

WHAT WILL IT TAKE TO DOUBLE STUDY ABROAD?

A “Green Paper” on the Big 11 Ideas from IIE’s
Generation Study Abroad Think Tank

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Generation
Study Abroad™

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An independent 501(c)(3) not-for-profit organization founded in 1919, IIE is among the world's largest and most experienced international education and training organizations. Its research publications and membership services provide information to thousands of international educators globally.

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I. EXECUTIVE SUMMARY

The Institute of International Education (IIE) has launched “Generation Study Abroad,” a five-year initiative that seeks to double the number of U.S. students studying abroad through credit or non-credit programs. In order to be successful, Generation Study Abroad must build a coalition of likeminded organizations both within the higher education industry and beyond. To that end, IIE began its Generation Study Abroad activities by reaching out immediately to educators at all levels and stakeholders in the public and private sectors to encourage meaningful, innovative action that will help hundreds of thousands more college students go abroad.

IIE’s first step in engaging a diverse group of professionals was to convene a “Generation Study Abroad Think Tank” in New York on March 12, 2014, bringing professionals from higher education, NGOs, associations, non-profits, foundations, government and the private sector together to brainstorm ideas. The inspiring day highlighted the importance of breaking down silos and working together across industries and sectors to reach the important goal of making international part of all students’ college experiences so that they are better prepared to work, live and thrive in the global marketplace.

This “green paper” lays the foundation for an ongoing discussion around how to increase the number of students studying abroad in the short term and to shift the paradigm over the long term. It is important to note that this document reflects the ideas generated on March 12, 2014—a snapshot of the day’s solutions offered and not meant to be all-encompassing—as well as a general overview of the current study abroad situation. The green paper begins with a Situation Analysis, which provides context for the ideas and breaks down the primary challenges into three overarching categories: cost, curriculum and culture. This section is then followed by the Top 11 Big Ideas and Specific Action-Oriented Ideas.

You will see that the ideas and actions proposed at the Think Tank range from technical solutions to proposing radical change.

Why a “green paper?”

We have documented the outcomes from the Think Tank in this “green paper,” so named because we envision it not as a final product but a beginning. As the Institute moves into the next phase of Generation Study Abroad, we hope that this green paper inspires and provokes discussion among existing and new stakeholders, and invites readers to offer new and expanded specific actions that build on this foundation so that together we can affect real change in study abroad.

Readers will be able to comment on the 11 Big Ideas throughout the initiative. At various intervals we will compile and publish addendum revised reports incorporating feedback from the community. Submit your comments to studyabroad@iie.org or post them on the [Generation Study Abroad blog](#).

II. SITUATION ANALYSIS: AN OVERVIEW OF STUDY ABROAD TODAY

Studying abroad is no longer the luxury it once was. International experience is now one of the most important components of a 21st century education, as globalization brings with it the demand for a U.S. workforce that both possesses knowledge of other countries and cultures and is competent in languages other than English. Most of the growth potential for U.S. businesses lies in overseas markets, while the U.S. faces greater competition from foreign-owned companies, many of which manufacture products on U.S. soil. Moreover, income levels in developing countries have been converging toward those in developed countries. The rising middle class in developing markets around the world is changing the dynamics of global commerce, and 95 percent of consumers now live *outside* the United States. The emerging economies' impact on the global economy and the advanced economies is rising rapidly.

In order to build inclusive and prosperous communities, our future leaders must possess knowledge, skills, and cultural understanding that can transcend the borders of our interconnected world. Study abroad experience can play a critical role in developing the global mindset needed to balance local and international challenges. Studying in another country opens students' eyes to a new way of thinking about the world, instilling a more informed approach to problem-solving in cross-cultural contexts.

- A McKinsey Global Institute (MGI) Report “The World at Work: Jobs, Pay and Skills for 3.5 Billion People” found that worldwide, 40 percent of job growth in advanced markets like the U.S. is going to foreign nationals because of language skills and cross-cultural competency.
- According to PricewaterhouseCoopers, by 2050 the E7 (China, India, Brazil, Russia, Indonesia, Mexico and Turkey) will be more than 50 percent larger than the G7 (US, UK, France, Germany, Italy, Canada and Japan) in terms of domestic banking assets and profits.
- The National Intelligence Council’s “Global Trends” Report projects that China will surpass the United States as the world’s largest economy by 2030.
- While the annual growth rate for the U.S. GDP hovers near 2 percent, several developing countries have been experiencing sustained growth rates of 7-10 percent; 13 countries, including China, have grown by more than 7 percent per year for 25 years or more.

The structural evolution of the global economy today and its effects on the U.S. economy mean that, for the first time, growth and employment in the United States are starting to diverge. The major emerging economies are becoming more competitive in areas in which the U.S. economy has historically been dominant. The World Economic Forum’s “Global Risk Report 2014” has identified structural high unemployment/underemployment as one of the top global risks over the next decade: The generation coming of age in 2010 in advanced countries face high debt and are not prepared for the workforce.

Simply put, educators must do more to prepare today’s students to succeed in the global economy. Study abroad enables today’s students—future leaders from all backgrounds in all sectors—to gain access to international experiences that will better prepare them for the world they will enter after graduation. Learning how to interact with people from other countries and cultures will be essential for all careers, be they in business, manufacturing, engineering, government, academia or not-for-profit. Study abroad is basic training for the 21st century.

Tomorrow's college graduates are just as likely to work with people from as far away as Beijing and Bangalore as they are with those from Boston or Boise. The ability to work across cultures is no longer a nice-to-have skill set for elite executives or diplomats; every year it becomes more essential to finding any job at all.

Studies show students who study abroad have better grades, experience less attrition and graduate from college at higher rates than students who do not study abroad.

- An [assessment by the University System of Georgia](#) found the students who studied abroad had a 17.8 percent higher 4-year graduation rate than those who did not study abroad.
- [Indiana University](#) reported that study abroad students earned higher grades and completed degrees in four years at a higher rate than their peers.
- An analysis by the [SAGE Research Project](#) of 6000 alumni over 50 years demonstrates that study abroad has a substantial long-term impact on individuals' career paths and global engagement.

These factors are all essential to future employability and earnings potential, and thus the economic well-being of students and communities.

At the Institute of International Education, we believe that study abroad should be an essential component of a college degree. According to the *Open Doors Report on International and Educational Exchange* released by the Institute of International Education (IIE) last November with support from the U.S. Department of State's Bureau of Educational and Cultural Affairs, 295,000 American college students studied abroad in 2011/12 either for academic credit or in non-credit educational programs; 245,649 of them were at the undergraduate level. While that may sound like a lot, it is in fact less than 10 percent of the 2.6 million students who graduated with associates or baccalaureate degrees last year.

Some U.S. institutions, particularly liberal arts colleges, have been tremendously successful in making study abroad part of the academic experience, with 36 colleges achieving participation rates of 70 percent or more. But with 4,000 institutions across the United States, these are the exception not the rule. In recent years, a number of research universities, community colleges and minority-serving institutions have introduced innovative ways for their students to study abroad. But many students in these types of institutions are still missing out, and the study abroad population does not reflect the diversity of U.S. higher education as a whole.

Generation Study Abroad represents a major paradigm shift, intended to bring employers, governments, associations, and others into the discussion, to build on these best practices and find new ways to extend international opportunities to those who are not currently taking part.

How are we defining “study abroad”?

The initiative will take a broad view of the term “study abroad” and incorporate both credit and non-credit activities at the undergraduate and graduate level.

For the purposes of Generation Study Abroad, the Forum on Education Abroad’s definition is used: “Education that occurs outside the participant’s home country. Besides study abroad, examples include such international experiences as work, volunteering, non-credit internships, and directed travel, as long as these programs are driven to a significant degree by learning goals.”

Obstacles

Despite a growing awareness of the benefits of study abroad, the challenges (perceived and real) preventing students from studying abroad are numerous and complex. The primary challenges for many U.S. students can be grouped into three overarching categories: **cost, curriculum and culture**. This framework has been effectively advanced with CIEE and will, in fact, be the theme of their 2014 annual conference. Overcoming the barriers will require a changing discourse and a concerted effort, but none of the challenges outlined below are insurmountable. It will take educators at all levels and stakeholders in the public and private sectors working together to shift the paradigm.

A. Cost

According to research conducted for *A Student Guide to Study Abroad* (published by IIE, September 2013), cost was cited as the number one reason students don’t go abroad. Although study abroad certainly is not cheap, it does not have to be cost-prohibitive. The cost of studying abroad varies greatly depending on the type and location of the program, the length of stay and whether the program is administered through a university or an outside program. While the overall cost of studying abroad often exceeds that of studying on the home campus—which may lead students to consider it unaffordable—it is a mistake to assume that is the case or that the margin of difference is prohibitively large. Some study abroad programs can actually be less expensive than tuition and fees for the equivalent amount of time on home campus. Moreover, financial aid, scholarships and grants are often available to qualifying students. With respect to alternative sources of funding, the notion persists that there is a lack of resources to support an international experience.

The issue of cost, therefore, is twofold: the actual cost of a program and the perception that it is too expensive. Both issues need to be addressed. More scholarships and sponsored sources of funding, as well as a greater awareness of funding options, would very likely encourage and enable more students to go abroad. Higher education institutions also need to continue working to provide less expensive options and more financial assistance, or allow students to take advantage of other cost-effective options.

B. Curriculum

Study abroad is not currently considered an essential component of an undergraduate experience by many students, families and educators. In fact, it is often considered an “add-on” and not integrated within the curriculum. Whether or not credits earned overseas will transfer, particularly for certain majors (most notably the STEM fields), creates concern and inhibits many students from studying abroad. Colleges and universities vary widely in how they address credit and grade transfers, as well as how they integrate international experiences into the curriculum. Ideally, it should be integrated within a student’s overall undergraduate experience for maximum benefit. To do so, however, takes careful consideration and planning on the student’s part and clarity of guidelines and flexibility on the part of the institution.

The role of faculty in addressing curriculum considerations is critical and plays a significant role in students’ academic decisions and perceptions of going abroad. Supportive faculty or department chairs who allow core coursework to be completed abroad help break down the perceived credit barrier. However, inflexible policies or non-supportive professors can be highly detrimental to the overall endeavor. Faculty members have the most consistent interaction with students and can have the most lasting effect on their perceptions of studying abroad.

Barriers to integrating study abroad into the curriculum also affect how well a student is prepared for and can adapt readily to both the cross-cultural experience and a new and challenging academic system. If the students are not properly prepared, either one or a combination of the two can catch a student off-guard, leading to poor grades, low comprehension and frustration. This situation can then spur the notion that studying abroad will be detrimental to a student’s GPA, or put students behind their classmates due to an inability to grasp key concepts (this is particularly prevalent where students are taking courses in a second language).

Faculty and administrators must continue to work closely together to address the issues related to curriculum requirements and credit transfer in order to make it possible for students in all fields to study abroad. By leveraging the momentum of Generation Study Abroad, educators can encourage their institutions to make policy changes that address these obstacles.

C. Culture

Cultural barriers to study abroad are more broad based and pervasive, and cannot be changed by educational leadership alone. It is in this area that Generation Study Abroad hopes to have the most wide-ranging impact.

By extending the conversation beyond the study abroad community, we hope to make sweeping change in the culture. Our goal is to reach students and families who never would have considered pursuing an international educational experience of any kind. While committed professionals on campus can make substantial headway, we believe that it will only be possible to achieve the goal of doubling study abroad by bringing stakeholders from all sectors together to make positive change in this area.

In order to make study abroad an essential part of what it means to be educated, we will need to change student and family expectations from a much younger age; provide diverse role models for successful study abroad experiences; address issues of race and ethnicity and increase students’ level of comfort with cultures other than their own; demonstrate that employers value the international skills

and experience; and enlist teachers, alumni and young professionals in sharing their insight into the value of a global view with high school and college students.

Worldview without an international dimension: For centuries, the combination of geographic isolation and U.S. economic dominance has led American citizens to believe that they do not need to learn to speak other languages or learn much about cultures beyond our borders. Globalization is changing this equation. Yet, despite the overwhelming evidence, not everyone believes that today's graduates need to acquire second language and cross-cultural skills, nor that study abroad is essential to a 21st century resume. This obstacle is, perhaps, the greatest because it requires a shift in thinking among many audiences. Therefore, the discussion needs to move into mainstream culture and beyond the domain of higher education to influence awareness and expectations before the student enters higher education. The conversation about of study abroad, however, tends to exist almost entirely within the realm of higher education, with students and their parents typically learning about it on campus, either through campus visits or study abroad fairs.

Influencers: the media tends to focus on the safety issues or unfortunate incidents related to study abroad. Minimal attention is given to the link between the advantages of study abroad and careers, especially regarding employers' values. The private sector is either not deeply involved in study abroad or does not speak out loudly enough on the topic of study abroad, or both.

Misperceptions: Studying abroad is a serious undertaking. But too often students tend to focus on the "abroad" part, a word that conjures up any number of romantic personal impressions (often, in fact, little more than fantasies). Eclipsed by the glamour and intrigue of it all is the "study" part. The study abroad experience shouldn't be viewed as an extended vacation or a lightweight academic term. It's true that some programs are run more like glorified vacations, shuttling busloads of American students from one sight to the next. But, these programs are becoming the exception, not the norm. Yet the perception that study abroad isn't serious spills over as a common misperception among parents, as well as others who may not understand the evolution that has taken place within the study abroad industry in the past decade.

Student and family expectations: Approximately 40 percent of the U.S. population has an active passport, and 50 percent of those are military. This means that many students starting college do not have passports and probably have never traveled outside the United States. Even for those students who have a passport, many may not be familiar with international travel or experiences, and their family may not be either. The reasons are many and varied, and it's probably safe to assume that study abroad is not forefront in their minds. By the time students settle into college life and consider study abroad, they are usually half-way through their degree and focusing on curriculum requirements for their major; professors have a significant impact on students' decisions at this time. Peer pressure can also be positive or negative, with many students reporting that sports, relationships and social life have an impact on whether they pursue study abroad or not. Students sharing successful study abroad stories and advice can have a powerful impact on this decision.

Insufficient preparation: Proper preparation is critical for all students. Studying abroad, which includes living in a foreign environment, is a challenge for most people, however flexible and open-minded they might be. Therefore, tantamount to a beneficial study abroad experience is excellent cross-cultural preparation. However, only one-quarter of students interviewed for *A Student Guide to Study Abroad* said they were provided with cross-cultural training before they left. In fact, research conducted over the past 10 years and discussed in the landmark 2012 book, *Student Learning Abroad: What Our*

Students are Learning, What They're Not, and What We Can Do About It, shows that far too many students are not learning and developing abroad in ways that were common as recently as a decade ago. The lack of intervention prior to, during and after study abroad can inhibit a student's intercultural learning and, therefore, perpetuate the myth that study abroad is all "fun and games" and not part of an education experience.

Lack of diverse role models: Preparation must also be specific and relevant to diverse students. One size does not fit all. Seventy-eight percent of students studying abroad are white, and they represent 62 percent of enrollment in higher education. Asian Americans represent 8 percent of study abroad students, which is close to their actual proportion of all college students. However, African-American students comprise 14 percent of the college population, but only 5 percent of study abroad students. Hispanic students make up 13 percent of all those enrolled in U.S. higher education, but only 7 percent of those who study abroad. Despite an increase in the overall number of students taking part in study abroad, the proportion of African-American, Hispanic and Native American students in the study abroad population has remained virtually the same over the past decade. When it comes to traveling overseas, many diverse students focus on the reasons not to go with concern about affordability topping the list of reasons students decide not to study abroad. But additional barriers include fear and racism, worries about delayed graduation and few role models—either family or faculty—who have traveled abroad. Increasing racial and ethnic diversity in study abroad will require an effort to persuade students that going abroad is both possible and necessary.

Understanding of the role of international experience in different disciplines: Study abroad is often perceived to be only for language and international relations majors. Historically, most programs embraced the humanities, but today only 11 percent of students who study abroad major in the humanities and only an additional 5 percent major in languages. More colleges are offering or even requiring international stints for students in a number of disciplines. The latest [*Open Doors Report 2013*](#) shows that more students are studying abroad in social sciences (22 percent), business (21 percent) and science/technology/engineering/math (STEM) fields (21 percent).

Narrow definition of study abroad: Study abroad can often be confused as "a junior year abroad" as opposed to an opportunity for students at any time that can include internships, service learning, and experiential learning as well as classroom education. While studying abroad as a junior continues to be the most popular—one-third of all students go abroad during their junior year—the other two-thirds have taken advantage of different options. Freshmen, sophomores and seniors are studying abroad for anywhere from two weeks to a full academic year. Many community college programs offer study abroad opportunities, and increasing numbers of graduate students are spending part of their time abroad. Data collected by *Open Doors* also shows a sharp increase in the reported number of students engaged in work, internships, and volunteering abroad (WIVA) over the past few years. But until students start investigating, they aren't aware of the broad range of options regarding when they can go and what they can do while they are there.

III. IDEAS AND SOLUTIONS: THE TOP 11 BIG IDEAS

Participants in the Generation Study Abroad Think Tank brainstormed many ideas and solutions throughout the day, from big-picture concepts to practical, hands-on tactics that can be implemented across the board. These discussions and outputs are summarized below. We know that these ideas will take shape and continue to be refined and expanded during the five years of the Generation Study Abroad initiative, and we welcome comments and new ideas from all stakeholders as the solutions take shape ([join the discussion here](#)). We will hold annual Generation Study Abroad Summits, and we hope that all commitment partners from all sectors will play an active role and add their voices, ideas, and support at all levels.

11 Big Ideas

1. Redefine, rebrand and modernize the concept of “study abroad.”
2. Engage accrediting bodies to have them include global competencies in their rubrics.
3. Reframe the problem as a K-20 issue and address it at all levels.
4. Use research strategically and more practically.
5. Engage the foreign language learning community as an ally and partner.
6. Secure buy-in from the top of institutions in order to mandate change.
7. Fix the broken systems on campuses that unnecessarily hinder study abroad.
8. Provide incentives to all stakeholders who stand to gain by expanding study abroad.
9. Develop creative partnerships with the private sector to raise funds, increase public awareness and link study abroad to careers.
10. Make global locally relevant to parents, communities and businesses.
11. Don’t be afraid to consider radical ideas.

Specific Action-Oriented Ideas

1. Redefine, rebrand and modernize “study abroad.”

“Study abroad” has a strong connotation among some audiences of being fluff and fun, irrelevant to academic study and accessible only to the wealthy. The term itself does not reflect the breadth of study abroad options that have evolved over the years; it is outdated and needs to be changed to reflect the new reality of “study abroad.” In our outreach campaigns, Generation Study Abroad needs to work to rebrand “study abroad” as something that is serious preparation for living and working in today’s global economy, and can encompass internships, volunteering, and service learning abroad as well as classroom experience.

- Emphasize that study abroad is a critical component of what it means to be educated today; all graduates should be globally competent citizens (we must also define what global competence means).

- Acknowledge that all international experiences are not equal, and work to build a repository of best practices and a review process for institutions to use in measuring their programs' outcomes for global competency.
- Research and identify what motivates students and employers; design campaign outreach around the findings.
- Create a common language; yet develop messages and tools to address different stakeholders, especially to increase diversity.
- Change the discussion from a narrow view of classroom-only "study abroad" to something much more inclusive and far-reaching. Consider adding terminology such as Global Citizens, Study @home and in the world, "at home in the world," Opening a World of Opportunity or comparable examples of successful catchphrases such as D.A.R.E. or "Let's Move." Research successful campaigns that have been transformative as well as those that have failed to learn lessons.
- Ensure that study abroad advisors are trained to advise on study abroad as a learning and career enhancement rather than on the "fun" aspect of where the student wants to go.
- Build bridges between campus counselors and study abroad officers to ensure proper discussion of objectives, that pre-departure training and reentry discussion takes place, and that students understand how to leverage study abroad in their job search.
- Identify diverse celebrity/role model/spokesperson(s) who can play various roles in promoting study abroad, explaining the value of study abroad, and helping prospective students and parents visualize study abroad.
- Address the negative connotation of study abroad, i.e., it's "unpatriotic," and combat the negative stories in the media by replacing them with positive ones.
- Include an effort to promote research conducted abroad, particularly research beyond that which would be conducted for a thesis. Emphasize the clear educational goals and learning outcomes specifically obtained through independent research projects overseas.
- Highlight the broad array of global interactions of value to students, specifically drawing attention to the diverse communities and languages that make up the world's population, and actively encourage students to think critically about their destination of choice.
- Reclassify study abroad opportunities as honors programs where academic criteria are clearly defined and respected, and programs are competitive to enter. This will not only add concrete academic standards to study abroad programs, but also increase their overall reputation and set a clear bar for student participants.

2. Encourage accrediting bodies to include global competencies in their rubrics.

The theory is that if "international" is a box that institutions have to check, or a question that they have to address, as they seek accreditation, then it will naturally get the attention of senior level administrators and faculty. With this attention, curricular changes, resource allocation, and measurable international experiences—including U.S. study abroad—will follow.

- Conduct research that includes identifying bodies that have already added international standards and the impact that they have had.
- Initiate dialogue with accrediting bodies that could lead to discussions on the potential for incorporating international standards in accrediting documentation. This process could possibly be led by the presidential associations, such as the American Council on Education (ACE), the American Association of Community Colleges (AACC) and the Association of Public and Land-grant Universities (APLU).
- Publish a report on the research, as well as a comprehensive listing of what various accrediting bodies say about internationalization and/or study abroad.
- Replicate IIE's Think Tank workshop on campuses and in local communities across the nation to involve administrators, faculty, alumni, students, study abroad, guidance counselors and local businesses/employers.

3. Reframe the problem as a K-20 issue to tackle.

In order to make study abroad an essential part of what it means to be educated, student and family expectations must be addressed at a much younger age. Teachers are key influencers who can help students understand the importance of global awareness early on, and inspire them to be curious about and engaged in the world.

- Develop a grassroots campaign focused on K-12 with very specific objectives and outreach (including straightforward, clear messages) for elementary and secondary schools.
- Convene Think Tanks for K-8 and 9-12 separately to identify the road blocks to change and then a way forward.
- Work with as many K-12 associations, organizations and groups as possible to join the commitment and spread the word about the importance of an international experience as part of K-20 education; present and sponsor sessions at the many conferences for these associations and organizations.
- Train secondary school counselors on the value, relevance and necessity of international education and study abroad opportunities for all students, including FAQs on cost, curriculum and culture.
- Create clear, concise and interesting materials (toolkits) that reach a diverse audience for secondary school teachers and counselors to use to spark curiosity and interest in study abroad, international engagement and greater global awareness.
- Leverage diverse study abroad alumni to speak to student and parent groups during high school and the "transition to college" and ensure that they explain key steps to take: 1) Plan and prepare to study abroad, 2) Do the research to help you choose location and program wisely, and 3) Use study abroad to advance your college and professional career (not just fun).
- Create short-term, intensive international programs for teachers to enable them to experience study abroad first hand.
- Encourage high schools to work with students to have them get passports at graduation, *before* heading off to college or technical school.

- Build bridges between foreign students in the U.S. and local K-12 schools to share language and culture so as to be mutually beneficial.
- Pitch the idea of a study abroad adventure to Sesame Street and other popular cable / TV shows, even video games, to begin to get the messages into mainstream culture.
- Support education faculty and organizations, such as Global Teacher Education (GTE), advocating for a global education component and “student teach abroad” training for all newly certified teachers.
- Work with schools and parents to get passports in the hands of students before high school, whether there is a travel opportunity in sight or not. Start the conversation regarding study abroad well before high school both in school and in the home.
- Diversify the languages taught at the K-12 level in order to raise interest in studying a foreign language and/or studying abroad, especially in less traditional locations.

4. Use research strategically and more practically.

There is a wide range of research available, but validity and quality of the data vary, and the research is often conducted by and for the benefit of the international education community alone. It is important to highlight the most substantive, valid data, and to look for holes in the data that can be plugged with further research. Findings should be articulated in ways that researchers, faculty, senior administrators, policy makers and business leaders can understand. There is a need to join with mainstream consumer research projects to conduct research outside of the higher education setting.

- Aggregate and amplify existing research into a “state of the field” publication and create a repository accessible to all.
- Commission and encourage new research on the Return on Investment (ROI) of study abroad. There is a need for a large-scale, comprehensive study on the medium-term and long-term career, educational, and civic outcomes of study abroad.
- Encourage large-scale, national research, as well as smaller scale campus- or program-based research keeping in mind that it is critical to ask the right questions, ensure proper control groups, and to not equate correlation for causation.
- Bridge the divide between research international educators are conducting and the materials practitioners are using so that messages are data-driven and unified.
- Conduct research with students and alumni to determine what will change students’ minds about study abroad, who influences them most and how best to make it happen.
- Conduct research on those students who don’t go abroad, including asking students directly about the obstacles and decision points.
- Data and research on study abroad needs to be made compelling for employers, but “if it smells like advocacy, it won’t be compelling.” Study abroad needs to be redesigned to provide the outcomes that employers are looking for.
- Publish the results, including clearly defined key messages, and encourage all players to use it.
- Create "infographics" and other data-driven products that help convey the impact of study abroad to various stakeholders.
- Drill down more on *Open Doors* data to mine the rich data there.

- Aggregate research already conducted by the private sector on the need for more cross-cultural interaction and language skills, working with the researchers to publish an op-ed or get business journalists interested in the story.
- Conduct research on the success of students with low GPAs who go abroad with respect to retention, G.P.A. upon return, etc.

5. Engage the foreign language learning community as an ally and partner.

Foreign language teachers, associations, organizations and other parent groups that support language learning are natural allies. Many have established networks and are strong advocates for global awareness, international experience and study abroad.

- Develop a toolkit specifically for K-12 foreign language teachers to share with students, parents and administrators.
- Support the community's efforts to establish foreign language requirements for high school completion, specifically taking classes to enhance cultural knowledge and speaking ability, not solely to reach targeted proficiency levels.
- Create straightforward language with supporting evidence and examples that links the value of study abroad and learning languages, and spread the word.
- Present at and sponsor sessions at conferences beyond international education, as well as write articles to be published in their magazines and newsletters, for example the American Council on The Teaching of Foreign Languages (ACTFL), the National Network for Early Language Learning (NNELL) and other language-specific associations.
- Encourage mentorships between foreign language faculty and atypical study abroad faculty such as engineering or math to develop creative study abroad courses tied to the curriculum.
- Recognize and celebrate immersion programs such as International Baccalaureate and K-8 foreign language programs, enlist their support in preparing students to study abroad, and work to expand such programs across the United States.
- Seek out corporate partnerships with commercial language products and services to fill in the gaps of student learning in secondary school and college, especially beyond French, Spanish, and German.
- Create a certificate program at the college level to recognize students' language capabilities without making it an official minor or major.
- Present foreign language learning for parents to help them get over the fear of their children speaking languages they don't.

6. Secure buy-in from the top of institutions in order to mandate change.

In order for institutions to change, there must be both a top-down and bottom-up approach. Trustees, Boards and the Office of the President must work to convey that study abroad needs to move from the periphery to the mainstream on campuses, and they must follow through on their statements to ensure implementation throughout.

- Convene a summit of college and university presidents and provosts, as well as policy makers and students, to discuss how to effect change on a local and national level.
- Encourage leadership to take a public stand on the importance of international experiences and to make sure their relatively new “internationalization of the campus” messages become a reality (not just words from on high).
- Create a toolkit for campus leadership—key messages, case studies and powerful statistics—for them to use and share.
- Communicate that the campaign is for all colleges and universities, not just those institutions already most active in study abroad; identify institutions that have less experience with study abroad and offer to pair them with a mentor institution that has made great strides.
- Present the benefits of study abroad at conferences where presidents and faculty attend, making sure to include models and success stories.
- Give them ideas on how to integrate pre-study abroad awareness into the admissions process, such as offering financial incentives to students for study abroad participation, including a free passport photo along with the student ID photo, setting up passport day and inviting a local passport office/U.S. Post Office to set up on campus, paying for students’ passports, and including foreign inoculations and medical exams in university health plans.

7. Fix the broken systems on campuses that unnecessarily hinder study abroad.

Financial aid, scholarships and the process of applying for study abroad are broken at worst and convoluted at best at many campuses. These systems are not set up to “talk to each other” and the user experience, which the student encounters, is frustrating. Resources should be centralized and processes simplified for today’s digitally minded students. In addition to the problems with the systems, the “softer side” of the process is not always organized and clear, and the messages and advice surrounding study abroad are not always consistent and integrated.

- Develop a step-by-step procedure or analysis for identifying broken systems that hinder communication on campus—academic calendar, curriculum integration, credit transfer, clarifying financial aid policies for study abroad—then share it.
- Streamline the study abroad process so it can be easily done online and relatively quickly, perhaps using a Common Application-type approach.
- Centralize the messages and materials in common areas, but also request that every department/college share study abroad information.
- Provide cross-cultural training both prior to departure and upon reentry so students understand how to prepare for the experience as well as how to make the most of it on the ground; reentry should consist of reintegration and incorporation of the experience into the resume and job-search materials.
- Incorporate study abroad messaging at first year/freshman orientation, and add “touch points” throughout students’ first two years to repeat the message and inspire action (or at least additional research or further questions).

- Embed study abroad in core required courses, such as history or geography, and make it clear during the admissions process and/or campus orientation that students will need to fulfill the credits. Provide a toolkit to enhance the study abroad office’s interaction with students; instead of asking “where do you want to go?” find out a student’s area of study and/or professional goals in order to position their study abroad correctly from the start.
- Share best practices more widely from campuses who are doing this well; encourage mentoring of colleagues at other campuses and sharing prototype materials.

8. Provide incentives to all stakeholders who stand to gain by expanding study abroad.

Incentives for students, faculty and many private sector players can help to expand study abroad. Identifying who stands to gain and developing creative means to incentivize them could involve them at an earlier stage in the process.

- Get faculty on board, providing incentives for them to participate, as well as making a project/course abroad part of tenure (comparable to the publishing requirement).
- Make global student engagement part of faculty evaluations.
- Inventory and encourage faculty members’ own international interests and involvement, and seek ways to build on those to develop international partnerships and programs at the institution that would foster more interest in study abroad.
- Identify stakeholders and their motivations in order to develop a plan for engagement.
- Work with stakeholders to create a “Travel Literacy” toolkit or program that teaches students how to think globally, be a good American abroad, and deal with risk, safety, stereotypes and culture shock.

9. Develop creative partnerships with the private sector to raise funds, increase public awareness and link study abroad to careers.

Rather than simply looking at the private sector for money, explore ways to involve a diverse group with the campaign. Look for ways to promote the private sector and involve it and its leadership as outspoken advocates for study abroad.

- Encourage university trustees to help broker partnerships with the private sector.
- Identify corporations with interests overseas to explore funding or internships that would be mutually beneficial.
- Enlist the support of corporations to provide short-term work visas for U.S. students to gain work experience as part of their study abroad time.
- Encourage business schools to reach out to alumni and business leaders to incorporate “global” as part of the curriculum.
- Identify high-level business leaders to incorporate a message about the importance of international education, study abroad, and global awareness for future workers in their public statements.

- Host a Generation Study Abroad Think Tank with only the private sector to generate insight, interest and involvement in making a difference on both a local and national level.
- Convene a national meeting of industry leaders to re-affirm what is well documented: that they place a high value on international education as a component of the college experience.

10. Make “global” locally relevant to parents, communities and businesses.

“All politics are local.” A grassroots approach is necessary to convincing parents, communities and businesses that study abroad matters on a personal level, to the community and will have an impact on business.

- Reach out to local businesses to create scholarships, internships and pathways for local colleges and universities.
- Encourage study abroad alumni to bring their international message back to their communities—schools, local newspaper, community events, fundraisers for scholarships.
- Create a mechanism for supporting local programs and projects that help connect the local to the global; involve relevant superintendents, principals, teachers, students and parents in an effort to share successes and build on them.
- Create a “local-resources” repository that lists all the organizations that identify local economics tied to global business to make the case for parents and communities, including Sister Cities International, Asia Society’s “Mapping the Nation” and East-West Centers “Asia Matters for America” project.

11. Don’t be afraid to consider radical ideas.

The free and open environment of brainstorming sessions often encourages radical ideas, which are needed to shift the paradigm and go beyond the status quo.

- Create a system of in-kind donations relevant to travel, such as a frequent flier “bank” of miles housed with IIE.
- Give students cash—especially to those who have not considered studying abroad—not just “scholarships,” which are often merely tuition or fee discounts.
- Standardize study abroad fee structures across all institutions.
- Do away with the GPA requirements for entry to study abroad programs.
- Integrate the gap- or bridge-year into a four-year curriculum so that students take classes and get credit during this year.
- Advocate study abroad as mandatory for education majors so all future teachers will have had at least some time abroad and can speak from experience, as well as be better at bringing the world into the classroom.
- Support national policy change to require foreign language learning K-16 so as to drive greater interest and preparedness for study abroad and intercultural exchange.
- Advocate for a national call-to-action to America’s youth about the need for them to have an international study experience (e.g., build on First Lady Michelle Obama’s recent “call to action” launched in China in March).

IV. NEXT STEPS

This green paper serves as the starting point for an evolving and advancing conversation regarding what it will take to double the number of students abroad by 2019. The Institute of International Education hopes that this document will serve as a catalyst, inspiring people to act. There are a number of ways to engage further with this topic.

1. **Join the Conversation:** This Green Paper is a living document ready to evolve with input and insights from our community. Follow the link to our [Generation Study Abroad blog](#) to share your thoughts and join the dialogue, or email us at studyabroad@iie.org. We will publish addendum revised reports throughout the initiative that incorporate reader comments, suggestions and ideas.
2. **Join the Initiative:** If your institution or organization has not already done so, please join the Generation Study Abroad Initiative by submitting your commitment to increase U.S. students abroad by 2019. More information can be found on the Generation Study Abroad website under the [Join the Campaign](#) tab.
3. **Subscribe to the [Generation Study Abroad Newsletter](#)** for announcement and updates from around the community. As IIE works to engage stakeholders in all sectors, the Generation Study Abroad Newsletter is a great way to connect with and learn from those across sectors who are working toward the shared goal of increasing study abroad participation by U.S. students.

V. ADDENDUM¹

Since the initial publication of this Green Paper, IIE convened its second Think Tank event on September 12, 2014, with the specific purpose of engaging the K-12 audience. This event came as a direct result of bold idea #3, “Reframe the problem as a K-12 issue to tackle.” It was agreed that in order to make study abroad an essential part of what it means to be educated, student and family expectations must be addressed at a much younger age. Teachers are key influencers who can help students understand the importance of global awareness early on and inspire them to be curious about and engaged in the world.

Think Tank participants, ranging from secondary school teachers, administrators, and leaders in government and organizations that work with both educators and students came together to brainstorm the strategies, tactics, tools, and messages and content needed to engage the K-12 community. The highlights of the day have been documented in this addendum, which provides a snapshot of the day’s solutions offered. The ideas will be integrated within the overarching Generation Study Abroad campaign and implemented, as appropriate, throughout the next five years.

Strategies and Tactics

Build awareness throughout the school community and beyond by articulating and demonstrating the benefits of study abroad, both short- and long-term.

- Develop a clearinghouse of information on study abroad resources, programs, and information; make it accessible.
- Use language that clarifies the objective is to prepare students in high school to study abroad in college.
- Chart the individual student’s journey to study abroad participation, including the support needed from many stakeholders.
- Create an easy-to-follow process to clearly outline the path to study abroad, perhaps an infographic or a pathway, e.g., EducationUSA’s “Your 5 Steps to U.S. Study,” a simplified approach to help international students navigate the complex admission process to U.S. colleges and universities.
- Encourage hosting exchange students and teachers and leverage it as a multiplier.
 - Employ the buddy system with exchange students: match them with US students.
- Provide local role models—alumni, teachers, administrators, and community leaders—to make the case relevant and tangible.
- Engage in advocacy and PR through local news releases, handouts, social media campaigns to a broader group.

¹ This addendum was added on November 6, 2014. The ideas included are a reflection of a half-day think tank event and are not meant to be comprehensive or all-inclusive.

- Hold a “get a passport” day during national passport month (September) or perhaps in May prior to graduation when more students are 18 years old, showing students how easy it is to apply online, providing materials and the short list of documents they need.

Embed global education in the K-12 curriculum to help students develop a global mindset and instill in them the importance of studying abroad in college.

- Work with national and statewide language associations, such as the American Council on the Teaching of Foreign Languages (ACTFL), that are advocating for global competency at the state level to raise awareness of the need for properly preparing students for a global economy; cross-cultural exchange is a natural part of that process.
- Create partnerships with key organizations, such as National Geographic’s GeoEducators, Asia Society’s Partnership for Global Learning, and ACTFL’s Lead with Languages, who are creating and curating a wide array of free resources online.
- Identify subject-area teachers to serve as ambassadors, who can share their ideas and curriculum on specific subjects, and be part of a support system network for teachers to help integrate global studies in the classroom.
- Offer a session and/or host a booth at the annual meeting/conference of every major education conference—and not just the typical ones:
 - Create a calendar of the relevant conferences over the next three years, e.g., “Teaching Math Through a Global Lens” at the Association of Mathematics Teacher Educators.
 - Include teachers with study abroad or exchange experience on panels.
 - Attend conferences for administrators, such as National Association of Secondary School Principals (NASSP), National Association of Independent Schools (NAIS), and Council of Chief State School Officers (CCSSO).
- Engage embassies and consulates for schools nearby and invite those who are further away to visit by Skype to give information sessions on various countries.
- Look for and share examples of teachers implementing global activities in their classrooms.
- Look for and share examples of classrooms, schools, and systems that have been successful in incorporating global into the curriculum.

Think and work systemically throughout the education field, beyond individual teachers, getting buy-in from all stakeholders.

- Provide school boards and administrators with information, justification for, and exposure to study abroad opportunities.
- Use returned military personnel as resources to help build understanding of other cultures, regions, geographies, and languages.
- Encourage participation by parents on international topics to encourage buy-in for study abroad
- Involve the private sector in study abroad initiatives.
- Get more support from and for government agencies, including the U.S. Department of State and the U.S. Department of Education.

- Engage immigrant, first-generation, and ESL populations.
- Involve parent groups like the PTO/PTA to raise funds to sponsor a scholarship.
- Use sister cities to create cross-cultural engagement and affinity for another city.

Promote global mindedness in educators, creating enrichment opportunities.

- Develop a support structure for teachers to help integrate global studies into the curriculum.
 - Create a one-stop website that curates global resources for teaching.
 - Award teachers with IIE “Generation Study Abroad” recognition for their efforts.
- Create local-global study abroad opportunities for teachers and students.
 - Include field trips to the United Nations beyond Model UN groups.
 - Create virtual exchanges via social media and Skype to pair students up with classrooms around the world in every subject.
 - Tap into the local ethnic and immigrant communities, including parents of students, to bring food, culture, art, and music into the classroom.
- Create mentorships with teachers and administrators who have participated in a study abroad experience with those who have not to enhance comfort levels and work to diminish fears of going abroad.
- Support the exchange of educators physically as well as virtually, e.g., through language classes taught through Skype for starters.
- Identify mutual problems between students/schools/stakeholders in the U.S. and abroad as a way to collaborate on shared interests.
- Have teachers participate in international trips so that they can speak to the experience directly with peer teachers, students, parents, and administrators.
- Link development of curricula through immersion study or holistic approach to content issues, e.g., STEM in Germany, marine biology in Costa Rica, so educators in all fields can participate and see how all fields can be studied abroad and all subjects taught through a global lens.
- Align educator opportunities and licensure or continuing education requirements to study abroad.
- Encourage future teachers to study abroad while in college, even trying to change certification process for educators.

Educate, inspire, and motivate students to ask about and pursue study abroad.

- Make it part of the common assumption for high school students: success is graduating from high school, going to college, and studying abroad.
- Increase the impact of study abroad participants’ study abroad experiences (alumni).
 - Create substantive, meaningful, practical methods of engagement between study abroad alumni and their communities at home.
 - Create links with nearby colleges to bring students studying abroad into the classroom or tap alums in college to do the same with their high schools.

- Create a “human library” in which students can “checkout” an individual anywhere in the world knowledgeable and experienced in study abroad who they want to learn more about.
- Create an infographic that illustrates the benefits of study abroad, both personal and professional.
- Create locally-driven “Generation Study Abroad” clubs at high schools that discuss current global events, host international guests/leaders/visitors, bring back alums who have studied abroad, and host a “Generation Study Abroad” evening event (could be an extension of Model UN).
- Educate students that they can have a successful international experience even if they don’t speak another language by encouraging them to be savvy, safe, cross-cultural ambassadors.
- Develop mini “how to” courses and resources on study abroad (getting a passport, planning a trip, travelling safely, etc.).
- Use colorful images, videos, maps, games, and assignments to engage students and make the experiences real, relevant, and attainable.
- Link service learning and philanthropy worlds with students as opportunities to engage in international projects and prepare to study abroad in college.

Key Messages and Content

Messages should address the major concerns of the various audiences—students, parents, teachers and administrators—including affordability, safety/security, practicality, relevance, obstacles to career success, lack of academic rigor, and exclusivity.

Study abroad preparation begins with local-global education in K-12.

- Teaching global competency, foreign languages, and incorporating global education across the core curriculum prepares students for 21st century jobs.
- Cross-cultural exchange—domestic, international, and virtual—in secondary school better prepares students for the college experience, including study abroad, and working in the global marketplace.
- Students should start thinking about studying abroad in college while in high school.
- Administrators must support global education for all students.

Content delivered via: Curriculum, passport awareness day, and teachers’ professional development days.

Promoted via: School websites, local newspapers, and community programs.

Study abroad can be financially feasible.

- Study abroad needs to be part of a student’s college savings fund and application process.
- Scholarships are available through a wide variety of sources.
- Innovative community-based and crowd-sourced funding are becoming more popular with students.

- Costs vary according to the program, length, and location.

Content delivered via: Simple and clear materials on study abroad, such as 5 Steps to Study Abroad, webinars, and information sessions.

Promoted via: Social media, newspapers, school websites, and college websites.

There are tangible benefits to study abroad.

- Employers look for graduates with the soft skills—adaptability, relationship building, communications, self-esteem, resilience and confidence, gained through study abroad.
- Study abroad can and should be academically rigorous and often helps a student focus on a field of study and/or career path.
- Students who study abroad are more likely to graduate and on time.
- Study abroad promotes cross-cultural awareness, a critical 21st century skill.

Content delivered via: Testimonials (video, written, in-person), photos, and research stats or graphic.

Promoted via: Guest speakers, career day, school clubs, and community programming.

Study abroad is a transformational learning experience for ALL students.

- Everyone should pursue studying abroad; role models exist for everyone.
- It is not just about fun; it is a serious intellectual, emotional, and psychological experience.
- It can be most any time, any length, and any place abroad.
- Students do not need to know a second language to study abroad.

Content delivered via: Testimonials (video, written, in-person), photos, webinars/information sessions, and celebrity spokesperson.

Promoted via: Social media, newspapers, college websites, and organizational advertising.

VI. APPENDIX

a. Think Tank Agenda and Participants

About the Generation Study Abroad Think Tank

Taking a comprehensive, multi-stakeholder workshop approach, this participatory event was aimed at addressing questions and proposing ideas on how to change the paradigm for study abroad so that many more students can and will take part. We believe that it will take a lot more than the existing study abroad community increasing participation at the margins to dramatically increase the number of students who go abroad. To that end, we must enlist groups that go beyond the traditional institutional leaders in study abroad, and bring new voices and ideas to the discussion.

As a group and in small roundtable sections, participants were asked to engage in big-picture thinking to identify creative solutions that will move the needle significantly. We looked at questions such as how to prioritize and address the major challenges, how to reach new stakeholders and student populations, and how to seed the pipeline through secondary school engagement.

Agenda

Welcome Remarks

Allan E Goodman, President & CEO, IIE

Where Are We Today? An Overview of Generation Study Abroad

Daniel Obst, Deputy Vice President, International Partnership, IIE

Overview and Expectations

Stacie Berdan, Author and International Careers Expert

Roundtable 1 – Getting at the Heart of the Obstacles to Find Solutions

Roundtable 2 – Developing Radical Solutions, Part 1

Roundtable 3 – Developing Radical Solutions, Part 2

What Needs to Be Done Next?

Peggy Blumenthal, Senior Counselor to the President, IIE

Breakout Sessions

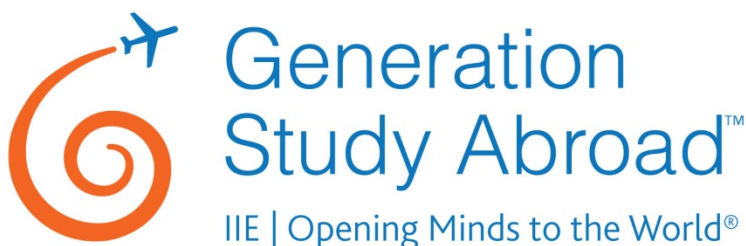
- **Data Collection and Research Agenda**
Rajika Bhandari, Deputy Vice President, Research and Evaluation, IIE Christine Farrugia, Senior Program Officer, Research and Evaluation. IIE
- **Building the Pipeline for Study Abroad**
Stacie Berdan, Author and International Careers Expert
- **Joining the Initiative**
Wagaye Johannes, Project Director, Generation Study Abroad, IIE

100K Strong Foundation	Travis Tanner	Senior Vice President & Chief Operating Office
AFS-USA	Jorge Castro	President
American Association of Community Colleges (AACC)	Alice Blayne-Allard	Associate Vice President, International Programs and Services
American Association of State Colleges and Universities (AASCU)	Arlene Jackson	Director of International Education
American Council on the Teaching of Foreign Languages (ACTFL)	Marty Abbott	Executive Director
American Institute For Foreign Study (AIFS)	William Gertz	President & CEO
Association of Public & Land-grant Universities (APLU)	Montague W. Demment	Vice President, International Programs
Bard College	Jim Ketterer	Director of International Academic Initiatives
Baruch College CUNY	Jeff Peck	Dean of Weissman School of Arts and Sciences
Benjamin A. Gilman International Scholarship Program Ambassador	Ashley Blackmon	Study Abroad Alumna
British Council	Janice Mulholland	Higher Education Manager
Capgemini	Valmiki P. Raghunathan	Global Exchange Program Leader
Concordia Language Villages	Christine Schulze	Vice President
Cornell University Center for Advanced Human Resource Studies (CAHRS)	Steve Miranda	Managing Director
Deloitte	Bennet Sammann	Early ID Programs Manager
Embassy of France	Camille Peretz	Attaché for Higher Education, Executive Director of the Partner University Fund (PUF)
EUSA – Academic Internship Programs	Michael Lucerto	Development Director
Forum on Education Abroad	Annemarie Whalen	Vice President for Programs and Publications
German Academic Service Exchange (DAAD)	Nina Lemmens	Director, DAAD North America
Global Citizen Year	Abby Falik	Founder and CEO
Global Language Project	Angela Jackson	Founder & Executive Director
Hawaii Pacific University	Mark Davis	Chief of Staff, Office of the President
Howard Community College	Stacy Korbela	Co-Creator of International/Global Programs, Coordinator of the Global Distinction Program
IES Abroad	Joan Williams	Director of Marketing

Institute for Study Abroad-Butler University (IFSA)	Michelle Tolan	Field Director for Diversity Access and Research
Juan Morel Campos Elementary School	Katie Cheng	Fulbright Alumna/E.S.L. Teacher
Lone Star College System	Nithy Sevanthinathan	Chief International Officer
Michigan State University	Brett Berquist	Executive Director, Office of Study Abroad
NAFSA: Association of International Educators	Caroline Donovan White	Senior Director, Education Abroad Services
National Association for College Admission Counseling (NACAC)	Eddie West	Director of International Initiatives
Northern Arizona University	Eric Deschamps	Director of Education Abroad, Associate Director of the Center for International Education
Rockefeller Brothers Fund	Hope Lyons	Director of Program Management
Rose-Hulman Institute of Technology	Jim Goecker	Vice President for Enrollment
Rose-Hulman Institute of Technology	Luchen Li	Associate Dean of Global Programs
Rutgers University	Joanna Regulska	Vice President for International and Global Affairs
SIT Study Abroad	John Lucas	Chief Academic Officer Executive Vice President for Academic Affairs, Provost of World Learning
Sponsors for Educational Opportunity (SEO)	Julian Johnson	Senior Vice President
The Andrew W. Mellon Foundation	Mariët Westermann	Vice President
The College of William and Mary	Stephen E. Hanson	Vice Provost for International Affairs
The Shawn Carter Foundation	Dania Diaz	Executor
The University of Chicago Booth School of Business	David Comp	Associate Director of International Programs
U.S. Department of Education	Lenore Yaffee Garcia	Acting Senior Director, International and Foreign Language Education Office
U.S. Department of State, Bureau of Educational & Cultural Affairs	Heidi Manley	Deputy Director, Global Educational Programs
U.S. Department of State, The Office of Overseas Schools	Christine Brown	Regional Education Officer, Western Europe
United States-Japan Foundation	David Janes	Director of Foundation Grants and Assistant to the President
University of Miami	David Poole	College of Engineering Director of Admission
University of Minnesota	Martha Johnson	Assistant Dean, Learning Abroad

b. About Generation Study Abroad

Generation Study Abroad is a new five-year initiative launched by the Institute of International Education in March 2014 to double the number of U.S. college students studying abroad by the end of the decade.



Leading up to IIE's centennial celebration in 2019, **Generation Study Abroad** will reach out to educators at all levels and stakeholders in the public and private sectors. Our aim is to encourage meaningful, innovative action to drive up the number of U.S. students who have the opportunity to gain international experience through academic study abroad programs, as well as internships, service learning and non-credit educational experiences. IIE has committed \$2 million to this initiative over the next five years, and has established a Study Abroad Fund to provide scholarships to college and high school students and grants to institutions.

Join Generation Study Abroad

In addition to the overall goal of achieving an annual study abroad total of 600,000 students by the end of the decade, Generation Study Abroad has set specific targets for building a coalition.

We seek commitments from:

- 500 institutions who pledge to significantly expand study abroad
- 10 institutions who require study abroad
- 10,000 alumni and students who join the initiative and promote study abroad
- 1,000 high school teachers who pledge to make their students aware of study abroad
- Donors and sponsors who contribute support for study abroad scholarships

The Challenge

According to *Open Doors 2013*, published by IIE in partnership with the U.S. Department of State's Bureau of Educational and Cultural Affairs, 295,000 American college students studied abroad in 2011/12 for credit and in non-credit programs. This represents only about 10% of the 2.6 million students who graduated with associates or baccalaureate degrees. In today's increasingly global workplace, the number is far too low.

Generation Study Abroad seeks to address this shortfall by bringing employers, governments, associations, and others together to build on current best practices and find new ways to extend study abroad opportunities to hundreds of thousands of college students who are not currently taking part in study abroad. International experience is now one of the most important components of a 21st century resume. Our goal is to change the paradigm so that study abroad is considered an essential part of a college education.

Working Together Toward a Solution

Study abroad has always been central to IIE's mission and work, from our early days of helping to create the very first junior year abroad programs. We publish the IIE Passport directories of study abroad programs and funding opportunities, and partner with sponsors and donors on programs that help more than 5,000 students each year to have an educational experience overseas.

Building on nearly 100 years of commitment to study abroad, IIE will lead the Generation Study Abroad coalition in raising awareness of the need for students to gain language and cultural skills, identifying and breaking down barriers hindering students from studying abroad, sharing strategies and best practices to increase study abroad, and mobilizing additional financial resources. In addition to significantly expanding study abroad, the campaign will encourage and track campus activities that expand diversity in race and ethnicity, academic disciplines, and gender.

Find out more at www.generationstudyabroad.org

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What Will It Take To Double Study Abroad?