



**OBTC 2017 at Providence College
June 14th – 17th, 2017**

Submission Template

SUBMISSION GUIDANCE

- * Remove all identifying properties from this document **
- * All files must be saved in PDF format **
- *Please include ALL supplementary text at the end of this document**
- *Only one document should be submitted**

Submission Template for the 2017 OBTC Teaching Conference for Management Educators

1) Title, Abstract & Keywords

Title: Study Abroad As Impact, Innovation, and Engagement: Reframing International Experiences for Multiple Stakeholders

Abstract:

Reputations of study abroad programs have suffered with recent reports highlighting increased substance abuse and other tragedies among U.S. students studying abroad. This session seeks to reframe study abroad experiences as exercises in innovation, impact, and engagement – the three areas of emphasis for the 2013 AACSB accreditation standards – rather than extended tourist treks with little emphasis on demonstrable benefits. Specifically, participants will discuss experiences with innovative program structure, strategies for demonstrating the impact of international experiences, and approaches to engaging alumni and broader communities in program execution. Participants will acquire tools for designing new or enhancing existing programs.

Keywords: Study abroad, travel abroad, engagement

2) Teaching Implications:

What is the contribution of your session to management pedagogy/andragogy? Specifically, please include your learning objectives, and describe what management and/or teaching topics are relevant to your session, and why. Also, include theoretical, disciplinary, or theoretical foundations that will help reviewers understand how your ideas fit within the broader field of management.

At the conclusion of this session, participants should be able to:

1. Demonstrate the value of study abroad programming to multiple stakeholders, including students, employers, and accreditors;

2. Better engage the alumni, business, and broader communities for higher-impact international experiences; and,
3. Better design programs that are accessible across majors and demographics.

Recent reports indicate that U.S. students studying abroad engage in riskier behaviors, such as binge drinking, drug use, and others (Ballhaus, 2011; Bothwell, 2016). These reports have tarnished the reputation of what can be transformational experiences for students. Moreover, a focus on partying or even the more benign touring robs a student studying abroad of a valuable opportunity. For example, study abroad has been linked to increased cultural intelligence (Crowne, 2008) and global citizenship (Mullens and Cuper, 2012). As the number of U.S. students studying abroad continues to climb, and as colleges and universities grapple with demonstrating their value to accreditors and broader society, it is becoming increasingly important to reframe study abroad as a tool for increased student success and community engagement, rather than what students may perceive as an extended tour or vacation. Therefore, in this session, we will discuss practical ways to increase access to study abroad, demonstrate the impact of study abroad on the soft skills frequently measured for assurance of learning purposes, and leverage study abroad to engage alumni and business communities, all with the goal of reframing these international experiences to satisfy the needs of multiple stakeholder groups.

3) Session Description and Plan:

What will you actually do in this session? If appropriate, please include a timeline estimating the activities will you facilitate: how long will they take, and how will participants be involved? Please remember that reviewers will be evaluating how well the time request matches the activities you'd like to do, and the extent you can reasonably accomplish the session's goals. Reviewers will also be looking for how you are engaging the participants in the session.

5 minutes	Welcome & Introductions
15 minutes	Presentation and discussion on innovation in study abroad program development, specifically on expanding access by designing programs across the core
15 minutes	Presentation and discussion on demonstrating impact of study abroad on student soft skills development
15 minutes	Presentation and discussion on using study abroad to engage with alumni, the business community, and broader communities
10 minutes	Wrap-up/debrief and collection of ideas to share with group
Total time requested: 60 minutes	

4) Application to Conference theme:

How does your session fit with the overall OBTC theme of *Navigating the Changing Currents*?

The recent U.S. election and Brexit highlight the continuing challenges presented by globalization. As countries grapple with an apparent shift toward isolation, preparing students who are knowledgeable, responsible, and equipped for action across the globe is perhaps more important than ever. Thus, this necessity of this discussion of demonstrating the value of study abroad in new ways reflects, at least in part, the changing geopolitical currents.

5) Unique Contribution to OBTC:

Have you presented the work in this proposal before? If so, how will it be different? Is this proposal under current review somewhere else? If so, please explain. How will your proposal be different for the OBTC conference?

This work has not been previously proposed or submitted to this or any other outlet.

References

Ballhaus, R. (2011, August 22). Do drinking abroad programs have a studying problem? Retrieved from http://www.huffingtonpost.com/2011/08/22/do-drinking-abroad-progra_n_924631.html.

Bothwell, E. (2016, January 22). US students take more risks while studying abroad. Retrieve from <https://www.timeshighereducation.com/news/us-students-take-more-risks-while-studying-abroad>.

Crowne, K. A. (2008). What leads to cultural intelligence? *Business Horizons*, 51: 391-399.

Mullens, J. B., and Cuper, P. (2012). *Fostering global citizenship through faculty-led international programs*. Charlotte, NC: Information Age Publishing, Inc.