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International Trends

Study Abroad: Setting Goals for the 1990s and Beyond

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Although "internationalization" of the college and university campus in the United States became the "buzz" word of the late 1980s and early 1990s, defining how to accomplish this in real terms and in the light of shrinking resources has not been easy.

The many variables at play on each campus make the blueprints for internationalization different at each institution. The bottom line is that only two percent of our undergraduates study abroad.

If progress is to be made to bring our campuses up to speed, dramatic measures are called for.

A concentrated effort has been growing on the part of committed individuals and national associations involved in international programs to light fires under educational institutions in this country.

Key to the effectiveness of this push was the Bartlett Committee, or the Advisory Council for International Educational Exchange, established by the Council on International Education Exchange (CIEE) in 1987. Headed by Thomas A. Bartlett, this distinguished group published its report entitled *Educating for Global Competence*.

The Committee report, which was widely circulated at strategic levels, mapped out priorities and set targets toward which the nation and its indi-

vidual educational institutions can aspire.

Media coverage of the report focused attention on particular concerns of the study abroad community. Copies also were sent to university and foundation presidents and others in key positions related to educational priorities around the country.

An Option for a Privileged Few

The report came at an important time in the development of study abroad. It underlined the fact that the opportunity to explore the world beyond the borders of the United States is still predominantly an option for a privileged few white, upper middle class individuals, principally female, sojourning in Western Europe and concentrating on humanities courses.

The fact that so few U.S. undergraduates have had an overseas experience is of more than just considerable concern.

A target goal of 10 percent was recommended by the Bartlett report, as was expansion of the opportunity to currently underrepresented students, academic disciplines and parts of the world, such as Latin America, Asia and Africa.

To implement the Bartlett Committee report, a National Task Force on Undergraduate Education Abroad, funded by

NAFSA: Association of International Educators, CIEE and the Institute of International Education (IIE) was established in 1989. Co-chairs were Barbara B. Burn, Associate Provost for International Programs, University of Massachusetts at Amherst, and Ralph H. Smuckler, Dean of International Studies and Programs, Michigan State University.

"Inhibitors" to Study Abroad

Their report, entitled *A National Mandate for Education Abroad* (available free from NAFSA, 1875 Connecticut Ave., NW, Suite 1000, Washington, DC 20009-5728) is a call for action. It focuses upon specific deterrents, particularly those on U.S. campuses, and recommends positive courses of action to deal with these "inhibitors," to use the Task Force term.

The problem areas currently targeted are an insufficient institutional commitment to international education; the negative views of some faculty members; restrictive curricular requirements; foreign language deficiencies; inadequate study

abroad support services on campuses here and abroad; inadequate information about education abroad opportunities and their relative quality and financial regulations and shortfalls.

The Task Force mandate is to raise the number of U.S. students studying abroad to 25 percent by the year 2008.

While pointing out the difficulties and recommending practical solutions, practitioners and academics who care are determined to make implementation of the Task Force recommendations the primary focus of activities at all levels during the next year.

continued on page 21

INSIDE

- 2 **Publisher's Corner**
Tapping new resources for information
- 3 **Country Updates**
Medical school changes in China; new engineering programs in France
- 11 **The Educational System of Greece**
- 20 **Institutional Profile**
National Technical University of Athens
- 22 **The Three-Year Degree Debate**

For Professionals in International Education

Study Abroad continued from page 1

This will be particularly evident in the many periodicals related to educational exchange. Publications emanating from national-level associations, organizations and institutions will all be featuring ways in which you can be helped to move your institution toward the desired goals.

Expect to see in print articles about relevant legislation requiring the exercise of pressure by constituents and interested citizens which is pending at the state and federal levels; funding sources and special opportunities such as the debt for development programs; programs at other institutions that can serve as examples for action on your campus; curricular innovations; exchange programs linkage mechanisms; relevant developments in other parts of the world, such as the ERASMUS scheme within the European community; international conferences and meetings where relevant issues will be discussed—all will be featured in one way or another in the different publications available to you in the field.

You may not be able to read every periodical that crosses your desk. Which you choose to peruse may depend upon the particular focus of each. To help you sort out which publication is which, here is a list of the most important newsletters and magazines:

Campus Update from CIEE is the most focused upon the study abroad field. It reflects CIEE's pro-active stance and involvement in timely study abroad policy issues such as the Task Force recommendations. (CIEE is also involved in direct implementation of the recommendations as it coordinates

programs sponsored by CIEE institutional consortia.) There are updates on CIEE study, work and travel activities; reports from CIEE regional and international offices; and activities related to educational exchanges by CIEE member institutions. Academic developments and movements in Europe get good coverage, as do international meetings and conferences. Published 11 times per year, it is free to all CIEE member institutions. Individual subscriptions are free within the United States/\$12 if mailed overseas. Available from Publications Dept., CIEE, 205 E. 42nd St., New York, NY 10017.

CIEE Occasional Papers are just that: monographs which deal with important research and data analysis in the study abroad field; "how to" advice in study abroad, such as how to establish programs in developing countries, how to use journals as a tool in evaluating the international cultural experience; and "best of the field" concepts, ideas, papers presented at conferences, etc.

International Exchange Policy Monitor published by the Liaison Group for International Educational Exchange based in Washington, DC is the most direct compendium of up-to-date information on current legislative, funding and congressional activity dealing with educational exchanges. A "can do" newsletter that encourages direct action and lobbying by individuals and institutions, it is available at a cost of \$70 per annum. It can be ordered from: The Liaison Group, 1825 I Street, NW, Washington, DC 20006.

NAFSA Newsletter, a house

organ free to NAFSA members, covers current issues on the NAFSA agenda. It also carries book reviews, commentary, information on NAFSA regional and national activities and meetings. Although the newsletter no longer has a "study abroad" column per se since the death of Lily von Klemperer, Task Force issues will continually be highlighted. Of particular use are special insert sections such as the one provided during the Gulf Alert on January 23, 1991.

Transitions Abroad is a multi-focused magazine useful to have around the study abroad office for students to read. Its contribution to the expansion of study abroad is in its articles and pieces designed to provide practical information and generate excitement among its target audience: the students. Travel tips from the likes of Rick Steves, thoughts from study abroad practitioners, and good bibliographical information complete the mixed bag of goodies. Published 6 times a year at a cost of \$3.50 per issue, it may be obtained from: *Transitions Abroad*, Box 344, Amherst, MA 01004.

World Education News & Reviews, published by World Education Services, is the only publication covering educational systems from a comparative point of view. In addition to the usefulness of having updates on academic problem areas and changes in institutions abroad, the increased demand for study abroad opportunities mandated by the Task Force requires study abroad advisors and interested academics to become more familiar with university structures and curricular developments in other countries in or-



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der to effectively integrate their students into them. The ERASMUS scheme now operating among common market European countries shows that at some given point it is necessary to simply plunge in and make academic integration happen. Painful as it may be, there is no other way to accomplish true "internationalization" of our undergraduates. The WES coverage of educational developments abroad is complete and functional for advisors in many ways. WES is plugged into the academic centers of current activity and future planning and devotes a great deal of effort to keep up to date. Domestic subscriptions are \$35 a year/foreign, \$U.S.50, which includes air mail delivery. Available from: WENR, P.O. Box 745, Old Chelsea Station, New York, NY 10113-0745.

There are many more periodicals which will be referred to in future articles. It should be apparent that there will be a good deal of overlapping coverage of the Task Force recommendations during the next year as all periodicals pull together to emphasize the importance of these issues. Happy reading and start working on your campus to move this effort forward! □