REFOCUSING RE ENTRY

Integrating International Experiences into Professional and Community Engagement

Ali Droster
University of San Diego
Studies Abroad Advisor

Karen Eisenhut
Point Loma Nazarene University
Study Abroad Advisor

Angela Manginelli, MA
AIFS Study Abroad
Director of Alumni Relations

Katie Roller, Ed.D.
Whittier College
Director, Office of International Programs
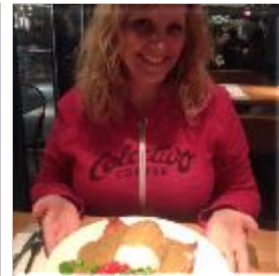
Goals of ReEntry Programming

Pre-Conference Brainstorm

- Process the study abroad experience
    - Managing reverse culture shock
    - Answering "Who am I now? Who do I want to be?"

- Apply the study abroad experience
    - Getting active at in home culture
    - Developing career plans and goals

On The Agenda

Knowledge Brief
History of Study Abroad ReEntry Programming

Good Practice
Examples from SoCal & Beyond

- Lessons From Abroad
  San Diego Returnee Conference

- AIFS Alumni Programs

- Whittier College
  Poet Global Ambassador Program

Think Tank
Generating New Ideas to Refocus ReEntry

Participant Take-Aways

- Refresh current practices in place to support study abroad returnees

- Brainstorm how your particular student body may best be served or reached

- Identify campus and community resources to aid in the process

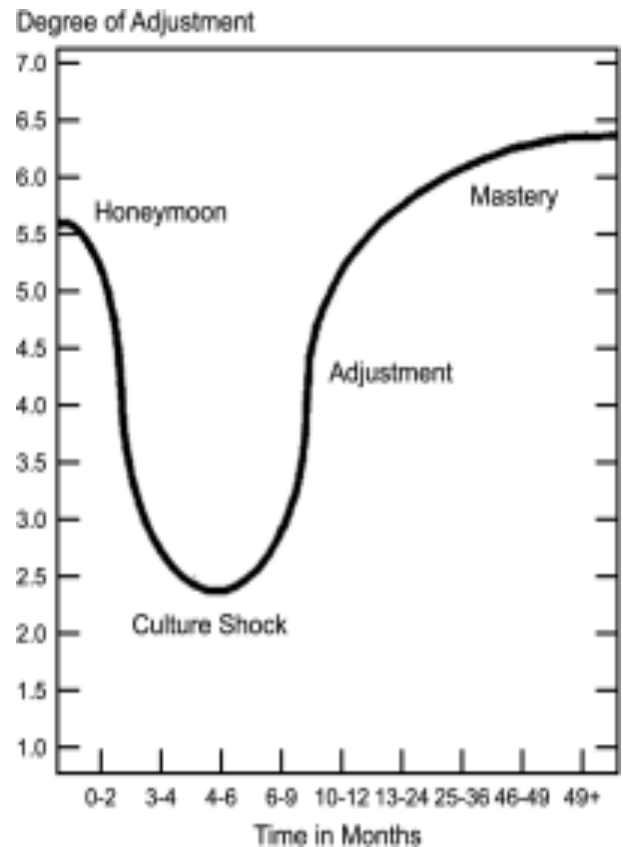# The **Non-History** History of Study Abroad ReEntry Programming

Slowly moving beyond *"IT WAS AMAZING!"*

Developing ReEntry Theory

Culture Shock

- Lysgaard (1955)
  - U-curve of adjustment

- Oberg (1960)
  - coined the term "culture shock"
  - Believed all individuals went through a process of identity loss, strain, and confusion when interacting with a new culture

Degree of Adjustment

Honeymoon

Mastery

Adjustment

Culture Shock

7.0
6.5
6.0
5.5
5.0
4.5
4.0
3.5
3.0
2.5
2.0
1.5
1.0

0-2 3-4 4-6 6-9 10-12 13-24 25-36 46-49 49+

Time in Months

Developing ReEntry Theory

Reverse Culture Shock

- Gullahorn and Gullahorn (1963)
  - "W-curve" hypothesis

- Uehara (1983)
  - defined "reverse culture shock"
  - *"temporal psychological difficulties returnees experience in the initial stage of the adjustment process at home after having lived abroad for some time"*
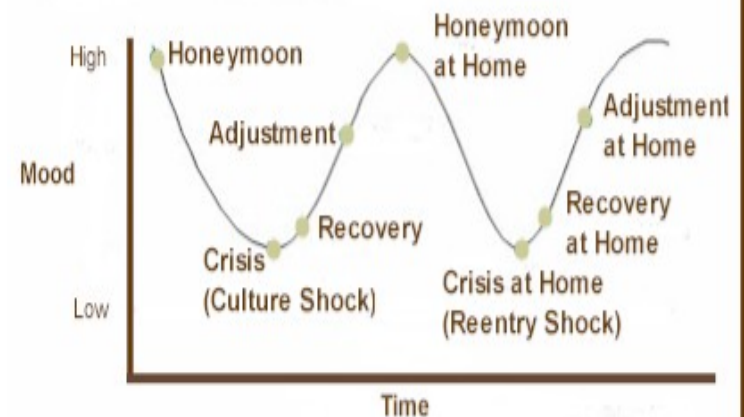
Based on Oberg (1960) and Gallahorn & Gallahorn (1963)

It is often more challenging for students to readjust to their home culture upon return from an international or cross-cultural experience than it is for them to adjust to their new culture upon arrival in a foreign community. Many professionals argue that the readjustment process is actually the most important stage of the international experience.

Gretchen E Young, 2014

Starting from Scratch

1   Define your **terms** and use common language

2   Establish your intended **learning outcomes**

3   Determine collaborative **opportunities** amongst the responsible **stakeholders** for administering the program(s)

4   Survey capabilities for **best program models** for your campus

Terms & Definitions

- **Education Abroad Returned Student Services**
  - the comprehensive approach institutions can provide in assisting students who have returned from an academic or pre-professional experience abroad

- **Returnee**
  - used to emphasize the person (verses the action) and the position returned student services play as a key segment of the returned students' developmental continuum

Learning Outcomes

Effective returned student services provide students with opportunities to:

- ◻ Reflect
  - ◻ Intentionally process and analyze the layered meanings of the time spent abroad and the feelings and experiences of coming home.

- ◻ Articulate
  - ◻ Learn how to convey newly acquired skills, perspectives, and life choices in various settings (e.g. classroom, job interview, etc.)

- ◻ Integrate
  - ◻ Apply aspects of the education abroad experience in immediate and life-long educational, professional, and personal endeavors

Programming Models :
Orientations and Meetings

- ◻ Include information in your pre-departure materials and presentations about the re-entry process

- ◻ While abroad prompt students to reflect on their experience in respect to the impact it may have when they return to their home culture.

- ◻ Upon return students should be expected to attend a returnee meeting on-campus

- ◻ This meeting can serve multiple functions:
  - ◻ connect returned students with others who have had a similar experience
  - ◻ introduce students to resources specific to returnees
  - ◻ provide students with resources available on-campus
  - ◻ present students with opportunities for further engagement and programming
  - ◻ offer additional outlets to share their experience

Programming Models :
Returnee Conferences

Returnee Conferences allow students to process time spent abroad in a group setting with peers.

- Build community among returned students, international education professionals, and other campus constituents

- Facilitate resource sharing among colleges, universities, and international education organizations

- Half-day or full-day conferences commonly include :
  - a keynote speaker
  - a professionals' panel
  - breakout sessions focusing on subjects such as returnee shock, resume critique workshops, and graduate school and employment opportunities abroad and/or local with an international focus

- Conferences might also host an exhibit hall, with organizations that offer opportunities to go abroad again

Examples of Conferences

- Lessons From Abroad

- Boston Area (NERC)

- Minnesota

- Portland, Oregon (PDX)

LFA Nebraska

LFA Rocky Mountain Region

LFA Los Angeles

Programming Models :
Returnee Courses

Returnee Courses give students the opportunity to unpack their experiences in a reflective and academic setting.

- Provide guidance through a process of self-reflection
  - students are able to articulate skills gained and integrate them into future professional aspirations

- Components may include:
  - Reflective exercises to examine home cultural values
  - Tools and strategies for integrating the experience into academics, personal life and career aspirations
  - Discussions and assignments on cross-cultural communication skills and its relevancy to a work environment
  - Opportunities for self-assessment and goal setting with students new skills and knowledge

- A returnee course can be credit bearing, a certificate program or an extracurricular model (i.e., non-credit bearing)

- Collaboration with other departments can be helpful in building varying perspectives and resources

Programming Models :
Peer Mentor / Global Ambassador Programs

Peer Mentor / Global Ambassador Programs provide returnees with extended and peer-supported processing of their experiences abroad and upon return.

◻ Create student leadership opportunities that promote student-driven events

◻ Examples may include:
  ◻ Student-led returnee dinners
  ◻ Coffee hours
  ◻ Weekend retreats
  ◻ Collaborative informational sessions with departments across campus

◻ Provide needed marketing and outreach support for education abroad opportunities

◻ Enhance and strengthen alumni relations and professional networking initiatives

◻ Have clearly outlined and stated objectives, an assessment and evaluation process, and strongly supportive leadership

Programming Models :
Guided Reflection and Public Expression

Guided reflection through storytelling can be a valuable and multifaceted tool for students to process their experience.

◻ Can be facilitated through:
  ◻ The process of recollecting
  ◻ Formulating
  ◻ Writing
  ◻ Depicting
  ◻ Telling a meaningful story

◻ Students think about their experiences more intentionally, and with fresh perspective on its long-lasting impact

◻ Provide a venue for students to share their stories

◻ Designs should consider a variety of media and/or traditional formats

Actively Refocusing ReEntry

LFA San Diego | AIFS Alumni Program | Whittier Poet Global Ambassadors

Lessons From Abroad : San Diego

Quick Conference History

- ☐ 8th Annual Conference coming in 2016

- ☐ Consistently around 120 returnees attend

- ☐ Collaborate with 4 major universities in San Diego
  - ☐ as well as Education Abroad program providers
  - ☐ and other southern California universities

POINT LOMA
NAZARENE UNIVERSITY

SAN DIEGO STATE
UNIVERSITY

University of California
SanDiego

University
of San Diego

Lessons From Abroad : San Diego

Challenges to Address

① Volunteer & Sponsor Interest

② Fresh Content

③ Student Attendance & Registration

Lessons From Abroad : San Diego

2015 Conference | Study Abroad in Your Own Backyard

- ◻ Keynote Speaker
  - ◻ Derrik Chinn, Founder of Turista Libre

- ◻ Mexico-Focused Breakout Session

- ◻ Community Donations & Involvement

- ◻ Themed Lunch

Lessons From Abroad : San Diego

Feedback for Future Conference Development

- ❑ Reinvent Content with Themes
    - ❑ Sustainability
    - ❑ Social Justice
    - ❑ International Entrepreneurship

- ❑ Reorder Content
    - ❑ Resume & Interview Session as Closing Plenary

- ❑ Student Returnee Involvement
    - ❑ Planning Committee
    - ❑ Session Panels
    - ❑ Poster Session

AIFS Alumni Programs

Alumni Ambassador Program

- Professional development program for current students

- Year-long commitment

- 10 hour/month

- Promote studying abroad through on-campus and online activities

- Each Ambassador and their activities are approved by the home institution

AIFS Alumni Programs

Alumni Ambassador Training

- 2-day training

- Early August in Stamford, CT

- Review best practices, how to market your international experience and meet other returnees from across US

AIFS Ambassador Program

E-Portfolios

◻ New for 2015/16 we are requiring students to create an e-portfolio as a part of the program

◻ Jared's Portfolio

◻ Mollie's Portfolio

AIFS Ambassador Program

Resume & LinkedIn review

- Required to join LinkedIn as a part of the program

- Each Ambassador submits their professional resume and LinkedIn account for review by the Alumni Team

- 1 hour call with the student to provide feedback and suggestions for improvement

AIFS Alumni Events

**Alumni Webinars and
Active Alumni Trainings**

◻ Various professional
development topics

◻ Free to any AIFS alumni
(or interested study abroad staff)

◻ Optional conference call training
for those who are Active Alumni

◻ Handbook and resources for
sharing their experiences

Whittier College Poet Global Ambassador Program

Post-Sojourn Leadership Development Program
2014 – 2015 Pilot Year

- ◻ Hoodies and Patches

- ◻ Pay It Forward philosophy
  - ◻ Tom's Day Without Shoes

- ◻ Leadership Development Training

- ◻ Campus Engagement

- ◻ Resume Workshop with Career Center

- ◻ Sponsored attendance at LFA-Los Angeles

Whittier College Poet Global Ambassador Program

2015 – 2016 Academic Year

- Develop vision and mission statements

- Tom's Day Without Shoes or other campus-wide event

- Lead Whittier Weekend presentations

- Lead "Choosing your major" presentation

- Resume Workshop with Career Center

- Sponsored attendance at LFA-Los Angeles

Returnee Engagement

Additional Options

- Diversity Abroad Global Student Leadership Summit
  - *April 3-5, 2016*

- Lessons From Abroad
  - *dates vary by region*

- NAFSA Advocacy Day
  - *March 14-16, 2016*

art cred : banksy

ReEntry Think Tank

[1] Connect creatively with the **local community**

[2] Identify **resources** with an international component

[3] More **campus buy-in** … beyond the the study abroad office

[4] **Students needs** : what are they *and we* missing?

Resources!

Arizona	New England
Australia	New Jersey
Baltimore	New York
Canada	Northwest
Los Angeles	Oklahoma
San Diego	Rocky Mountain Region
San Francisco	
Central Texas	Washington
Chicago	Washington D.C.
Delaware	
Georgia	
Minnesota	
Missouri	
Nebraska	

Books

- A Guide to Outcomes Assessment in Education Abroad
  - Mell C. Bolen

- Developing Intercultural Competencies and Transformation: Theory, Research and Application in International Education
  - Victory Savicki, ed, 2008

- Maximizing Study Abroad: A Students' Guide to Strategies for Language and Culture Learning and Use
  - R. Michael Paige, et al, 2002

- Student Learning Abroad: What are students are learning, what they're not, and what we can do about it
  - Edited by Michael Vande Berg, et al, 2012

- The Art of Coming Home
  - Craig Storti, 2001

Returnee Courses / Tool-Kits / Handbooks

- NAFSA: Association of International Educators, Intercultural Communication and Training Network: Intercultural Activity Toolkit (

- Northwestern University, Intl St 389-7 Reading and Writing Culture: A Course for Study Abroad Returnees

- The Center for Global Education Course 3

- Willamette University, IDS 102X (.25), Maximizing the Study Abroad Experience

- Willamette University, Go Lim! A Language in Motion Event

- University of California, San Diego. "Study Abroad Brought Home" Seminar,

- University of Kentucky Faculty Tool-Kit

- University of Wisconsin, Eau Claire returnee handbook

- What's Up With Culture?

- The Center for Global Education handbook

- "Beyond Abroad: Innovative Re-entry Exercises" handbook

- University of Buffalo Re-entry Handbook

Scholarly References

- Gullahorn, J. T., & Gullahorn, J. E. (1963). An extension of the U-curve hypothesis. Journal of Social Issues, 12(3), 33-47.

- Lysgaard, S. (1955). Adjustment in a foreign society: Norwegian Fulbright grantees visiting the United States. International Social Science Bulletin, 2, 45-51.

- Oberg, K. (1960). Cultural shock: Adjustment to new cultural environments. Practical Anthropology, 7, 177-182.

- Uehara, A. (1983). The nature of American student re-entry readjustment and perceptions of the sojourner experience. International Journal of Intercultural Relations, 10, 415-438.

- Young, G. E. (2014). Reentry: Supporting students in the final stage of study abroad. New Directions For Student Services, 2014(146), 59-67.

CONTACT US!

Ali Droster
adroster@sandiego.edu

Karen Eisenhut
keisenhu@pointloma.edu

Angela Manginelli, MA
amanginelli@aifs.com

Katie Roller, Ed.D.
kroller@whittier.edu