

# Branch Campuses as Drivers of Study Abroad: Lessons Learned

February 20, 2018  
Washington, D.C.



# Presenters:

## Jennifer Engel

Executive Director, Office for International Programs  
Loyola University Chicago



**LOYOLA**  
UNIVERSITY CHICAGO

## Matthew Pucciarelli

Associate Provost of Global Programs  
St. John's University



**ST. JOHN'S**  
UNIVERSITY

## Robert Summers

Assistant Provost for Global Engagement  
SUNY Buffalo State



**BUFFALO STATE**  
The State University of New York

# Buffalo State's Siena Program

- ↳ Oldest study abroad program in SUNY (est. 1961)
- ↳ Point of pride at SUNY Buffalo State
- ↳ Staff of 7 (2 full time and 5 part time)
- ↳ Traditionally an art and language focused program
- ↳ Enrollments range from four to 19 students a semester
- ↳ Beautiful instructional space, Piazza del Campo (rented)
- ↳ Only branch campus



# The Challenge of “Legacy”

- ↳ Long time staff, increased potential for resistance to change
- ↳ “Tyranny of Tradition”
  - ↳ Curriculum: time honored vs. modern
  - ↳ Social/cultural activities: types and purpose
  - ↳ Housing: on campus vs. homestays vs. apartments
  - ↳ Question of balancing tradition with ever changing student demographics, goals, expectations
- ↳ Highly engaged alumni group
  - ↳ Support for fundraising, overall vitality of program
  - ↳ Disconnect between their experiences and those of students in 2018
  - ↳ Lack of understanding of international education landscape
  - ↳ Question of balancing alumni engagement with direction established by campus leadership, and need for program to change with the times



# St. John's Rome Campus

- ↳ Italy campuses chosen because “common” to our universities; SJU has sister sites in Paris, France and Limerick, Ireland (as does Loyola in Vietnam)
- ↳ Collaboration with Vincentian community
- ↳ Founded for MBA in 1995; current residential location in place 2008
- ↳ Accommodates 200+ students



# The Challenge of Finances

- ↳ Fixed overhead vs. flexibility
- ↳ Upkeep, regulatory, and compliance expenses (e.g., taxes, structural repair)
- ↳ Home campus expectations of small local teams serving as “jacks of all trades”
- ↳ International human resources (e.g., shifting laws, local CBAs, accruing severance payments)
- ↳ Home campus accounting (e.g., tuition allocations, Loyola “revenue center” model, Buffalo State “self-supporting” model)
- ↳ Barile law & LLCs (emblematic)
- ↳ Comparisons to better funded institutions

# Loyola's John Felice Rome Center

- ↳ Established in 1962; oldest continually operating American program in Rome
- ↳ 200 students/semester, 150 in summer; LUC and visiting students
- ↳ Self-contained campus in residential neighborhood; facilities owned by University
- ↳ General education courses, business; expanding to nursing and pre-health
- ↳ Internships, service learning, opportunities for off-campus student engagement
- ↳ Sister location in Ho Chi Minh City, Vietnam (est. 2010)



# The Benefits of Branch Campuses

- ↳ Venue for Academic Exploration: University can readily modify curriculum to meet needs of students
  - ↳ University controls quality of courses, instruction
  - ↳ Can readily introduce curricular and co-curricular programming, experiential learning
- ↳ Helps drive study abroad enrollment overall
- ↳ Financial benefits as tuition and fees remain in-house
- ↳ Advances campus internationalization at home
- ↳ Selling point for undergraduate recruitment
- ↳ Provides opportunity to more readily engage study abroad alumni





# The Ethical Concerns

- ↵ Balancing the academic interests, career goals, personal objectives of the students vs. financial viability of the program
- ↵ Should net revenue from other programs be used to supplement
- ↵ Ethical issues of cost and recruitment: cutting financial deals in order to drive students to the program
- ↵ The “Revenue Imperative”
- ↵ Focus on one location means *not* focusing someplace else (diverts attention and resources from other opportunities, which is then exacerbated by “revenue imperative”)
- ↵ Opportunity/sunk cost as balanced against the way the branch campus *drives* interest

# In Summary, and for Further Discussion

## ↳ Lessons learned:

- ↳ The Challenge of Legacy
- ↳ The Challenge of Finances
- ↳ The Benefits of Branch Campuses
- ↳ The Ethical Concerns

- ↳ What additional issues should be considered when thinking about the future of branch campuses?
- ↳ How might we, as leaders in global engagement, manage these issues to further our institutional goals?

# Small Group Discussion: Lessons Learned

Break into four groups according to topic:

- ↓ The Challenge of Legacy
- ↓ The Challenge of Finances
- ↓ The Benefits of Branch Campuses
- ↓ The Ethical Concerns

**For Discussion:**

1. Are there additional points to be made about the lesson you chose?
2. Are there other issues to be considered that haven't been discussed?

**In Action:**

1. Write additional points/issues to consider on post-it notes, place on wall
2. Review notes, place a dot on the ones that you agree with
3. As a group, decide which points/issues are the most relevant, combine and distill notes into themes to share out

# Large Group Discussion: Looking to the Future

Additional points/issues to consider?

How might we, as leaders in global engagement, best manage these issues in order to further our institutional goals?

What is (could be, should be) the place of branch campuses in terms of our institution's internationalization goals?

# Presenter Contact Details:

Jennifer Engel - [jengel2@luc.edu](mailto:jengel2@luc.edu)

Executive Director, Office for International Programs  
Loyola University Chicago



**LOYOLA**  
UNIVERSITY CHICAGO

Matthew Pucciarelli - [pucciarm@stjohns.edu](mailto:pucciarm@stjohns.edu)

Associate Provost of Global Programs  
St. John's University



**ST. JOHN'S**  
UNIVERSITY

Robert Summers - [summerrh@buffalostate.edu](mailto:summerrh@buffalostate.edu)

Assistant Provost for Global Engagement  
SUNY Buffalo State



**BUFFALO STATE**  
The State University of New York