate the UGM cafeteria?

Excellent	Good	Average	Poor
-----------	------	---------	------
3. How would you rate the UGM campus facilities?

Excellent	Good	Average	Poor
-----------	------	---------	------
4. How would you rate the hotel accommodation for the excursion?

Excellent	Good	Average	Poor
-----------	------	---------	------
5. How would you rate the ground transportation in Indonesia?

Excellent	Good	Average	Poor
-----------	------	---------	------
6. How would you rate the ground transportation in Scotland?

Excellent	Good	Average	Poor
-----------	------	---------	------
7. How would you rate your airfare experience to and from Indonesia?

Excellent	Good	Average	Poor
-----------	------	---------	------
8. How would you rate your airfare experience to and from the excursion?

Excellent	Good	Average	Poor
-----------	------	---------	------
9. How would you rate the pre-departure sessions? Please list anything that you feel was missing from these sessions in the comment section.

Excellent	Good	Average	Poor
-----------	------	---------	------
10. How would you rate the learning objectives set for the program? Please state in the comments if you feel you met these objectives and any changes you would make to them.

Excellent	Good	Average	Poor
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11. How would you rate the program curriculum?

Excellent Good Average Poor

12. How would you rate the Faculty Leader?

Excellent Good Average Poor

13. How would you rate the onsite staff support?

Excellent Good Average Poor

14. How would you rate the excursion overall?

Excellent Good Average Poor

(All questions will include a comment box, so that further information can be given, if respondents choose, for each question)

Appendix F: Post-Program Student Survey 2

Questions 4-10 will be given to students pre- and post- program, with the answers being compared to evaluate level of growth from pre-program to post-program.

1. What did you learn throughout your participation in this program?
2. How has the program impacted your life since returning home?
3. Please write a brief reflection on your journey to self-authorship through the program.

4. How would you rate your level of intercultural awareness?

Excellent Good Average Poor

5. How would you rate your level of cultural sensitivity?

Excellent Good Average Poor

6. How would you rate your level of Indonesian cultural understanding?

Excellent Good Average Poor

7. How would you rate your Indonesian language ability?

Excellent Good Average Poor

8. How would you rate your intercultural communication skills?

Excellent Good Average Poor

9. How would you rate your intercultural adaptability?

Excellent Good Average Poor

10. How would you rate your confidence operating in a new culture?

Excellent Good Average Poor

(All questions will include a comment box, so that further information can be given, if respondents choose, for each question).

Appendix G: Faculty and Staff Evaluation Interview Questions

1. What do you see as the major successes of the program?
2. What do you view as the major challenges?
3. What could be improved overall?
4. What could be improved about the UGM facilities?
5. What could be improved about your staff accommodations?
6. What could be improved about the excursion?
7. How was the ground transportation in Scotland? What could be improved about it?
8. How was the ground transportation in Indonesia? What could be improved about it?
9. How was your experience flying to Indonesia and back to Scotland? Could anything be improved?
10. How was your experience flying to and from the excursion? Could anything be improved?
11. How do you think the pre-departure sessions went? How could they be improved?
12. Having completed the program, what do you think of the learning objectives for the program? Are there any changes that you would like to make?
13. Having completed the program, what do you think of the program curriculum? Are there any changes that you would like to make?
14. In your view, was the Faculty Leader effective? Is there anything about this position that should be re-thought for next year?
15. In your view, how was the onsite support staff? Is there anything about this position that should be re-thought for next year?

16. What can we do to make your position with LSIP easier or more enjoyable?

17. Do you have any other comments or suggestions for how the program could be changed or improved?