

CAMPUS BEST PRACTICES

Supporting Education Abroad &
Student Career Development

By Martin Tillman
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INTRODUCTION

Throughout the country, there is heightened interest in the linkage between education abroad and career development. For example, campuses in nine states and the Rocky Mountain region sponsor “Lessons from Abroad” conferences (www.lessonsfromabroad.org) – each with a common core agenda—for students who have returned from studying abroad; in July 2014, the Learning Abroad Center at the University of Minnesota is coordinating a national Career Integration Conference (www.umabroad.umn.edu/professionals/career-int/conference), which I believe is the first-ever attempt to provide a national academic forum to explicitly focus on such issues as:


- Incorporating career integration best practices into student learning abroad, career, and life planning
- Partnering to integrate learning abroad resources into career advising structures
- Communicating the cross-cultural and global needs of industries to students

- Integrating career related outcomes into articulated individual program learning outcomes
- Creating program selection and advising tools designed to help students choose opportunities to explore or build skills in career interests
- Identifying student career goals earlier in advising and planning stages for going abroad
- Assisting students in maximizing career reflection and opportunities on site

In 2013, conferences conducted by major national associations in the international education field – including NAFSA, CIEE, AIEA, and the Forum on Education Abroad – all sponsored individual sessions on this topic. I helped organize and participate in a NAFSA webinar (www.nafsa.org/Event.aspx?id=37680&LangType=1033) on the topic “Helping Students Translate Study Abroad for the Job Search.” Close to 1,000 professionals on 200 campuses in the U.S, Canada and Australia participated in the conversation. An outcome is NAFSA’s first-ever “Study Abroad Career Plan: A Guide for Advising Students” (www.nafsa.org/uploadedFiles/Chez_NAFSA/Find_Resources/Supporting_Study_Abroad/Network_Resources/Education_Abroad/StudyAbroadCareerPlan.pdf). The purpose of the guide is to bridge the mutual gap in knowledge and experience of professionals in both study abroad and career offices in terms of assisting students to make meaning of their international experience. It is a best practice template for helping students think about their career development at each stage of their study abroad experience (beginning at the time they decide to enter a program, while in-country, and upon return to campus).

In light of the growing momentum to address issues of career integration in the study abroad field, and building on the success of my earlier publication, the “AIFS Student Guide to Study Abroad and Career Development,” AIFS felt there was value in providing advisors in study abroad offices (and their partners in career services) a practical guide to selected advising models and best program practices currently in place on a variety of campuses across the country.

Our goal is to showcase a continuum of campus models that reflect the diversity of advising practices (including a sample of courses taught with the goal of providing students greater structure as they consider the career impact of their international education) across the country. The scope and design of these efforts to support an integrated and purposefully designed advising process for students going abroad are often constrained by varying levels of fiscal and personnel resources available on campuses. Other factors may also come into play, such as the most commonly cited one of insufficient time to design and implement new programs. We hope this publication might serve to shortcut planning time and provide a user-friendly creative tool for small offices with few staff.

For almost six months in 2013, I reached out to colleagues in both study abroad and career service offices to obtain information and first-hand insights into their practices and the obstacles they faced in providing support for students in their study abroad programs. I utilized the education abroad NAFSA network, posted questions to LinkedIn groups, and often followed up replies with telephone calls. I believe the campus models cited reflect a broad range of practices and highly idiosyncratic programming on campuses around the country. 

GLOBALIZATION & A CHANGING CAMPUS NARRATIVE

Globalization of the workplace, coupled with a more mobile international workforce, has resulted in a new transnational academic narrative supporting the realignment of international programs to achieve gains in competencies that add value to student career decision-making and postgraduate job searches. The soaring cost of tuition, coupled with the strains placed on families during the recession, has led more campuses to re-examine how study abroad – in addition to its significant value as part of internationalization policy – brings added value to the students’ career portfolio and provides substantial benefits in terms of their employability upon graduation.

In today’s global economy, whether or not students need to develop technical skills as opposed to broader intercultural competencies and cross-cultural skills is not an either/or proposition. According to Laurette Bennhold-Samaan, managing director at Aperian Global, an intercultural consulting, training and web tools company:


“In today’s global economy, where complexity and change are the norm, attracting and retaining culturally competent talent will continue to be a

challenge for companies. International experience has become a critical asset for all global organizations and will continue to create a competitive advantage—both for the individuals and for the companies that hire them.”

In many instances, business leaders are new actors, who are increasingly vocal about the direction of international education as they seek to recruit talent to meet the needs of their global workforce. They are more engaged because there is uncertainty about whether academic institutions, acting alone, can adequately prepare students for dynamic changes taking place in the global workforce. Companies want to provide students with skills and competencies that reflect their best practices, provide domain knowledge, and also introduce students to those cognitive, social, and personal skills that are a good fit with the company’s human resource needs. However, the evidence from recent research is that, from the perspective of employers, **international experience, by itself, is not enough.** In other words, campuses need to do more to assist students make the case that their international experience matters in ways that employers can relate to and understand.

Research I conducted for my chapter “Employer Perspectives on International Education” in the 2012 SAGE Handbook of International Higher Education points to a strong correlation between international experience and employability. For example, the comprehensive survey of global employers, QS Global Employer Survey 2011, asked hiring managers and CEOs whether or not they “value” international study experience. The report is unique because it is based on responses from 10,000 respondents in 116 nations. It found that 60% of respondents said they do “value an international study experience and **the attributes that the experience may confer to mobile students (my emphasis).**”

Making sense of a cross-cultural experience takes time and demands a more sophisticated effort by campuses to both prepare students for such an experience and to help them make meaning of their experience upon return to campus, especially if one of the goals is to have students apply what they learned abroad in their job search and articulate how their international experience strengthened their skills and competencies to succeed in the global workforce. Policy makers and front line education abroad professionals understand the importance of the linkage; however, campuses are often hard pressed to do more to provide the level of support in the advising process that is necessary for students to make meaning and effectively articulate the value of their international experience.

I recently received a tweet in response to a post to my blog, Global Career Compass, that said: “*I returned home with unbelievable experiences. Standing on my own feet abroad developed my personality.*” Such statements are common from returning students, but what does this convey? While it obviously is heartfelt and speaks to the intrinsic value of the student’s international experience, it does not articulate the extrinsic meaning of “standing on my own feet.” We know there’s more to tell and likely more concrete learning that occurred – and this student needs support to process her statement so that it more accurately conveys how the experience resulted in the skills and competencies that employers value. 

BARRIERS AND OBSTACLES TO DELIBERATE COLLABORATION

The biggest barrier to developing new initiatives and more integrated approaches to supporting students through all phases of their study abroad experience is inadequate financing and staffing in both study abroad and career service offices. In a 2011 survey of campus Senior International Officers (SIOs) by the Association of International Education Administrators (only of their members), a majority responded that “the overwhelming challenge named by SIOs completing the survey was that of resources.”

As far back as 1994 and in a more recent essay on the Terra Dotta website (www.terradotta.com/newsletters/November-2013-Newsletter.html), Gary Rhodes, Director, Center for Global Education at UCLA; Lisa Loberg, Director of Study Abroad at California Lutheran University; and Ann Hubbard, Director, University Relations for Customized Programs and Academic Assessment at AIFS, discuss the complexity of managing study abroad offices and programs. They outline more than 60 highly diverse areas of responsibility required of study abroad staff on a daily and weekly basis: ranging from housing rental practices, insurance, and international law, to transportation supervision and visa and immigration regulations. Regardless of the size of a student body and the number of students who go abroad, such tasks routinely go along with effective management of

any study abroad program. The list clearly demonstrates the difficulty of prioritizing time for new program and or advising duties for students given the myriad day-to-day functions on the agenda for study abroad staff.

The following comments by study abroad administrators reflect the very practical obstacles they face in building a deliberate collaborative advising model with their colleagues in career services:

“In my limited experience trying to develop these sorts of things, the main barriers have been a combination of not enough time and not enough cooperation in that the study abroad and career services offices are both very busy and have different missions. From my perspective in the study abroad office, it has felt like trying to push a ball up hill each semester/year to try to get the career office to cooperate with me on this. While they understand the importance and agree in principle that this kind of programming is of value, they are not really prepared to share the workload. My impression (and dream) is that it would be ideal for there to be a person in the career office dedicated to international issues.”

A retired head of study abroad wrote to outline the barriers she faced during her career:

- *The silo effect: advising/career services/study abroad offices are often located half a mile from each other on campus and did not collaborate as much as would be ideal*
- *Lack of support for the role of staff*
- *Faculty too often perceive staff as ‘paper pushers’ who are trying to rise above their level if they seek to implement something like you are describing (an integrated and intentional advising process). I think this attitude is the single biggest deterrent to keeping talented, capable people believing that their contributions are needed and valued. And it’s (sadly) counter-productive. Staff are invariably the “hands-on” people; they see needs and if they have the ability to respond to them, should be encouraged to do so*

- *Lack of awareness of what an awesome advantage such a comprehensive [advising] program would contribute....*
- *The challenge of time...too often, covering all the bases takes all the available resources*

Amy Homkes-Hayes, coordinator for the Career Center at the University of Michigan, is quoted in *USA Today*: “bridging the gap between employer and student perceptions requires all parties to come together to help the student in the rapidly changing career market. I don’t think there is one single ‘best’ way to bridge the gap,” she says. “Rather, I would argue employers, career centers and academic units need to collaborate in multiple ways to prepare students for an increasingly complex working world.”


“...across two institutions now, my main challenge has always been career services experience/knowledge about interning/careers abroad, cultural CV differences, advising...”

“At both my current and past institution, when I have approached our Career Services folks about preparing some programming specifically for study abroad alum, I have been met with willing collaborators. Because of time constraints and competing priorities, both for us and the students, the most we have ever done is a resume and interview workshop tailored to study abroad alum to help them learn to articulate their experiences and what they mean in a way that will be relevant to employers or graduate schools. And our Career Services folks developed some handouts to go along with the workshop. We usually offered this shortly after our “reentry workshop” which included some light reflection activities...”

With more time on our hands, and if we were sure we could get students to commit more time themselves, I’m sure there’s potential for more in-depth reflection and facilitation of meaning-making. And everything I have done in the past focused on students after they return. Adding advising, pre-departure, and in-country dimensions would take that much more time and resources. Something I’ll have to consider for the future, though!”

My outreach reveals that implementation of an intentionally designed model integrating – or “harmonizing” – campus study abroad and career service advising occurs on few campuses in the country. There needs to be more

in-service/in-house cross-training so that staff with international experience are brought together with the career service team to share their experience with students returning from study/work/service or internships abroad. And the career service staff needs to share their experience working directly with employers looking for talent with the specific kinds of experience and competencies that students gain if they've been abroad (but may not know how to showcase on their resumes or articulate during their job interviews). While each office brings a unique and important perspective to the advising process, there needs to be a purposeful effort to harmonize or integrate their professional expertise to benefit students and also engage and inform faculty about the impact of international experience on student career development.

Rather than look to initiatives taken by individual offices or staff, the optimal strategy requires measured pre-planning and intentional policy direction in setting up study abroad programs. This ensures inclusion of an advising process that supports desired learning outcomes for students. A best practice model for such program review and design is this program review model from Michigan State: [http://studyabroad.isp.msu.edu/program_development/documents/Study Abroad Program Review Process.pdf](http://studyabroad.isp.msu.edu/program_development/documents/Study%20Abroad%20Program%20Review%20Process.pdf) 

CAMPUS INITIATIVES & BEST PRACTICES

The advising processes found on campuses are widely divergent in their scope and structure. On a continuum, advising and programming by study abroad offices most often takes place in one of two phases: as part of pre-departure programs or in de-briefing workshops upon return to campus. Few campuses provide opportunities for students to purposefully assess their learning and reflect (as opposed to unstructured blogging to describe day-to-day activities and observations) on their experiences while abroad and fewer have created a seamless advising program that takes place in all three phases.

I found only a few study abroad offices that worked collaboratively with their career advising colleagues in either of the three phases. In some cases, the career office worked independently to advise students about how to integrate their study abroad experience on a resume or to highlight what they learned during interviews. But this was not necessarily a component of a purposefully designed advising practice in tandem with a study abroad office.

The following are examples of campus best practices at each phase and, in a few instances, all phases:

Pre-Departure Programming

There is great variety in how campuses conduct pre-departure orientation for students. While all campuses offer either mandatory pre-departure orientation programs or may provide this material online, few go beyond providing essential administrative information and details regarding health & safety and finances. (Note: Other best practice models and documents will be found in the discussion of campuses with fully integrated advising models.)

A few examples of documents and programmatic efforts follow:

University of Illinois at Chicago

In the past 5 years, the study abroad cohort, on average, was: 48% Pell grant eligible; 47% self-identified in a race/ethnicity category other than "White"; 31% are 1st generation U.S. citizens.

“On average, we spend 5 hours of ‘face time’ advising each student from the first point of contact through the start of their study abroad program. We focus on helping the student choose the right program, but also place themselves in the wider post-graduation marketplace by emphasizing the choices they can make in the international education context: that simply by studying abroad, they will have something about 95+% of their peers don’t have; they can access undergraduate research opportunities, internships, and all levels of language study. We have a very good collaboration with the campus Global Learning Certificate (www.uic.edu/depts/oaag/global_learning) program – about 100 incoming freshman each year – but other than classroom presentations, have no influence on instruction. We have had more success in post-program ‘unpacking’ of the experience through student panels.”

Elon University

Elon effectively utilizes video to both provide students with essential information and stimulate reflection about how study abroad can assist stu-

dents market their skills in a job search in this pre-departure video: www.youtube.com/watch?v=0e3yLaORzTU; and in this one upon return to campus: www.youtube.com/watch?v=33o8KGHCgcI. All students must attend mandatory pre-departure orientations: www.elon.edu/e-web/academics/international_studies/studyabroad/semester/orientsche.xhtml

Babson College

There is a clearly articulated process for students thinking about studying abroad found at http://educationabroad.babson.edu/index.cfm?FuseAction=Abroad.ViewLink&Parent_ID=83597770-5056-A901-0600A876B727F2D0&Link_ID=2C200082-5056-A212-9480E0EA165FA9BB.

Grand Valley State University

See “Study Abroad to Career: Using your experience abroad for future professional benefit” at www.gvsu.edu/cms3/assets/8EFD9BA4-9DE8-01C5-2D788D2521F353C9/studyabroadprofessionalbenefits.pdf

Saginaw Valley State University

As part of the section on their website detailing the “Study Abroad Process,” they have created this framework on “Study Abroad & Career Development”: http://studyabroad.svsu.edu/index.cfm?FuseAction=Abroad.ViewLink&Parent_ID=DE125927-A4BA-DB3E-035ED80C0FB102EF&Link_ID=D8C626E3-A4BA-DB3E-035EFD-1B6E65B2FE. This incorporates the framework that appears in the *AIFS Student Guide to Study Abroad & Career Development* and becomes a tool to guide campus advisors, parents, and students to consider the impact of study abroad beyond the classroom.

In-country

I was unable to identify advising models that only took place in-country. Study abroad offices provide opportunities for blogging and use of social media sites like Facebook as an outlet for unstructured narratives often discussing personal and social activities. It is not the norm for such writing to be framed in such a way that forces students to reflect upon specific learning objectives, unless a program is directly tied to an academic course syllabus. Although faculty-led programs offer opportunities for structured

reflection and assessment of learning objectives, there is scant attention to training faculty to mentor the cross-cultural learning of students or to learn intercultural theory and concepts (see VandeBerg, Paige and Lou, p. 416 for a number of best practice training programs).

Upon Return to Campus

Assisting students upon return to campus usually (with a few notable exceptions cited here) engages only study abroad staff and, if not tied to a more integrated advising practice, offers a series of workshops and options for wider involvement as peer advisors to students thinking about going abroad. Usually, these events are optional, and, as a result, participation rates are either unknown or low. Some campuses may also offer one-credit courses (optional) to guide students in “unpacking” and self-assessment of their study abroad experience.

Elon University

An inclusive model is found at Elon, where 70% of students go abroad; study abroad and career offices have collaborated to produce a publication titled “Marketing Your International Experience.” (www.elon.edu/docs/e-web/academics/international_studies/studyabroad/market_intl_handout.pdf).

Their study abroad web pages are well sourced and provide links to many useful documents: see “Integrating your Experience into your Future Career:” www.elon.edu/e-web/academics/international_studies/studyabroad/Integrating_xhtml. These and other practices are integral components of the campus internationalization plan (www.elon.edu/e-web/academics/international_studies/International%20Elon%20Plan.xhtml).

As part of the effort to infuse education abroad into the curriculum, the campus states an intention to:

- Expand intentional re-entry opportunities for return study-abroad students, including Celebrate Week presentations about experiences abroad and guidance toward career opportunities abroad.
- Develop a program or course for students before, during, and after an experience abroad so students better appreciate and learn from their cultural interactions.

The Forum on Education Abroad

The 2013 conference hosted a session on “Best Practices and Programming for Returned Students: Supporting Reflection, Articulation and Integration”: www.forumea.org/documents/BestPracticesforReturnedStudents-handout.pdf. The presentation states that the Forum’s latest edition of "Standards of Good Practice for Education Abroad" will now “include an essential section highlighting education abroad returned student services.”

Three excellent templates for “Handbooks” that provide a comprehensive overview of issues relating to academic needs and career development after returning to campus are found at the following institutions. While these models are sources of important information, they are no substitute for more active experiential advising practices that offer students an opportunity for guided reflection and structured unpacking of what they learned and how to make meaning of their international experience.

Michigan State University

MSU has developed one of the best models in the country for a de-briefing process; their “Unpacking Your Study Abroad Experience” seminar is offered by both the Career Service and Study Abroad offices at Michigan State University: <http://studyabroad.isp.msu.edu/unpacking>.

Students learn how to...

- Best place their study abroad experience on their resume and curriculum vitae
- Describe the knowledge, attitudes, and skills they have acquired through study abroad in application cover letters
- Link these skills to the requirements of prospective employers and admissions criteria of graduate schools
- Highlight their study abroad experience and skills during job interviews
- Go about finding a job with a multinational employer

The unpacking process is explained in more detail in this ERIC document: <http://files.eric.ed.gov/fulltext/ED509854.pdf>. You can view two videos illustrating the unpacking process at <http://ciber.msu.edu/unpacking>.

The rationale for their seminar “Translating Study Abroad Experiences for Workplace Competencies” is explained at: <http://catcher.sandiego.edu/items/cee/Reading7.SA%20for%20Workplace%20Competency.pdf>.

Seattle University

The education abroad office has developed a “Re-entry Handbook” for students – [www.seattleu.edu/uploadedFiles/StudyAbroad/Su%20Re-Entry%20Packet%20Short\(1\).pdf](http://www.seattleu.edu/uploadedFiles/StudyAbroad/Su%20Re-Entry%20Packet%20Short(1).pdf) - that is well thought out and pulls together materials from other campuses. It’s a good example of how to effectively cull available information and exercises that can become the content of a returnee workshop.

Marquette University

It is not common practice for career service offices to be an integral partner in de-briefing programs; a good example of how to utilize the expertise of career counselors is found in the “Marketing Study Abroad Experiences” document from the Career Services Center: www.marquette.edu/csc/undergraduate/documents/MarketingStudyAbroadExperiences.pdf

Eastern Illinois University

Coordinated by the study abroad office, the Career Services office filmed two videos on "Marketing Your [Study Abroad] Experience":

- Before you leave <http://youtu.be/0e3yLaORzTU> (to use in pre-departure)
- When you return <http://youtu.be/33o8KGHCgl> (as part of re-entry programming)
- * Staff from study abroad and career services have spoken at a Lessons from Abroad conference on the topic “From Experience to Interview.” They used a list of global competencies from "What’s Up With Culture" and tied those to skills gained from studying abroad.

- * There is a registered student organization on campus called the Study Abroad Society. They interact with career services by hosting resume workshops, mock interviews, etc.
- * Beginning in Fall 2013, study abroad was linked to a university-wide integrative learning mission and the four undergraduate learning goals of the institution and is fully integrated into the general education curriculum. Returning students have the option of taking a one-credit Study Abroad Capstone course, www.facultyled.com/study-abroad-capstone/. At least half the term deals with an employer project. Students locate a job post or a graduate school application they are interested in and work on tailoring their materials to the job description over several weeks. The process includes an employer panel with local or alumni professionals to share information about their hiring practices. Staff from career services will address student career planning going forward.

Babson College

The campus education abroad team has a fine set of material, at www.dropbox.com/sh/5niaeu1lwfrv0q/76DB-w7rYB that emphasize the importance of reflection, connection, and professionalization to get students thinking about the linkage between their international experience and their career development. In this file is a regional NAFSA presentation – between a Babson and Boston University staff team – at the Fall 2013 Region XI NAFSA conference, titled, “Gaining an Edge With Education Abroad.”

University of Colorado-Boulder

The study abroad office has compiled an excellent guide to “Putting Your Study Abroad Experience to Work” at https://studyabroad.colorado.edu/_customtags/ct_FileRetrieve.cfm?File_ID=4687. This document pulls together materials and templates from a variety of sources, including their career office, websites, other campus sources, and program providers.

Susquehanna University

Susquehanna University is one of a handful of institutions in the country which require all students to go abroad prior to graduation. The structure of their Global Opportunities (GO) program thus impacts every student

on campus: to learn more go to www.susqu.edu/about/46507.asp?print=1. A unique feature of their programming is a required reflection course for all students upon returning to campus. The GO requirement is discussed in every freshman seminar class; a first-semester requirement called ‘perspectives’ includes one session on GO.

Integrated Advising Programming

University of Minnesota

- Long known and respected for its study abroad practices and policies, the campus has an excellent framework for integrating student advising and information sharing between the Learning Abroad Center and Career Service office[s]. Study abroad and international experience for students on all campuses is tied to broadly-based policy and practice focused on career integration: www.umabroad.umn.edu/professionals/career-int. They have developed a “Career Development Network” which brings together twelve career offices across all disciplines. To further integrate policy and practice, they have formed a “Campus Partnership Advisory Board” which includes representatives from each college career office.

This initiative is designed to:

- Apply methodology of Curriculum Integration to a specific focus on career planning
- Engage campus career and education abroad colleagues in a dialogue
- Partner to integrate learning abroad resources into career advising structures
- Communicate cross cultural and global needs of industries to students
- Integrate career related outcomes into articulated individual program learning outcomes

- Create program selection and advising tools designed to help students choose opportunities to explore or build skills in career interests
- Identify student goals for careers earlier in advising and planning for going abroad
- Assist students in maximizing career reflection and opportunities on site
- Expand resources and support for returned students in communicating and articulating the value of their specific experience abroad

This presentation illustrates the model in place and provides the rationale for participants in their career development network: www.umabroad.umn.edu/assets/files/PDFs/EducationAbroadNetwork/EAN%20Meeting%20Career%20Integration%20of%20Learning%20Abroad%20Final.pdf

See their approach to linking international experience to career development at <http://umabroad.umn.edu/students/career-info> (atypical for appearing on the webpage of the Learning Abroad Center). Students are advised to review their options with center staff and talk with their academic advisor and a career counselor.

The Learning Abroad Center has developed an excellent Re-entry Handbook (2011) <http://umabroad.umn.edu/assets/files/PDFs/handbooks/Re-Entry%20Handbook%2013.pdf>.

University of Pennsylvania

This link, www.vpul.upenn.edu/careerservices/affinity/studyabroad.php, is to Penn's Career Services pages under the heading: "Study Abroad and Your Career." University of Pennsylvania has one of the few career services offices I found to provide extensive online advising resources specifically for students planning to study abroad. Content includes both video and text on skills gained from study abroad, career benefits of study abroad, and advice before you go, while there and when you return. Their presentation of information nicely reinforces the work of the Penn Abroad office. Support for a deeper tie between education abroad and career development is advanced by the recent appointment of a Vice Provost for Global Initiatives.

University of Tulsa

While not a study abroad program, the NanoJapan: International Research Experience for Undergraduates Program is an innovative model purposefully designed to integrate both academic goals with career development and increase participation of science and engineering students in study abroad. The campus has tracked outcomes which support the program's integrated approach to program design and advising.

Established in 2006 by a National Science Foundation Partnerships for International Research and Education grant, it's a twelve-week summer program for twelve freshman and sophomore physics and engineering students from U.S. universities who complete research internships in Japanese nanotechnology laboratories. The grant was awarded to the Electrical and Computer Engineering Department of Rice University and the Center for Global Education at the University of Tulsa.

The program tightly integrates the international experience with students' academic programs by providing hands-on opportunities to acquire technical skills and knowledge associated with cutting-edge nanotechnology research projects. To accomplish these objectives, the program intentionally integrates career development activities throughout the summer that help students better understand careers in research, expectations for graduate school, and the importance of international research collaboration.

The program begins with a three-week orientation in Japan where students complete 45 hours of Japanese language, hear from speakers who discuss internationalization of science and the cultural differences between US and Japanese labs, and participate in company visits to understand the commercial application of the research. Throughout the summer, students complete weekly 'blogs' to reflect on their personal and professional goals for their time in Japan; observe the cultural differences in how research is conducted in Japanese labs; evaluate their experience using Japanese language; and compare and contrast research careers in the US and Japan. At the conclusion, students participate in a three-day re-entry program where they learn professional presentation skills and consider how to market their research experience to other research programs and graduate schools. Students are coached on how to effectively present posters at an academic conference; have their resumes critiqued and participate in mock interviews, to learn how to market their experiences. Finally, students complete a program re-

port to discuss how their goals have changed as a result of the program and next steps they will take as a result of their participation.

A goal for the program is to encourage students to pursue graduate study in the physical sciences. Of the 106 program alums, 72 percent indicated at completion of the program they were likely to pursue a career in science and engineering, a percentage that tracks closely with actual program results. Students report three major outcomes from their participation in the program: i) enhanced self-confidence as a researcher; ii) greater understanding of what it is like to be a graduate student; and iii) greater appreciation of the importance for building an international research network. This suggests that integration of a career development perspective is successful in helping students prepare for careers in academic research.

Depauw University

DePauw University recently merged their Study Abroad, Career Services, and Civic Engagement offices into one unit, referred to as Civic, Global & Professional Opportunities (CGPOpps) as a way to physically represent how co/extra-curricular activities contribute to the holistic development of students as they prepare for professional and personal success. This effort is coordinated within their Hubbard Center for Student engagement: www.depauw.edu/academics/centers/hubbard.

This inter-office collaboration of traditionally separated areas results in cross-functional advising. Students who access walk-in advising hours can meet with any number of professional staff, each with their own area of expertise, but with knowledge of the other advising areas within the Center. As far as individualized appointments, when a student meets with study abroad advisor the conversation about how a semester abroad fits into the student's long term career goals and how the student plans to be engaged in the host community can be infused into the advising appointment. Additionally, advisors have a greater awareness of each area's program details, philosophy, and how each successive experience develops skills (both practical and soft) identified by prospective employers and graduate programs as desirable qualifications for employment and advancement.

University of Virginia

As with other large universities, the challenge of integrating the advising process is daunting given that different professional schools each have their own career office. Coordination of overall advising for study abroad students falls to the University Career Service Office working in cooperation with the International Studies Office (ISO).

An example is the excellent online content of their McIntire School of Commerce Career Service office which has created an action plan for each stage of decision-making: before, during and upon return home for its students going abroad www.commerce.virginia.edu/careerservices/students/careersearch/global/studyabroad/Pages/Before-Study-Abroad.aspx . They explicitly encourage students to “Develop a plan for how you can incorporate career exploration into your study abroad experience.”

Also important is the content in their page, “Marketing Your Study Abroad Experience to Employers” www.commerce.virginia.edu/careerservices/students/careersearch/global/studyabroad/Pages/Marketing-Your-Study-Abroad-Experience-to-Employers.aspx. They emphasize that “the fact that you spent time overseas is not the key point for employers. You must be able to articulate how your study abroad experience relates to and benefits them.”

In addition, the ISO conducts a required pre-departure program for all students, a voluntary one-credit course while they are abroad - “Making Culture Visible While Studying Abroad “ - and a Life After Abroad Series which is a de-briefing seminar (voluntary). The seminar series offers discussion on a variety of interesting topics such as From Biography to Local knowledge, What is Globalization, Writing to See, Seeing to Write, Been There, Done That, Now What.

University of Kentucky

All students must take a required course if enrolled in a UK study abroad program; the course integrates all phases of advising and focuses on integrating the experience within a career development framework:

[from their website] All participants of approved, credit-bearing Education Abroad at UK programs are enrolled in ISP 599 www.uky.edu/international/sites/www.uky.edu.international/files/ISP%20599%20Education%20Abroad%20at%20UK%20Syl-

[labus.pdf](#) for 1 credit hour. This pass/fail course keeps students classified as full-time and thus allows a student to utilize federal financial aid and most institutional aid for his/her education abroad program. Students are charged tuition at the standard tuition rate for one credit hour. Additionally, this required course serves to provide each student with the necessary information, preparation, and support to successfully navigate the Education Abroad process through various orientation sessions on-campus and via virtual learning. This ISP 599 course seeks to:

- Holistically prepare students for their education abroad experience (i.e. academically, culturally, administratively, etc.)
- **Link the Pre-Departure, Abroad, and Re-Entry processes in order to cultivate intellectual and intercultural learning.**
- Assist students in connecting the international experience to their academic, professional, and/or personal endeavors.

As part of the course, students receive instructional handbooks for each phase which guide their thinking and offer exercises and readings to guide students in reflecting on their academic and professional goals before and during their time abroad and upon return to campus. The career center is a partner in this process and has developed an education abroad career handbook to assist students in making sense of their international experience within a career development framework (resume, job interviews, cover letters and making pitches at career fairs, etc.).

Smith College

The Praxis Program is an endowed summer internship program; each student is entitled to one Praxis grant during her time at Smith. Many of these are conducted in international locations through the Lazurus Center for Career Development. The Office for International Study has teamed up with the career office to offer special faculty-led intensive global seminars combined with a Praxis internship in ways that supports education abroad and preparation for “global leadership” by integrating academic preparation with internship experience. These are relatively new and also feature an interdisciplinary team of faculty who lead the seminar called “Global Engagement Seminars”. While students pay a fee for these programs, finan-

cial aid is available and the full cost is heavily subsidized by the college. In return, students are called upon to give presentations and speak at alumni and Board events on campus when they return.

All Smith students who receive a Praxis grant to support an international (outside of the U.S. and outside of their home country) internship are encouraged to participate in an online forum during their experience, responding to questions about the cultural experience, expectations, work environment, challenges, etc. Shortly after their return to the U.S. and to campus, all Praxis grant recipients participate in a required day-long retreat, with facilitated conversations meant to help students identify common themes as well as unique aspects of their own experiences, then begin crafting / packaging a narrative for future audiences such as employers. Much of the conversation structure and prompts are inspired by the Generative Knowledge Interviewing (GKI) methodology developed by Dr. Melissa Peet at the University of Michigan.

This model places a strong emphasis on interactive reflection as a means to unpack the experience and find potential connections to student life and professional paths. The learning outcomes related to that include increased clarity and confidence (via practice) about articulating the experiences.

University of Kansas

Study Abroad Curriculum Integration is a collaborative initiative between the KU academic departments; key faculty, staff, and administrators across the campus; and the Office of Study Abroad to fully integrate study abroad programs (to include international study, internship, research or service-learning) into the college experience and academic curricula for students in all degree programs, with the end goal of making study abroad accessible to a greater percentage of the institution's undergraduate students. It appears that the planning process as outlined, www.studyabroad.ku.edu/curriculum-integration, provides ample opportunity for integration of the advising process between the study abroad office and academic departments.

Courses

A number of campuses have created stand-alone courses which are optional for students who study abroad or which are mandatory (in fewer instances) for students upon their return home to campus.

UCLA Graduate School of Education & Information Studies

Open to any student who has studied abroad, The Global Scholar Online Courses, www.globalscholar.us/course_description.asp, can help turn what for many students may be an unconnected experience abroad into a meaningful, integrated international learning experience. Additionally, they connect participants to their home campus and community through mentorship and outreach, enabling returned study abroad students to make their overseas experience relevant and useful. Following completion of the courses and recognition of their achievement through a Global Scholar Certificate, students will have something tangible and marketable that they can add to their resume displaying their accomplishments.

There are three courses: Before You Leave, While You're Abroad and Once You Return.

University of Minnesota

Global Identity Course: <http://umabroad.umn.edu/students/academics/globalidentity>: an optional, one-credit, online course that helps students process their international experience and apply what they've learned upon return to campus. The course helps students reflect on multiple layers of cross-cultural experience and market their time abroad to future careers.


University of Wisconsin- Milwaukee

Introduction to International Careers: www4.uwm.edu/cie/futurestudents/2095. Taught under auspices of the Center for International Education. It is a 2-credit course offered each spring. This course allows students to investigate a wide variety of international career options by bringing in guest speakers from international business, government (e.g. State Department), global health, teaching English as a second language (ESL), international law and mediation/peacebuilding, etc.

The Center also is where students in their Global Studies program develop critical intercultural communication skills preparing them for a job market in which the ability to function effectively in multicultural and international environments is highly valued. Jointly sponsored by UWM's College of Letters and Science, Lubar School of Business, School of Architecture and Urban Planning, and School of Information Studies, Global Studies com-

binesthe strengths of a liberal arts education with the practical benefits of pre-professional training.


University of California-San Diego

The goal of the Global Leadership Certificate, <http://icenter.ucsd.edu/global/global-leadership> is to engage and reflect upon the international and intercultural components of your student experience. Earning the certificate will help you represent how you have developed the knowledge, skills, and sensitivities to be an engaged leader in our interdependent world. For those who study abroad, there is a structured and purposeful focus on reflection, advising and careful planning leading up to the student leaving campus – and upon their return. 

CONCLUSIONS

There are too few campus models where integration of both study abroad and career campus resources is taking place and fully supported on both the student affairs and academic side of the administration. One reason that this divide exists is due to the experiential gap which naturally exists for advisors in both offices. There needs to be more in-service/in-house cross-training so that staff with international experience are brought together with the career service team to share their experience with students returning from study-work-service or internships abroad. The career team must share their experience working directly with employers looking for talent with specific kinds of experience and competencies which students gain if they've been abroad [but may not know how to showcase on their resumes or articulate during job interviews]. Each office brings unique and important perspectives from their work on campus – and there needs to be a purposeful effort to harmonize their professional expertise to benefit students and also engage & inform faculty about the impact of international experience on student career development.

There is clear evidence, based on much recent research, that purposeful intervention via careful advising, reflection and planning in the study abroad process has a greater impact on student learning and career development. There is no doubt that international educators in study abroad offices support such intervention. As reported by senior international officers

across the country, the chief obstacles to greater harmonization of advising for students who study abroad are lack of time and inadequate resources. However, as reflected in the resource documents readily accessible online from many campuses, new initiatives do not always need to be crafted from scratch. Harmonization can occur on a continuum commensurate with available resources on a campus. 

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