

Study away at Macalester – Expanding access and controlling costs

A report from the Resources and Planning Committee – Spring 2012

Executive Summary

The Resources and Planning Committee was charged by President Rosenberg to revisit earlier reports by the committee (2006 and 2010) in order to enhance the College's study away program while ensuring that the program remains affordable for the college. Study away costs have increased from around 4% in 2005 to nearly 6% of the College's total budget in 2011. This increase was due to both an increase in the number and percentage of students studying abroad and an increase in program costs. The Committee reviewed the earlier reports, collected new data about the costs of the study away program, conducted a survey of faculty regarding the importance of study away, and consulted with other institutions that run their own study away programs. Based on this work, RPC developed the following list of recommendations, many of which reinforce recommendations from the earlier RPC reports.

Major Recommendations

1. Develop a manageable set of approved programs.
 - a. Start the implementation of approved programs in 2014-15
 - b. Target 60 or fewer programs
 - i. Ensure quality
 - ii. Ensure affordability
 - iii. Allow for dynamism in the list
 - c. If necessary, set aside surplus budget funds to enable proper vetting of programs.
2. Keep study away as a percentage of the budget at approximately 4% and no more than 5%.
3. SARC should develop a process by which programs are approved
 - a. Policy should include quality and cost of programs
 - b. Policy should allow SARC to make recommendations in collaboration with department liaisons to the IC
 - c. Policy should privilege direct enroll programs when a choice between a vendor-based and direct enroll is available, unless the vendor-based program significantly enhances safety and security.
 - d. Policy should give the Dean of the IGC the authority to make the final decision on which programs will be approved
4. SARC should develop a new set of administrative policies based on the use of approved programs.
 - a. Develop a process for applying to study-away at these approved programs.

- b. At a minimum, include the following policies for the study-away program as a whole:
 - i. Individual student appeals cannot be made for programs that are not approved; they can appeal through their major departments.
 - ii. Students cannot use financial aid for non-approved programs.
5. Require study-away students to live on campus in the opposite semester.
6. Develop strategies to ensure that the number of students studying away each semester is balanced.
 - a. Require students to indicate a preference for programs in each semester when they apply for study away.
7. Modestly expand January and summer study away opportunities for students who may not study away otherwise.

Introduction

In 2006 the Resources and Planning Committee (RPC) developed a report entitled “Strategic Planning for Study Away and International Enrollments”. As part of this report that committee developed a list of recommendations broken into three major groups:

Regarding caps and enrollment we recommend

1. that Macalester pursue the goal of providing an opportunity for all qualified students to study away during a semester, January or summer. (Qualifications for study away are determined by EPAG.) Macalester should attempt to achieve this goal in the near future (hopefully within 5 years),
2. that it is reasonable to retain the off campus budget increase of 16.4% over the AY 2005-2006 as a baseline and allow it to grow at a rate slightly higher than the overall college budget in order to take account of increasing study away program costs and student demand, while working hard to save costs,
3. that Macalester continue to work towards the goal of equalizing fall and spring enrollments in study away programs,
4. that Macalester seek an endowment to support study away, and
5. that Macalester’s support of study away continue to be limited to domestic students unless an international student’s major requires study away.

Regarding cost containment we recommend

1. that Macalester’s policy on students’ program choice take program costs into account, since such a policy is aligned with the college’s overall mission and goals, and because spending study away dollars on high-quality, less expensive programs allows the study away budget to accommodate more students,

2. that the Vice President for Finance, in consultation with the Director of the International Center, determine a program-cost figure that represents the “break-even” point for Macalester; that is either (1) the point at which the college’s cost in sending a student abroad is equal to the cost of the student remaining on campus, or (2) that balance point plus some fixed amount per student that is budgeted as the cost of study away, and that having established this figure, the college can make a list of all programs that lie within that cost (obviously, the quality of programs should also taken into account by EPAG and/or the IC when developing this list),
3. that Macalester consider requiring students who want to study away to apply to a program on this list; at the same time, students who want a program not on the list could be asked to apply separately for that, providing additional rationale. (Students who were denied on their special request would have already chosen another program as a fall-back. RPC recognizes that this places an additional burden on students who will need, in some cases, to write two separate applications. This may also create more work for staff and faculty who evaluate study away applications.),
4. that Macalester consider reducing costs by entering into study away consortiums with other colleges and by accepting non-Macalester students into study abroad programs sponsored by Macalester,
5. that Macalester not lower financial aid or resources available for study away assistance to the extent that students will be unable to participate because they lack financial resources, and
6. that Macalester consider exchanges in which a student from Macalester studies at a foreign college or university while one of their students studies at Macalester.

Regarding cost and academic quality we recommend

1. that EPAG provide a policy to enable the college to draw up a list of study away programs based on their educational quality,
2. that the International Center develop a list of study away programs based on cost that can then be merged with the list based on academic quality and that EPAG provide oversight for the formation of the final list of approved study away programs,
3. that the college consider the possibility of having a Macalester study away programs staffed by Macalester faculty so long as the on-campus student-faculty ratio does not increase beyond 10-1, and
4. that the college consider the adoption of a wide range of flexible opportunities for study away, in particular study away opportunities in January and the summer, and internships as well as traditional study away. (RPC recognizes that it is vital that EPAG provide oversight and assure itself of the high academic quality of such programs.)

In 2010 RPC reviewed the 2006 recommendations and received an update from the Provost on the implementation on these recommendations. Despite progress that has been made on many of the recommendations, the study away budget is still growing more rapidly than other areas of the budget. As part of RPC's work in the spring of 2011 on ways to control the growth of expenditures to match the limited growth in revenues that the College has experienced over the past few years, it became clear that there is some urgency in more rapidly implementing these and other recommendations that will allow the College to maintain a high quality but cost-effective study away program.

RPC received a charge from President Rosenberg in January 2012 to review the 2006 RPC report and to see how our perspective has changed in light of different circumstances. In order to carry out this charge, RPC began meeting in February 2012. RPC developed three working groups to begin our review of the 2006 report and to begin our consideration of new and updated recommendations regarding study away. The three groups included those that would:

1. Define goals/outcomes for study abroad at Macalester to better understand the range of experiences that we should provide for our students,
2. Update the 2006 report data on the numbers of students studying away and the cost of study away programs, and
3. Consult with other schools that run their own study abroad programs and/or a mix of self-run and outsourced to better understand the costs of running these programs and the benefits to students of these types of programs.

This report will describe the information gathered by each of the working groups and will conclude with a set of recommendations based on the 2006 report and the work of the present committee.

Define goals/outcomes for study abroad

A survey was sent to faculty in February in order to gain some insight into their view of the goals and outcomes for study away experiences for students. Not surprisingly, there was a variety of responses. One important note was the variety of potentially important aspects of a good study abroad program. Some of the responses were contradictory, with faculty disagreeing on the value of a summer program, or on the need to be isolated from other Macalester students. There was general agreement, though, that restricting the number of allowed programs is better than restricting the number of students. The full results of the survey are found in Appendix A.

While the respondents in certain departments were more likely to require an intense, immersed experience for their students, others were more interested in the programmed nature, with chances to do community service or research taking the lead. We note that a

single set of standards cannot work, and we need specific faculty suggestions and oversight for the programs their majors might use.

If the opportunity to have January, Summer, or Macalester-led programs presents itself in the future, there is a great deal of faculty support.

Study Away Data

Members of the Resources and Planning Committee collected information about the changing costs of Macalester's study away program. These data were acquired from various sources around campus, including the Office of Institutional Research, Vice President of Finance David Wheaton, and the International Center (specifically from Paul Nelson and Paula Paul-Wegner). Paul and Paula also met with RPC both as a group, and with members of RPC individually, to provide more detailed information.

RPC has distilled this large amount of data into the following seven tables, which concisely summarize the study away program budget, both in relative and absolute senses. Each segment is described in detail.

Metric #1 - Actual study away program budget, in dollars spent by the College. This information, provided by David Wheaton, is shown in Table 1 below. The actual budgets per academic year, and the percent budget growth from one year to the next, are shown for the last ten academic years. For comparison, the annual growth in faculty and staff salaries are shown for the same time interval. Similarly, the discount rate (the fraction of the total cost of attending Macalester that the average student pays) is shown for this period.

Wheaton:	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Study Away Actual	\$2,092,545	\$2,249,345	\$2,295,424	\$2,954,767	\$2,831,612	\$3,719,452	\$3,755,376	\$3,455,318	\$3,744,523	\$5,339,487
Annual % Growth	0.8	7.5	2.0	28.7	-4.2	31.4	1.0	-8.0	8.4	42.6
Annual Growth in faculty salary	5.4	-0.2	4.6	4.2	4.2	5.2	7.1	1.6	3.1	3.2
Annual growth in staff salary	7.1	3	3.1	7.7	5.3	7.2	9.1	0.7	4.9	3
Discount Rate	43.7	44.1	44.6	44.7	43.7	43.8	43.8	45.7	47.9	48.4

Table 1. Historical summary of the actual costs of the study away program per year, compared with faculty and staff salaries and the discount rate.

From this first metric, RPC draws the following conclusions:

1. The 42.6% growth in the study away program budget between academic year 2010-11 and 2011-12 is the largest in the last 10 years. However, this growth rate shows fluctuations both up and down over this interval, making the interpretation of the trend difficult.
2. The discount rate is also increasing with time; while the total price of attendance per student is rising, the fraction of that total price that Macalester brings in is decreasing.

Metric #2- Total number of students on study away programs over the last 10 years.

This data comes from Paul Nelson in the International Center. While variations from one year to the next exist, this table clearly shows that the number of students that are participating in the study away program is higher on average now than it was 10 years ago. It is important to stress that the second row, showing the percentage of each graduating class that has studied abroad, is also increasing. The rapid jump in number of students studying away between AY2010-2011 and AY2011-2012 is not reflected in the percentage studying away in the same two years. This is because most students that participate in study away programs do so in their junior years. Thus there can be considered to be a one-year offset between the total number and total percentage shown in this table.

Nelson:	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Total # on SA: IR	216	218	213	250	260	285	245	229	235	332
% of Graduating Class that has Studied Abroad	49.90%	47.90%	53%	54.20%	54.80%	61.20%	53.10%	50.20%	59.10%	58.50%

Table 2. Historical summary of the number of students on study away programs, and the fraction of each graduating senior class that has taken part in a study away program when they graduate.

From this second metric, RPC draws the following conclusions:

1. The newly implemented single application deadline went into effect for the students studying away in AY2011-2012. While no temporal baseline exists, it is reasonable to assume that the single application deadline has increased the number of students participating in study away programs.

2. The single application deadline may not be the only effect; during AY2011-2012, the large junior class of 2013 is predominantly the class that is participating in study away. Hence the marked increase between the last two years in this table likely has multiple origins.

Metric #3 - Percentage of the total Macalester College operating budget that was spent on study away. Data from the Macalester College Fact Book was used to create Table 3 shown below. The net operating income of the College, quantified by either the “Net Operating Income” or by the “Total Expenditures”, is shown in the first two rows. The third and fourth rows quantify the fraction of the operating budget (quantified as above) spent on study away (using the “Study Away Actual” numbers from Table 1). RPC feels that quantifying the total operating budget of the College using the “Total Expenditures” is more appropriate than by using the “Net Operating Income”, but both calculations are shown. Note that these data only go back to AY2005-2006.

Macalester Fact Book:										
Operating Budget	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Net Operating Income:				\$67,809,547	\$72,300,930	\$77,834,320	\$84,510,769	\$85,546,088	\$91,575,894	\$94,148,660
Total Expenditures:				\$67,809,547	\$72,300,930	\$76,934,298	\$81,849,531	\$82,850,964	\$89,410,702	\$92,326,000
% of total budget on SA										
Using Net Operating Income:				4.4	3.9	4.8	4.4	4.0	4.1	5.7
Using Total Expenditures				4.4	3.9	4.8	4.6	4.2	4.2	5.8

Table 3. Historical summary of the total Macalester College operating budget spent on study away.

From this third metric, RPC draws the following conclusions.

1. There are minor variations in the fraction of the total operating budget spent on study away during this interval; increases and decreases in the total fraction are seen.
2. The increase in the percentage of the total operating budget spent on study away between AY2010-2011 and AY2011-2012 is the largest such increase in the last six years.

Metric #4 - Average cost per student on a study away program. This is calculated as the study away actual costs (Table 1) divided by the total number of students on a study away program (Table 2). Using this data we also show the annual percentage growth in cost per student on study away over the same interval.

	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Average cost per student on SA(SA Actual / Total # on SA)	9688	10318	10777	11819	10891	13051	15328	15089	15934	16083
Annual % growth		6.5	4.4	9.7	-7.9	19.8	17.5	-1.6	5.6	0.9

Table 4. Historical summary of the total average cost per student on study away.

From this fourth metric, RPC draws the following conclusions.

1. The average cost of a study away program varies from one year to the next. RPC speculates that this is the result of a variety of factors, including (at least) the number of students taking part, the cost of any given program, the financial aid package for each student + program combination, etc.
2. The rate of growth in average cost per program does not scale linearly with the total cost of the study away program. As a comparison of Table 4 with Tables 1 and 2 shows, while the average cost per program increased by less than 1% between AY2010-2011 and AY2011-2012, the total study away budget increased by more than 40% (due in some part to the large number of students taking part in the study away program).

Metric #5- Average comprehensive cost of a study away program per student. The comprehensive cost includes program tuition and fees, room and 3 meals per day, estimates for international airfare, and “related expenses” such as books, research materials, local transportation, and visa costs.

Nelson:	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Study Away Costs	\$2,999,777	\$2,907,450	\$3,344,349	\$3,817,300	\$4,150,300	\$4,709,042	\$4,434,696	\$4,300,352
Annual % Growth	4.7	-3.1	15.0	14.1	8.7	13.5	-5.8	-3.0
Total # of Students on SA- Paul Nelson	209	210	219	236	242	278	252	232
Average Comprehensive Cost*	\$14,353	\$13,845	\$15,271	\$16,175	\$17,150	\$16,939	\$17,598	\$18,536
Annual % Growth	4.3	-3.5	10.3	5.9	6.0	-1.2	3.9	5.3

***Comprehensive Cost** includes the following: *program* tuition and fees, room and 3 meals per day, estimates for international airfare, and "related expenses" such as books and research materials, local transportation and visa costs.

Table 5. Historical summary of the total comprehensive cost per student on study away.

From this fifth metric, RPC draws the following conclusions.

1. There is a difference between the study away costs tabulated by the International Center and those tabulated by Vice President of Finance David Wheaton.
2. There are significant fluctuations in the average comprehensive cost per student from one year to the next, with both positive and negative fluctuations. RPC interprets these variations to be the results of (at least) the large number of programs that Macalester students have taken part in, the changes in costs of each of those programs, and the individual financial aid needs of each student.

Metric #6 - Potential difference in financial aid between those students on campus and those students taking part in study away. Table 6 below shows a summary of this information, obtained from David Wheaton and Brian Lindeman. This table shows the percentage of students receiving financial aid grants that are either on campus or on study away. The average sizes of these financial aid grants are also shown.

<p>Financial Aid (From David Wheaton & Brian Lindeman)</p> <p>73.08% of students who studies away in 11-12 received a grant from Macalester. 72.85% of students who did not study away in 11-12 received a grant from Macalester.</p> <p>There were 230 students who received a grant from Macalester in both fall and spring semesters and studied away in at least one semester. On the average, they received a Mac grant that was \$114 higher for the study away semester.</p> <p>Average Mac grant for St. Paul Semester = \$12,941 Average Mac grant for study away semester = \$13,055</p> <p>While there is no appreciable effect on the \$ figure there is an impact on where these \$ are spent. In the case of on-campus they are supporting the programs we have here and since we have a variety of fixed costs that's ok. The off-campus financial aid goes to support someone else's fixed costs. I guess if we didn't give financial aid and we had all full-pay students then we'd lose the revenue. But it seems if we are shipping more students and \$ off-campus then we should be reducing on-campus expenditures.</p>
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Table 6. Summary of financial aid differences between students studying away and students on campus.

From this sixth metric, RPC draws the following conclusions.

1. While there is no appreciable effect on the total dollar figure, there is an impact on where these dollars are spent. In the case of on-campus these dollars are supporting the programs we have here; since we have a variety of fixed costs, this is advantageous.
2. The off-campus financial aid goes to support fixed costs at other institutions than Macalester. This has the practical implication that if these dollars leave Macalester, that we should consider reducing the fixed costs on campus to compensate.

Metric #7 - Comparison of the annual costs per FTE for a student on study away versus the same numbers for students remaining on campus. Table 7 below shows a summary of some information contained in previous tables (total annual expenditures, total study away expenditures). It also summarizes the total annual FTE counts for both study away students and those on campus. Finally, it tabulates the annual cost per FTE, for all students, for students studying away, and for students on campus. This allows a simple examination of the amounts spent per student, either on study away or on campus.

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Total annual expenditures	67,809,547	72,300,930	76,934,298	81,849,531	82,850,964	89,410,702	92,326,000
Total study away expenses	2,954,767	2,831,612	3,719,452	3,755,376	3,455,318	3,744,523	5,339,487
Total expenses net of study away	64,854,780	69,469,318	73,214,846	78,094,155	79,395,646	85,666,179	86,986,513
Average annual FTE student count	1,795	1,860	1,856	1,843	1,937	1,959	1,955
Average annual study away count - FTE	125	130	143	123	115	118	166
Average St. Paul FTE count	1,670	1,730	1,713	1,721	1,823	1,842	1,789
Annual cost/FTE	37,787	38,882	41,463	44,411	42,773	45,641	47,238
Annual cost/FTE - study away	23,638	21,782	26,101	30,656	30,177	31,868	32,166
Annual cost/FTE - St. Paul	38,847	40,167	42,741	45,390	43,564	46,520	48,637

Table 7. Historical summary of the annual cost per FTE for students studying away and on campus.

From this seventh metric, RPC draws the following conclusions.

1. The total student FTE studying away has increased substantially between AY2010-2011 and AY2011-2012; this increase is also reflected in a larger percentage of the total student body (average annual FTE student count) on study away (6.0% in AY2010-2011 versus 8.5% in AY2011-2012).
2. The annual cost per FTE is lower for a student to be away than it is for a student to be on campus. While at first this might be suggestive that more students studying away saves the College money, it is important to stress that the fixed costs to Macalester do not change while these students are away.

The final set of numbers considered by RPC is a complete list of all student plus study away program combinations that were active in the spring term of 2012 (kindly provided by Paula Paul-Wegner). This data is shown in Appendix I with the cost distribution shown in Figure 1. While this is not a complete list, nor was RPC able to obtain a historical record of

similar combinations for previous semesters, the list does serve to highlight various important points.

1. Of the 182 student plus program combinations, there is a large range in program costs. The minimum program cost was \$5,100 (a direct enrollment at the University of Cape Town, South Africa); the maximum program cost was \$27,916 (direct enrollment at Saint Catherine's College, Oxford University, England). The average cost was \$16,261, with a standard deviation of \$4,829.
2. There are locations with multiple programs with varied costs (e.g., the programs in London).

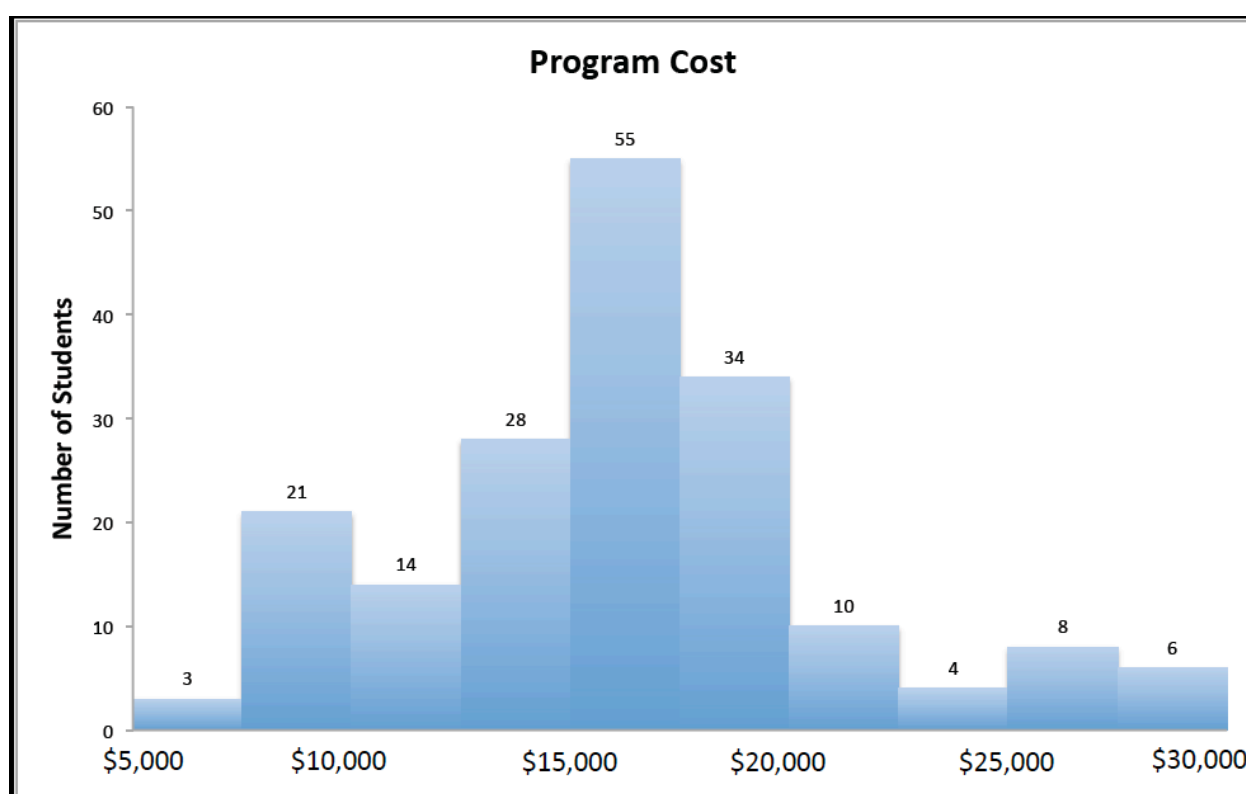


Figure 1 – Distribution of program costs – Spring 2012

College-run Study Away Programs

RPC surveyed other colleges to explore alternate approaches towards study away programming and budgetary policies, and to examine innovative thinking. To this end, we interviewed Prof. Eric Lund (Director of International and Off-Campus Studies (IOS) at St. Olaf College) and Peggy Retka (Director of Education Abroad at the College of St. Benedict/St. John's University). Macalester is definitely not alone in being motivated to revise study away policies on the basis of budgetary concerns. However, both St. Olaf and CSB/SJU are more nimble in terms of responding to these challenges since they administer their own programs, permitting direct management of costs and more straightforward assessment of quality. However, financial challenges still arise even when a College runs its own programs. In this regard, RPC believes that a full-scale shift in culture to extensive Macalester-run study away programs would not be a budgetary panacea.

St. Olaf College was proactive in anticipating study away budgetary challenges (and concerns about declining student access) by organizing an external review of their program in 2006. In the previous budgetary model for semester-long study away, the varying cost of each study away program was added to St. Olaf tuition, a uniform study away amount (this "institutional contribution" was independent of the program selected) was deducted from the resulting total, and financial aid was subsequently determined for each student on the basis of the net. Since the study away budget had not been keeping up with tuition increases, the "uniform institutional contribution" became an increasingly smaller percentage of program costs, resulting in costs becoming too much of a perceived consideration in student choice. One difference between St. Olaf pre-2007 and Macalester is that Macalester does not charge students the difference if a specific program's cost exceeds that of the discounted tuition received; the Macalester tradition has been to absorb these costs so as to not limit student choice. The St. Olaf external review also encouraged greater cost transparency to applicants.

St. Olaf examined a variety of alternative budget models for semester-long study away as a result of their external review. The resulting new model (2007) at St. Olaf is relatively similar to the current Macalester budgetary model (with the exception that St. Olaf students choose from a specific list of approved programs) in that students are charged the same tuition whether they are studying on-campus or off-campus. The IOS office makes up the difference with their contribution, and students pay no further fee associated with the educational costs of the their program. Students do pay the actual cost of room, board, and travel expenses (this is incorporated into the program cost charged each student). It is noteworthy that this is the same way that interim programs had been managed at St. Olaf. An important caveat is that if a student chooses to participate in a program not on the St.

Olaf approved list, the student must take a leave of absence from St. Olaf and receive no St. Olaf financial aid towards the program.

The implementation of this new model resulted in various challenges, suggesting that Macalester should be vigilant in closely monitoring all consequences of any change in our study away policy. Caught by surprise in 2008, the St. Olaf College was forced to cap student participation in study away for the first time; 14 students were affected. This was avoided the next year by a change in procedure that allowed the college to anticipate better the level of student demand. A new challenge arose in AY 2010-2011 when a significant deficit in the study away budget was projected. This deficit was reduced, in part, by an increase in the international studies fee from \$200 to \$1200, and a newly created fee (\$150) for off-campus interim programs.

A two-stage application process was implemented beginning in AY 2010-2012, with a Declaration of Intent (and an associated \$100 nonrefundable fee if the applicant does not participate in study away) due in early November to communicate study away choices for the following academic year (Fall and Spring). The goal is to better facilitate study-away budget planning for each academic year. The effectiveness of this new approach is still being examined. The same rationale was applied to implementation of the Macalester single application deadline, and requiring students to select both a Fall and a Spring program choice.

The level of transparency to St. Olaf students/parents regarding study away costs is impressive. A manageable list of “approved programs” (St. Olaf’s approved list features ~80 programs) permits a list to be efficiently updated and tracked as to associated costs.

The St. Olaf IOS office believes that a limited list of approved programs, in combination with the presence of St. Olaf faculty at the various sites with the St. Olaf-run programs, permits an ongoing assessment of the academic quality. This is the “value proposition” that St. Olaf believes a worthy trade-off of having a list of approved programs, even if student choice is reduced. New St. Olaf-run programs are scrutinized by an extensive College process, and all programs are evaluated on a regular basis.

The College of St. Benedict/St. John’s University features a long-established set of fourteen semester-long College-run programs led by faculty of these colleges. A student cannot take CSB/SJU financial aid to other programs. While student choice is extremely limited (from the perspective of the Macalester model), the advantages of ready evaluation of academic quality (students take one class from the accompanying faculty member and the rest of their course load from a host institution) and predictability in annual costs permitting fiscal sustainability are strong aspects. Faculty buy-in is rather strong (in terms of leading these semesters) and is part of the College culture. The small number of programs, and their internal management, permit incredible cost transparency to students and parents (see

CSB/SJU Study-Away document in the Appendix III). The Office for Education Abroad is staffed by 4 FTE.

Balance between terms is enforced since ten programs are typically run each Fall and six typically each spring; two of the fourteen programs are usually run each term. Groups of 15-30 students are ideal for each program; enrollments below 10 may result in cancellation. CSB/SJU does not have an interim term.

The fiscal objective at CSB/SJU is to not run study-away deficits while maintaining student access. In this regard, the policy of students on study away *only* paying the same CSB/SJU tuition and fees as if they remained on campus plus an education abroad program fee has been under increasing pressure. While the goal has been to keep these program fees within a tight distribution independent of site (recent costs averaged \$5381 +/- \$785), there is concern that the disparity may widen, hindering access. In addition, for most programs, food and airfare are no longer included in program fee as in the past.

Both St. Olaf and CSB/SJU have been proactive in managing costs while striving to maintain reasonable student access. Both of these Colleges find considerable value in having a list of approved programs, both to better predict costs and to monitor academic quality.

Another suggestion for providing study abroad experiences for students is to increase the number of faculty-led January term trips at Macalester. Historically, when the College had a formal interim term, required of students and faculty, there were a number of study-away trips supported by the College. With the demise of a required interim term, the number of opportunities for January study away opportunities declined precipitously. The most well known on campus are the programs run by the Classics and Geology Departments. In addition there have been and continue to be some other opportunities for students such as the Global Studies Health Program scheduled to travel to Uganda in January 2013.

Faculty from some of the departments that have run January term trips were interviewed by a member of RPC. A number of issues arose during these conversations. First, the trips require a great deal of time in the planning stages and of course during January. Faculty members who lead the trips receive no compensation of any kind: no pay, and no teaching credit or course releases. There was a sense that these January trips really cannot substitute for a full semester of study away; however, they might work well as an option for athletes and science majors who may not be able to take a full semester for study away.

It was suggested that these trips are not a good idea for pre-tenure faculty, given the tremendous time investment they require, including in the planning stages, and therefore the impact on scholarly productivity and teaching innovation. There was also an acknowledgement that faculty with substantial family obligations find it difficult, often impossible, to participate in these trips.

On the plus side, they are cheaper than a semester abroad generally for students and certainly for Macalester. Students pay for the trip, and it appears that a fee of \$3000 or under (this is with the \$500 supplement from the college for students on financial aid) may be a “tipping point,” with student participation and interest dropping above that price. Students who are not on financial aid are much more likely to be able to go on the relatively expensive trips.

It seems obvious that January-term courses are unlikely to be the “answer” to the budget issues surrounding study away. We will provide some recommendations as to how this program might be enhanced so that it could provide an opportunity for students not likely to study away for a full semester.

Recommendations

There is a clear need to rein in the cost of study away as a percentage of the overall Macalester budget. We believe this can be done in a manner that enables as many students who wish to participate to do so. To accomplish this we make the following recommendations.

Develop a manageable set of approved programs. The college should develop a set of approved programs for the class that applies in the spring of ‘14 for the 2014-15 study away year. The target number of programs should be 60 or fewer. This compares with the 82 domestic and international “recommended” programs listed on the International website and the 109 programs actually being utilized by students in Spring 2012 alone. The ultimate goal should be to manage expenses to ensure that more students can study away and to ensure the quality of the programs that our students attend. We believe that we already have really good information for about 30 of the current programs—therefore, we have a start on a base set of data that can be used to develop a list of programs. The college needs to limit the number of programs so that we can develop useful data on each one and properly vet each one for its quality and cost on a periodic basis. The set of approved programs will not be static, but rather will evolve over time as needed to ensure the best experiences for our students. This recommendation is similar to those made in the 2006 RPC regarding the development of lists of programs based on quality and price, but clearly states we must develop a restricted list of *approved* programs that students must enroll in.

The committee also recommends that the College manage the study away budget line to be 4% - 5% of the overall college budget. This is within the historic range of the budget and with cost controls on specific programs should allow the College to meet its goal of providing a range of study away opportunities for a large fraction of the student body. This recommendation is *not* consistent with the 2006 recommendation “that it is reasonable to

retain the off campus budget increase of 16.4% over the AY 2005-2006 as a baseline and allow it to grow at a rate slightly higher than the overall college budget in order to take account of increasing study away program costs and student demand, while working hard to save costs.” Given all of the other demands on the College’s budget and RPC’s recommendation from 2011 that we restrict costs in as many areas as possible to ensure a robust financial aid program and competitive compensation for faculty and staff we do not believe increasing our expenditures on study away at a rate higher than the overall college budget is sustainable. Instead, we believe that by limiting study away to a list of approved programs, vetted for *both* quality and cost, we can actually increase student participation in study away without increasing expenditures faster than the overall college budget.

The Study Away Review Committee (SARC) should be charged with developing policies that will be used to choose approved programs. We recommend that programs be reviewed for both quality and cost. We request that SARC, in consultation with the study-away liaisons for each department and with members of the IGC, develop a policy statement on what should go into a decision to approve programs. At a minimum, we recommend that Macalester should require the use of direct-enroll programs and not accept costlier programs that are run by third parties, except in cases where student safety will be significantly enhanced. We believe there are many very good direct-enroll programs with reasonable costs that our students have enjoyed in the past and would be the best options in terms of cost.

With policies regarding choosing programs in place, SARC should then orchestrate the process of developing the list of approved programs. Departments will need to be engaged in the process of choosing programs and will need to communicate with each other during that process. We envision that some time and resources will be needed for college representatives to visit and vet some study-away programs. We recommend that if the Provost determines that additional funds are needed for this purpose, then surplus budget funds from this year (2011-2012) be set aside to provide for a “jump start” on the research necessary to develop the approved list. The study away liaisons for each department should be actively involved in the process of approving programs and work with SARC. We recommend that departments should consider cost-neutral exchange programs during this process. Student surveys about their experiences could also be helpful in making some choices about approving programs. The International Center should supply this information to those who are involved in the decision process. When reviewing programs, department representatives should have direct access to all available data about program costs.

The IGC should also determine some of the approved programs so that there are options for individual students whose programmatic needs differ slightly from those considered by their major department. When we met with the new Dean of the IGC, Christy Hanson, she suggested that we shift our thinking about study away, broadening it to a model of international experiences for students. There is a clear need for some of our students to take part in experiences that do not follow the traditional study-away academic experience in classrooms in other parts of the world, but rather involve exposure to research and practice outside the classroom. For example, the CDC runs a research program in Kenya. Another example is CERN in Switzerland, which has positions for interns. This would represent a new paradigm-- we would move towards or add programs that don't have as predominant an academic component. This is consistent with the College's Strategic Plan of 1992 stating that the College should, "provide every student the opportunity for an international experience prior to graduation." At that time, the strategic plan aimed for 50 to 55% of Mac students having an international experience before graduation.

We recommend that the Dean of the IGC have final approval on the list of approved programs, based on the recommendations of SARC. Furthermore, the process of maintaining the list of approved programs should be ongoing, with periodic reviews of each program, to ensure that they are still good options in terms of quality and cost. Such reviews should continue to use student survey data and cost-benefit analyses.

Develop a new set of policies based on the use of approved programs. We further recommend that SARC develop a set of policies for applying to study-away at these approved programs. We recommend at a minimum the following policies for the study-away program as a whole:

- Individual student appeals cannot be made for programs that are not approved; they can appeal through their major departments
- Students cannot use financial aid for non-approved programs.

Require study-away students to live on campus in the opposite semester. This policy would control overall costs in the college budget by ensuring that room and board be paid for the other half of the year in which students travel abroad. We also believe this will help students who are away in the Fall re-acclimate to campus life more easily than if they were living off campus.

Develop strategies to ensure that the number of students studying away each semester is balanced. Another useful measure in controlling overall college budget costs and maintain good instruction on-campus is to ensure that a roughly equal number of students study abroad in each semester. We recommend that this could be done by requiring students to indicate a preference for programs in each semester when they apply

for study away. Students could then be assigned to programs in such a way that balances the overall number of students away during each semester. When deciding on approved programs, SARC should take care to assure that the number of programs available in each semester is balanced.

Modestly enhance January Study Away opportunities. While RPC does not believe that the development of January-term programs will “solve” our budgetary problems, we do believe enhancing study-away options during January may provide additional students with access to a study-away experience. To that end we have three recommendations that might provide useful in encouraging the use of January of study away.

1. For students studying away in January **in lieu of** studying away for a full semester, increase the level of financial aid beyond the current \$500.
2. For faculty leading January study away programs, provide compensation in either the form of additional salary or by counting the January course as a full course in their teaching load.
3. Have SARC develop a set of criteria outlining the requirements for a January term course to “count” as a study away experience worthy of financial aid support and faculty teaching compensation. These criteria could include a minimum length of stay, level of academic engagement, etc.

We do not recommend additional full-term programs run by Macalester faculty. Our examination of programs run by other colleges does not lead us to recommend developing additional Macalester-run study away programs. We found that other schools that run their own study-away programs also have significant budgetary challenges with study away. We did not find any compelling academic reasons to support these types of programs for Macalester students. We believe Macalester students support the idea of study away in order to become engaged in another culture. Thus the idea of a full-semester program run by a Macalester College faculty member is not recommended.

Appendix I. Summary of spring 2012 Study Away programs

Program	Theme	Number of Students	Tuition	Deposit	Room and Board	Tuition Paid	Paid Room & Board	Total Paid
Academic Year Abroad	Universidad Complutense	1	\$20,900	-\$1,000	\$0	\$9,000	\$0	\$9,000
ACM	Arts in Context	2	\$20,900	-\$400	\$4,700	\$15,750	\$4,300	\$20,050
ACM	Chicago Programs, Urban Studies	1	\$20,900	-\$400	\$3,200	\$13,500	\$2,800	\$16,300
ACM	Field Research in the Environment, Social Sciences, and Humanities	6	\$20,900	-\$400	\$2,300	\$13,900	\$1,900	\$15,800
ACM	Japan Study	6	\$20,900	-\$500	\$5,600	\$20,800	\$4,700	\$25,500
ACM	University Immersion in Southern Africa	1	\$20,900	-\$400	\$1,000	\$12,000	\$600	\$12,600
AIFS	University of Salamanca	1	\$20,900	-\$750	\$2,420	\$10,025	\$2,420	\$12,445
AIT	Aquincum Institute of Technology	1	\$20,900	-\$200	\$0	\$12,800	\$0	\$12,800
Alliance for Global Education	Contemporary India	2	\$20,900	-\$500	\$1,500	\$13,150	\$1,500	\$14,400
Arcadia University	London Internship Program	1	\$20,900	-\$500	\$4,700	\$9,700	\$4,700	\$14,400
Augsburg College	Social Change in Central America	1	\$20,900	-\$500	\$2,255	\$13,570	\$2,255	\$15,825
Bard College	Bard-Smolny Program in Russia	1	\$21,238	-\$1,000	\$4,200	\$21,238	\$4,200	\$25,438
CET	History of Art and Italian Studies in Siena	1	\$20,900	-\$500	\$3,995	\$14,995	\$3,995	\$18,990
CET	Intensive Arabic Language and Culture Studies in Irbid	1	\$20,900	-\$500	\$3,375	\$12,000	\$3,375	\$15,375
CET	Japan	1	\$20,900	-\$500	\$5,000	\$13,990	\$5,000	\$18,990
China Studies Institute	Peking University	1	\$20,900	\$0	\$1,850	\$9,150	\$1,850	\$11,000

Program	Theme	Number of Students	Tuition	Deposit	Room and Board	Tuition Paid	Paid Room & Board	Total Paid
CIEE	Advanced Liberal Arts in Seville	1	\$20,900	-\$300	\$3,600	\$8,950	\$3,600	\$12,550
CIEE	Arts and Sciences in Cape Town	2	\$20,900	-\$300	\$4,300	\$9,115	\$4,300	\$13,415
CIEE	Arts and Sciences in Tokyo	2	\$20,900	-\$1,700	\$5,400	\$13,800	\$5,400	\$19,200
CIEE	Central European Studies in Prague	1	\$20,900	-\$300	\$3,000	\$10,450	\$3,000	\$13,450
CIEE	Critical Studies in Paris	1	\$20,900	-\$300	\$4,500	\$12,850	\$4,500	\$17,350
CIEE	Language and Culture in Amman	2	\$20,900	-\$300	\$2,600	\$11,150	\$2,600	\$13,750
CIEE	Language and Culture in Rabat	1	\$20,900	-\$300	\$2,250	\$11,890	\$2,250	\$14,150
CIEE	Liberal Arts in Guanajuato	1	\$20,900	-\$300	\$3,800	\$7,450	\$3,800	\$11,250
CIEE	Liberal Arts in Santo Domingo	1	\$20,900	-\$300	\$2,100	\$8,750	\$2,100	\$10,850
CIEE CANCEL	Russian Language	1	\$20,900	-\$300	\$3,500	\$8,947	\$3,500	\$12,447
CUPA	Center for University Programs Abroad	3	\$20,900	-\$500	\$4,500	\$16,450	\$6,750	\$23,200
Direct Enroll	Cardiff University	1	\$20,900	\$0	\$0	\$8,000	\$0	\$8,000
Direct Enroll	James Cook University	4	\$20,900	\$0	\$0	\$8,500	\$0	\$8,500
Direct Enroll	King's College London	6	\$20,900	\$0	\$0	\$12,578	\$0	\$12,578
Direct Enroll	London School of Economics	1	\$20,900	\$0	\$0	\$11,844	\$0	\$11,844
Direct Enroll	Oxford University Regent's Park College	1	\$20,900	\$0	\$0	\$7,782	\$0	\$7,782
Direct Enroll	Oxford University St. Catherine's College	6	\$24,000	-\$955	\$3,602	\$24,314	\$3,602	\$27,916
Direct Enroll	Queen Mary, University of London	1	\$20,900	\$0	\$0	\$10,500	\$0	\$10,500

Program	Theme	Number of Students	Tuition	Deposit	Room and Board	Tuition Paid	Paid Room & Board	Total Paid
Direct Enroll	Tel Hai College	1	\$20,900	\$0	\$0	\$7,000	\$0	\$7,000
Direct Enroll	University College Cork	3	\$17,067	\$0	\$0	\$8,400	\$0	\$8,400
Direct Enroll	University College London	2	\$20,900	\$0	\$0	\$11,587	\$0	\$11,587
Direct Enroll	University of Cape Town	1	\$20,900	\$0	\$0	\$5,100	\$0	\$5,100
Direct Enroll	University of Edinburgh	6	\$20,900	\$0	\$0	\$9,469	\$0	\$9,469
Direct Enroll	University of Otago Dunedin	2	\$20,900	\$0	\$0	\$7,900	\$0	\$7,900
DIS	European Culture and History	1	\$20,900	-\$500	\$4,825	\$14,629	\$4,825	\$19,450
DIS	Medical Practice and Policy	2	\$20,900	-\$500	\$4,825	\$14,629	\$4,825	\$19,450
DIS	Migration and Conflict	2	\$20,900	-\$500	\$4,825	\$12,627	\$4,825	\$17,450
Duke University	Duke in Istanbul	2	\$20,900	-\$1,000	\$1,750	\$19,330	\$1,750	\$21,082
Duke University	OTS: African Ecology and Conservation in S. Africa	1	\$20,900	-\$1,000	\$1,650	\$19,332	\$1,650	\$20,982
Earlham College	Border Studies Program	1	\$20,900	-\$350	\$4,156	\$16,274	\$4,156	\$20,430
HECUA	Community Internships in Latin America	4	\$20,900	-\$400	\$1,768	\$13,082	\$1,768	\$14,850
HECUA	Democracy and Social Change	2	\$20,900	-\$400	\$2,682	\$14,418	\$2,682	\$17,100
IAU	Marchutz School of Art	1	\$20,900	-\$750	\$4,740	\$11,505	\$4,740	\$16,245
IES	Language and Area Studies Madrid	1	\$20,900	-\$500	\$3,650	\$13,350	\$3,650	\$17,000
IES	Liberal Arts and Business Program in Barcelona	1	\$20,900	-\$500	\$3,020	\$12,700	\$2,950	\$15,650
IES	Nagoya Program	1	\$20,900	-\$500	\$3,825	\$14,105	\$3,850	\$17,955

Program	Theme	Number of Students	Tuition	Deposit	Room and Board	Tuition Paid	Paid Room & Board	Total Paid
IES	Rabat Semester Program	1	\$20,900	-\$500	\$1,150	\$11,025	\$2,675	\$13,700
IES	Rome Program	1	\$20,900	-\$500	\$4,315	\$13,920	\$4,250	\$18,170
IES	Salamanca Program	2	\$20,900	-\$500	\$2,615	\$10,090	\$2,710	\$12,800
IES	University of Auckland	1	\$12,990	-\$500	\$3,540	\$12,920	\$3,700	\$16,620
IFE	Brussels Field Study and Internship Program	1	\$20,900	-\$405	\$3,763	\$8,711	\$3,050	\$11,761
IFE	Paris Field Study and Internship Program	2	\$20,900	-\$405	\$3,763	\$8,711	\$6,050	\$11,761
IFSA-Butler	Argentine Universities Program	2	\$20,900	-\$500	\$3,400	\$10,775	\$3,400	\$14,175
IFSA-Butler	Chilean Universities Program in Santiago	1	\$20,900	-\$500	\$3,335	\$14,510	\$3,665	\$17,875
IFSA-Butler	Chilean Universities Program in Valparaiso	1	\$20,900	-\$500	\$3,520	\$10,175	\$3,600	\$13,775
IFSA-Butler	Victoria University of Wellington	1	\$20,900	-\$500	\$3,190	\$14,485	\$3,690	\$18,175
International Honors Program (IHP)	Beyond Globalization Spring 2012	1	\$20,900	\$0	\$4,225	\$14,900	\$4,225	\$19,125
International Honors Program (IHP)	Cities in the 21st Century Spring 2012	1	\$20,900	\$0	\$4,400	\$16,350	\$4,400	\$20,750
International Honors Program (IHP)	Health and Community Spring 2012	1	\$20,900	\$0	\$4,400	\$16,350	\$4,400	\$20,750
LAMDA	London Academy of Music & Dramatic Arts	1	\$20,900	\$0	\$4,617	\$12,417	\$4,769	\$17,191
Lorenzo de' Medici	Tuscania Campus	1	\$20,900	-\$500	\$2,400	\$6,940	\$2,400	\$9,340
Macalester	German Studies Program	11	\$20,900	\$0	\$4,698	\$11,500	\$7,794	\$19,294
Macalester	Globalization and the Environment in Cape Town	2	\$20,900	\$0	\$3,206	\$11,500	\$7,794	\$19,294

Study Away Report
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Program	Theme	Number of Students	Tuition	Deposit	Room and Board	Tuition Paid	Paid Room & Board	Total Paid
Macalester exchange	Sciences Po	1	\$20,900	\$0	\$0	\$11,500	\$7,794	\$19,294
Middlebury College	Brazil: Florianopolis	1	\$20,900	-\$400	\$0	\$9,940	\$0	\$9,940
Middlebury College	China: Hangzhou	4	\$20,900	-\$400	\$1,505	\$13,095	\$1,505	\$16,500
Middlebury College	Mexico: Xalapa	1	\$20,900	-\$400	\$0	\$9,940	\$0	\$9,940
NYU	Performance Theatre-Making and Collaborative Theater	1	\$23,457	\$0	\$3,200	\$22,837	\$3,200	\$26,039
School of Russian and Asian Studies	Siberian Studies	1	\$20,900	\$0	\$3,045	\$3,950	\$3,277	\$7,477
SEA	Marine Biodiversity and Conservation	1	\$20,900	-\$750	\$6,800	\$17,950	\$6,800	\$24,750
SIT	Argentina: Regional Integration, Development and Social Change	1	\$20,900	-\$400	\$3,582	\$13,852	\$3,582	\$17,434
SIT	Argentina: Social Movements & Human Rights	1	\$20,900	-\$400	\$2,935	\$13,065	\$2,935	\$16,000
SIT	Bolivia: Multiculturalism, Globalization, and Social Change	1	\$20,900	-\$400	\$2,554	\$14,639	\$3,554	\$17,193
SIT	Brazil: Amazon Resource Management and Human Ecology	2	\$20,900	-\$400	\$2,479	\$14,639	\$2,479	\$17,118
SIT	Brazil: Social Justice and Sustainable Development	2	\$20,900	-\$400	\$2,609	\$14,639	\$2,609	\$17,248
SIT	Cameroon: Social Pluralism and Development	1	\$20,900	-\$400	\$2,000	\$13,852	\$2,000	\$15,852
SIT	Chile: Comparative Education and Social Change	1	\$20,900	-\$400	\$3,949	\$14,639	\$3,949	\$18,588

Program	Theme	Number of Students	Tuition	Deposit	Room and Board	Tuition Paid	Paid Room & Board	Total Paid
SIT	Chile: Public Health, Traditional Medicine, and Community Empowerment	2	\$20,900	-\$400	\$4,017	\$14,639	\$4,017	\$18,656
SIT	China: Chinese Culture and Ethnic Minorities	1	\$20,900	-\$400	\$3,125	\$13,852	\$3,125	\$16,977
SIT	Ecuador: Comparative Ecology and Conservation	3	\$20,900	-\$400	\$2,395	\$14,639	\$2,395	\$17,034
SIT	India: Culture & Development	1	\$20,900	-\$400	\$2,541	\$13,852	\$2,541	\$16,393
SIT	India: Health & Human Rights	1	\$20,900	-\$400	\$3,300	\$13,852	\$3,300	\$17,152
SIT	India: Health and Human Rights	1	\$20,900	-\$400	\$3,300	\$13,852	\$3,300	\$17,152
SIT	Indonesia: Arts, Religion and Social Change	1	\$20,900	-\$400	\$1,752	\$13,852	\$1,752	\$15,604
SIT	Madagascar: Biodiversity and Natural Resource Management	2	\$20,900	-\$400	\$2,200	\$13,907	\$2,200	\$16,107
SIT	Mali: Health, Gender, and Community Empowerment	2	\$20,900	-\$400	\$2,600	\$13,907	\$2,600	\$16,507
SIT	Morocco: Migration and Transnational Identity	2	\$20,900	-\$400	\$2,885	\$13,852	\$2,885	\$16,737
SIT	Morocco: Multiculturalism and Human Rights	1	\$20,900	-\$400	\$2,500	\$13,852	\$2,500	\$16,352
SIT	Nicaragua: Revolution, Transformation, and Civil Society	1	\$20,900	-\$400	\$2,277	\$13,065	\$2,277	\$16,342
SIT	Peru: Indigenous Peoples and Globalization	1	\$20,900	-\$400	\$2,658	\$13,852	\$2,658	\$16,510
SIT	Senegal: National Identity and the Arts	1	\$20,900	-\$400	\$3,265	\$13,907	\$3,265	\$17,172

Study Away Report
RPC – Spring 2012

Program	Theme	Number of Students	Tuition	Deposit	Room and Board	Tuition Paid	Paid Room & Board	Total Paid
SIT	Serbia, Bosnia, and Kosovo: Peace and Conflict Studies in the Balkans	1	\$20,900	-\$400	\$4,389	\$14,639	\$4,389	\$19,028
SIT	South Africa: Community Health and Social Policy	1	\$20,900	-\$400	\$2,500	\$14,639	\$2,500	\$17,139
SIT	South Africa: Multiculturalism and Human Rights	1	\$20,900	-\$400	\$2,700	\$14,639	\$2,700	\$17,339
SIT	South Africa: Social and Political Transformation	1	\$20,900	-\$400	\$2,550	\$14,639	\$2,550	\$17,189
SIT	Switzerland: International Studies and Multilateral Diplomacy	1	\$20,900	-\$400	\$6,044	\$14,639	\$6,044	\$20,683
SIT	Tanzania: Wildlife Conservation and Political Ecology	2	\$20,900	-\$400	\$2,900	\$14,639	\$2,900	\$17,539
SIT	Uganda: Development Studies	1	\$20,900	-\$400	\$2,000	\$13,852	\$2,000	\$15,852
Studio Art Centers International	Academic Semester Abroad Program	1	\$20,900	-\$500	\$4,600	\$12,600	\$4,600	\$17,200
Syracuse University	Istanbul Program	2	\$20,900	-\$500	\$3,000	\$15,825	\$3,000	\$18,825
Syracuse University	Madrid Program	1	\$20,900	-\$500	\$4,100	\$16,900	\$4,100	\$21,000
Temple University	Japan Campus	1	\$20,900	-\$400	\$4,200	\$11,341	\$4,200	\$15,541
University of MN	MSID: International Development in Senegal	2	\$20,900	-\$500	\$2,070	\$9,355	\$2,070	\$11,425
Total						\$2,413,976	\$560,747	\$2,975,778
Average						\$13,191	\$3,064	\$16,261

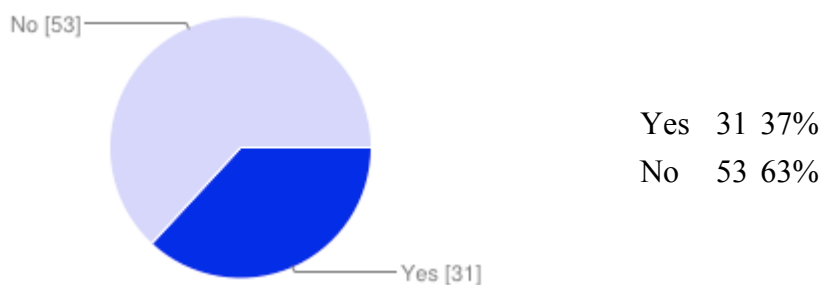
	Most expensive programs, >\$16,000 tuition
	Least expensive programs, < \$9,000 tuition

Appendix II. Study Away survey of faculty for RPC, Spring 2012

Survey given in late February, 2012. 84 responses summarized in first questions, 89 responses as of 3/14.

The first questions were multiple choice (pages 1-5 here), with a free-answer question at the end.

Do you teach in a department that has a major that requires study abroad?

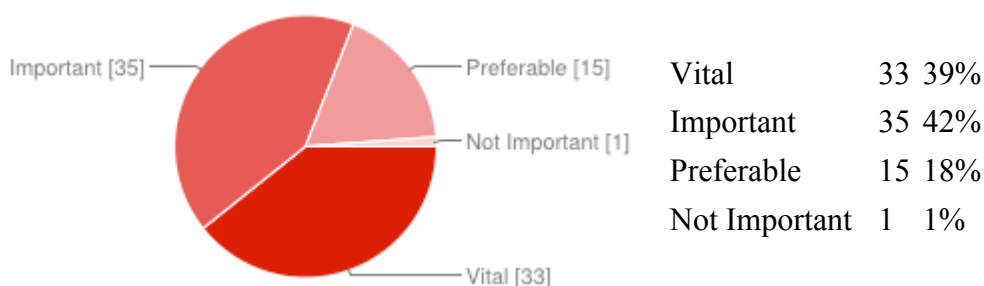


What division is your department in?

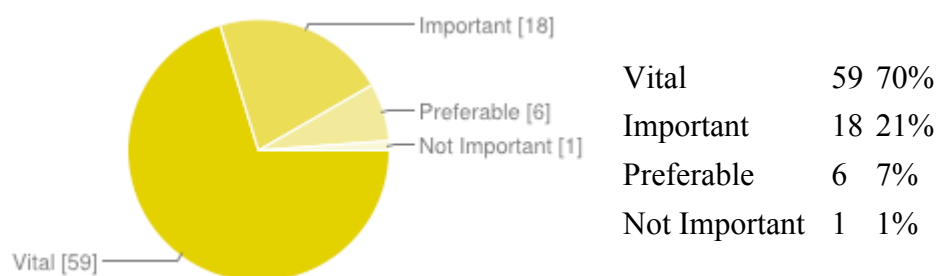
Humanities	36	43%
Arts	6	7%
Social Sciences	15	18%
Natural Sciences	20	24%
Interdisciplinary	7	8%

For each of the following possible study away aspects, please rate them as Vital, Important (but not Vital), Preferable (but not Important), or Not Important

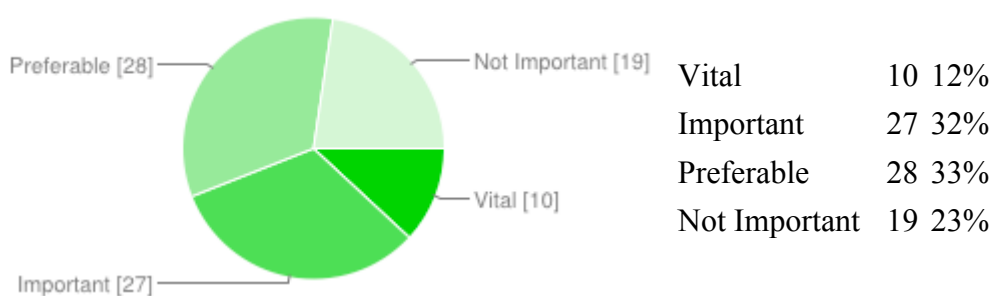
The academic rigor of the school or program.



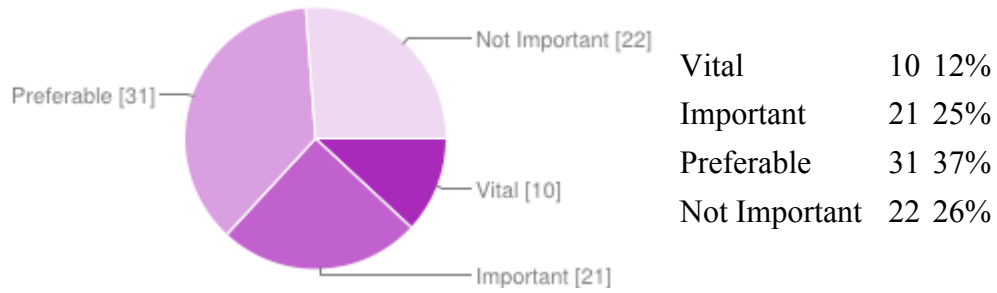
Immersion in another culture



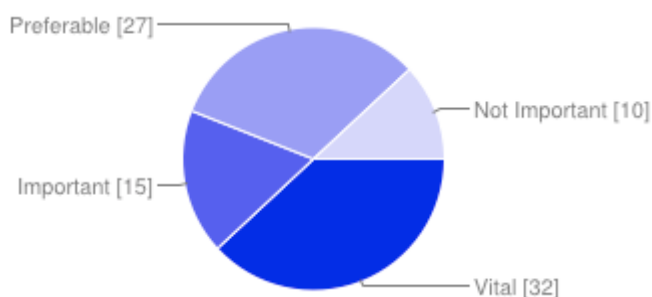
Taking classes not available at Macalester



Carrying out independent or field research.

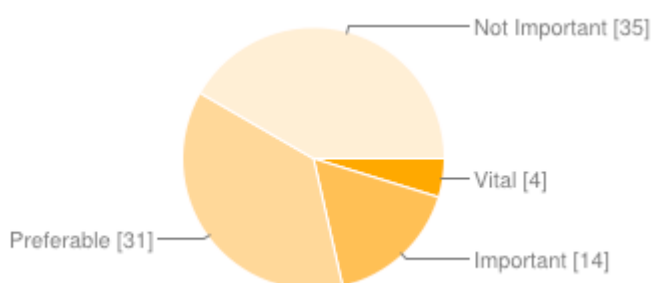


Language acquisition



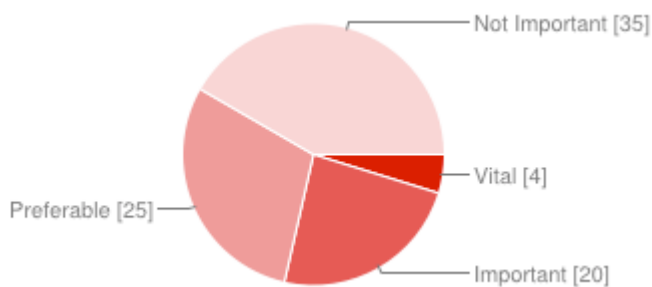
Vital	32	38%
Important	15	18%
Preferable	27	32%
Not Important	10	12%

Ability to study with world-class scholars



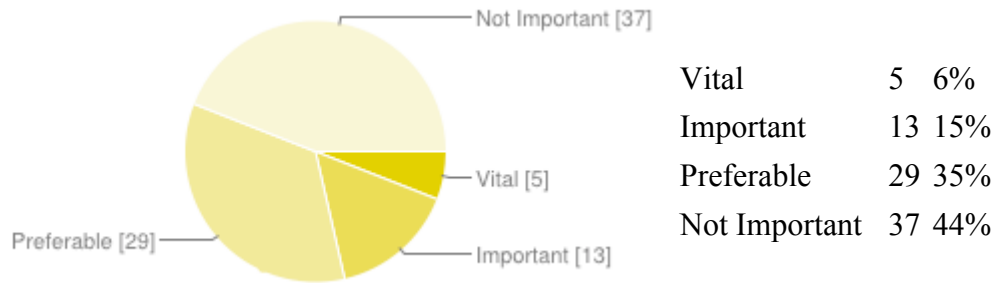
Vital	4	5%
Important	14	17%
Preferable	31	37%
Not Important	35	42%

Chance to do an internship in another country



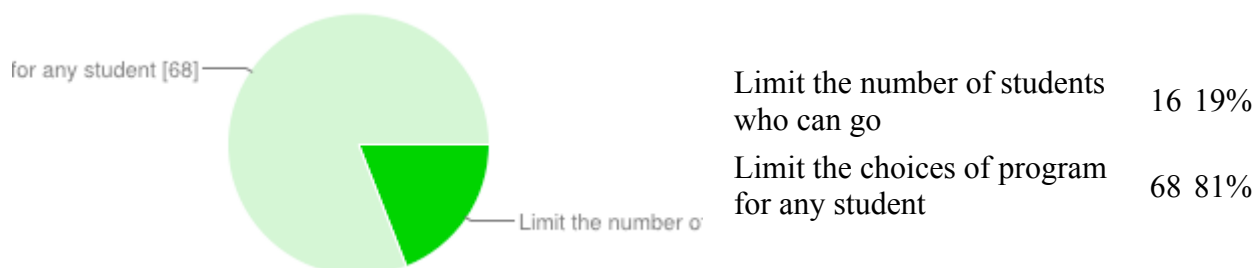
Vital	4	5%
Important	20	24%
Preferable	25	30%
Not Important	35	42%

Chance to do community service in another country



Additional Questions

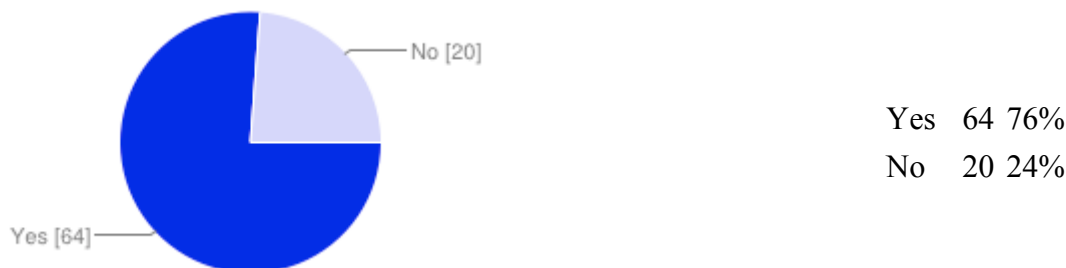
If Macalester is put in a position where it must limit the money spent on study away, which of these is preferable?



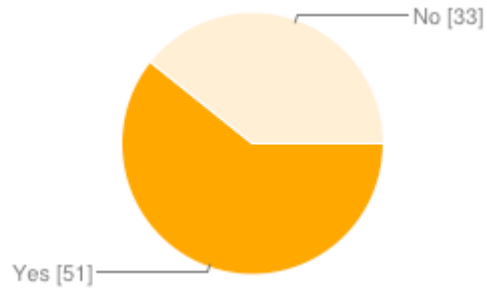
Given what you think is necessary in a study away program, could a student have a satisfactory program in January?



Given what you think is necessary in a study away program, could a student have a satisfactory program in Summer?



If Macalester develops some of its own study away programs, would you be interested in leading a group of Macalester students in another country for a semester?



Yes 51 61%
No 33 39%

Additional analysis of first questions

Some of the responses have been separated into groups by the answer to the first question, to see if the faculty “closer” to study abroad have a different opinion than other faculty. The two groups are: those who teach in a department with a major that requires study abroad, and those who do not. There are 31 respondents from the Yes departments and 55 from the No departments.

January: The Yes group said January was acceptable $7/31 = 23\%$, while the No group was accepting $33/55=60\%$ of the time. This may indicate at least two types of study abroad, or more descriptors when Mac approves of programs. A fine January program may work for a student unless they have a language or IS major, for instance.

Summer: Yes's approved of summer programs $17/31 = 55\%$ while No's approved $48/55 = 87\%$.

Lead a group: Those in a Yes department said they would lead a group overseas $23/31 = 74\%$ of the time, while the No's only volunteered $29/55 = 53\%$ of the time.

Which option: Both types of faculty approved of restricting programs more than restricting student numbers. The Yes's were $27/31 = 87\%$, the No's $43/55 = 78\%$.

Open Responses

These responses have been grouped by main theme. Not every survey respondent left an answer.

Please leave any comments on what you feel is important in a study away program, or what should be prioritized if money becomes a constraint

Importance of Study Abroad

Study abroad is more important than new buildings, new furniture, or other physical improvements!

There should be no financial constraints on study away programs. Those experiences are consistent with the college's commitment to internationalism and they should not be limited.

I think is very important to give as many students as possible the opportunity to immerse themselves in a different culture, it is part of the mission of this college, and many students come here because they want to have the opportunity to study abroad. I think if important to have choices in the summer and January for the students who can not take a whole semester abroad. I also see that is important to have a few good, excellent programs with academic rigor and classes than a lot of programs to choose from. I think also, that it is very

important that each department is involve and have a knowledge about the study abroad programs that they are sending the students to. Many times, the faculty in the departments do not know anything about the programs and it is hard from faculty to transfer credits from one institution to another. Macalester should take very seriously the study abroad component of the college.

Immersion/Language

I feel it is essential that, where possible, study away programs have a significant and required foreign language component.

Because I think the most important thing is becoming immersed in (and gaining respect for) another culture, I don't see January programs as an viable or equivalent alternative. There's just not enough time for students to feel that they are really living somewhere else- its more like a long-ish tour.

To immerse in another culture, including its academic system, and ideally to maximize proficiency in a foreign language.

A study away program should have a cultural immersion component, either through formal activities or by staying with a local host-family. While it is preferable that there be some form of internship or service-learning component, I feel that this is less important than maintaining academic rigor, which is unfortunately too often a secondary priority in many study abroad programs. The program should also have direct relevance to the course of study pursued by the student.

I think the opportunity to learn about, see, interact with the people of, and (if relevant) speak the language of another country/culture is the most important aspect of studying away -- it is invaluable to have the opportunity to be elsewhere in order to have a perspective on oneself and one's own culture and country and "home." I think students who are exposed to a rigorous academic program abroad get a huge amount out of their experience, but so do students who get immersed in another culture and speak the language and make friends who are really different from themselves and try out courses that they'd never consider or be in a really different educational environment (like a giant lecture course with one cumulative exam at the end), but who don't have to work "that hard" to pass their classes. It's challenging, because there are a wide variety of ways for students to have transformative experiences away from Macalester, and so many students come to Mac expecting that the study away experience will be available to them in some way or another. This doesn't exactly help with what to do in the event of really scarce resources, but it does suggest that -- similarly to going to college, I think -- it's the going and deciding to make the most of it, and not necessarily the specifics of where, that can often make the biggest difference (with exceptions, of course, for students in particular area

studies or language majors for whom going to a particular place or a particular kind of place is critical)

From a language point of view , it is vital for a student to get the immersion experience in the country of the language .

Safety, academic quality and cultural/linguistic immersion should be the priorities, in my opinion. The university hosting the program does not necessarily have to be among the top 100-200 institutions of higher education in the world in order to facilitate a life-changing or educational experience for the student. I think the quality and overall organization of the exchange program itself is more important than how competitive the host university's ranking is. Finally, a solid host-family component is very valuable.

If I had to name the single most important thing study abroad can achieve, or at least begin, it would be the kind of personal transformation that comes from living in someone else's culture and "in" someone else's language. If a student comes to another country and studies or does research in her major discipline in English, she will probably learn a lot, but still be operating largely within her own framework. If she is forced to operate in the language of the country, she will have to adapt to a different framework; not just get to know "the other," but to experience herself as "the other," and to learn how relative her cultural framework is. I think we place too much emphasis on focusing on a student's major in choosing study abroad, and not enough on cultural/linguistic immersion.

Mac-led programs

Although I would love to be away for a semester, I answered "No" to the above question about leading a group abroad. This is because I don't think students get a real cultural impact if they go abroad en masse. There is a huge difference between the two cases: (i) a student who goes away, lives with other students from the other country, has to navigate a new academic system etc. and (ii) a group of students led by an instructor go to another place, taking (at least some) classes with that same instructor. The first can be life and career changing; it's an opportunity for growth and independence and trying out new teaching styles. The second seems more canned - like going on a bus tour through the Rocky Mountains rather than backpacking. If all you can do is the bus tour, that's better than nothing. But if you can go backpacking it's a stronger experience. Students not be led by the Macalester hand through their cultural exchanges. They should go backpacking!

I was surprised upon my arrival at the College that despite the importance of internationalism on campus, faculty involvement in study-away is very low, and the College does not have programs where our faculty travel with students. I guess this reflects that the faculty only value internationalism to a point, as long as their own scholarship is not impacted (i.e., it takes time to make these trips). We'd rather ""farm out"" our study-away

for other providers rather than take the bull by the horns. If we need to pay for the service of outside providers than we might need to pay a premium for the best programs."

I think leading a group of students for a semester abroad would be fantastic. Sign me up now!"

Get the students in another country, as much as possible NOT with other American students. Engaging the culture far more important than anything academic.

"A problem with Mac programs led by Mac faculty is a haves vs. have-nots system that it could engender, at least initially. Many people with families or spouses tied to jobs may have to come to understand that those opportunities must be at another time in their life.

"I believe Macalester should move toward creating many of its own programs and then restricting student choice to as to ensure these programs are fully enrolled and thus viable. I'd lead a study abroad program for free, but Mac should pay faculty extra to do this to make sure we have enough willing/frequent leaders. My views on this are influenced by my time as a student/faculty member at Carleton, where there are many Carleton-specific program and student choice is restricted. But I think the trade-offs are worth it. A program can do amazing things when the faculty and participants are on campus together beforehand to prepare and afterward to share results with community. Let me know I can contribute more to this conversation.

January/Summer/Year

Because I think the most important thing is becoming immersed in (and gaining respect for) another culture, I don't see January programs as an viable or equivalent alternative. There's just not enough time for students to feel that they are really living somewhere else- its more like a long-ish tour.

I believe that the most important elements of study away are: stepping outside of one's known limits of self (country, language, culture, reality, safety zone) and attempting to understand another's. Thus, linguistic and cultural immersion are key for our discipline and for my own definition of intellectual and personal growth. You cannot pretend to understand the world or a global reality if you have not spent significant time abroad. And to truly delve into language and culture, you need to be immersed in it deeply for a substantial amount of time: a few months. I support Jterm courses entirely; but not to achieve these types of goals that involve deep learning.

Living and experiencing the "other" is what is most important. For study away at Prestigious schools with high price tags Macalester should consider a surcharge above tuition. Programs that require study away should make it possible to satisfy the requirement over January or during the summer.

I think having more students participating in a semester abroad is more important than permitting some students to study abroad for a year. If some students are studying abroad for a year, this is what I would limit first.

I think January programs could serve some of the goals I've selected, but obviously they cannot serve goals that involve taking courses, or really developing language fluency.

To the item "Given what you think is necessary in a study away program, could a student have a satisfactory program in Summer?" I responded "No." I responded in the negative because most of these programs are 4-7 weeks or so and hardly go beyond tourism. If a summer program were 3 months long and was comparable to a semester I would probably change my answer to "Yes." Remember that it was not many decades ago that the standard study abroad experience was 2 semesters+, with time prior and post session for orientation and travel. By comparison, the current "standard" is pretty thin. All of this leads me to ask where are the questions: "Do you think that just one semester of study abroad is adequate all or most students?" and "Do you think that a student whose major is a foreign language and/or an area study is well served by just one semester abroad?"

Study abroad is a transformative experience for many of our students. As indicated in my comments above, I believe that immersion is key. I believe that our 3-month summer break might avail us of opportunities for immersion that are just as meaningful as semester-long programs. I am more dubious about J-term options. While J-term trips are edifying and enjoyable (and they break up an otherwise long break for students), they cannot provide the deep immersion offered by longer programs. I'd like to see us devote more resources to helping students find rigorous summer programs -- perhaps by offering some transfer credit for courses taken abroad during the summer.

I think promoting summer or January experiences could be a useful consideration.

- In my department, which is a languages and literature/culture department, the equivalent of a semester (or a summer) is necessary for a satisfactory program for linguistic reasons, however I am not sure that this is the case for departments that require study abroad but are not concerned with language acquisition and for whom a J-term program could be acceptable. This should also be a factor in determining priorities.

"I think what is important varies from program to program tremendously. A good number of students don't ""need"" study abroad, but desire an experience. So I think that the January programs like the Italy trip and the Australia trip (maybe there are others, I don't know...) are great and ought to get a bit more subsidy/support from the college.

"Explanation for answer on January above -- I think that a January program would be a lesser option; however, it could be better than no option.

I believe strongly that Mac students should be enrolling directly wherever possible, and summer programs (when domestic students in the host country of often not in session) are particularly unpalatable.

January programs are fine, good, and great if faculty wish to offer them, but they shouldn't be a substitute for study away, and some students who might otherwise go on study away may view them that way.

Allow more students to study abroad for a full year. A semester is simply not long enough to acquire advanced language skills and cultural familiarity, especially in places like China, Japan, and other non-Western countries that are significantly different--linguistically and culturally--from the United States. Studying abroad for only one semester in such places is woefully inadequate.

if money becomes a constraint, I decrease the choice and number of program. I also like the idea of expanding to the summer and January period. HECUA does a January program in Bangladesh and Ecuador both excellent program for 3 1/2 weeks.

2) If money becomes a constraint, rather than limit #students or choices, try first to find January and summer alternatives.

What the Major requires is a meaningful study abroad experience. We have had students in the past who have immersed linguistically two January in a row rather than spending a full semester abroad or who have done a January program and independent research on the summer under supervision in the target country and language, so there is flexibility. Summer programs would be a possibility.

I think length of time in-country is key. It's easy to spend a vacation in another country (2-4 weeks) but it is a much different experience to live there for a longer period. While a semester is not an extensive period of time, it's long enough to get to know a place (or places), have a residence, engage in daily living, attend classes and it allows for secondary travel to other places in the region. While there are many components that might be valued differently by disciplines or individuals, I think the length of time in a country allows students to experience day-to-day life, which, in my opinion, is what really allows them to "see" and hopefully understand the place from the perspective of a resident rather than just as a visitor or tourist.

"Majors in languages should have the opportunity of a semester long study away in a country where that language is spoken (or a summer long).

January term would not be long enough for majors in languages, but it would be fine to study a specific aspect of a subject, like for example, Theater in London etc."

Although it seems that we should elect to have students enroll at institutions that are as academically rigorous as Macalester, in most cases that does not happen. Yet, students end up having tremendously transformative experiences during study abroad, most of which occur outside the classroom. I think of many of our Bio majors who end up doing independent projects (e.g. some ecology/field based, some more medical/health-focused) during their study abroad semester that are original, diverse, engaging, and represent a range of experiences they would never have by spending all 4 years in Minnesota. A full semester is preferable but even 3 weeks in January can be informative and enriching.

Choices versus student numbers

Your first additional question is a tough one! I believe that BOTH might be desirable (limiting the number of students and the choices available). If some programs seem unreasonably expensive, then I think it is reasonable for the college to drop those programs, or limit enrollment in them. At the same time, I think it is reasonable for the college to limit the total number of students, based somewhat on their academic performance at Macalester. Perhaps students who have not applied themselves too hard in their time on campus (as evidenced by their grades) are not good candidates for study abroad. They need to spend their time on campus getting their grades up. This would be one way to limit growth in the study away budget.

- With respect to the alternative "limit the number of students who can go/ limit the choices of program" I think that the factor of program quality also needs to be considered. I would prefer limiting the number of students who can participate if limiting the choice of programs means that only lower-quality programs are available for students, i.e. if the cheaper programs tend to be lower in quality also.

- If the number of students who can go must be limited, I also think that priority should be given to students who are majoring in a discipline that requires a study abroad experience as an intrinsic part of its course content."

I'm not quite sure I understand the frame of the question that begins "If Macalester is put in a position where it must.....". Underlying the question appears to be the assumption that study-away is a stand-alone budgetary "pie." One could though limit other things; and so the choices posed here strike me as somewhat of an artificial dilemma.

if money becomes a constraint, I decrease the choice and number of program. I also like the idea of expanding to the summer and January period. HECUA does a January program in Bangladesh and Ecuador both excellent program for 3 1/2 weeks.

2) If money becomes a constraint, rather than limit #students or choices, try first to find January and summer alternatives.

Other

I think the quality of students' experiences abroad matters far more than their quantity. Many of my advisees seem to think of studying abroad as their natural right; when I ask them why they want to go to a particular place, they often adduce no better reason than a mere desire to go there. While tourism may be valuable in its own right, I think that we should devote our increasingly scarce resources to helping students who have an clear and explicit *academic* reason to studying abroad. Let the leisure-tourists find ways to travel on their own.

In my opinion, the questions in this survey are too general in order to be meaningful for all divisions. I teach in the humanities, specifically in foreign languages, and answered the questions accordingly. What is vital for studying a foreign language might not be vital for studying natural sciences abroad.

"Fine survey!

Though you should have added ""maybe"" to the ""Summer"" and the ""would you lead a program abroad"" questions.

Count Domestic Study-Away programs in a separate category! i.e. Chicago Urban Studies Programs

"There ideally should be more due diligence in regards to the cost/benefit ratio of programs. A more controlled approved list might help in this regard.

I think it will be useful to develop student exchange programs.

I think this survey is a great way to reflect on what exactly is the rationale for Macalester students to participate in study away programs and to determine a set of common learning goals. As a follow-up step it may be worthwhile to assess to what extent our student's actual study away experiences are contributing to these goals. Such information may better inform decisions about resource allocations to the study away program. Clearly our students are enjoying study away. It is less clear how educational this experience is for them, particularly in relation to the price tag that is associated with it.

"- The questions in this survey are very generic. I have answered them with respect to the students majoring in my department only.

Study Abroad programs are also good opportunities for some students to engage a series of inter-related issues in depth. Some thematic programs give students the opportunities for a more concentrated / integrated period of learning.

" I have been working in Minnesota more than 10 years. Stedents need to study in a formal environment, linked to a national university.

The students need to be exposed to more diversity. Send your students to Latin American instead to Europe which is more expensive.

Avoid El Salvador, Nicaragua where the students are exposed to many risks.

Send students to Peru where we have more biological, and cultural diversity."

"1) My department strongly encourages but does not require study abroad (note this is different from being indifferent).

3) I would distinguish ""world class scholars"" from good academic credentials overall of the school abroad; world class scholars may or may not be fine teachers with high standards."

"1. Close collaboration between home and study abroad faculty is essential

2. Monitoring and surveillance of the study abroad program from an academic standpoint is crucial and should be considered a long term commitment

3. Adequate language placement for students needs to be closely and carefully assessed

4. Flexibility in study away course offerings should not compromise academic rigor

5. Transfer of credits needs to be provided faster

6. Host families need to be carefully selected"

In my opinion, one important factor for study abroad student experience to be successful is the access to direct enrollment in foreign universities. I hope Macalester is able to maintain the connection with programs that have this particular feature in their curriculum.

I would encourage a survey of students to understand if the 'study' part of study away (particularly international) is vital to them. I sense that for international programs, it is the exposure to another culture that they seek. If this is the case, options that enable credit for internships with less emphasis on classes may enable students to get what they want during summer, January or even a semester at much lower cost to Macalester

Appendix II.

General Information on Scholarships and Financial Aid for Study Abroad

The Office for Education Abroad will notify the Financial Aid Office of a student's plan to study abroad after acceptance to a program. An adjustment will be made to these students' budgets to reflect additional expenses they may incur while abroad.

All students participating in CSB | SJU study abroad programs may apply for financial aid. When participating in one of CSB/SJU's study abroad programs, students are eligible to use their scholarships, grants and loans to apply to the cost of study abroad. (Student employment is not an option during study abroad).

While grants and scholarships do not increase based on the cost to study abroad, students typically have access to additional loans. In addition, a few competitive scholarships are available from CSB | SJU and outside sources. (See opposite side of the brochure for more information.)

If you have questions about financing your study abroad experience that are not answered here, the Office for Education Abroad encourages you to make an appointment with a staff member of the CSB | SJU Financial Aid Offices.

The total cost of a study abroad experience will depend on many factors, including your destination, the type and length of your program, the local cost of living, and your personal spending habits. Be sure to read the "Financial Considerations" section on the program brochures for specific information about that site.

We have included below an estimate of what past participants report spending during their semester abroad. We hope that this will be a valuable tool as you prepare for your experience abroad.

*Please note that the majority of the expenses listed (*Education Abroad Program Fee, Tuition & Fees, Books & Supplies, Food, and Transportation*) are necessary in order for you to participate on the program. The number which fluctuates the most is the *Personal Spending* figure. You can significantly influence this dollar amount through wise personal choices and budgeting.

The estimated *Personal & Miscellaneous* amounts below do not include spending on personal travel before, during, or after the program. They reflect solely on-site spending.

COSTS FOR 2012-2013:	ON CAMPUS	AUSTRALIA	AUSTRIA	CHILE	CHINA	FRANCE	GREECE & ITALY	GUATEMALA	INDIA	IRELAND CORK	IRELAND GALWAY	JAPAN	LONDON	SOUTH AFRICA	SPAIN
Tuition & Fees	Students on study abroad pay the same CSB SJU tuition and fees as they would if they remained on campus. The figures below are estimates from our past participants about the other anticipated costs of a semester abroad.														
Education Abroad Program Fee	\$0	\$6,940	\$4,580	\$5,500	\$5,040	\$6,480	\$5,610	\$5,310	\$4,550	\$5,600	\$4,800	\$4,420	\$5,950	\$4,500	\$6,050
Visa Fees	\$0	\$550	Included in Program Fee	Included in Program Fee	Included in Program Fee	\$140	Included in Program Fee	Included in Program Fee	Included in Program Fee	\$210	Included in Program Fee	Included in Program Fee	\$425 (Only for Internships)	Included in Program Fee	Included in Program Fee
Books & Supplies	\$500	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250
Housing	\$2,356	Included in Program Fee	Included in Program Fee	Included in Program Fee	Included in Program Fee	Included in Program Fee	Included in Program Fee	Included in Program Fee	Included in Program Fee	Included in Program Fee	Included in Program Fee	Included in Program Fee	Included in Program Fee	Included in Program Fee	Included in Program Fee
Food	\$2,292	\$1,685	\$1,250	Included in Program Fee	\$800	Included in Program Fee	\$1,250	Included in Program Fee	\$325	\$1,740	\$1,150	\$1,450	\$1,500	\$1,000	Included in Program Fee
Transportation/ Intl. Airfare	\$200	\$2,300	\$1,300	\$1,300	\$1,550	\$1,200	\$1,350	\$900	\$1,700	\$1,000	\$1,050	\$1,525	\$1,150	\$2,000	\$1,100
Personal & Miscellaneous*	\$450	\$1,640	\$1,125	\$1,100	\$650	\$1,200	\$1,200	\$750	\$800	\$1,460	\$1,000	\$1,150	\$1,950	\$1,700	\$975
Total:	\$5,798	\$13,365	\$8,505	\$8,150	\$8,290	\$9,270	\$9,660	\$7,210	\$7,625	\$10,260	\$8,250	\$8,795	\$10,800	\$9,450	\$8,375
COSTS ABOVE ON CAMPUS EXPENSE	***	\$7,567	\$2,707	\$2,352	\$2,492	\$3,472	\$3,862	\$1,412	\$1,827	\$4,462	\$2,452	\$2,997	\$5,002	\$3,652	\$2,577

External Study Abroad Programs: Costs for study abroad programs not affiliated with CSB | SJU vary greatly. It is up to the student to determine tuition, fees, room & board and other expenses for non-CSB | SJU programs. It is important to know what is included and what is not; do not just focus on the sticker price. Note that students on external programs will not pay on-campus tuition, room, and board. As a result, students will not be able to apply their CSB | SJU institutional financial aid (i.e. President's or Regents'/Trustees' Scholarships, CSB | SJU Grants, Music or Theater Scholarships, etc.) during their semester on an external program. State & Federal Aid may still be applied to External Study Abroad programs. All students considering this option should meet with an OEA Advisor and Complete the External Study Abroad Application.



FINANCIAL AID FOR SUMMER PROGRAMS

CSB|SJU does not award institutional grants or scholarships for summer programs. Instead, the tuition rate is set lower than that charged for fall and spring semesters.

Therefore, financial aid for summer programs is typically limited to student and parent loans.

Your eligibility and choice of loans depend primarily on how many credits you will be taking. If you will be enrolled in six or more credits, you could borrow through the Federal Direct Stafford Loan or your parents could borrow through the Federal Direct PLUS Loan. However, since the Federal Direct Stafford Loan has a yearly maximum (\$7,500 for juniors), most students will "reserve" their Stafford Loan funds for the academic year (Fall & Spring). If you will be enrolled in less than six credits, you are limited to non-federal private loans. See the Loan section of the Financial Aid Website for private loan options.

Students who receive funding through the Federal Pell Grant or Minnesota State Grant during the academic year may be eligible for these grants during summer. You must inform the CSB|SJU Financial Aid Office that you will be enrolled, and you will need to file the upcoming year's Free Application for Federal Student Aid (FAFSA) to be considered.

Please note: Students often look to short-term programs as a way to reduce costs. While short-term programs may have a less expensive price-tag, you may find that there are more resources available to you for semester- or year-long study. Though the sticker price for a semester abroad may be more at the outset, the per-day cost can be much less as costs such as your plane ticket do not change drastically according to the length of time you are abroad. Practice economies of scale and gain a longer immersion time!

Financing your Experience

Scholarships and Financial Aid for Study Abroad



Office for Education Abroad

ASB Lower Level 104
320-363-5952
abroad@csbsju.edu
www.csbsju.edu/oia



CSB|SJU SCHOLARSHIPS

The scholarships listed below are offered in cooperation with various CSB|SJU academic departments and donors. Each scholarship has a unique set of criteria for award. Please visit OEA's study abroad financial aid and scholarship section of the website for more details or contact the sponsoring department.

SISTER RENÉE DOMEIER FOR SPANISH

For more information: Hispanic Studies Website
Deadline: End of March

OTMAR DREKONJA FOR GERMAN CULTURAL STUDIES

For more information: MCLL Website
Deadline: End of March

SISTER MARGRETTA NATHE FOR GERMAN

For more information: MCLL Website
Deadline: End of March

DR. & MRS. JOSEPH B. GAIDA & FAMILY FOR FRENCH

For more information: MCLL Website
Deadline: End of March

O.W. PERLMUTTER FOR SJU STUDENTS

For more information: OEA Website
Deadline: End of May

SISTER TELAN HU FOR CHINESE

For more information: MCLL or Asian Studies Websites
Deadline: Mid April

JASSO FOR STUDY IN JAPAN

For more information: OEA or Asian Studies Websites
Deadline: Early April

FATHER NEAL LAWRENCE OSB FOR JAPAN TRAVEL

For more information: OEA or Asian Studies Websites
Deadline: With study abroad application

S. RAHMAN MEMORIAL SCHOLARSHIP FOR LONDON TRAVEL

For more information: OEA or
http://www.fie.org.uk/student_center/admissions/scholarships/
Deadline: Early July (Fall) or Early November (Spring)

EXTERNAL SCHOLARSHIPS

CSB|SJU students participating in study abroad may also choose to apply for scholarships which are sponsored by external organizations.

For a general database, which includes thousands of scholarship opportunities, begin your search at www.studyabroadfunding.org.

It is important to read the criteria for each scholarship program as some may apply only to specific locations or areas of study.

BRIDGING SCHOLARSHIPS FOR STUDY IN JAPAN

For more information: www.colorado.edu/ealld/atj/Bridging/scholarships.html
Deadline: Early April for upcoming academic year

FREEMAN-ASIA SCHOLARSHIPS FOR STUDY IN ASIA

For more information: <http://www.iie.org/programs/Freeman-ASIA/>
Deadline: Early April for upcoming academic year

GERMAN ACADEMIC EXCHANGE SERVICE (DAAD)

For more information: www.daad.org
Deadline: End of January

GILMAN INTERNATIONAL SCHOLARSHIP

For more information: www.iie.org/programs/gilman/index.html
Deadline: Early March (Fall) or Early October (Spring)

MONDALE SCHOLARSHIP

For more information: www.mn-japan.org
Deadline: Early June

NSEP DAVID L. BOREN UNDERGRADUATE SCHOLARSHIPS

For more information: http://www.borenawards.org/boren_scholarship
Deadline: Early February

FUND FOR EDUCATION ABROAD

For more information: www.fundforeducationabroad.org
Deadline: Contact sponsor