

CASE STUDIES IN INTERNATIONAL EDUCATION

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About CSIE

Case Studies in International Education (CSIE) is an open access, online, peer-reviewed publication that utilizes case studies for the development and advancement of the field. CSIE seeks to promote further professional development through engaging case study discussion. We offer publication opportunities for scholar-practitioners, including working professionals, faculty, and graduate students at CSIEpub.org. Each case study provides an opportunity to integrate theory and practice through interdisciplinary analysis/insight for the benefit of the field's future growth.

International education is defined by Punteney (2019) as "the profession of designing, managing, and facilitating programs and activities that help participants to appropriately, effectively, and ethically engage in interactions with culturally diverse people and ideas, often across national borders."

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In Appreciation

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Middlebury Institute of
International Studies at Monterey

Trying Their Best to Help: The Tension Among University Players and Immigration Regulations

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Tags

Crisis-Management; Cross-Cultural Issues; Education Policy; Ethics, Equity, and Social Justice; International Student and Scholar Services; Management and Operations; Student Services; University/Higher Education

Setting

Marigold University is a comprehensive public institution with approximately 10,500 undergraduate and 500 graduate students. The international student population is around 300 undergraduate students. Marigold is located in a city of about 60,000 people. Marigold University is well known for its visual arts programs, which receive a lot of attention from the institution, foundation, alumni, and community.

Case

Dr. Rose is an emeritus professor of art at Marigold University. Dr. Rose owns an extensive and valuable personal collection of sketches. The Marigold University Foundation has invested a lot of time and energy to encourage him to donate the collection as a major gift to the Marigold University Foundation.

Mr. Daisy is a professional sketch artist based in the United States and acquaintance of Dr. Rose. A few years ago, Mr. Daisy was thrilled to meet Isa, a middle school student outside of the United States, who has a very strong talent for drawing. Mr. Daisy mentored Isa in sketching for several years. Isa began her studies at an art

conservatory in her home country. Mr. Daisy wants to bring Isa to the United States to earn a Bachelor of Fine Arts degree in drawing.

Mr. Daisy and Dr. Rose worked together to fund US studies for Isa at Marigold University. Dr. Rose approached the Marigold University Foundation for financial support for Isa. Marigold University Foundation, Mr. Daisy, and Dr. Rose came up with a plan to provide financial support for Isa and to spend the least amount possible for Isa to study at Marigold University and live in the United States. Part of their plan was that they would find free housing with their connections for Isa to live, Isa would find employment to help fund her studies, and Isa would hold fundraising events that she would participate in (for example, hold an exhibit where attendees were asked for cash donations to be given directly to Isa).

Isa joined Marigold University starting the spring semester. Isa relies on Mr. Daisy, Dr. Rose, and the Marigold University Foundation to fund her studies and personal/living costs. Isa's story was promoted by the Marigold University Foundation in their fundraising materials and presentations. Isa was also asked to attend many of the fundraising events. As part of sharing Isa's story, the Marigold University Foundation shared that Isa would be working at a summer camp to earn money to help fund her studies. An attendee, who was familiar with international students and immigration regulation, contacted the Marigold University International Office because the attendee was concerned about the visa status implication/intention to violate immigration status.

The Marigold University International Office reviewed the regulations and found that Isa would not be eligible for any type of off-campus employment over the summer. Marigold University International Office contacted Isa about their concerns.

After numerous attempts to contact Isa, she finally came to the international office. Isa explained that Dr. Rose told her that he was handling communication with the international office and everything related to her visa. Dr. Rose advised Isa that she should not respond to the international office as he was managing it.

The Marigold University International Office also contacted Marigold University Foundation with concerns about promoting the summer camp employment, which would be an immigration status violation. Both Marigold University Foundation and Dr. Rose were irate with the international office.

One morning the international coordinator went to their office and a message was left on voicemail from the night before from the director of Marigold University Foundation: *"Dr. Rose and the Marigold University Foundation have come up with a plan to make the summer camp happen. Isa will work at the summer camp as a volunteer. The summer camp would pay Marigold University Foundation the wages instead of Isa since Isa is not allowed to work. Then, in fall, Marigold University Foundation would hire Isa for on-campus employment and pay her the money she would have earned at the summer camp."*

Discussion Questions

As you consider this case, discuss:

- What do you think of the “solution” offered by the Director of Marigold University Foundation and Dr. Rose?
- As the international coordinator, how do you respond to:
 - Director of Marigold University Foundation
 - Dr. Rose
 - Isa
 - Others?
- There are several ethical concerns in this case study. Identify some of the ethical concerns and how the International Coordinator may approach them.
- There are varying levels of power and influence among the characters. Lay out the layers of power. What advice do you have for the International Coordinator in managing these power levels?
- What advice do you have for the International Coordinator?
- Where can the International Coordinator find potential support?
- What advice and support would you have for Isa?
- Who has the final decision-making authority in this situation

When It Just Keeps Coming: Managing A Multi-Layered Crisis Abroad

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Tags

Crisis-Management; Education Abroad; Management and Operations; Program Design; Student Services; University/Higher Education

Setting

A private, liberal arts university runs a three-week program abroad specifically designed for second-year students as part of a retention and engagement strategy. Students select from two locations, and this program, while facilitated by the International Center, is part of a partnership with the Division of Student Affairs. In light of the fact that this is a program for second-year students, the university made a decision to provide opportunities for non-International Center staff to participate in this program to provide additional structure and support as well as to serve as mentors for students to help them build on, establish, and reflect on their intercultural development and community engagement. Annually, approximately 100 students participate in each of the two locations, and five staff members travel with each group for the three-week program. In each location, one staff member is a returning staff member who is familiar with this integrated and immersive program abroad as well as the city and surrounding areas. Additional staff members are typically from the following departments on campus: residential life, wellness, career development, academic advising and student support services.

While abroad, students attend classes taught by university faculty, visit course-related sites, and participate in cultural excursions. Students and staff live in program housing, and when there are no scheduled activities, students and staff have free time to explore the city and surrounding areas. Prior to the program departure, students and staff members attend three pre-departure meetings throughout the semester. Staff also receive specialized health and safety/risk management training. The university provides comprehensive international

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Names and other identifying details within the cases have been changed. In some instances, cases may have been amalgamated.

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insurance for all program participants. This insurance is secondary to personal insurance carried by each student and staff member per institutional policy.

Case

A group of 100 sophomore students, five faculty and six staff traveled to New Zealand for a three-week program. The staff team consisted of the university's International Center Director, Angela, one returning staff member from the prior year, Leo, and four other staff members from the university who had not previously been to New Zealand. On the first free weekend of the program, Angela took students and three staff on an optional excursion to the South Island while Leo remained on the North Island with one other staff member to be available to students who chose to remain on the North Island and not participate in the excursion.

Angela received a call from Leo while she was on the bus to the airport with the excursion group that was heading on the flight back to the North Island. Leo reported to Angela that he had just heard that a student (Jose) on the North Island was injured in a sky-diving accident and that he was on his way to the hospital to meet the student and his friend. After the short flight from the South Island to the North Island, as Angela was making her way back to the university housing complex, she received another call from Leo with an update about Jose's condition. Leo shared that Jose had been gravely injured. Angela immediately re-routed to the local hospital where she was met by Leo and escorted to a waiting room. Doctors informed Angela and Leo that Jose had multiple fractures in his back and that they were unsure of the damage and also unsure whether or not Jose was going to be paralyzed. Doctors had stabilized Jose and said that they would make a decision after a series of exams. Over the following days, Jose was heavily medicated and was not really able to communicate. Angela and Leo spent days and nights at the hospital while decisions were being made about a plan for Jose's treatment.

Angela worked with the hospital's social worker and main nurse on a plan for payment for Jose's treatment. The university's international insurance plan did not cover accidents related to extreme sports so it would not cover this sky-diving accident. As Jose began to stabilize, Angela and Leo were able to talk with him about the extent of his injuries, facilitate communication between Jose and his family, and discuss next steps. Jose's family did not speak English so Angela and another staff member had to translate and share sensitive health information with them. During these conversations, Jose revealed that his family had dropped him from their family health insurance plan in the early part of the fall semester because it was too expensive for them. Angela shared with the hospital team that Jose did not have insurance to cover his hospital stay or his treatment.

One week after the accident and after multiple exams from various specialists, doctors determined Jose would need an invasive surgery and would then remain hospitalized for at least one month. Angela and Leo were shocked by this news as the program was ending within one week of the surgery. They had to determine a plan for how to pay for Jose's care and help care for Jose as his parents were unable to travel to be with him as he recovered.

After consultation with the Vice President of Student Affairs, the University's wellness team and the University's Risk Manager, a decision was made to have Leo remain abroad with Jose during his recovery while the rest of the group returned to the US. When the local news found out that a university student from the United States had been injured in an accident, news officials as well as government officials appeared at the hospital

unannounced and began asking questions about the group, about Jose and about the program's purpose for being in New Zealand.

Discussion Questions

As you consider this case, discuss:

- Who are the various stakeholder groups in this case and what support would each group need?
- Jose did not have health insurance despite the university's institutional policy that required all students to have their own health insurance. How could this have been prevented?
- Due to the extent of Jose's injuries and the inability of family members to be at his bedside, Angela and Leo took over 24-hour care for Jose. What things should the University have considered regarding the impact of this situation on Angela and Leo?
- What International Center procedures should be established for future programs to address the various factors within this case?
- How do you separate institutional responsibility from personal responsibility?

Anti-Asian Sentiment in Study Abroad Post-COVID

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Tags

Crisis-Management; Cross-cultural Issues; Ethics, Equity, and Social Justice; Education Abroad; Partnerships; University/Higher Education

Setting

Hillside College is a private, liberal arts college in California, USA. At Hillside College, strong efforts are made to make all students feel welcome, regardless of their race, religion, gender, or citizenship status. Although Hillside is a small college, a large percentage of students are Pell Grant recipients and the campus is widely considered to be diverse and accepting. Demographics at Hillside College are as follows: 40% White, 16% International Students, 15% Asian, 11% Hispanic, 6% Multiethnic, 5% Unknown, 5% Black, 2% Native Hawaiian/Pacific Islander.

This welcoming sentiment is felt by faculty, staff, and leadership at Hillside College. Recently, the President of Hillside increased funding for the Counseling and Psychological Services department to provide support for all students during the COVID-19 pandemic. The study abroad department was also given a recent alumni donation

in which they were able to start a peer-to-peer mentoring program, revamp their pre-and post-departure orientations, and hire a new program manager.

Historically, the university has had a strong relationship with a third-party provider in Scandinavia and has sent many students on their programs. One student who participated in a study abroad program with this provider wrote the following:

“My experience was quite transformative and impactful on me, both as a student and as a person. Through my stay, I was able to discover Europe, retrace my heritage to Scandinavia, and engage in much-needed introspection. I learned the language and gained a newfound understanding of the world around me. I am grateful for the partnership between the university and my Scandinavian program. I would recommend this program to all students interested.”

Although many students have had positive experiences with this program, a recently returned student's experience revealed several unaddressed issues.

Case

Ali is a third-year urban studies student who has dreamed of studying abroad ever since she set foot on Hillside's campus. She is Japanese American and is heavily involved in Hillside's multicultural group. Her college offers several short-term programs led by faculty, but these only last for three weeks during the summer. Ali wants to immerse herself in a culture for a whole semester. She speaks only English and has an interest in city planning. She works closely with her study abroad office and decides to go on the third-party provider's program in a large city in Scandinavia.

After a year and a half of online courses from her residence hall due to COVID-19, Ali is incredibly excited to travel to a new country. The third-party provider helps her find a flat with other American students in the city near where her classes will be held. She has the option to take a course at the local university alongside her courses at her program center and decides to enroll in a furniture design course taught in English.

Although Ali enjoys the subjects taught in her classes, she notices several comments made about Asian people that make her feel uncomfortable. These microaggressions come from other students at the university and occasionally from the professors at the university and at the program center. Since Ali is the only Asian student in her program, she feels nervous speaking to the on-site staff about these issues.

One day, Ali is walking to the supermarket after class when a local man runs right into her, knocking her bag to the ground. At first, she believes it was an accident, but then the man spits at her and yells, “Go back to where you came from, we don't need your virus here” in English.

Ali is shocked and stands frozen for a second before grabbing her bag and speed-walking home in the other direction. After her classmates' and professors' comments as well as this incident, she decides that she needs to talk to someone and report her experiences to her program provider. Although there are no staff members of color that work at the on-site office, Ali was told during orientation that the director of her program offers 24/7 support and has an open-door policy for student needs and concerns. The director is very kind and apologizes for the incidents but does not offer any advice going forward.

Unsatisfied with this response, Ali reaches out to her study abroad advisor at Hillside College and is told to “contact the director of her on-site program, and we can discuss this when you return.” Due to this response from both her study abroad office and on-site program, Ali withdraws from many social activities and only leaves her flat for classes and to eat. She doesn't feel comfortable going outside and engaging with the host culture as it feels very unwelcoming. At the end of her program, it doesn't feel as though she has gained anything from her experience abroad. Her experience was much different than what she anticipated.

Discussion Questions

As you consider this case, discuss:

- Whose responsibility is it to help Ali through this tough situation? Why?
- How can we, as educators, tailor our support to targeted groups during an incident like this?
- Do you think that Ali's situation may have been different if there had been diverse staff members for her to talk to at her on-site center? Do you believe it is important for program providers to hire diverse staff members? Why?
- How do you, as an educator, explain to students the difference between discrimination and culture shock?
- What is the role of the third-party provider versus the home school during each stage of a student's study abroad journey (pre-departure, on-site, re-entry)?
- As an educator, how do you ensure that students on third-party provider programs are adequately supported? How do you as a university study abroad administrator discuss with the third-party provider that their practices need to be inclusive of the students they may host?
- How might Ali find value in her experience as time passes?

Who is Responsible?

Preparing Graduate Asian International Students for Discrimination in the Wake of COVID-19

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Tags

Crisis-Management; Education Abroad; Ethics, Equity, and Social Justice; International Enrollment Management; International Student and Scholar Services; Management and Operations; Student Services

Setting

Bonnie Chen was a new graduate student about to begin a program in International Education in Fall 2020. Growing up in Shanghai, she was educated in a homogeneous environment where Chinese is the dominant language, and she was immersed and influenced by Chinese culture and values. English, on the other hand, is only a required subject for Chinese students to learn in public schools. After four years of undergraduate study in China, and a previous international exchange experience, Bonnie was encouraged to apply for a master's

program in the US. She was looking forward to being immersed in a different social and cultural environment based on the valuable international experiences she had experienced previously.

In March of 2020, the World Health Organization (WHO) officially declared COVID-19 a global pandemic as outbreaks emerged in many countries. In China, the government initially mandated a national lockdown. Most international travel was suspended while offices and schools became virtual. Additionally, residents were required to stay home, which took a toll on many people including Bonnie.

In the US, the narrative around the origin of the virus paired with the political climate led to an increase in Anti-Asian hate, contributing to a spike in racially motivated attacks. For example, increasingly intense international relations fueled primarily by anti-immigrant politicians and racial conflicts relating to Stop Asian Hates and Black Lives Matter movements had impaired the experience and safety of international students.

Case

After receiving her welcome letter and orientation packet online, Bonnie was contacted by a staff member in the school's International Student Office (ISO). This department was responsible for supporting international students to obtain their F1 international student visa for the U.S. Several of the topics covered during orientation for international students were transformed for virtual delivery due to the pandemic. Orientation provided coverage on a variety of logistics, such as the visa application process, academic support, housing, and on-campus resources. Social issues related to racism were ignored and avoided in orientations presented by ISO. As a result, Bonnie felt her study abroad journey would be full of uncertainties, many of which she felt unprepared and helpless to handle.

The Fall 2020 semester began and Bonnie started her new life in the U.S. Bonnie was eager to immerse herself in American culture and travel as much as possible. Although the negative news in the media reminded her of the safety concerning international students, especially those from Asia, the peers and friends she met were supportive and warm-hearted to her, which encouraged her to step out of her comfort zone to explore a new environment.

However, one afternoon on her way home from campus, Bonnie and her Asian friend Cindy were attacked by an African American man sitting in front of them on the Metro. Unexpectedly, the man intentionally started to use harmful speech toward them in an effort to catch their attention and incite a response. Bonnie and Cindy felt offended and shocked; however, out of fear they ignored him and pretended that nothing was happening. The man continued to stare at them, in hopes of making eye contact, when he suddenly started yelling at them using strong language and targeting their race. Stunned, Bonnie and Cindy tried to avoid eye contact and discreetly planned ways to get out of the situation. They were afraid that his irrational behavior would lead to a physical conflict due to his xenophobic and discriminatory language. Once the train arrived at the next station, they quickly jumped off the train and waited for the next one.

After Bonnie's experience with xenophobia and racism, she grew more reluctant to be involved in the environment around her. As a consequence, she began implementing measures to ensure her safety. Bonnie and her friends realized that the pre-departure orientations held by the ISO skipped one important process which is to prepare them to encounter negative experiences abroad. In a sense, social conflicts and issues pertaining

to race, politics, and the pandemic were hidden by the veil of welcoming and harmonious atmosphere emphasized by ISO. This approach put international students' safety and experience at risk by merely highlighting the positive sides and answering common questions. After this experience, Bonnie felt constantly insecure and depressed. Moreover, it was unclear what resources were available for students who might potentially be victims of racially motivated crimes. Subsequently, she was more concerned about her safety in the US and wondered whether she made the right choice to study abroad in the U.S.

Discussion Questions

As you consider this case, discuss:

- What types of issues did you notice in the case and how did those issues exacerbate the challenges faced by international students?
- What is the impact of this case, and others like it, on the university's internationalization efforts?
- Who are the stakeholders in this case? Who is responsible for preparing students like Bonnie to live in the U.S.? Does the duty only fall on the ISO, program staff and faculty, or students?
- In this case, how could ISO staff provide transparent information about Asian discrimination with incoming Asian students? What are some ways that the university can guide current faculty and students to decrease bias, and build a community with fairness and respect?
- How can university leadership and the ISO appropriately inform and help international students in orientations to know some social issues in terms of COVID, nationalism and other sensitive topics that they may potentially face in the U.S, while maintaining an inclusive and welcoming campus environment?
- What are the necessary qualities that faculty and staff should have to support international students to tackle racial and gender discrimination? What training should faculty and staff receive to better support students?

Candor and Consequences: Evaluating Roles and Responsibilities

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Tags

Cross-Cultural Issues; Education Abroad; Ethics, Equity, and Social Justice; Internationalization and Global Learning; Partnerships; Personnel Management; Professional Training; Student Services

Setting

Setting

Kim recently received her undergraduate degree in international relations. Eager to put her skills into practice, Kim accepted a position as a Study Abroad Coordinator at Collegio College, a small liberal arts institution located in Washington D.C. The position is a new one, and Kim has spent the first few months actively orienting and supporting Collegio undergraduate students who are studying abroad for the fall semester. Collegio has gained a strong reputation for its many excellent study abroad programs, and approximately 60% of Collegio students spend at least one semester studying at one of the College's partner universities.

Collegio College is regionally accredited by the American Accreditation Association (AAA). It received its initial accreditation in 1992, and the College undergoes an extensive re-accreditation visit every 10 years. Its third re-accreditation review is in progress, and Collegio recently hosted a visiting team of eight peer reviewers. The visiting team was on-site for four days to conduct interviews and focus groups to validate Collegio College's Self-Study, to assess the College's compliance with the accreditation standards determined by AAA, and to understand and support the College's strategic priorities.

Case

Kim is enjoying her job as a Study Abroad Coordinator at Collegio College. She assumed her role this past July and over the past few months she has worked hard to create systems and structures to support the College's students participating in the study abroad program. Kim's supervisor, Daniel, is pleased with Kim's performance, and he indicated this in a recent performance review where he praised Kim for her work to date.

One of the structures Kim created is a semi-monthly meeting, held virtually, with the students from each program destination. These meetings are facilitated by Kim, and she has used them as opportunities to check in with each student to ensure that the program is meeting their needs and to support the students in the program. Kim finds that these meetings offer her an opportunity to identify any students who may be struggling, either academically or socially.

Recently, Kim conducted one of these meetings with seven students studying in Paris. She left the meeting feeling concerned about the general morale of the group and one student in particular. The session began with students sharing a series of complaints directed at the administration of the College's partner, Paris University, but then the conversation evolved into the students sharing significant personal challenges. Several students mentioned feeling homesick and another said she has been having more bad days than good days. Alarmed, Kim reminded the students that they can access the health center at Paris University. She considered sharing the experiences of these students with her supervisor, Daniel, but she determined that that would be a violation of the students' privacy. Instead, she made a note to herself to see how the students were doing during the next check in conversation. If they were still feeling depressed, then she would figure out next steps at that time.

Kim was sitting in a focus group meeting with Daniel, the other members of the study abroad department at Collegio College, and three members of the accreditation visiting team. Kim had never participated in an accreditation meeting before, and she was excited to share her experiences with the review team. One of the reviewers asked the study abroad department members to identify what resources are in place to support the health and wellbeing of the students that are studying abroad. Daniel spoke first and mentioned that study abroad students were able to access the health centers of the partner universities. He also mentioned the orientation program that Kim designed and specifically highlighted that Kim talks to the students about their challenges while studying abroad, including culture shock, homesickness, and language barriers. Daniel then asked Kim to elaborate on the resources that she provides to the students. Kim responded by sharing some additional information about the orientation session and then she described the virtual check in meetings she conducts. Still feeling uncomfortable about the recent check in meeting, she mentioned, somewhat off-handedly, that while the students can access the partner university's health center, Kim feels that more could be done at Collegio to support the study abroad students. She suggested that perhaps Collegio should consider adding a counselor who could work with all of the study abroad students, which would address their reluctance to seek local counseling due to language concerns, cost, access, or other potential barriers. After her comment Kim noticed that Daniel looked a bit surprised and was shaking his head, a sign she interpreted as a lack of agreement for her suggestion about a Collegio counselor. Kim expected Daniel to pull her aside after the meeting to talk about her suggestion, but Daniel never said anything to Kim about the meeting.

It is now May and Kim is finishing up the final month of her job before the summer break. She is looking forward to starting her second year working at Collegio. One morning Daniel pulls Kim aside and tells her he has some difficult news for her. He tells Kim that the re-accreditation report arrived and one of the major recommendations (which Collegio is required to address) is to hire a licensed counselor specifically to support the study abroad students. Daniel says that there is no money available for an additional position and the College President has asked Daniel to cut \$30,000 from his department budget in order to provide the funding for the new position. Daniel tells Kim that he is sorry, but his hands are tied and he has no choice but to eliminate the Study Abroad Coordinator position. Kim will be expected to finish out this school year, but she won't have a job for next year.

Discussion Questions

As you consider this case, discuss:

- What should Kim have done after she learned of the challenges experienced by the students in the Paris program? What responsibility did Kim have for sharing the experiences of the study abroad students? How might privacy guidelines regarding students' mental health factor into her decision? How did Kim interpret or misinterpret her role to "support" the students in the program?
- Assess the nature and relative priority of Kim's various areas of responsibility including to her supervisor, to Collegio College, to the study abroad students, and to the accreditation review team. Does Kim understand these areas of responsibility? How might study abroad coordinators and their supervisors ensure clarity of roles and responsibilities?
- This case has several outcomes: the recommendation in the accreditation report, the decision to eliminate the Study Abroad Coordinator position, and the fact that Kim will soon be unemployed. For each outcome, consider who is responsible, whether other outcomes were possible, and what factors might have altered the outcome? Consider job descriptions, professional roles and responsibilities, personal and professional boundaries, communication expectations and patterns, and the accreditation process and its purpose.

Language and Leadership: Best Practices and Lessons Learned in U.S. / India COIL Partnership

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Tags

Internationalization and Global Learning; Citizen Diplomacy/Education Diplomacy; Cross-Cultural Issues; Experiential Education; Language Education; Partnerships; Professional Training; Student Learning and Development; Technology; University/Higher Education; Virtual Exchange

Setting

A partnership between an accredited U.S. university and a teacher training institute in the province of Nagaland, India is central to this case study of a COIL conversation model course. In comparison to India's overall enrollment of secondary and higher education students at 26.3 percent, Nagaland's enrollment is at 18.7 percent (The Morning Express, July 2021). One reason for this lower enrollment rate in Nagaland is the lack of qualified teachers.

The teacher training institute in Nagaland offers a two-year pre-service course of study preparing individuals for the provincial state board of teacher education examination. Those who successfully complete the course and examination have a very high likelihood of finding placement in public or private elementary or secondary educational institutions in Nagaland or other parts of India.

Despite strong traditions of English language learning throughout India, the numerous individual tribes in Nagaland each speak different local languages. Even though the pre-service course is completely residential and is conducted in English, the teacher training institute finds that not all trainees come to the institute with the same level of English language development. Therefore, the institute provides various activities which help the trainees acquire the necessary language, communication, and leadership skills, to be teachers of quality.

A partnership between a U.S. university and the Indian teacher training institute was created to find a low-cost way to address the English language learning proficiency gaps. In light of the ongoing COVID-19 pandemic and challenges presented to global mobility, the U.S. university and the Indian teacher training institute developed a collaborative online international learning (COIL) course. The course was designed to provide the opportunity for expanded global citizenship and language exchange via the online platform Zoom.

Case

A COIL course was developed to provide the Nagaland teachers-in-training with opportunities to practice conversational English with volunteers recruited by the U.S. university. The intended goals for the COIL conversational model course were two-fold. First, for Nagaland teachers-in-training, the goal was to improve their English speaking and listening skills. Second, for the U.S. university, the goal was to engage volunteer students, faculty, staff, and community members in an intercultural exchange experience that promotes lifelong learning. The COIL course included conversation sessions between volunteers and teachers-in-training that lasted for approximately 60-minutes each week for four weeks. Cultural, educational, leadership, and social justice issues were discussed during each session which were in line with the institutional missions of both the U.S. and Indian institutions.

The first time the course was offered 31 volunteers and 90 teachers-in-training agreed to participate in the course. However, due to life challenges experienced by volunteers only approximately 17-20 volunteers regularly participated in each session. In contrast all 90 of the Nagaland teachers-in-training were present each week. All participants joined the same Zoom session on the same day at 8:00 am (Central Time U.S.)/6:30 pm (India) resulting in a Zoom session with over 100 participants each week. A faculty member from the U.S. university facilitated the Zoom technology by creating and managing the breakout rooms for all the sessions.

Challenges with the first iteration of the course included (1) the ratio of English speaking volunteers to teachers-in-training was off balance (i.e., on average each breakout room had one volunteer and around 6 teachers-in-training), (2) many of the teachers-in-training were hesitant / resistant to turning on their cameras citing issues of comfort and/or bandwidth, and (3) because the teachers-in-training are living in residence during their pre-service training, many of them were gathered in the same common space using the microphone and speaker on their mobile devices leading to audio issues because of feedback and echoing. These challenges made it difficult to provide a virtual classroom setting conducive to language and cultural exchange.

The second time the course was offered 42 volunteers agreed to participate with the same 90 teachers-in-training. To enhance the experience and improve the ratio of volunteers to teachers-in-training, two separate Zoom sessions were offered on different days. By offering the course on two different days the Zoom session only had approximately 60 participants therefore the volunteer to trainee ratio was on average one to three. In addition, the faculty facilitator began each session with icebreakers using the Zoom chat box and reaction icon functions to encourage teachers-in-training to communicate with their volunteer conversation partner even if they were hesitant to unmute or turn on their video.

For both sessions, a Google Classroom was used to coordinate conversation worksheets, Zoom links, and exit tickets for both the volunteers and teachers-in-training. The exit tickets were designed and managed by the faculty member. Broadly, the exit tickets, along with the informal polls and debriefing sessions with volunteers, demonstrated growth in English language proficiency as felt by the teachers-in-training and as assessed by the volunteers. In addition, both volunteers and teachers-in-training shared that they valued the cross-cultural conversations and appreciated the greater international and global perspectives these technology-enabled conversations provided.

The current structure of facilitating the COIL course is informal and situated primarily with the faculty member within the U.S. university. While the international education administrative offices of the U.S. university have been supportive and consultative, their role in the project is currently peripheral. The foreseeable implications of this case study are: (1) the sharing of informed research and promising practices around the field of international education and lifelong leadership development using COIL and (2) the consideration of how more students and lifelong learners can experience sustainable global leadership through collaborative, global, online modalities. As the number and type of COIL course models continue to increase, international education and leadership educators will seek out these types of evidence-based practices that give people unique opportunities to engage globally so they can relate to leadership everywhere.

Discussion Questions

As you consider this case, discuss:

- What concerns might there be regarding the sustainability of this COIL course program? What are some tactics that the U.S. or Indian partner institutions might implement to bolster the sustainability of this program?
- Volunteer attrition on the U.S. side of the partnership appears to have been a challenge resulting in less-than-ideal English speaker to trainee ratios. What are some tools and/or approaches that might reduce this attrition?
- What non-monetary incentives might be appropriate for volunteers to encourage them to commit their time and energy more consistently over a four-week timeframe?

- The lack of camera use on the part of the Nagaland teachers-in-training creates challenges for the volunteers to determine how engaged some teachers-in-training are. Is this something that can / should be addressed? What strategies and approaches might minimize the technological or sociocultural challenges associated with turning on the cameras?
- There are pros and cons to technology enabled learning like COIL. What other technology enabled learning models might be effective at fostering the English language skills of teachers-in-training?

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Big Ambitions for Student Learning: Potentials of International Partnership

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Tags

Internationalization and Global Learning; Leadership and Strategy; Management and Operations; Partnerships; Program Design; Program Assessment; Student Services; University/Higher Education

Setting

Central Coast College (CCC) is a mid-size public college located in a scenic area mid-way between large cities. It is not walking distance from a town, and college-life, especially for international students, is centered very much in the campus community itself. As a smaller college, staff and faculty know each other by first names and students who make a mark in any sphere are widely known and recognized throughout the community. International students are made to feel welcome by the community as a whole. The public colleges in this state are closely networked and collaborative. International partnerships abound, typically originating from the interest and collaboration of individual faculty members. Some have taken root and been adopted across many departments with the regular care and feeding of the international office. These institution-wide partnerships often entail fruitful collaborations between international office staff and faculty who have a shared vision for student engagement, learning, and development.

One particularly ambitious vision arose from Business faculty connections between the state colleges and colleagues at two universities abroad. The students from all four institutions would converge, form a cohort, and move from one institution to another each term. The objective was for students to not only gain facility in cross-border culture and business practices but also to form bonds that would be the foundation of a professional network extending throughout their individual careers.

Case

CCC's new International Office Director arrived on campus in early September to a warm welcome from office staff, deans, and Student Services offices. One of the director's first discoveries was a Memorandum of Understanding (MOU) for a new 4-way international partnership that would enroll the first students in the coming spring term. Both the original faculty member and former International Office Director who planned the program had since left the college. Implementation of this exchange would be up to the new director, with one Business professor who had been aware of the initial planning. This innovative program had been awarded grant funding to cover the student participation costs. The other institutions already had students selected, and Central Coast College was to be the host of this first term.

The International Office Director sprang into action, solidifying a strong working relationship with the faculty member. Together they identified the immediate steps to be taken and the director-initiated coordination with departments around the college including academic affairs, student services, registrar's services, financial services, and housing services. Then they reached out to colleagues at the other participating state college and to the two international institutions. Frequent conference calls ensued for joint planning, and a series of face-to-face meetings began with the better-funded international delegations visiting periodically. The whole team was excited about this unique learning and career development opportunity being offered to their students, and confidence and respect levels were high. That turned out to be a very good thing because the implementation required considerable further cooperation.

Arrangements for the Central Coast College International Director to complete that Fall term:

- Recruitment of first year CCC Business majors to participate. Because the program required students to make a full two-year commitment and the international institutions had three-year degree programs, students would need to make the decision to participate almost immediately after learning the program was available. That proved a hard sell and only two students signed up though the cohort design had called for six.
- Housing had to be provided for each of the incoming students. While the tuition exchange itself had been arranged before signing the MOU, accommodation fee payment had not. CCC's housing office had a tight budget, which meant lobbying and negotiation to secure rooms for the term.
- The Business department course and staff assignment planning had not taken into account that 12 to 18 additional students would all need identical courses in that particular term. The Dean's Office needed to be convinced that the course schedule changes were necessary.

Somehow, the arrangements were made. The 14 visiting students came (six each from the international institutions and two from the other state college). The International Office made them all feel welcome with the traditional receptions and field trips, and the students excelled and were appreciated by faculty. That first term on CCC's campus ended happily.

The following term the students proceeded to the other state college, and from there to each of the international institutions in turn. The international office received periodic reports from students, and it was clear they were all

making the most of their experience at each different institution. However, there was no time to rest for the CCC's International Office.

- The International Office Director had been designated the grant's coordinator for CCC, with responsibility for data tracking and periodic report writing. In addition to financial and activity reporting, this required identifying and purchasing a learning assessment instrument to measure the start and completion point of each student's learning in the program.
- There was more recruiting to be done! The grant had funded three full rounds of the two-year program, with another cohort scheduled to be launched each spring term, each one starting at CCC. Recruiting qualified first-year students through announcements and information sessions proved less successful than before. The second spring term came with no CCC students participating, only one from the other state college, and full contingents of six students each from the international institutions. The third year proved similar.
- Meanwhile the first cohort was nearing the completion of their program and degree audits were underway. The Director learned that the intended joint degrees committed in the MOU for each student had not been approved by the Board of Trustees. The International Programs Director lobbied the Provost's Office and the Registrar. Eventually dual degrees were granted instead.

The international participants returned to campus with faculty from their institutions to walk across CCC's stage in their American caps and gowns. Many of the first cohort stayed on for the wedding of two of their members. It was clear that the cohort bond envisioned at the conception of the exchange was being realized. However, the second and third cohorts dwindled in number, and the program ceased when the grant money ran out after 3 years.

Discussion Questions

As you consider this case, discuss:

- Collaboration between the director and the faculty member was key to launching this program. What are some of the barriers the International Office might have encountered if the director had attempted the interdepartmental negotiation alone?
- Internal relationship building was critical to securing classes, housing, and transcripts for students in this exchange. Now that these collaborative relationships have been built, how might the International Office work with these same campus departments to make other beneficial arrangements for international and study abroad students?
- The intended learning and career preparation outcomes of the program model appeared to be met in the initial years. What are features that can contribute to these outcomes and the strong bonds formed by the student cohorts?
- What methods would you use to assess this program? What data would you collect? What research questions would you focus on? Who would you share the results with, and for what purposes?

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- The complexity of this program required considerable time and effort by the International Director. What questions does this raise about grant-funding and sustainable program design? What are some ways that colleges and universities might aim to support grant-funded programs after the external money runs out?
- Was this partnership successful? What are examples of other programs or shared initiatives among these four universities that might be built on this foundation?

How Does Your Garden Grow?

Cultivating Experiential Learning Across Cultures

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Tags

Citizen Diplomacy/Education Diplomacy; Cross-Cultural Issues; Education Abroad; Ethics, Equity, and Social Justice; Experiential Education; Language Education; Partnerships; Personnel Management; Primary and Secondary Education; Program Design; Program Assessment; Student Learning and Development

Setting

Local people have been farming in the mountainous river valleys of a Southeast Asian country for hundreds of years, enjoying a diverse ecosystem with plenty of rainfall and sunshine. They grow rice, cassava, peppers, and other crops in the valley, and mango, jackfruit, ginger, and coffee in the mountainside jungle. This country also has a long history of colonial occupation and violent conflict that left it with inadequate infrastructure and lingering dependency on foreign aid programs despite abundant natural and human resources.

Two years prior to this case, an Australian provider organized a service-learning program for a group of secondary students (grades 10-12) to visit a pre-secondary school (grades 7-9) in a remote indigenous village in the Southeast Asian country. During their visit, the Australian students established a “permaculture” garden on the local school grounds to supplement food for the local students’ lunchtime meals.

Now, two years after the first program, another group of Australian students is visiting with two parents as chaperones and an Australian staff member from the provider. In this iteration of the program, the provider has organized a series of activities: touring historical sites, distributing school supplies, engaging in English language practice with the local school children, and inspecting the garden created by the previous group.

Case

The trip started well for the visiting students and their hosts. At the historical sites, the visiting students learned how local resistance efforts helped in the struggle for independence, and they were encouraged by community leaders to take pictures to remember. When they arrived at the village, the local school director cheerfully greeted the group, and local students lined up to receive the visiting group and their donations. The Australians see the garden and are surprised that nothing is growing in it. They decide to take photos with the local students. The local English language teacher is upset and complains to the school director in the local language that “these foreigners are here for their photos again.” The teacher tells the director that if the visiting student group wants to learn about gardening, they should ask to see her family’s jungle compound where they have been sustainably cultivating crops for centuries without any help from outsiders.

A few minutes later, during the planned English language practice sessions, the Australian students are trying to make conversation, but they are met with awkward silence. The local pre-secondary students seem limited to responding from memorized scripts. The group is scheduled to stay for a couple more hours, but spirits are low. The teacher is disengaged, and the director feels uncomfortable raising any issues to the Australian group. Both the local and visiting students are beginning to wonder why they are there, and the provider staff member is unsure what to do next. A traditional lunch of bean stew and rice is scheduled, but the Australian students’ parents are uncertain about eating the local food and suggest returning early to the capital.

Discussion Questions

As you consider this case, discuss:

- What cross-cultural issues can you identify in this case? How might the students from both countries be affected by these issues?
- In this case, the local students were younger than the visiting students. What responsibilities do schools and providers have to younger students?
- If you were the provider staff member, what options do you see at this point in the visit? What are the pros and cons of each option?
- If you were the school director, how would you deal with the teacher’s attitude and behaviors, in the moment or afterwards?
- Imagine you are redesigning next year’s trip.
 - Who would you invite onto the redesign team? How could you start with a framework for justice, equality, diversity, inclusion, and belonging in your process?
 - How might the program be structured to be relevant and beneficial to both groups? How can you ensure reciprocity and mitigate power differences?
 - What learning outcomes might you focus on? What activities might support those learning outcomes? How would you assess those learning outcomes?

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Student Gets Stuck During Political Unrest: Crisis Management and the Risk of Post-Program Personal Travel

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Tags

Crisis-Management; Education Abroad; Leadership and Strategy; Management and Operations; Program Design; University/Higher Education

Setting

A study abroad office at a large research university in the U.S. manages a short-term undergraduate program in Guatemala through a third-party provider. The university has a policy to restrict travel to high-risk destinations without a petition reviewed by the health and safety coordinator and approved by the travel committee.

Case

After finishing the study abroad program in Guatemala, an adventurous undergraduate student conducted personal travel to Honduras. The student had not reported any post-program travel plans to the study abroad office, so the itinerary was not entered into the travel registry. The student would not have been approved for travel to Honduras without a petition because the Department of State had issued a high-risk travel advisory for the country due to crime and gang violence. This made travel there a violation of the university's travel policy. The student was still covered by travel insurance though because of an established procedure to add a ten-day cushion to the end of each itinerary.

While the student was traveling across Honduras and visiting Mayan archeological sites, the cities and roads started to become sites of increasing political unrest related to Honduras's recent presidential election. Becoming concerned, the student contacted the study abroad advisor on a Friday evening from a hostel near the northern coast. The advisor then notified the university's health and safety coordinator, who established communication with the student through WhatsApp.

The student was trying to arrange a shuttle back to Guatemala to catch his scheduled flight, but the shuttle company notified him that the route was impassable due to roadblocks and burning tires. The health and safety coordinator told the student to remain at the hostel, made sure that the student had been in contact with his family, and sent contact information for the travel insurance service provider and US Embassy—which each student already receives in hard copy and digitally during pre-departure orientation.

The health and safety coordinator talked with the service provider, who requested to be contacted by the student, if possible. The coordinator requested that the provider start working on an evacuation plan and advised the student to contact the service provider. The student did so, and then updated the coordinator that all the service provider representative did was advise the traveler to avoid the protests but did nothing to identify a safer evacuation route or secure new flight tickets.

The health and safety coordinator contacted a colleague from a peer university with experience in Honduras. They discussed the location and alternate routes—identifying a potential sea route by ferry to the island of Roatán, which had an airport. Meanwhile, the Honduran government instituted a curfew from 6pm-6am. The coordinator updated the student about the possible alternate route, information about the curfew, and guidance to continue to shelter in place at the hostel.

The health and safety coordinator also notified the student that the service provider was unwilling to pay for a new flight ticket because the location wasn't part of the program, so either the student or parents would need to pay. The coordinator had been providing updates to the director of the study abroad office throughout the event.

The student sent the health and safety coordinator a message on WhatsApp at 5:10 a.m. on Saturday morning saying that the shuttle company had notified him that the roads had cleared. The student decided, against the coordinator and service provider's advice, to risk taking the shuttle back to Guatemala. By the time the coordinator received the message, the student had already departed the hostel. The coordinator then reassured the student that he would be there for support 24/7 throughout the full itinerary and checked again to make sure that the student was in contact with his parents. About thirty minutes later, the student sent the coordinator a photo of a protest with stacks of bricks and burning tires blocking the route and asked what to do—whether he should get out of the shuttle and try to walk around the protests to find another ride or stay with the shuttle.

The health and safety coordinator emphatically told the student not to set out alone or take any more photos of the protests but rather to stay with the shuttle to return to the hostel. Soon thereafter, the student notified the coordinator that the shuttle was again stuck by a protest roadblock on the way back to the hostel and was waiting for it to clear. Two hours later, the student sent an update that he was safe back at the hostel.

The seriousness of the experience had a noticeable impact on the student traveler, who was now ready to pursue the alternate route by ferry to Roatán. He was able to purchase a flight out from Roatán to Guatemala City with a connection in San Salvador. The student continued to provide updates to the coordinator, who emphasized advice to stay at the airport in Guatemala City for the outbound flight to Los Angeles, and not to go out in the city.

After finally returning to the United States, the student and his parents contacted the health and safety coordinator to express their appreciation. The study abroad director told the coordinator how glad he was to have a trusted, reliable, and skilled person at the position who was on-call after hours, weekends, and holidays. The coordinator and student met several times for coffee to discuss the event, and the coordinator provided the student with counseling resources in case he ever wanted to talk with anyone to help process the experience in a healthy manner.

Discussion Questions

As you consider this case, discuss:

- How can study abroad programs advise and communicate to students about safety and risk avoidance?
- To what extent does a program provider or university have a legal duty of care for a traveler after the end of the official program dates?
- What more could the health and safety coordinator have done to prevent the student from deciding to leave the hostel and take the shuttle?
- In addition to providing advice, what else could the service provider have done to assist with the evacuation?
- What other ways to communicate would have been possible if the student and health and safety coordinator didn't have WhatsApp or some other smartphone app?
- What if the situation had escalated and the student had been arrested, robbed, or worse? How would the media interpret and report the case? Who might get blamed? The university, study abroad office, program provider, and/or student?
- How could offices without a 24/7 health and safety coordinator position respond to such a case? Who would be responsible for afterhours incident response and crisis management support?
- How can the person in the health and safety coordinator position avoid burnout and anxiety from staying connected 24/7/365 while conducting numerous crisis management scenarios?

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