

Re-Entry

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Justification

Palm Valley University's Office of Global Enrichment (OGE) must remain engaged with students participating in Education Abroad programs upon re-entry to offer them a comprehensive advising experience in congruence with best practices in Education Abroad.

The Council for the Advancement of Standards in Higher Education Education Abroad Programs and Services Standards and Guidelines (CAS EAPS Standards) Part 2 mentions that students should be encouraged to share their stories, offered intentional support programming, offered workshops related to career development, offered opportunities to remain involved with OGE, and offered priority for OGE Education Abroad student staff positions.³⁰ Additionally, the NAFSA Professional Competencies state that it is the responsibility of education abroad advisors to also advise on opportunities "beyond" education abroad and to organize re-entry programming.³¹ PVU OGE also seeks to *exceed* recommendations from the Forum on Education Abroad Standard of Good Practice Standard 4 by making re-entry opportunities available to all returnees.³² As a result, OGE's re-entry advising plan will be multi-faceted and deals with a number of academic, professional, cultural, and personal challenges a student may experience upon return.

Ultimately, re-entry is part of the entire continuum of education abroad student life cycle and OGE's justification to offer programming upon re-entry is a reflection of the recognition of student development related to one's experience continuing to occur upon return to the US following an experience abroad.

As such, OGE proposes a number of different steps that it intends to take to offer all education abroad students re-entry support upon their return to PVU.

³⁰ Council for the Advancement of Standards in Higher Education. (2014). Education Abroad Programs and Services CAS Standards and Guidelines. Council for the Advancement of Standards in Higher Education. Retrieved from http://www.nafsa.org/_/File/_/eaps_standards.pdf

³¹ Lund, J., Trump, K., Eriksen, J., Gingerich, O., Hallett, M., Kreutzer, K., & Sippen, A. (2015). NAFSA International Education Professional Competencies. NAFSA: Association of International Educators. Retrieved from http://www.nafsa.org/_/File/_/downloads/iepc.pdf

³² Standard 4. The Forum on Education Abroad. (2017, April 28). Retrieved May 05, 2017, from <https://forumea.org/resources/standards-of-good-practice/standard-4/>

Overall Objective

It is the goal of PVU to ensure that students returning from their education abroad programs are able to succeed academically, professionally, and socially. Students returning back to the US may experience a process of reverse transition adjustment (also known as reverse culture shock).

In particular, Professor Bruce La Brack from the University of the Pacific noted ten key challenges that students face when they return from an experience abroad³³ and OGE will alleviate the challenges that students face through the following recommendations:

- ❖ Boredom
 - Programming
- ❖ Lack of Interest from Others
 - Promotion of effective storytelling skills
- ❖ Inability to Explain Experience
 - Promotion of effective storytelling skills
- ❖ Reverse Homesickness
 - Personalized returnee advising and appropriate referrals
- ❖ Changed Relationships
 - Creation of new avenues for engagement with others
- ❖ People Noticing Minor Changes or Attributing Bad Traits to Study Abroad
 - Opportunities for self-reflection
- ❖ Misunderstanding from Others
 - Opportunities for self-reflection
- ❖ Alienation
 - Opportunities for self-reflection
- ❖ Inability to Apply Skills/Knowledge
 - Intentional programming in conjunction with PVU Career Services
- ❖ Compartmentalization of Experience Abroad
 - Various forms of programming and advising supports/referrals to other organizations

Through planned programming and support services for students reentering PVU, it is the goal of OGE to help students through this potentially challenging process.

³³ 2.3.4 Ten Top Challenges. (n.d.). Retrieved May 8, 2017, from http://www2.pacific.edu/sis/culture/pub/2-2-3_Ten_top_challenges.htm

Specific Programs

Welcome Back Meeting

Following a recommendation from the Diversity Abroad Network Education Abroad Advisor Manual for Hispanic Students,³⁴ as part of the student's return to PVU, it is the responsibility of their study abroad advisor to personally welcome them back (either via email or phone call, depending on the student's personal preferences disclosed at an earlier point in the advising process) and offer to schedule a one-on-one meeting to discuss the student's experience, their goals, and the opportunities that the student may want to explore at PVU to work towards those goals. This meeting session will also offer the student their first touch point with PVU staff to share their study abroad stories as recommended by the CAS EAPS Standards. Students will be asked to take the re-entry IDI prior to scheduling their welcome back meeting and the meeting will also serve as the IDI result feedback session. They will also have an opportunity to reflect upon their learning contract from pre-departure orientation. The results session will serve as the gateway to all re-entry programming at PVU. Students will also be provided a link to the satisfaction survey upon attending this meeting.

Re-entry Conference

A longer re-entry conference will be made available to returning students occurring on a full weekend day earlier in the term. OGE will offer to sponsor a Lessons from Abroad Conference on a recurring basis. If a Lessons from Abroad Conference is taking place within a reasonable travel time of PVU (such as San Diego or certain locations near Los Angeles), OGE will investigate arranging transportation for a group of returnees to attend the conference. If there is no Lessons from Abroad Conference or similar opportunity, PVU will work with other on-campus offices to develop a special conference on campus.

Workshop Series

A series of drop-in workshops addressing re-entry topics should be made available throughout the entire term. A number of different topics should be covered, including but not limited to:

- Career Development (e.g. how to put study abroad on your resume/LinkedIn, how to apply for a job abroad, how to talk about study abroad in a job interview)
- Sessions about academic opportunities (e.g. international graduate school and fellowship opportunities, student research presentations)

³⁴ Education Abroad Advisor Manual for Hispanic Students. (n.d.). Retrieved May 8, 2017, from <http://www.diversitynetwork.org/general/custom.asp?page=ManualForHisStudents>

- Storytelling skills workshops (e.g. sessions about blogging and media production) with reflection components and activities
- International-focused club fair
- Specific sessions for identity affinity groups (based upon best practices recognized by the Diversity Abroad Network at Macalester College)³⁵
- International speakers on international issues (in conjunction with recommendations within the NAFSA Advising Competencies)³⁶

Coordination with PVU Career Services

As part of PVU OGE's holistic commitment to re-entry advising, it is the responsibility of OGE staff to liaise with PVU Career Services to ensure that career counselors are aware of the needs of education abroad returnees and are able to develop programming and advising services for returnees, both in conjunction with OGE and independently. OGE staff shall encourage PVU Career Services to cooperate on the development and execution of returnee programming, including but not limited to participation in the re-entry conference and career-related sessions for the returnee workshop series. OGE staff will be available to consult with Career Services on advising or programs they wish to conduct independently from OGE.

Provide Opportunities for Students at OGE

A preferred qualification for OGE Education Abroad student staff is to be an education abroad returnee. Not only do returnees have the best understanding about study abroad but this reflects alignment with best practices called upon by the CAS EAPS Standards, which mention "where possible, participation in work study or internship opportunities should be made available in the Education Abroad office to returning students."³⁷

For returnees not interested or unable to work at OGE, OGE shall provide opportunities for returnees to participate in an ambassador program (as proposed by Manginelli and Reed) that allows students to represent study abroad by organizing and participating in a number of different types of on campus events, working with a number of different organizations, such as

³⁵ Macalester College: Comprehensive Approach to Include Identity-Related Conversations in Programming. (n.d.). Retrieved May 8, 2017, from http://www.diversitynetwork.org/?page=GP_Macalester_Colleg

³⁶ Lund, J., Trump, K., Eriksen, J., Gingerich, O., Hallett, M., Kreutzer, K., & Sippen, A. (2015). NAFSA International Education Professional Competencies. NAFSA: Association of International Educators. Retrieved from http://www.nafsa.org/_/File/_/downloads/iepc.pdf

³⁷ Council for the Advancement of Standards in Higher Education. (2014). Education Abroad Programs and Services CAS Standards and Guidelines. Council for the Advancement of Standards in Higher Education. Retrieved from http://www.nafsa.org/_/File/_/eaps_standards.pdf

student clubs, residential life, and other groups.³⁸ Additionally, returnee students may be asked to take part in a portion of future orientation programming.

Peer Mentorship Buddy Program

Year over year, the number of international students has grown at PVU, similar to almost all California public universities. International students experience a number of challenges similar to those faced by study abroad students when they first arrive at their host institution. As such, OGE's ISSS department operates a peer mentorship program for new international students that OGE strongly encourages returnees to apply to be mentors. Manginelli and Reed suggest that students returning from study abroad are the most sensitive to the needs of a new international student while the experience allows the returnee to better understand their own experience from abroad and make hopefully make a new relationship with another student.³⁹

Use of Technology and Social Media

Effective use of technology will help OGE reach a broader range of returnees as well as further publicize activities available for returnees to all students (including those potentially considering study abroad). Students will have opportunities for their work to be showcased on the OGE Facebook and Instagram accounts. Contests will be held to encourage students to share content on OGE's social media sites.

OGE will also have a re-entry LMS course page that all study abroad alumni will be enrolled in providing them access to resources they can individually use as well as providing an avenue for announcements and updates relevant to returnees. Additionally, students will be able to submit resumes and cover letters directly to Career Services via the LMS (career services study abroad liaison is an additional "instructor" in the "course") for review and integration of the education abroad experience in their career preparation materials.

Student Assessment

OGE will provide opportunities for language assessment. Students studying in a foreign language immersion program, program with significant foreign language instruction, or students who previously studied or had knowledge of the language will be advised on opportunities for language assessment to measure the level of language attainment. Depending on program or student specifics (such as if the program conducted a baseline pre-test language assessment or the student had already completed a prior language assessment), the results may also be

³⁸ Welcoming Home World Travelers. (n.d.). Terra Dotta. Retrieved from http://www.terradotta.com/articles/article_welcoming-home-16-7-19.pdf

³⁹ Ibid.

capable of determining growth and improvement within the target language. The chosen assessment will ultimately be decided by the student in conjunction with their advisor and may include an internal departmental assessment, ACTFL OPI, or a language-specific external assessment depending on student goals and needs.

OGE will utilize AAC&U Global Learning and Intercultural Knowledge and Competence rubrics for the purpose of assessing student material created in the returnee period for OGE. Students that can produce work meeting higher than average scoring on the standards should be recognized by OGE. The rubrics will be shared in storytelling and reflection workshops as appropriate. Similar to the majority of language assessments, OGE will be unable to determine development from these artifacts alone, however if submitted in conjunction with similar artifacts from before or during study abroad, development could be assessed.

Global Scholar Certificate Recognition

Students working to internationalize their own studies through the participation in our Global Scholar Certificate will receive recognition. The certificate program, which can be completed entirely post-study abroad, requires that students have significant international experience (such as study abroad or any other international education abroad program recognized by PVU, such as an international internship), internationally-focused coursework outside their major of study, participation in OGE-approved international events on campus, completion of various reflection activities, and the creation of their own digital ePortfolio to publically display their global learning. The ePortfolio can be the same as the one created by the student during the pre-departure component or it can be a new or heavily modified portfolio, however students are encouraged to add to their education abroad ePortfolio, especially if their significant international experience was the first activity they completed towards the certificate requirements. Students are encouraged to use reflection work created abroad towards the completion of the certificate program as well as any reflection work created during the re-entry period with the assistance of their advisor. This program is based on the Global Learning Medallion at Florida International University.⁴⁰

⁴⁰ Medallion - FIU Global Learning. (n.d.). Retrieved May 8, 2017, from <https://goglobal.fiu.edu/medallion/>