

**New York University  
Faculty Working Group on Global Learning Objectives**

**Report  
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**New York University**  
**Faculty Working Group on Global Learning Objectives**

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## I. INTRODUCTION AND BACKGROUND

Study away has long been a feature of American higher education, and more students than ever are opting in. The Institute of International Education reports that the number of students from the United States who study away has nearly doubled in the past 15 years. At the same time, the number of international students attending American universities has risen by more than 72 percent. Among U.S. universities, NYU leads both trends, with the highest number of students earning academic credit while studying away and the most international students.<sup>1</sup> More importantly, the University has made the concept of global education integral to its very identity, and has pioneered the model of educational community as a global network. Consisting of three degree-granting or “portal” campuses (New York, Abu Dhabi, and Shanghai) and eleven global sites or “academic centers” for short-term study (Accra, Berlin, Buenos Aires, Florence, London, Madrid, Paris, Prague, Sydney, Tel Aviv, and Washington, DC), NYU’s global network offers students a particularly rich set of opportunities to integrate international experiences into their program of study. As surveys of admitted students have shown, the existence of these opportunities is an important factor in their decision to attend NYU.<sup>2</sup>

If NYU has succeeded in making study away a hallmark of the undergraduate education that it provides, then what have been the educational goals and what should be the future goals behind this activity?<sup>3</sup> When the University’s first study-away site was established in Madrid in 1958, the theoretical grounding for international education was largely provided by post-World War II “area studies,” with its focus on culture and language. The 1994 gift to NYU of Villa La Pietra in Florence prompted an expansion of curricular options, with the goal of enabling undergraduates from across the University to study away while making progress toward their degrees, not just those who already had a background in the language and culture of the destination.

With this more inclusive approach, and with the subsequent addition of more international locations, it became possible to “mainstream” the study-away experience for students in a variety of programs, including the natural sciences, the professions, and the arts. Over the past few years, schools and departments have created “academic pathways” for study away in the network, selecting specific locations to mount courses in the majors and minors that they offer. Thanks to close curricular oversight by schools and departments, as well as by faculty on the various site-specific advisory committees

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<sup>1</sup> See the Institute for International Education’s Open Doors 2016 report: <https://www.iie.org/opendoors>. While the study-away data in this report are restricted to U.S.-based students, many international students at NYU also participate study away programs.

<sup>2</sup> Among students enrolling for the class of 2020, for example, 80 percent responded that “study abroad opportunities” were “important” or “very important” to their decision to attend NYU (data from Undergraduate Admissions).

<sup>3</sup> It should be noted that this report focuses exclusively on study away at the undergraduate level.

(SSACs) that were established in fall 2013,<sup>4</sup> the offerings at the sites now reflect, to an impressively large extent, the wide variety of academic programs at our three portal campuses. Thus, while students are still able (and are, indeed, expected) to study the language and culture of their study-away location, they are now also able to advance in their programs—e.g., taking courses toward a Studio Art major in Berlin or toward a Biology major in Tel Aviv.

In developing these academic pathways, several schools and departments have grappled with the question of what students in their programs should gain as a result of study away; but this question has never been adequately addressed by the faculty as a whole, nor has it been addressed with regard to *all* students, whatever their major(s) and their study-away destination(s) might be.<sup>5</sup> To be sure, a “Draft Working Paper on Global Assessment” was submitted as part of the University’s Middle States decennial review in 2013. What was articulated in that document, however, were not student learning objectives but, rather, *institutional* objectives; as such, they were not only provisional but also broad and operational. In addition, faculty on NYU’s Undergraduate Academic Affairs Committee (UAAC) have issued two advisories on related topics. In a spring 2011 “Advisory on the Implications of the Global Network University for Undergraduate Education,” the UAAC made a number of important observations and recommendations regarding student circulation throughout NYU’s then-nascent global network.<sup>6</sup> And last spring, the committee’s “Advisory on the Impact of the Global Network on the Student Experience in New York,” focused largely on the presence in New York of students based at NYU Abu Dhabi and NYU Shanghai, in particular on these students’ impact on course enrollments.<sup>7</sup> The concerns addressed in both advisories, however, were also largely operational in nature; neither contained any major reflection on the *intellectual* or *developmental* benefits of study away.

Given the history and scale of our international programs, NYU is uniquely positioned to examine the impact that study away experiences have on students. It is possible, for example, to explore what effects study away might have on academic performance (i.e., grade point averages), retention, and job placements. These kinds of

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<sup>4</sup> Each of the global sites (in addition to NYU Abu Dhabi and NYU Shanghai) has an SSAC that is chaired by a faculty member and that is composed of faculty representatives from the various schools and departments that have established academic pathways to the site, in addition to the Site Director and a local instructor teaching at the site. The role of each SSAC is to oversee the site’s academic development over time, including curriculum, teaching effectiveness, research, and programming.

<sup>5</sup> Liberal Studies, for example, has identified a number of benefits of global study, which are particularly relevant to its First-Year Global Study and Global Liberal Studies programs. Similarly, NYU Abu Dhabi has implemented an intercultural learning goal for study away, which is designed for students at that portal. To cite a “non-school” example, the Division of Student Affairs has established a basic set of global learning goals; but these were not developed by faculty; they are organized around the “hallmarks” of student affairs, not academics; and (most importantly) they are not specific to study away.

<sup>6</sup> See Appendix 1.

<sup>7</sup> See Appendix 2.

studies are valuable, but even they show us only part of the picture. Until we as a University community identify goals or objectives for global learning, and then articulate, measure, and operationalize specific outcomes, our perspective on the impact of study away will be limited.

Thus, in the 2015-16 academic year, the Provost's Office and Global Programs consulted broadly about the need for a faculty-driven conversation about global learning objectives. Consultations took place with the Undergraduate Deans, as well as with a number of key faculty groups, including the UAAC, the two Faculty Senators Council (T-FSC and C-FSC) committees on the Global Network University, and the Faculty Committee on NYU's Global Network. There was general enthusiasm in all quarters, and the Faculty Committee on NYU's Global Network even endorsed this project in its annual report.<sup>8</sup> The proposal that emerged was to convene a broadly representative faculty group. It was agreed that, for purposes of governance, this group could be constituted as a subcommittee of the UAAC, though the membership would largely be drawn from outside that committee;<sup>9</sup> upon completion of its work, a report would be submitted to the President and Provost for their consideration.

The Faculty Working Group on Global Learning Objectives, chaired by Senior Vice Provost for Academic Affairs Matthew Santirocco, began meeting in October 2016 and met eight times over the course of the 2016-17 academic year. As part of their deliberations, the members reviewed a number of relevant documents, both those internal to NYU and those produced by other institutions and organizations. The internal documents reviewed included:

- a list of learning objectives for study away identified by NYU's global Site Directors;
- a set of "Global Learning Goals" developed by the Office of Research and Assessment for Student Affairs;<sup>10</sup>
- a memo on language learning in a study-away context that incorporates observations made by the Language Directors and Coordinators from across NYU's global network;<sup>11</sup> and

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<sup>8</sup> See p. 12 of the Faculty Committee on the Global Network's "Final Report for AY 2015-2016": <https://www.nyu.edu/content/dam/nyu/provost/documents/faculty-global-network/2015-2016FinalReport.pdf>

<sup>9</sup> Faculty members were selected either for their expertise in this area or because they represented (a) some of NYU's largest undergraduate schools; (b) relevant faculty committees (e.g., the Undergraduate Academic Affairs Committee; the Undergraduate Program Committee; the Faculty Committee on NYU's Global Network; the Global Network University Committees of both the T-FSC and the C-FSC; the Equity, Diversity, and Inclusion Advisory Task Force; and the various Site-Specific Advisory Committees); or (c) other relevant constituencies (e.g., the Office of Global Programs, the Global Site Directors). The group was augmented by non-faculty experts in global learning and assessment.

<sup>10</sup> See above, p. 4, fn. 5.

<sup>11</sup> In November 2015, the directors of the largest language programs in FAS (Arabic, Chinese, French, German, Hebrew, Italian, and Spanish) joined their counterparts from Abu Dhabi, Shanghai, Paris, Berlin,

- the Global Programs Site Survey questionnaire, which is administered to all study-away students at the end of each semester.

The external documents reviewed included:

- the European Commission’s “Erasmus Impact Study” on the effects of the European Union’s Erasmus exchange program on students’ skills and career trajectories (2014);
- Michigan State University’s “Goals of Study Abroad” (2008);
- a “Global Learning VALUE Rubric” produced by the American Association of Colleges and Universities (2014);
- “Global Competency for an Inclusive World,” published in 2016 by the Organization for Economic Co-operation and Development as part of its Programme for International Student Assessment;
- Richard C. Sutton and Donald L. Rubin, “The GLOSSARI Project: Initial Findings from a System-Wide Research Initiative on Study-Abroad Learning Outcomes” (2004), which detailed the findings of a study conducted at the University of Georgia;
- the U.S. Department of Education’s “Framework for Developing Global and Cultural Competencies to Advance Equity, Excellence, and Economic Competitiveness” (2017);
- a UNESCO document (2015) on “Global Citizenship Education (GCED)”;
- Alvaro E. Fontini, “Assessment Tools of Intercultural Communicative Competence” (2006), which inventories a number of existing tools relevant to study-away assessment; and
- Victor Savicki and Elizabeth Brewer (eds.), *Assessing Study Abroad: Theory, Tools, and Practice* (2015)

Many of these external documents contain sets of learning objectives, which were very helpful in terms of delineating various aspects of global learning. In addition, they highlighted the need to develop a coherent plan with a clear organizational structure. With this in mind, after reviewing a “Summary of Evidence on the Effects of Study Abroad on College Student Development” (2017),<sup>12</sup> the working group decided to adopt

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Tel Aviv, Florence, Buenos Aires, and Madrid for a series of meetings in New York, which were convened by the Provost’s Office.

<sup>12</sup> See Appendix 3: “Summary of Evidence on the Effects of Study Abroad on College Student Development (2017).” This document was prepared by working group member Gregory Wolniak, Director of the Center for Research on Higher Education Outcomes at Steinhardt, with assistance from Tiffani Williams and Ray Mitic, Ph.D. candidates in Higher Education and Student Affairs. It draws on findings published in Mayhew et al, *How College Affects Students* (Jossey-Bass, 2016). This book, which was co-

as categories two domains, “competencies” and “attitudes/values,” that are commonly used in college impact studies.

What follows in section II of this report is the working group’s best effort to identify a set of global learning objectives for NYU. These are perhaps best understood as aspirational goals for international education; they are framed around student learning, rather than institutional or operational concerns; and they align with, and serve as a statement of, NYU’s academic values. This task was a necessary first step in assessing more fully the quality and impact of NYU’s study-away programs.

Colleagues with relevant expertise should be enlisted to carry out the next phase of assessment and research. This will likely include breaking down the broad learning objectives that we have identified into more concrete, specific, and (most importantly) *measurable* learning “outcomes.” It is likely neither possible nor desirable to assess every semester whether all students are achieving all of these outcomes and objectives at all NYU locations.<sup>13</sup> Whatever the case may be, it is important that faculty be involved in some way in the development of an assessment plan. To that end, we recommend that a University-wide faculty body—either a standing committee (such as the UAAC or the Faculty Committee on NYU’s Global Network) or an ad hoc group convened for this purpose—be consulted regularly.

Section III contains a number of further observations that emerged from the working group’s discussions, and section IV contains several recommendations that seemed worthy of inclusion in this report. One particular observation should perhaps be stated up front: by aligning our learning objectives with the framework used in college impact studies, and by ensuring (where possible) that these learning objectives avoid specific reference to study away, the working group has left the door open for these objectives to be assessed and compared across different student populations—including those who, for whatever reason, spend their entire undergraduate career at their home campus.<sup>14</sup> We note that many of the global learning objectives that we have delineated are things that can (and perhaps *should*) be aspirations also for students on their home campuses, whether in New York, Abu Dhabi, or Shanghai.<sup>15</sup>

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authored by Professor Wolniak, synthesizes more than 1,800 research studies to provide a deeper understanding of how the undergraduate experience affects student populations.

<sup>13</sup> On p. 8, for example, the global learning objective of “multilingual literacy” (#2) is not relevant to study away at Anglophone sites such as Accra, London, New York, Sydney, and Washington, DC.

<sup>14</sup> International students are, of course, already studying away, even when they remain at their home portal campus; for further discussion of this, see section IIIA. For further discussion of students who *do not* study away, see section IIIB.

<sup>15</sup> To be sure, NYU Abu Dhabi and NYU Shanghai were both conceived with the mission of providing a truly global education to an international student body. NYU Abu Dhabi is in the process of setting learning outcomes for global education across the four years. Similarly, NYU Shanghai has adopted the online survey [Beliefs, Events, and Values Inventory \(BEVI\)](#), which students complete four times during their undergraduate career: in their first year, before and after studying abroad, and just before graduation.

## **II. GLOBAL LEARNING OBJECTIVES**

<b>COMPETENCIES</b>
(1) Local knowledge: an appreciation of local histories, cultures, and politics, and an ability to situate this knowledge in a comparative perspective
(2) Multilingual literacy: an ability (consistent with one's level of study) to conceptualize ideas, think, speak, comprehend, and write in a language other than one's own, and an understanding of languages as socially, historically, and culturally situated practices
(3) Global knowledge: an understanding of the complexity of the world and the varying and uneven degrees of global interconnectedness of individuals and communities through natural, economic, political, and cultural systems (e.g., climate change, globalization, and sustainability)
(4) Disciplinary knowledge: further understanding of one's own discipline/specialization, particularly as it is practiced within the local academic culture
(5) Interdisciplinary breadth: exposure to academic or professional fields outside of one's own program of study
(6) Acculturation and transculturation: understanding ways of producing, organizing, and transmitting knowledge that are different from one's own national framework, and then conceptualizing what a transnational framework might look like
<b>ATTITUDES/VALUES</b>
(7) Increased confidence and independence, and a willingness to take risks and innovate
(8) Adaptability, flexibility, and resilience, enabling one to navigate unfamiliar social contexts in real time
(9) Cultural self-awareness, i.e., an understanding of one's own culturally conditioned way of being in the world, and a capacity to adopt a reflective distance from it
(10) Curiosity, respect, and empathy for the experience of others
(11) A disposition to engage critically with all forms of difference
(12) An enhanced sense of belonging and connectedness vis-à-vis one's peers, and a willingness to explore and interrogate notions of community
(13) A sense of efficacy, i.e., of having individual agency within complex worldwide systems and a willingness to act to effect change (e.g., to promote sustainable development)
(14) A greater appreciation of travel as a means of education rather than a form of consumption



### **III. FURTHER OBSERVATIONS**

#### ***(A) NYU's distinctive features***

In developing global learning objectives for NYU, the faculty working group reflected upon the distinctive characteristics of the University's study-away programs and what bearing, if any, they might have on students' achievement of these objectives. The following reflections informed both the selection and the wording of the objectives.

##### ***(i) Academic pathways***

Perhaps the most notable feature of study away at NYU is the "academic pathways" model, which engages schools and departments at the portals to leverage areas of strength within the local academic communities. As noted in section I, this model has enabled many students to study away, since they can now do so while pursuing coursework in their major and/or minor.<sup>16</sup> But what is the impact of this model on students' experience of study away? In the absence of a single common course at any of the sites, it is theoretically possible that students from different home schools and departments could have very different experiences and could even be cloistered from one another. In practice, however, the opposite happens: since study away-communities tend to be much smaller and more intimate than the three portal campuses, students have a better chance of getting to know their peers from other programs. Outside of the classroom, a robust student life infrastructure ensures that students engage with one another through co-curricular programming, organized excursions, etc. And since the norm is to take no more than two courses within the major, the study-away experience is characterized by cross-disciplinary study and interactions among students from a variety of backgrounds and perspectives.<sup>17</sup> In effect, these opportunities make it possible, within a large student body, for students to experience some of what is most valuable in study at a small liberal arts college.

##### ***(ii) Not only a "junior year abroad"***

A further point of distinction is the fact that the classic term "junior year abroad" no longer applies to most NYU students. Not only juniors but also first-year students (in Liberal Studies), sophomores, and even a few seniors participate. In addition, the typical length of study away at NYU is a semester, rather than a year. This had a bearing on the objective that we identified regarding language learning: since most students spend only one semester at a given site, and since many arrive at non-Anglophone sites with no background in the local language (and therefore take only an elementary-level course),

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<sup>16</sup> See global learning objective #4, since academic pathways have made a higher level of disciplinary knowledge possible for a larger number of students.

<sup>17</sup> See global learning objective #5 on interdisciplinary knowledge.

the term “proficiency” seemed inappropriate.<sup>18</sup> Finally, our programs are not “abroad” but “away.” This is not only because one site (Washington, DC) is domestic, but also—and even more importantly—because of the significant presence of international students. NYU’s New York campuses have the largest international student population in the U.S., and over 20 percent of undergraduates at these campuses hail from outside the country. In Abu Dhabi and Shanghai, the student body is so diverse that the term “international student” seems irrelevant, at least on campus.<sup>19</sup> Thinking of “home” and “abroad” or “away” in binary terms simply doesn’t make sense for NYU, given that what is “home” for some students is very often also “abroad/away” for others.

### ***(iii) Global network***

A third and final hallmark of NYU is the global network, which, like the diversity of nationalities represented by our student body, also blurs distinctions between “home” and “abroad/away.” The network is characterized by *multiplicity*, encompassing multiple locations, allowing for multiple study-away experiences,<sup>20</sup> and including multiple points of entry (hence the term “portal” campuses). Thus, New York, Abu Dhabi, and Shanghai are at once home campuses, “points of origin” for circulation throughout the network, and study-away destinations. (Indeed, as the UAAC noted in its spring 2016 advisory, New York is one of the most popular study-away destinations in the network.) This multidirectional flow of individuals across the network means that NYU students studying away often encounter peers who are already in their “academic home”: not only matriculated students at the three portals, but also (to stretch the analogy a bit) first-year Liberal Studies students in Florence, London, Paris, or Washington, DC.

Because of the global network model, when the majority of our students study away, they never actually *leave* NYU.<sup>21</sup> To make this possible—i.e., to enable students to circulate easily and seamlessly throughout the network—a high degree of connectivity, interoperability, and standardization is needed. This is just as relevant to instruction as it

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<sup>18</sup> Hence our preference for the term “multilingual literacy” in global learning objective #2.

<sup>19</sup> At NYU Shanghai, Chinese nationals constitute 51 percent of the student body, with the rest coming from other countries. NYU Abu Dhabi has an even more diverse student body, with 13 percent of students coming from the U.A.E.

<sup>20</sup> One goal behind the creation of the network was to promote a circulation model in which students could integrate not just one but a series of international experiences into their program of study. In practice, however, multiple study-away experiences have so far proven not to be very common. While some programs (e.g., the Business, Politics, and Economics B.A. at Stern) require study away at multiple NYU locations, it is also possible for individual students to do this on their own. Within the 2012 entering cohort (excluding Tandon), approximately 12 percent of students spent two or more semesters studying away from their home portal, and many of these students (especially from NYU Abu Dhabi and NYU Shanghai) studied at multiple locations.

<sup>21</sup> There are, of course, opportunities for NYU students to study away outside of the global network. Not only do various NYU schools operate programs in other international locations, but NYU’s International Exchange Program enables students to study at a variety of partner institutions, such as Trinity College in Dublin, Nagoya University in Japan, and Yonsei University in Seoul.

is to student support services, infrastructure, and technological platforms: not only is it essential to ensure a high quality of teaching at all NYU locations, but students also need to be prepared to continue with their coursework when they return to their home portal. (This is particularly important for students in vertically structured majors, such as the sciences, mathematics, and languages.)

There is, however, a tension between the imperative of meeting NYU's academic standards throughout the global network and the goal of ensuring that students are exposed to "local" forms of knowledge.<sup>22</sup> Indeed, as the UAAC previously noted, the network paradigm could work against the idea of cultural immersion, which has long been understood as a primary means of achieving study-away learning objectives.<sup>23</sup> To be sure, local engagement has always been a characteristic of NYU's global sites, which depend on collaboration with local institutions. Many of our instructors, e.g., hold full- or part-time appointments at reputable local universities, and others come to us with years of experience in their professional fields. Students at some sites have opportunities to engage with local peers by enrolling directly in courses at local universities, or by taking part in co-curricular language exchanges. In addition, hundreds of students participate in internships, volunteer work, or experiential learning while studying away, and students at four global sites (Buenos Aires, Florence, Madrid, and Paris) have the opportunity to stay with local host families for their housing. Finally, wherever possible, the sites host events that are open to the local communities. While local engagement continues to be a priority for the global sites and for the site-specific advisory committees (SSACs), there is certainly room to expand the kinds of opportunities listed above, particularly if they support our learning objectives.

Finally, the global network's exclusively urban character compels us to think critically about the notion of the "host culture" as an "away" that is fundamentally different from "home." Cultural differences among world cities can sometimes seem less pronounced than the differences between urban and rural spaces.<sup>24</sup> With similar urban infrastructure and familiar commercial brands and experiences within reach, it is not inconceivable that students studying away in NYU cities might stay within their proverbial comfort zones. But even if one presumes that this is not the case, it is not always clear that what students experience in any given city can be described as a

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<sup>22</sup> This is directly relevant to meeting global learning objectives #1, #3, and #6.

<sup>23</sup> The UAAC's spring 2011 "Advisory on the Implications of the Global Network University for Undergraduate Education" addresses this point directly: "The committee recognizes that discussions about the GNU are animated by two, very different impulses. On the one hand, the level of mobility that is envisioned will rely on a high degree of interoperability and can therefore only be achieved through a standardization and articulation of a variety of support services across the network. On the other hand, it is crucial that all of our sites be integrated with their local community, and that our students and faculty experience them as such. There is a fundamental tension here, one that we think the University should not lose sight of as it continues to expand." (See Appendix 1, p. 17-18)

<sup>24</sup> That said, there is evidence that "world cities" are actually more connected to domestic "hinterlands" than they are to one another; see, e.g., Chapter 4 of Pankaj Ghemawat and Steven A. Altman, [\*DHL Global Connectedness Index 2016: The State of Globalization in an Age of Ambiguity\*](#).

singular and monolithic “host culture.” What, for example, is the culture of New York? The city is such a conglomeration of local and international cultures that it is difficult to parse, and it is increasingly difficult to know when one has actually encountered “authentic” New York—or even if there is a singular “authentic” New York. The same might also be said for Abu Dhabi, London, Paris, Sydney, and the other NYU locations, all cosmopolitan cities where the notion of an authentic local experience is less cut and dried than it might once have been.

***(B) Practical considerations regarding student participation***

In exploring issues surrounding global learning assessment, the working group acknowledged the possibility of selection bias, noting that students who study away might, in fact, be predisposed to many of the objectives listed in section II. Although NYU is a national leader in terms of the number of students who study away, many students still remain on their home campus for their entire undergraduate career.<sup>25</sup> But is it true that these students have no interest in global study? The discrepancy between survey data and participation rates—i.e., between the large number of matriculated students who cite opportunities to study away as an important factor in their decision to attend NYU and the somewhat lower number who spend at least one semester away from their home portal—seems to suggest otherwise. While many of these students might simply change their minds after arriving at NYU, others might intend to study away but encounter obstacles or disincentives. Those who work full- or part-time or who are pursuing internships might, for example, see an opportunity cost to studying away for a semester. Some might believe study away to be financially unfeasible, despite the fact that their aid packages apply wherever they are in the network, that additional funding is available,<sup>26</sup> and that housing and other costs are actually lower at certain NYU locations than they are in New York. Finally, some students might pursue shorter-term opportunities for study away in the summer or in January, rather than during the academic year.

There may also be other, non-financial impediments to consider. Despite the progress that units across NYU have made in developing academic pathways, some students might choose not to study away because required major or general education courses that they need are not (or cannot be) offered at the global sites. Thus, the Office of Global Programs collaborates with schools and departments to identify and (where

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<sup>25</sup> To be sure, this occurs much more frequently in New York than in Abu Dhabi and Shanghai. Students at NYU Shanghai are, in fact, required to study away for at least one semester, and study away is such an integral part of the student experience of NYU Abu Dhabi that there are very few non-participants at that portal.

<sup>26</sup> New York-based students who apply for financial aid are automatically evaluated for the Global Pathways Scholarship, a need-based award of up to \$4,000, and selected students will receive additional Study Away Need-Based Grants of \$3,000. Also, a number of Global Programs Merit Scholarships of \$1,500 are awarded to students based on the quality of their application and academic record, and several specialized awards are available for students, depending on their area of academic interest and/or their study-away destination (e.g., the Innovation Scholarship for study at NYU Tel Aviv). Finally, a number of NYU schools offer study-away grants to their students.

possible) offer these key courses at the sites; many are also offered at the portal campuses. That said, it is probably not feasible—nor would it be desirable—to mount a full set of required courses for each academic pathway at the global sites. Students will therefore need to plan their course schedules carefully across their undergraduate career if they are to take full advantage of the opportunities afforded to them by the global network. Given NYU’s complex structure, not only across the network but also within the portal campuses themselves (most notably New York), students need robust support as they map out their degree plans. Academic advisers within schools and departments must therefore be equipped to help students identify, prepare for, and pursue opportunities across the network. To that end, the Academic Planner, an Albert-based tool that helps students and their advisers chart a path towards graduation, has incorporated information about academic pathways for study away and course offerings at the global sites and portal campuses. The tool is currently being implemented University-wide.<sup>27</sup>

#### **IV. ADDITIONAL RECOMMENDATIONS**

##### ***(A) Curriculum and co-curriculum***

The reflections in section III not only gloss the global learning objectives that we have identified above, but also give rise to the recommendations below regarding students’ curricular and co-curricular experiences. We should:

- ask schools and departments with academic pathways at the global sites to identify discipline-specific objectives and outcomes for their pathways;<sup>28</sup>
- encourage interdisciplinary innovation at the global sites (e.g., the creation of new courses that transcend traditional program/major boundaries), leveraging both the sites and the SSACs as incubators for educational experimentation and venues for collaboration;
- enhance local engagement at the sites—e.g.:
  - by ensuring that students benefit from a balance of immersive educational experiences both inside and outside the classroom (i.e.,

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<sup>27</sup> In the meantime, a more limited version of this tool called the Global Study Planner has assisted students and their advisers in planning study-away experiences.

<sup>28</sup> The Middle States Commission on Higher Education’s Standard III (“Design and Delivery of the Student Learning Experience”), which refers to all learning experiences regardless of modality, level or setting, calls for the periodic assessment of the effectiveness of programs providing student learning opportunities. Given the structure of NYU’s study-away programs, our ability to assess for continuous improvement will depend upon the articulation of learning outcomes that are specific to each of the degree programs that have developed academic pathways to the global sites and portal campuses. It should be noted, however, that these pathways vary greatly in form, depending on the unit. Some, for example, are structured four-course programs, while others may consist of one or two courses at a site.

formal and informal learning), and within both urban and non-urban environments;

- by increasing the number of “homestay” opportunities for students at the global sites;
  - by expanding the number of options (within legal and financial constraints) that NYU students have to enroll directly in courses offered by local universities; and
  - by exploring possibilities (also within legal and financial constraints) for local students to enroll in courses offered at NYU locations;
- provide structured opportunities, both during and after the study-away experience, for students to reflect on what they have learned;<sup>29</sup>
  - consider offering additional sections of required major and general education courses at the global sites, so that more students can fulfill degree requirements while away; and
  - consider developing a new global/international studies major and/or minor that (a) would be strategically designed to integrate courses at the global sites and portal campuses; (b) would be open to students from across the University (unlike the Global Liberal Studies program); (c) would be broadly interdisciplinary (unlike the College of Arts and Science’s International Relations honors major, which focuses heavily on politics and economics); and (d) would be aligned with our new global learning objectives.

### ***(B) Assessment***

Section I of this report ends with a recommendation that colleagues with relevant expertise be enlisted to develop an assessment plan for global learning, in consultation with a University-wide faculty body.<sup>30</sup> Without prescribing a particular approach or timetable to assessment, below are some further recommendations that may nonetheless prove useful to this effort. We should:

- engage in longitudinal study of students’ attainment of these objectives, consistent with the norms of college impact research;

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<sup>29</sup> Research has shown that universities most often do not provide a structured forum for students to reflect upon their study-away experience, and also to apply what they learned to personal and professional goals. With this in mind, NYU Shanghai hosted its first [Study Away Re-Entry Conference](#) in fall 2016.

<sup>30</sup> See above, page 7.

- account for possible selection bias, since students who study away may differ in meaningful and systematic ways from those who do not;
- adopt direct measures, instead of relying exclusively on self-reporting through instruments such as the Global Programs Site Survey, which is administered to students at all of our sites at the end of each semester (though the current instrument could be redesigned to align more closely with our new global learning objectives);
- examine relevant data that already exist in NYU systems, such as enrollment figures and student grades;
- consider using existing tools and inventories that other institutions and organizations have developed, such as the Beliefs, Events, and Values Inventory (which NYU Shanghai has already adopted)<sup>31</sup> and the Intercultural Development Inventory (which is used by one of Steinhardt’s graduate-level global programs);
- expand (to the extent possible) the scope of the assessment to include study away experiences not just at NYU’s “network” sites but also (a) in school-based programs at other locations and (b) through NYU’s international exchange programs; and
- explore whether the length of time that students study away (e.g., a semester, a year, a summer, a January term) is a factor in their achievement of the global learning objectives set forth in this report.

### ***(C) Related research projects***

There are a number of important questions that relate to study away but that may be outside the scope of global *learning* assessment. Among these, the working group recommends that we:

- examine the impact of study away on (a) students’ GPAs, (b) retention and graduation rates, and (c) job placement;
- explore whether and how students who have studied away think differently about their career paths, in particular the prospect of working or attending graduate school outside of their home countries;
- conduct focused research on the impact of NYU’s study-away programs on international students (taking into account that the term “international student” might take on different meanings at each of the three portal campuses),<sup>32</sup>

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<sup>31</sup> See above, page 7, fn. 14

<sup>32</sup> See section IIIA above.

- examine the impact of study away on U.S.-based students who come to it from different backgrounds, expectations, and perspectives—e.g.: (a) students who had never traveled abroad before; (b) well-traveled students; and (c) first-year students in Liberal Studies;
- explore the unique outcomes that may be associated with studying away at more than one NYU location; and
- qualitatively examine students’ underlying reasons for study away, their opinions about it, their motivations to do it, and their experiences of it.

## V. CONCLUSION

NYU’s global network is no longer new; with the hectic pace of the initial construction phase now past, we have the opportunity to step back and examine the network’s goals, aims, and academic rationale.<sup>33</sup> What could be more appropriate for an innovative higher education project than for it to become the object of serious academic research? The global network is here to stay; it is now up to the faculty of NYU to articulate its purpose, identify its successes, and isolate and address its challenges. The global project is consonant with the fundamental values of a liberal arts institution and a research university: it reaches across national boundaries and seeks to remove the obstacles to human understanding, always studying the local while mindful of the transnational. A rigorous examination of the global network’s learning objectives will further NYU’s academic mission, and also contribute to the scholarship on study away and college impact.<sup>34</sup>

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<sup>33</sup> As President Hamilton noted in his September 2016 inaugural address: “There has never been a time when bold action on global education is more urgently needed than now. In the face of destructive public discourse on immigration, suspicion of entire religions and ethnic groups, and a range of problems—from climate change to ideological extremism—that defies borders, it is essential that we choose not to retreat but to engage. Nevertheless, let’s begin with the recognition that, as befits a ‘first mover,’ we have not gotten everything right at every turn. So the task at hand is to examine what has worked and what has not. We must make a priority of refining the global network, of ensuring that it aligns throughout with our academic standards and principles. In the near term, that means our focus should be less on further expansion and more on reaching the full potential of the exceptional global enterprise NYU has already built, guided always by the goals of enhancing our students’ education and serving our faculty’s scholarly interests.” *NYU Class Notes*, issue #28 (spring 2017), p. 34

<sup>34</sup> The working group members would to thank the “ex officio” experts from several of our schools, the Office of Global Programs, and the Office of the Provost. In particular, we would like to thank Ryan Poynter (Associate Vice Provost for Undergraduate Academic Affairs) for his contributions to the group’s work and for his assistance in drafting the report.



## **APPENDIX 1:**

### **New York University Undergraduate Academic Affairs Committee**

#### **Advisory on the Implications of the Global Network University for Undergraduate Education**

**Spring 2011**

Nearly two years ago, the Provost charged the Undergraduate Academic Affairs Committee with exploring the implications of the Global Network University (GNU) for undergraduate education. The committee consulted with Ulrich Baer, Vice Provost for Globalization and Multicultural Affairs, and also formed a subcommittee to study the subject.

The subcommittee members also took into consideration President Sexton's reflections of December 2010 on the GNU. The recommendations that follow draw on the subcommittee's discussions, as well as on discussions of the full committee in plenary session.

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The GNU presents great opportunities but also some challenges for the pursuit of excellence in undergraduate education. Indeed, a single set of features—such as student and faculty mobility, a multi-centered organization, and an even more diverse student body and faculty—is likely to be the source of both challenges and opportunities.

Over the last few decades, even before the advent of the GNU, NYU—with its large size, organizational complexity, and diversity (on all fronts)—had been grappling with a number of questions related to ensuring excellence in undergraduate education: How do we provide first-rate advising and mentoring to our undergraduates? How do we promote the kind of long-term and in-depth student-faculty relationships that lead to meaningful undergraduate research? How do we foster a sense of community and interconnectedness among our undergraduates while they are students, as well as a sense of belonging that will keep them active as alumni? How can NYU sites (both in New York and overseas) be conceived of as places that promote involvement with local communities and local forms of knowledge?

These questions have occupied us for many years here in New York; they will likely become even more complex and important now that we are envisioning a GNU model with both portal and study-away campuses and with ever increasing flexibility and mobility for faculty and undergraduates.

The committee recognizes that discussions about the GNU are animated by two, very different impulses. On the one hand, the level of mobility that is envisioned will rely

on a high degree of interoperability and can therefore only be achieved through a standardization and articulation of a variety of support services across the network. On the other hand, it is crucial that all of our sites be integrated with their local community, and that our students and faculty experience them as such. There is a fundamental tension here, one that we think the University should not lose sight of as it continues to expand. With these considerations in mind, we make the following recommendations:

1. **CULTURAL IMMERSION:** Immersion and the experience of difference should be at the core of a student's study-abroad experience. The way in which many Global programs are structured, however, can sometimes lead to a sense of an "NYU bubble." As it stands, often only the most enterprising students are able to take courses at local universities, to do internships at a local organization, or to participate in public service. There should be means in place, both academic and student affairs-based, to facilitate this immersion experience.
2. **LEARNING TECHNOLOGY AND ADMINISTRATIVE SUPPORT SERVICES:** The various Global sites should use compatible technology in order to facilitate and encourage the development of meaningful academic connections across the GNU. Ideally, all of our GNU sites should use a common course management system (e.g. Blackboard, Sakai); at the very least, systems used by the various sites should be compatible. Faculty and students at all sites should have adequate training in the use of instructional and/or course-management technology, and they should also be able to expect a minimum level of technological support. Faculty should also be incentivized to explore ways of bringing the GNU together through the appropriate use of instructional technology (e.g., connecting courses taught at several different sites through a variety of synchronous and asynchronous means). Finally, administrative systems at the different sites should be sufficiently similar, to allow students and faculty to move around the GNU without having to learn site-specific ways of accessing registrar, bursar, and other administrative services.
3. **ADVISING:** All academic departments and schools should review their advising materials and communications strategies to ensure that they meet the specific needs of students while they are at our Global sites. Although staff at Global sites are trained to provide basic advising about programs on the Square during registration periods, they cannot be expected to have the same expertise or to provide the more specialized and customized service that departments offer their students in New York. Thus, information posted on departmental websites (e.g. FAQ lists) and e-mail communications to students from their DUGSes should take into account that many majors are studying abroad and are therefore unable to visit the department in person. Departments and school advising centers should be urged to review their current ways of staying in touch with students while abroad, and, in particular, should consider how technology might enable them to communicate more effectively with these majors. The Wasserman Center, for example, already uses Skype to offer one-on-one career counseling, as well as webinars that students can attend from multiple sites. Other Student Affairs offices, such as the Student Health Center and the Center for Student Activities, Leadership, and Service have also significantly expanded their

services to ensure coverage of students throughout the GNU. Finally, Student Affairs is now accepting nominations for the President's Service Award from across the GNU.

4. **ACADEMIC SUPPORT SERVICES:** Learning assistance should be extended throughout the GNU, both through faculty on site (since most classes are small) and through technology. Advice and some coordination could be provided by the College Learning Center and the Writing Center, both of which have expertise in these areas.
5. **SCIENCE MAJORS ABROAD:** While NYU is a national leader in terms of the number of science courses that it offers abroad (at NYU in London, which rents laboratory space for the teaching of introductory-level courses in biology, chemistry, and physics), most students who take advantage of these opportunities are in the pre-health track but major in non-science fields. Given both the large number of required courses and the vertical structure of NYU's various science curricula, most science majors have difficulty finding a window of time in which to study at one of our Global sites. As FAS Dean for Science Daniel Stein recently proposed in a memo to science chairs (dated December 15, 2010), these departments should identify reasonable action plans for their majors who wish to study abroad. Such plans could involve taking a semester break from science courses while abroad; or using the time abroad early in one's college career to complete core science requirements (e.g., at NYU in London); or offering at selective sites science courses for upper-year majors (either our own courses or courses at local institutions, in which our students could enroll directly), possibly coupling these courses with a research opportunity (e.g. at NYU in Tel Aviv, when that site offers the possibility of science courses). The development of these departmental strategies should be facilitated by the FAS Dean for Science and then their implementation should be coordinated with the Office of the Vice Provost for Globalization and Multicultural Affairs, working closely with the individual departments and the relevant site directors.
6. **INTERNATIONAL AND NATIONAL DIVERSITY:** The University should be mindful of the ways in which the GNU will affect the diversity of our undergraduate student body. Since undergraduate admissions at the University will necessarily be conducted from now on at a more international level (in part because of our portal campuses in Abu Dhabi and Shanghai), we should recognize the increasingly international nature of the student population and how it will present faculty with instructional challenges and opportunities. But to realize fully the capacities of the GNU to create "new cosmopolitans"—persons who have a sense of themselves as being of particular places, ethnicities, religions and cultures, while "embracing, respecting, learning from, and adapting to global diversity" (as President Sexton articulated in his December 2010 reflections on the GNU)—we must not limit our recruitment efforts to those predicated on a notion of difference centered on national boundaries. Creating international student bodies is important, but so too is ensuring that we recognize the variety of ethnic/linguistic/cultural differences within nations, including when considering recruitment of US-based students.

7. **SUPPORTING INTERNATIONAL STUDENTS:** International students are projected to reach 20 percent of the NYU undergraduate student body very soon. It is essential that this increase be accompanied by an expansion of student services through the Office of International Students and Scholars. Such an expansion should take into account not only these students' needs in New York but also the specific issues they face when participating in the GNU. At present, US citizens and permanent residents receive assistance (through the Office of Global Programs) in securing visas and other necessary documentation to study at NYU sites abroad. International students who are based in New York also require appropriate support services for their study at other GNU sites (e.g., to facilitate their re-entry into the US). Finally, these students also have the right to clear, accessible information about whether the national or international examinations (e.g. the A-Levels and the International Baccalaureate) that they have taken in high school qualify them for advanced standing. (Members of the CAS deanery, the Office of the University Registrar, and the Office of Undergraduate Admissions have been meeting to discuss how to handle the increasing number of requests for college credit based on work or tests taken by international students.) This is important not only to the recruitment but also to the retention of international students, some of whom have expressed feeling disadvantaged in relation to their US-based classmates.
8. **FOREIGN-LANGUAGE STUDY:** The University should explore ways of using GNU sites to offer different modalities of foreign-language instruction. NYU students have different aspirations in learning foreign languages, and language programs at Global sites are uniquely positioned to address these varying needs. Global sites should also consider ways of using winter intersession courses and summer intensive courses to deliver different types of language instruction. To take just one example: the CAS Dean is currently meeting with a committee of language faculty to explore the possibility of creating summer language institutes both at selected sites abroad and perhaps also on the Square.
9. **ALUMNI AND THE GLOBAL NETWORK UNIVERSITY:** Our alumni have a potentially important role to play in building the GNU. Those who are based near our Global sites could be engaged to serve as mentors to undergraduates studying abroad. Additionally, through technology, our alumni may choose to mentor undergraduates at any NYU site. There are doubtless other ways in which alumni might be involved in the development of Global programs. The Office of Global Programs and Multicultural Affairs and the Office of Alumni Relations should work together to explore possible synergies in this area.

## **APPENDIX 2:**

### **New York University Undergraduate Academic Affairs Committee**

#### **Interim Advisory on The Influence of NYU's Global Network on the Student Experience in New York Spring 2016**

### **Background**

In April 2015, Provost McLaughlin asked the Undergraduate Academic Affairs Committee (UAAC) to explore the influence of NYU's global network on the student experience in New York. In particular, he asked the group to advise him on (a) the impact of curricular innovations piloted at the portal campuses and global sites; (b) how the presence of incoming study-away students from NYU Abu Dhabi and NYU Shanghai enhances the experience of New York-based students; (c) how these students from the portals should be integrated with their counterparts in New York; and (d) how their presence affects the way that faculty teach.

This is not the first time that the UAAC has explored issues related to the global network. In spring 2011, responding to a request from the Provost, the committee issued an "Advisory on the Implications of the Global Network University for Undergraduate Education." Although the recommendations within that earlier advisory focused primarily on study away at NYU's global campuses, as well as at the two new portal campuses, consideration was also given to the increasingly international composition of NYU's student body—now over 20 percent international in New York alone—and the need to support these students as they circulate throughout the global network. The following year, the committee followed up on one of its spring 2011 recommendations regarding international students, by issuing an "Advisory on the Awarding of Advanced Standing for Country-Specific Standardized Tests" (spring 2012), to which an amendment was added in spring 2013. Together, these two documents identified a total of seven international examinations (other than the Advanced Placement and the International Baccalaureate) for which advanced standing could be awarded and made recommendations about what the minimum score on each exam should be and how many points should be awarded for each eligible exam. Following approval by the Provost and the Undergraduate Deans, the policies outlined in these two documents were implemented immediately.

Over the course of the 2015-16 academic year, the members of the UAAC discussed the various aspects of Provost McLaughlin's spring 2015 charge. Since this is a very large and complex question, and since hard data are needed to explore certain aspects of it, it was agreed that the committee should limit its focus this year to one important and basic topic, viz., student flows both in and out of New York.

To that end, the members reviewed enrollment reports provided by the Registrar and by the Office of Global Programs. The data contained within these reports included the total numbers of students from NYU's New York schools who studied away over the past six semesters, as well as the total numbers of students who came to New York from Abu Dhabi and Shanghai, and from other institutions (i.e., visiting students admitted through University Programs). Although the number of incoming students has grown, so, too, has the number of outbound students; and while the number of outbound students is still far larger than that of incoming students, there is a significant imbalance between the fall and the spring: since New York-based students currently study away in far greater numbers in the spring semester, the overall number of students in New York is much larger in the fall.

The reports also showed the fall 2015 and spring 2016 courses in New York with the highest concentrations of students from NYUAD and NYUSH. (These two semesters were chosen because the 2015-16 academic year was the first in which students from NYUSH were eligible to study away.) These data confirmed that many of the academic units that have historically experienced significant enrollment pressure are also attracting large numbers of incoming study-away students from NYUAD and NYUSH.

## **Recommendations**

Having reviewed the results of this impact study, the UAAC makes the following two, multi-part recommendations:

1. A larger conversation about the theory of student circulation should take place within the appropriate venues at NYU. The following topics should be addressed as part of this conversation:
  - a. the goals of circulation;
  - b. the implicit expectations in terms of access to courses, faculty, and resources; and
  - c. possible conflicts with longstanding policies, as well as University-wide priorities, regarding undergraduate education.
2. In the meantime, however, the accommodation of students from NYUAD and NYUSH in courses offered by schools in New York can be facilitated in the following ways:
  - a. To ease the imbalance between fall and spring, schools and departments in New York should be strongly encouraged to develop fall-semester study-away pathways to the global sites and portal campuses.
  - b. To facilitate planning, students at NYUAD and NYUSH should be surveyed about the kinds of courses they need or wish to take while

studying abroad in New York, so that the New York schools can plan to offer additional sections of these courses or enlarge existing ones to accommodate demand.

- c. NYUAD and NYUSH should also be encouraged to share their projections for growth in certain disciplinary and professional areas with the relevant schools in New York.
- d. Schools and departments in New York should explore strategies for accommodating students interested in chronically oversubscribed courses (in particular, those with space and staffing constraints)—e.g., giving priority to students in relevant majors; directing students to equivalent or similar courses in other schools; using technology to teach these courses in a blended format, which could allow for additional course sections to be mounted; and offering the courses, where possible, during summer and the January term.
- e. They should also proactively recommend courses that incoming study-away students might take, and the advising offices at NYUAD and NYUSH should promote these among their students—not only could this help ease pressure on a few oversubscribed courses, but given the larger scale and complexity of New York, it could also help these students locate opportunities that they might not find on their own.
- f. Finally, schools in New York should review their policies and practices regarding advanced standing and earlier registration appointments for students with AP, IB, and approved country-specific exam scores, since these may put students from NYUAD and NYUSH (which do not award advanced standing) at a disadvantage when registering for courses. (This may also be a problem for international students who are based in New York but come from countries where the national exam has not been approved for NYU credit.)

### **Next steps**

This is an interim advisory, since further consultation is needed in order for the committee to respond to all aspects of Provost McLaughlin's charge. Having discussed this charge in detail, however, the committee is prepared to continue exploring this topic next year.

With regard to possible impacts on the way that New York faculty teach, several committee members have suggested that the presence of students from the other portals may be less relevant than that of international students more broadly. Although students' home schools (including NYUAD and NYUSH) are listed in class rosters available via

the Faculty Center in Albert/SIS, many instructors do not make use of this tool and are therefore unaware of the diversity of NYU backgrounds within their own classes. It may be desirable, therefore, to promote use of the Faculty Center among instructors. But since these rosters do not contain information about national origin, instructors have no way of knowing (without conducting their own surveys) what students' familiarity might be with certain concepts, vocabulary, or idiomatic expressions, or which cultural norms might be informing their participation in class. With this in mind, next year the committee proposes to explore existing models for providing support for instructors teaching in a multicultural classroom.

Finally, with regard to the integration of incoming study-away students from NYUAD and NYUSH, the UAAC notes that several programmatic changes are already underway to increase these students' engagement with various New York communities, both on and off campus. The Faculty Fellows in Residence, for example, have opened up space in their activities to students from NYUAD and NYUSH, regardless of the residence hall to which they are assigned. This affords them the opportunity not only to meet more faculty and students but also to explore the city in greater depth. In addition, a number of changes are being introduced to orientation programs that are offered to these students upon arrival. These include moving a number of information sessions to an online format and integrating workshops by the Office of Global Services on adjusting to US culture. Starting in May 2016, a survey will be administered every semester to these students, asking them to evaluate their experience of New York as a study-away site. (This parallels the site surveys that are administered to study-away students at our global sites as well as at NYUAD and NYUSH.) The committee proposes to review these survey results next year, and also to examine what impacts changes to programming have on students' ability to make the most of their time in New York and on their sense of integration into the local student body.



**APPENDIX 3:**

**Summary of Evidence on the Effects of Study Abroad on  
College Student Development**

3/07/17

Prepared by:

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NYU | Steinhardt

## 1. INTRODUCTION & BACKGROUND

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### *How College Affects Students (2016)*

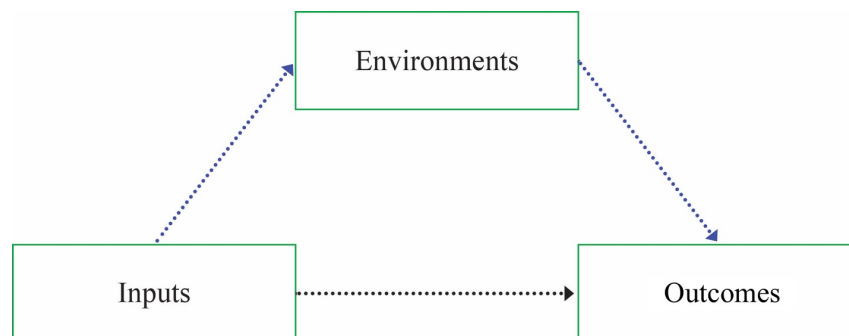
The book synthesizes the finding of more than 1,800 research studies to offer insight on how the undergraduate experience affects students. The book looks at a range of outcomes, including students' cognitive and moral development, attitudes and values, psychosocial change, educational attainment, and economic, career, and quality of life outcomes after college, in relationship to a wide array of college student experiences and institutional environments.

### **Studying College Impact and College Student Development**

The key to effectively studying college impact and student development is to use methods that isolate the relationships between a given experience (or condition) and an outcome. This is best accomplished either through random assignment of students to treatment/control groups (i.e., experimental designs) or through statistical procedures that aim to approximate random assignment by “controlling for” confounds (i.e., quasi-experimental designs).

In general, college impact research organizes different measures into one of three categories: **Inputs**: characteristics and attributes students bring with them upon entering college; **Environments**: the experiences, conditions for learning, and campus climates students encounter in college; and **Outcomes**: behaviors, attitudes, aptitudes, values, and beliefs that are plausibly influenced by exposure to college. Within the I-E-O framework, study abroad and global experiences fall within the group of variables comprising the college environment (E).

Stronger designed research—where we assign the weight of evidence when drawing conclusions—are studies that contain objective measures of outcomes (rather than self-reports), draw from student samples across multiple campus, and employ experimental or quasi-experimental research designs.



## 2. EVIDENCE ON THE EFFECTS OF GLOBAL EXPERIENCES & STUDY ABROAD

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Relatively few studies have sought to address effects or outcomes of global experiences or study abroad. Although empirical research is limited, the evidence described below suggests how study abroad appears to impact student development and learning with respect to two outcomes domains.

### **Development of Verbal, Quantitative, and Subject Matter Competence**

This outcome category includes students' knowledge and skills development in academic areas: verbal skills and literacy, quantitative reasoning and numeracy, and subject matter competency, often defined by the discipline or field studied. Measures found in the literature include, for example: ACT's Collegiate Assessment of Academic Proficiency (CAAP), Educational Testing Services' (ETS) Proficiency Profile, GRE scores, and subject matter competence based on student grades in the course where the experience or different learning environment was encountered.

- Twombly, Salisbury, Tumanut, and Klute (2012): Synthesizing the literature on the effects of study abroad on academic outcomes over the past two decades, the authors concluded that little consistent evidence exists to suggest that students who study abroad are advantaged in their verbal, quantitative, or subject matter competence. The authors noted that: "It is possible that study abroad as a high-impact practice has greater contributions to developing students' attitudes and values, particularly intercultural competence and self-efficacy, as well as critical thinking, intellectual curiosity, adaptability, skills, and dispositions students need to navigate a different country and language." (HCAS, p.76).
- Sutton and Rubin (2004): No differences were found in terms of students' communication skills, controlling for self-reported GPA. The study was part of the "University System of Georgia Learning Outcomes of Students Studying Abroad Research Initiative" (GLOSSARI), which compared a group of study-abroad students to a matched convenience sample of students who did not study abroad.
- Herzog (2011): Study abroad was found to have no significant relationship with GRE quantitative scores or self-reported gains scores in quantitative or math areas.
- Strauss and Terenzini (2007): Among engineering students, no differences were found between those who studied abroad and those who did not in their self-reported engineering analytical skills.

### **Attitudes and Values**

This outcome category encompasses numerous categories of students' attitudes, values and beliefs: sociopolitical, civic, and community attitudes and values; racial/ethnic and cultural diversity attitudes; gender role attitudes; attitudes toward lesbian, gay, bisexual, and transgender people; religious and spiritual attitudes and values; educational and occupational attitudes and values; and understanding and interest in the arts. Most studies we reviewed fall into one of these overarching topics. Research on sociopolitical attitudes and values is often intertwined with civic and community attitudes and engagement—because of measures that combine indicators of social and political activism—and therefore is considered in the same section. Diversity outcomes are more complex, reflecting broader openness to diverse people and viewpoints.

- Sutton and Rubin (2004): Students who studied abroad exceeded the comparison group in knowledge of world geography, cultural relativism, and global interdependence.
- Lott (2013): Studying abroad was found to have a positive influence on civic values, such as attributing importance to influencing the political structure, becoming involved in programs to clean up the environment, and participating in community action programs.
- Jones, Rowan-Kenyon, Ireland, Niehaus, & Skendall (2012): Cultural immersion primed learning through exposure to the world ‘beyond the bubble’, encouraging boundary crossing (from familiar to unfamiliar) and personalizing the lived experience of others.
- Kilgo et al. (2015): studying abroad lead to higher gains in students’ universality-diversity orientation and openness to diversity and challenge. Estimates yielded medium-to-large effects. Study abroad also had significant positive effects on development of socially responsible leadership.
- Salisbury et al. (2013): Study abroad participation had a strong positive impact on one dimension of intercultural competence in the senior year: diversity of contact (e.g., interest in learning about other cultures, attending events to get to know people of other racial backgrounds). The study employed rigorous controls for precollege characteristic, pretested outcome measures, college experiences, and propensity scores to account for selection bias.
- Salisbury et al. (2013): Compared to other diversity experiences that have uniformly positive effects on multiple measures of intercultural competence, the impact of study abroad appears limited by comparison. “If study abroad only influences diversity of contact but has no effect on growth along other domains, then study abroad by itself may not be as transformative as previously claimed. Alternatively, if increasing diversity of contact is a necessary precursor for substantive comfort with difference and relativistic appreciation of cultural difference, then educators cannot discount the potential educational importance of study abroad.” (HCAS, p.288).

### **3. NOTABLE RECENT FINDINGS**

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Research published in the past two years, not covered in *How College Affects Students* (2016) offer additional empirical evidence about the impact of study abroad, as follows:

- Engberg (2013): Study abroad participants (vs. non-participants) scores higher on the development (pretest-posttest change) of Global Perspectives Inventory – comprised of cognitive knowing, intrapersonal affect, and social responsibility.
- Engberg, Jourian, & Davidson (2016): There is a direct relationship between the programmatic components of study abroad and students’ “intercultural wonderment.”

In addition, “intercultural wonderment” significantly predicted pretest-posttest development of Global Perspectives Inventory measures (cognitive knowledge, intrapersonal affect, and social responsibility).

- Preliminary evidence by Cubillos & Ilvento (2013) suggests, among a small sample of foreign language learners, that participation in a study abroad program (across programs of varying length or destination) has significant impact on self-efficacy perceptions in reading, writing, listening, and speaking. The extent of self-efficacy gains was found to be associated with different types of engagement with members of the host country.
- Williams (2005) suggests students who study abroad demonstrate a greater level of intercultural communication skills at the beginning and at the end of the semester than students who did not choose to study abroad. Results also indicated that students who study abroad exhibit greater *change* in intercultural communication skills between a semester pre- and post-test than students who stay on campus.

#### **4. GLOSSARY OF OUTCOME TERMS**

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##### **Civic values:**

Lott (2013) considered civic values as an eight-item dependent variable that rated personal importance on (a) influencing the political structure, (b) influencing social values, (c) becoming involved in programs to clean up environment, (d) developing a meaningful philosophy of life, (e) participating in community action programs, (f) helping to promote racial understanding, (g) keeping up to date with politics, and (h) becoming a community leader (p.4).

##### **Cultural relativism:**

Knowledge of cultural relativism is the cognitive realization that one ought not judge other cultures or respond to individuals from those cultures based on one's own ethnocentric values and practices (Sutton & Rubin, 2004, p.78)

##### **Cultural sensitivity:**

An individual's ability to develop emotion towards understanding and appreciating cultural differences that promotes appropriate and effective behavior in intercultural communication (Chen & Starosta, 1997).

##### **GLOSSARI:**

University System of Georgia Learning Outcomes of Students Studying Abroad Research Initiative; Sutton and Rubin (2004) describe the Georgia System's GLOSSARI project as a sustained initiative that currently encompasses six components: Phase I: Comparison of study abroad participants and non-participants on self-reported learning outcomes; Phase II: Comparison of pre-departure and post-departure self-reported learning outcomes; Phase III: Comparison of study abroad participants and non-participants on course-specific examinations; Phase IV: Comparison of study abroad participants and non-participants on academic performance measures, such as graduation rates and licensing examination outcomes; Phase V: Correlation of learning outcomes with program design features, e.g., orientation, length of stay, location, post-return debriefing, percent of unstructured time in the host nation, etc.; Phase VI: Comparison of study abroad alumni and non-participant cohort on self-reported learning outcomes, career paths, and other factors two-to-five years after graduation.

##### **Global Perspective Inventory (GPI):**

A survey instrument designed to measure aspects of global perspective-taking, which represents an intercultural outcome steeped in the multiple and overlapping domains of holistic student development: the acquisition of knowledge, attitudes, and skills essential to intercultural communication, as well as the development of more complex epistemological processes, identities, and interpersonal relations. GPI is a measure of cognitive, intrapersonal, and interpersonal domains of student development (Engberg, 2013, p.472).

##### **Intercultural communication skills:**

Williams (2005) summarizes research on intercultural communication and as a competency and suggests that effective intercultural communicators must have an

understanding of cultural communication differences, an ability to overcome those barriers, and a desire to use those skills.

**Intercultural competence:**

See Miville-Guzman Universality/ Diversity Scale (MGUDS)

**Intercultural wonderment:**

A process that “encapsulates the underlying curiosity in individuals to seek out new and different experiences while studying abroad and involves a willingness and capacity to deal with discomfort and disequilibrium” (Engberg & Jourian, 2015, p. 3). Intercultural wonderment provides a more nuanced understanding of intercultural immersion by examining the extent to which a study abroad program actively engages students with the host country and encourages them to step outside of their comfort zones.

**Miville-Guzman Universality/ Diversity Scale (MGUDS):**

Used to capture aspects of intercultural effectiveness, MGUDS is a scale measuring universal-diverse orientation (UDO) or the degree to which an individual is aware of and accepts both similarities and differences among people. This awareness is often described through interrelated cognitive, behavioral, and affective components (Miville et al., 1999; Kilgo, et al., 2015; Pascarella & Blaich, 2013).

**Openness to Diversity/Challenge:**

Used to capture aspects of intercultural effectiveness, ODC is a seven-item scale measuring students’ enjoyment in interacting with diverse individuals and being challenged by varying values and perspectives (Kilgo et al., 2015).

**Self-efficacy:**

People’s judgment of their capabilities to complete a task successfully. In the case of Cubillos & Ilvento (2013), this is applied to students’ self-efficacy perceptions in reading, writing, listening, and speaking

**Universality-diversity orientation:**

See Miville-Guzman Universality/ Diversity Scale (MGUDS)

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