



2016

**Association of International
Education Administrators
ANNUAL CONFERENCE**

Graduate-Level Internationalization: Student Mobility Models and Trends

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What is Graduate International Mobility?

- Dual- and joint-degree programs
- Graduate Study Abroad
 - short-term faculty-led
 - semester or longer programs abroad
- International research (incl. collaborations involving students)
- International field-work, internships, capstones, consulting projects

- **What is the value proposition of graduate internationalization?**
- **Are there different goals in graduate vs. professional degree programs?**
- **Leadership: What is the role of the SIO and central administration in Grad-level vs. undergraduate internationalization? Who “owns” or “runs” grad-level internationalization? Deans of colleges/schools? “Central” administration? Faculty?**
- **Who funds graduate-level programs?**
- **What is central administration’s responsibility for integrity of the internationalization process, safety, security, risk mitigation, emergency response, institutional reputation...**
- **What makes international experiences “graduate-level” in terms of quality and content?**

What drives graduate-level internationalization?

- **Faculty, Research, Students, Employers, Competition**
- **Value proposition of graduate study, especially Master's**
- **Students' professional and career motivations**

Council of Graduate Schools survey data, 2014:

- **Only 9% require international experience in over half of programs**
- **59% have no requirements for international experiences**
- **But beyond what is required, much is offered:**
 - **61% Short term study abroad**
 - **61% International research opportunities**
 - **58% Field Research**
 - **48% Joint- or dual-degree programs**
 - **40% Mid- or long-term study abroad**
 - **29% language study outside the US**

Council of Graduate Schools survey data, 2014 (cont'd)

Respondents' perceived hindrances to graduate international experiences

- **70% Garnering financial support while abroad**
- **61% Family-work-life challenges for extended stay abroad**
- **44% Concern about finishing degree in a timely way**
- **25% Apprehension about extended time abroad**
- **19% Worry about impact on local research projects**
- **16% Fear of the unknown**
- **14% Perceived disapproval of faculty mentors**
- **13% Other**

Dual-Degree Programs

- **Not always strategically planned, though very resource consuming (time and finances)**
- **Institutional processes not always well established**
- **Quality control and assurance challenges**
- **Challenge of aligning goals and expectations on both sides**
- **In the US, dual degrees tend to serve international student recruitment and revenue goals. US students participate little.**

Figure 1: Joint/Dual Degrees and Strategic Planning

Are joint and/or dual degrees specifically mentioned in any institutional planning documents?

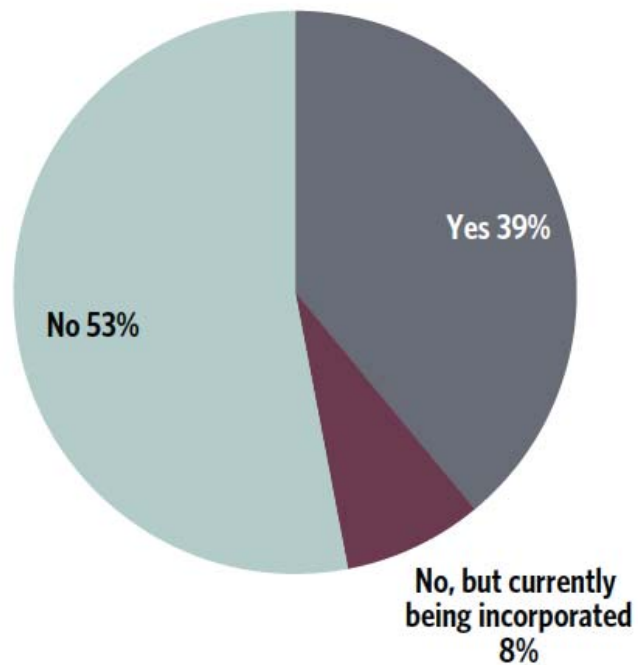


Figure 2: Procedures for Program Development

Does your institution have procedures for that must be followed in developing joint and/or dual degrees?

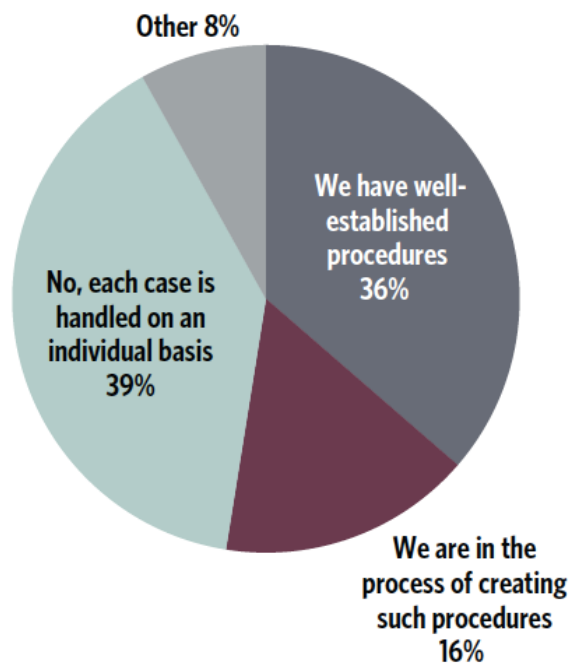
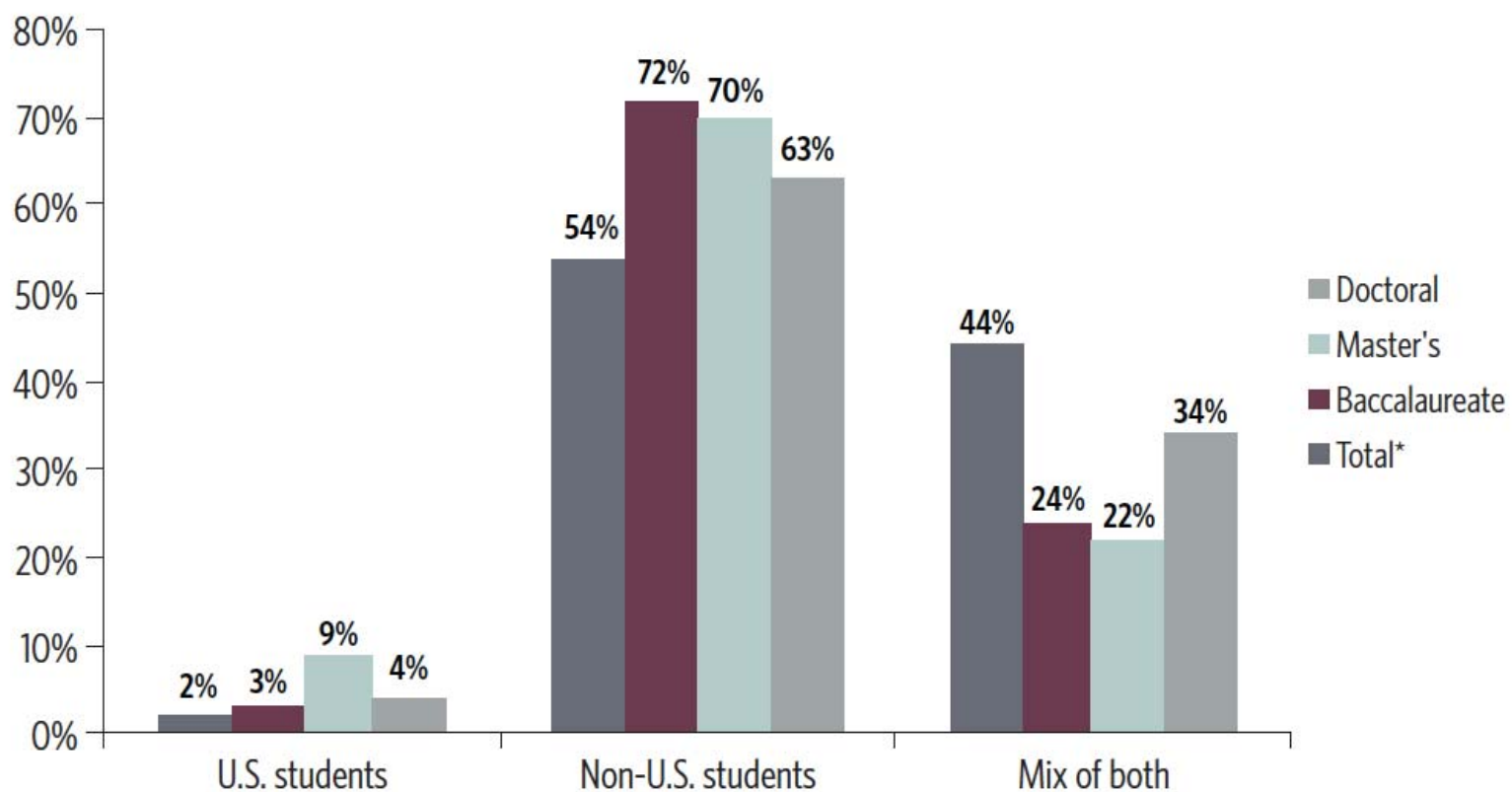


Figure 8: Student Enrollment by Institution Type



Example of Dual-Degree Articulation, Bachelor's and MA

**TESOL and Teaching Chinese as a Foreign Language (Double Certification)
NYU + East China Normal University / Shanghai Normal University**

- 1. Students complete BA in Teaching Chinese at ECNU or SHNU**
- 2. At NYU, 10 credits of MA degree requirements are waived based on previous course work. Student completes the MA with only 34, rather than 44, credits: significant cost savings.**
- 3. Students graduate with double US certification in Teaching Chinese and TESOL.**
- 4. Most students choose to teach in the US for 3-5+ years after graduation**



Higher, Adult, and Lifelong Education
Teaching, Learning, and Leading across Boundaries

Short-term, Faculty-led Graduate Study Abroad

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MSU-GLEO Research Team

MICHIGAN STATE
UNIVERSITY

College of Education
Department of Educational Administration



Our Overall Focus

- Developing better understanding of what is currently being done
- Improving the quality of program curriculum and facilitation
- Stressing potential for transformative learning



Background Information

- Working definition of short-term graduate study abroad (GSA)
- Emergence of GSA as an area of practice and study
- Nature of programs and participating disciplines



Summary of the GLEO Project

- Survey of programming at CIC schools plus NYU
- Qualitative study of student experiences
- Faculty leader perspectives



Summary of What We've Learned

- Programming is wide-spread, increasing
- Dominated by professions-based programs
- Wide variation in curriculum and facilitation
- Driven by faculty interests



Student-Reported Outcomes

- Viewed as a professional development opportunity
- Dominance of “academic tourism”
- Transformative dimensions



Implications

- Alignment of GSA with institutional goals
- Moving beyond academic tourism
- Embracing professional development components
- Integration of research and inquiry



Challenges

- Funding
- Integrating GSA into existing internationalization efforts & graduate curriculum
- Insuring graduate level work



Concluding Thoughts

- Is GSA a “flash in the pan” or a harbinger of future graduate education?
- How might we fully realize the transformative potential of short-term, graduate study abroad – person, program, institution?



NYU Law 3L Semester Abroad

NYU LAW ABROAD

[Buenos Aires](#)

[Paris](#)

[Shanghai](#)

[Before you apply](#)

[Application Procedure](#)

[Preparing for Study Abroad](#)

[Upon your Return to NYU](#)

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NYU Law Abroad



NYU Law Abroad gives NYU Law students the opportunity to spend the Spring semester immersed in the law and legal culture of another part of the world through an academic program designed and administered by the Law School. The program is designed to help students develop global fluency—sensitivity to different legal cultures and contexts, linguistic ability, and the flexibility to work effectively across jurisdictions. The program is designed primarily for third year NYU Law students; exceptions will be considered for other students on a case-by-case basis.

The initiative was developed after discussions and outreach with faculty, students, alumni, practitioners, business firms, and legal educators in the US and abroad.

The curriculum at each site has been specifically designed for NYU Law students in collaboration with local partners. The aim is to provide substantial

FAST FACTS AND LAW ABROAD HANDBOOK

Application Opens: January 11, 2016

Application Deadline: February 15, 2016

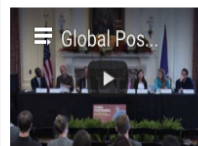
Second Round Application Deadline: Early September, 2016

Semester: Spring only

Language of Instruction: English

[NYU Law Abroad Student Handbook](#)

OPPORTUNITIES OVERSEAS INFO SESSION



Watch our [Global Positioning discussion](#) with the faculty

Each site accommodates between 16 and 25 NYU Law students for the Spring semester, beginning in 2014.

NYU Law Abroad is administered by the Office of Global Programs at NYU School of Law. Facilities, language training and student services at each site are provided by NYU's international academic centers. Additionally, students at an NYU abroad site have full access to all NYU electronic databases, including online library catalogs. Students may also have access to local law libraries through the partner institutions. Academic guidance is provided by site directors located on-site, as well as faculty site directors based in New York.

NYU Law in Latin America: [Buenos Aires](#)

The program at this site provides students with exposure to Latin American legal systems. All courses are in taught in English and students have the opportunity to take select law courses in Spanish offered by our local partner, the University of Buenos Aires Faculty of Law. Additional opportunities for intensive language training are available.

NYU Law in Europe: [Paris](#)

The program at this site provides students with exposure to the European legal system. All courses are taught in English and additional opportunities for intensive language training are available.

NYU Law in Asia: [Shanghai](#)

The program at this site provides students with exposure to the Chinese legal system. All courses are taught in English and additional opportunities for intensive language training are available.



Paris: Carolin Guentert '14



Shanghai: Anisha Mehta '14



Buenos Aires: Jake Israel '15

Learn more about the NYU Law experience in our new multimedia feature, "[The View from Washington Square](#)."

ARGENTINA (SEMESTER PROGRAM)

NYU SILVER'S SEMESTER ABROAD IN BUENOS AIRES PROGRAM



FALL SEMESTER COURSES

Students will take the following required courses while in Buenos Aires:

APPLICATION FOR FALL 2016

THE APPLICATION IS NOW OPEN.
PLEASE CLICK HERE TO VIEW.
DEADLINE TO APPLY EXTENDED:
FEBRUARY 29, 2016.

INFORMATION SESSIONS

THE INFORMATION SESSION FOR
2/4 HAS BEEN CANCELED.



CREATIVE WRITING PROGRAM


 SEARCH

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Low-Residency MFA Writers Workshop in Paris

WRITE IN PARIS

The NYU Creative Writing Program has distinguished itself for over thirty years as a leading national center for the study of writing and literature, inviting promising new writers to work closely with a faculty of the finest contemporary poets and novelists.

That tradition continues with the low-residency MFA Writers Workshop in Paris, which offers students the opportunity to develop their craft under the guidance of internationally-acclaimed faculty—including **Chris Adrian, Catherine Barnett, Mark Doty, Nathan Englander, John Freeman, Myla Goldberg, Aleksandar Hemon, Katie Kitamura, Nick Laird, Meghan O'Rourke, Matthew Rohrer, Helen Schulman, Zadie Smith, Darin Strauss, and Colson Whitehead**—while writing and studying in one of the world's most inspiring literary capitals.

Recent visiting writers and editors include **Charles Bock, Olena Kaltyiak Davis, Lydia Davis, Geoff Dyer, Percival Everett, Jonathan Safran Foer, Marilyn Hacker, Matthea Harvey, Edward Hirsch, Marie Howe, Ishion Hutchinson, Leslie Jamison, Etgar Keret, Hari Kunzru, Ben Lerner, David Lipsky, Dinaw Mengestu, Julie Orringer, Claudia Rankine, Saïd Sayrafiezadeh, Danzy Senna, Brenda Shaughnessy, Charles Simic, Tracy K. Smith, Craig Morgan Teicher, Michael Wiegers, and Rachel Zucker**, among many others.



PROGRAM FORMAT

The MFA Writers Workshop in Paris constitutes an intimate creative apprenticeship that extends beyond traditional classroom walls.

Over two years, students and faculty convene regularly in Paris for five intensive ten-day residency periods held biannually in January and July ([click here for a sample residency calendar](#)). While in residency in Paris, students participate in a vibrant community engaged in all aspects of the literary arts, including workshops, craft talks, lectures, individual conferences and manuscript consultations, as well as a



College of Global Public Health / Cross-Continental MPH

[How to Apply](#)

Cross-Continental MPH



3 Continents — 1 Year Infinite Global Health Networking Opportunities

Global Immersion Into Practice and Research

The Cross-Continental Master in Public Health is a full-time, one-year program that seeks to train a cohort of highly-motivated students to embrace the challenge of global public health through a practice-based, skills focused curriculum. The program is taught over three terms at three different global sites, including practice and field placement experience.

- » Master public health skills by applying theories and models in the field.
- » Connect with public health leaders to see ground-breaking techniques first-hand.

Put the Classroom Into Practice

The intensive curriculum is delivered across three NYU global sites. The program is targeted towards recent undergraduates with a focus on building and enhancing public health knowledge and skills to allow program graduates to pursue their academic and career goals.

Two program tracks are available:

- » Epidemiology: the applied global epidemiology approach will include epidemiologic principles,

How To Apply



Each candidate undergoes a rigorous application process including submission of application and interview in-person or via Skype.

For more information on application requirements, please visit our [How to Apply](#) page.



[Apply Now](#)
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[Deadline 1/15](#)

[Final Deadline](#)
[for Application](#)
[3/1/2016](#)

[2016-2017](#)
[NYC-ACCRA](#)
[Abu Dhabi](#)



NYU MPH on 3 Continents



CGPH Vice Dean, Dr. Gbenga Ogedegbe (first row, second left) leads a delegation of CGPH faculty and colleagues to University of Ghana.

Sample Academic Program

NEW YORK CITY	ACCRA	ABU DHABI	ABU DHABI	NEW YORK CITY
Summer Semester 2016	Fall Semester 2016	January Term 2017	Spring Semester 2017	May 2017
18 Credits	14 Credits	3 Credits	11 Credits	Graduation
	180 Hour INTERNSHIP in COUNTRY and Field Placement			



ROBERT H. SMITH
SCHOOL OF BUSINESS

Graduate-level Internationalization: the case of MBA programs

Rebecca Bellinger

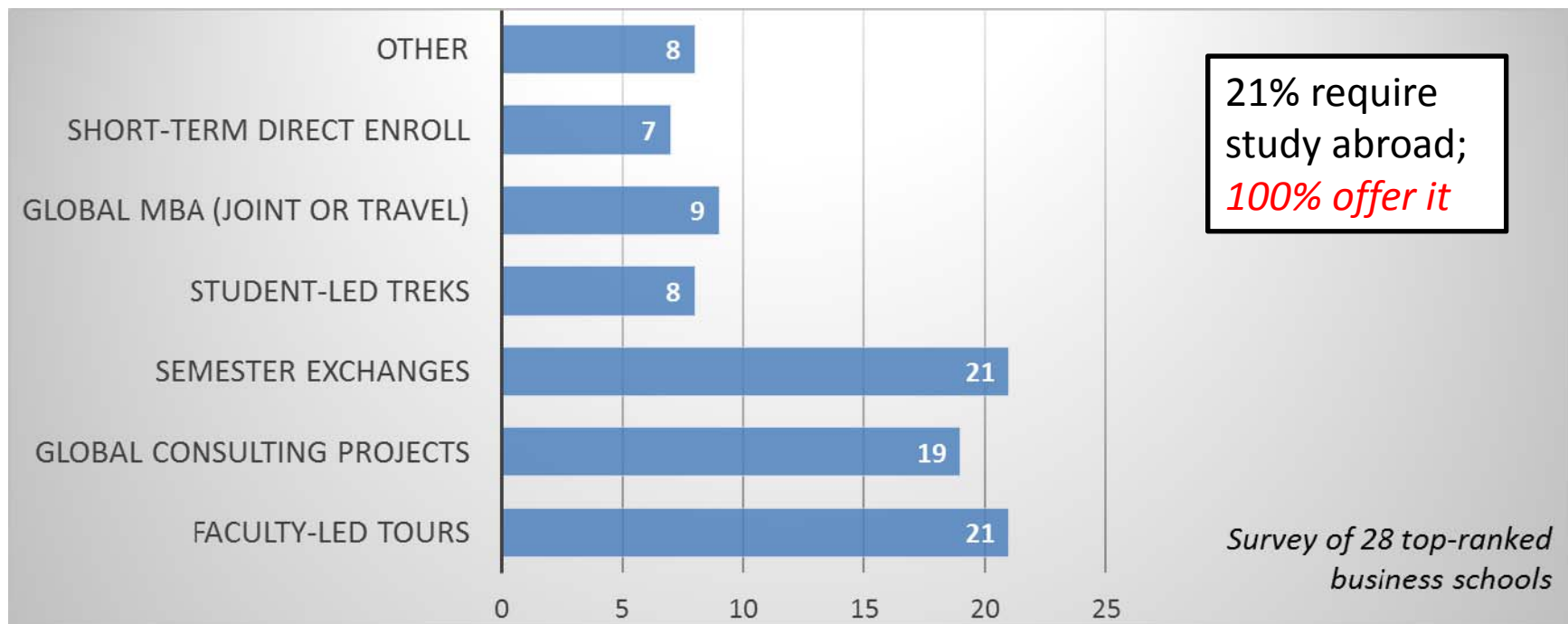
Managing Director, CIBER & Global Initiatives

Robert H. Smith School of Business

University of Maryland



MBA study abroad programs





MBA v. BBA study abroad programs

MBA

- 50% participation rate
- Programs: 90% faculty-led, 10% consulting
- 2nd year students only
- Learning: applied, career-track specific, global mindset
- Consulting: market entry strategy, marketing strategy

BBA

- 36% participation rate
- Programs: 52% faculty-led, 44% semester, 8% other
- Sophomore, Junior, Senior
- Learning: awareness, career relevance, developmental
- Consulting: market research, social media marketing



DOING BUSINESS IN THE MIDDLE EAST: MEGA PROJECTS MANAGEMENT IN THE UNITED ARAB EMIRATES



Applied learning component

An important component of the course is a group assignment, where each team (of 3 students) will research a particular economic sector/industry in the UAE, and propose an investment venture. The project report and presentation should be in the form of a proposal or mini-business plan, intended to capture the attention of venture capitalists, for whom, you are pitching your project for funding. *The presentations will be evaluated and the business plan will be critiqued by a venture capitalist with extensive experience in the Middle East.*

Skills and knowledge gained

The course aims to:

1. Prepare students for an increasingly internationally focused workplace.
2. Provide hands-on experience of conditions affecting industry and country advancement.
3. Put a framework in place for evaluating threats and opportunities present in a country.
4. Build cross-cultural competency skills and an initial understanding of some basic language/vocabulary.
5. Expose students to the diverse cultures of the Middle East.
6. Provide students with a business compass to navigate business opportunities and challenges in the Middle East in general, and the UAE in particular.
7. Enable students to expand their network of professional contacts in the government and private sector, which can help them further their careers and introduce new opportunities to US enterprises.

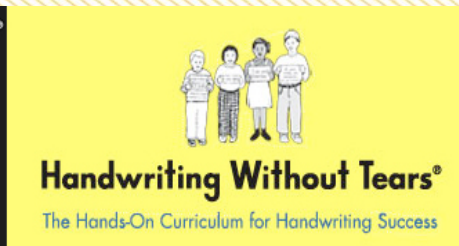


CIBER GLOBAL BUSINESS CONSULTING PROJECT

MBA's Solving Real-World Challenges for Global Clients

The Smith [Center for International Business Education and Research](#) (CIBER) collaborates with CIBER offices at George Washington University, San Diego State University, and the University of Miami to offer students the opportunity to participate in a 4-credit international consulting project. These projects are open to all full-time and part-time MBA students. Global Business Consulting (GBC) is a unique opportunity to gain valuable hands-on experience in international business and to expand your professional network.

Students will be assigned to teams of five or six MBA students based on their interests and skill sets, and each team will be assigned a faculty advisor. A client in each country will provide an actionable consulting project for which student teams will collaborate to develop and present an innovative, operational plan that will have the most significant impact and best possible outcome for their clients.



[Handwriting Without Tears](#) is in the Educational Publishing industry. The company was established in the late 1970's by Jan Olson as a start-up venture and was formally incorporated and scaled in the 1990's. The company continues to be family owned and operated, and Jan Olson remains on as the President and a key member of the product development team. The company's headquarters are in Cabin John, Maryland with additional offices in Gaithersburg MD, Omaha NE. There are a total of 160 employees, which includes many remote sales staff.

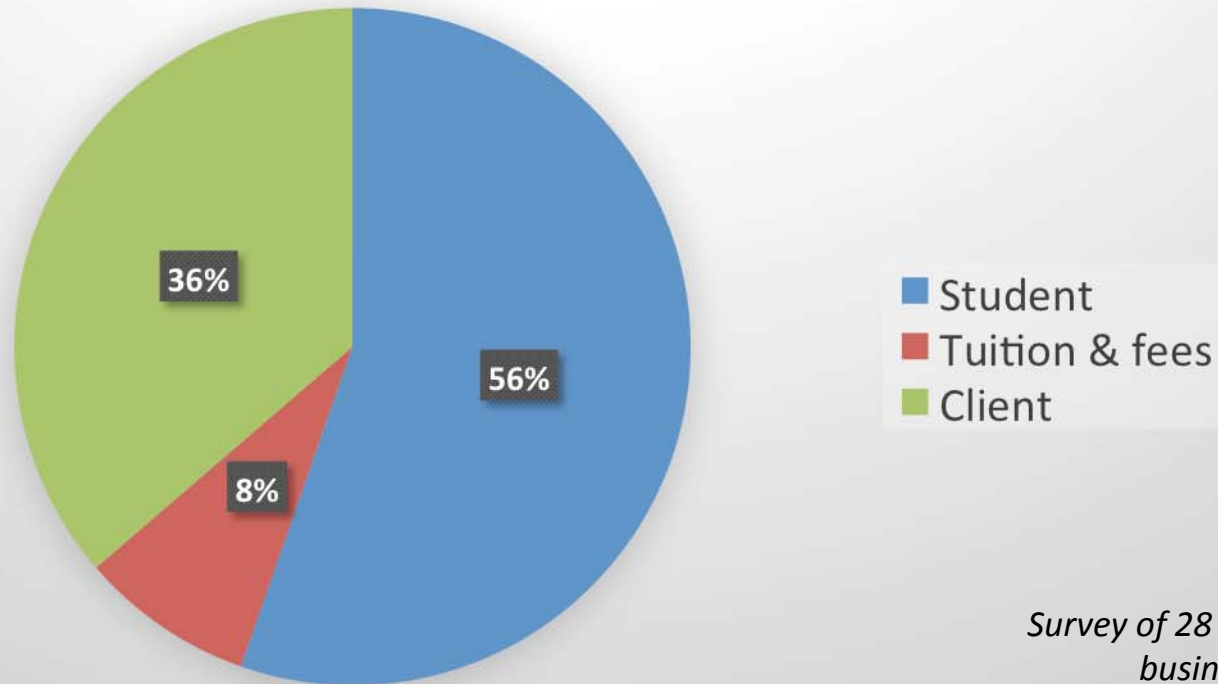
No Tears Learning develops and publishes joyful, developmentally appropriate curricula, learning aids and instructor training for primary school children and their educators.

No Tears Learning currently houses three main product lines:

1. Handwriting Without Tears: Offers student workbooks, manipulative tools, teachers' guides and online platforms to help children ages K thru 5th grade learn handwriting. HWT is the leading handwriting curriculum in the US and is in use by 20% of K-5th grade students nationwide.
2. Get Set for School: Targets Pre-K students and teaches school readiness and pre-writing skills, as well as basic math and literacy skills.



Funding for MBA study abroad



*Survey of 28 top-ranked
business schools*



Motivation for MBA study abroad

- **Smith School students:** 56%, travel and experience in specific country/region
 - Second responses: content/applied learning component, networking with fellow MBA students
- **Business schools:** 91%, provide global learning opportunities to students
 - Second responses: global branding, compete with peer institutions
- **Institutions:** 70%, for same reason as B school
 - Second responses: unsure, “begrudging” support, no support

*Survey of 50
US business schools*



Role in MBA degree programs

- Inherently global subject matter
- MBA teaching methodology
- Nature of degree field
- Complements other curricular initiatives
- School brand
- Program ranking



Concluding questions

- **What can other graduate programs learn from B school models of graduate internationalization?**
- **How should SIOs lead their institutions to support MBA study abroad – and graduate study abroad in general – if it's becoming an expectation of students, peer institutions, and industry?**
- **What is the ROI of study abroad for students – B schools – institutions? What are the implications for other graduate programs?**
- **What resources do we need to create in the field to effectively implement these programs for graduate students?**

Key Questions, Redux

- **What is the value proposition of graduate mobility?**
- **Are there different goals in graduate vs. professional degree programs?**
- **Leadership: What is the role of the SIO and central administration in Grad-level vs. undergraduate internationalization? Who “owns” or “runs” grad-level internationalization? Deans of colleges/schools? “Central” administration? Faculty?**
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