

Internationalizing the Campus through Study Trips: Developing International Self-Reliance in Undergraduate Students

**Elizabeth Yobaccio, Bryant University
Ramesh Mohan, Bryant University
Jack Trifts, Bryant University**

ABSTRACT

Bryant University is committed to preparing its students to achieve their personal best in life and their chosen profession. We contend that an international study experience provides important skills integral to success at achieving that goal. This paper reports on a pilot international study trip program developed for sophomores. Commencing in 2005 the university's two colleges (Arts & Sciences and Business) partnered to provide students the opportunity to take a two-week study trip to Europe, Asia, or Latin America. By the end of the 2008/2009 academic year, more than 500 students will have participated. This paper, describes the process followed during the pilot phase of the program to provide international study trips designed to give students first-hand international experience which helps develop confidence in their ability to function outside the USA. Commencing in the 2009-10 academic year, this opportunity will be available to all qualified Bryant University sophomores, primarily funded through tuition.

INTRODUCTION

In a globalized world, regardless of the field of study, international travel experience and sensitivity to global culture are integral parts of students' ability to succeed in the evolving worldwide interconnected job market. While American universities are viewed as among the best in the world, American students typically lack any real international experience and thus are ill-prepared to function in an increasingly globalized world. The majority of students come to university without a passport and most have never been outside the country. Even those students who study international issues in university often do so from an American-centric perspective: American students in an American classroom with an American professor studying a text written in English by another American. While such classroom instruction may be valuable in conveying key concepts about differences in the culture, economies and business environment of other countries, it is limited in its ability to give students first hand understanding of the issues.

The potential benefits to a semester long study abroad have been well documented in the literature (Holland and Kedia, 2003; Toncar et al., 2005; Myers et al. 2005; Black and Duhon, 2006; Jackson, 2008). Gmelch (1997) claims that, "much of the personal benefit of travel comes not from what students learn about the places or cultures they visit, but from the need to continuously make decisions and deal with the demands of daily life in new and unfamiliar settings." By investigating early careers of graduates who have participated in study abroad

programs to those strictly studying at domestic institutions, Wiers-Jenssen (2008) found that graduates with international exposure are more likely to look for and gain work experience abroad. The author further presents evidence that a student with some international exposure is much more comfortable working for local jobs with more international assignments than students who studied only domestically.

However, only a few studies such as Gordon and Smith (1992), Brokaw (1996), Duke (2000) talk about short-term international study trips. We contend that although substantial benefits are associated with a semester's study abroad experience, that with the right planning and implementation, many of the same benefits accrue to shorter, more structured international study trips. This is confirmed by Williams (2005) who shows that students that did short-term study abroad demonstrate superior intercultural communication skills, global adaptability and sensitivity compared to their counterparts who studied domestically. In addition, Fry and Paige report at the Forum on Education Abroad that based on their study of 6,400 graduates of 22 colleges, students who go overseas for short periods (less than 4 weeks) are just as likely to become globally engaged as students studying abroad for much longer periods (Fischer (2009)).

We believe that education is incomplete without a component of structured international travel that focuses on the key issues of international education and beginning in 2005, our university attempted to address this issue through the use of international study trips made available to a large number of sophomores. Over the past three years, more than 500 students have participated in one of 14 two-week trips to Europe, Asia, and Central and South America. In 2008, the Bryant University Board of Trustees committed to making the program permanent and available to all qualified sophomores beginning with the class of 2012. This paper reports on the curricular and organizational development of this program.

Although there is a substantial body of evidence in the literature on the benefits of international travel, there is not much on how to plan and implement large scale short-term international study programs. For example, a recent study by Koernig (2007) provides guidelines on how to plan, organize and conduct a two-week study abroad trip. The author offers detailed pre-departure planning and activities, in-country arrangements, and on-the-ground problems for first-time faculty conducting such a trip. However, organization and logistics become more challenging as the number of students and the number of trips increase. Of particular importance is the need to develop a curriculum model that ensures that learning goals are achieved and that students' academic experiences are similar across trips.

This paper was guided by three objectives: (i) to present the process of planning and implementing a large-scale international study trip program (ii) to provide a description of the process of screening and selecting students, and (iii) to describe the process of recruiting and developing faculty and staff for roles in all phases of the international study trip program. In addition, we will discuss challenges faced and lessons learned in leading these trips. The rest of the paper is structured as follows. Section two discusses Bryant University's commitment to enhancing international focus on the campus. Section three summarizes the program development of the international study trip. Section four discusses briefly the curriculum, and section five provides a conclusion.

ENHANCING THE INTERNATIONAL FOCUS AT THE UNIVERSITY

One of Bryant University's goals is "cultivation of a global perspective." It is widely believed that this goal is critical to Bryant's mission of enhancing students' ability to achieve

their personal best in their chosen profession, so much attention is paid to this in curricular, as well as co-curricular and extracurricular activities and programs. Consistent with this mission is the goal that a Bryant education imparts “*The Character of Success*” and the institution is committed to deliver on its enduring promise to provide students with well-rounded local and global education that helps them achieve their goals.

Bryant University follows a rich tradition as a business specialty school. Although transitioning to the university model several years ago, with a College of Business (CoB) and a College of Liberal Arts (CLA), over 85 percent of our undergraduates major in either Business Administration or International Business. Those students majoring in programs offered in CLA are required to complete a Business Administration minor. With such a strong focus on business, the skills associated with international travel are even more critical to success in the profession. To that end, the university has a long history of student participation in semester-long study abroad programs. However, with a student body of over 3,400 undergraduates, only a small proportion of students participate in these programs. For example, Table 1 provides the number of students that participated in semester long study abroad programs in various countries from 2004-2009. The reluctance by many students to participate may be due to financial considerations, but also at least partially due to students’ lack of confidence in spending an entire semester in a country where English may not be the primary language. We believe and see anecdotal evidence that participation in a short-term, highly structured international program such as ours helps build students confidence and international coping skills and increases the likelihood of subsequent participation in semester abroad programs. Whether or not students subsequently participate in semester-long study abroad, we contend that these benefits are life changing.

Table 1 Student Participation in Semester-Long Study Abroad Programs

Academic Year	Fall	Spring	Total
2004-05	32	31	63
2005-06	34	43	77
2006-07	54	48	102
2007-08	36	59	95
2008-09	71	59	130
2009-10	90	n.a.	n.a.
Total	227	240	467

In 2005, Bryant University implemented the pilot phase of an international study trip program known as the Sophomore International Experience (SIE). In January or May/June of every year, sophomores are given the opportunity to earn three academic credits and spend up to 14 days on an international experience. Every sophomore is eligible to participate, provided they are in good academic standing and free from any disciplinary problems at the time of application and departure. Throughout the pilot phase, this program was subsidized by the University and the student cost was limited to about \$2,500 or about 50 percent of the total cost. This covered airfare, pre-departure activities, transportation in country, lodging, breakfast each day (some additional meals may be part of the program), and the tuition for the academic credits earned. Participating students were accountable for personal spending money and meals not listed on the itinerary. Scholarship money was available to those with documented financial need.

Part of the reason we targeted sophomores was so that students would develop the self confidence necessary to subsequently participate in semester-long study abroad programs, should they be so inclined. In addition, another important reason was to increase student satisfaction and thereby enhance student retention. This was part of an initiative to enact special programs for each of the students' four years at the university.

Table 2 shows the number of students involved in the two-week sophomore international experience pilot program during the 2006-2009 period. Over the three-year pilot program, we have experienced significant growth in participation in both short-term and semester length programs.¹

Table 2 Student Participation in SIE Pilot Programs

Academic Year	China	Panama & Ecuador	London & Paris^a	Italy	Russia & Ukraine	Germany & Greece	Total
2006-07	29	24	52	30	29		164
2007-08	27	51	54	50			182
2008-09	54	45	59	30		40	228
Total	110	120	165	110	29	40	574

^a In the 2006-2007 academic year, the London & Paris program also included Rome

Commencing in the 2009-2010 academic year, this program will become a permanent part of the curriculum. For 2009-2010, the institution has tentatively planned for more than 30 percent growth and anticipates that 300 students will travel as part of this program². We anticipate continuing growth in future years. With this significant growth, the number of trips and venues must continue to grow as well and it is critical to assure that all of the trips are academically rigorous and share certain key features consistent with those of the pilot program. This included a three phase approach with activities and events planned in the semester prior to the departure, an in-country phase, and a post-return phase where students reflected on their experiences and worked on deliverables such as projects, papers, and presentations. To the greatest extent possible these phases would be tied together with threaded themes.

PROGRAM DEVELOPMENT

Organization, staffing and logistics

At most institutions, study trips occur at the initiative of one or more individual faculty members. For example, Koernig (2007) has been leading successful trips for his students for some time but caps each trip at 20 students. However, in our case, we needed to create a scalable

¹ While the number of students spending a semester abroad has more than doubled over the five year period, this is not fully the result of the Sophomore International Experience. During this period, the institution has encouraged study abroad programs through the creation of a stand-alone office staffed by a full-time director and one additional staff member. Also, in the fall of 2004, the College of Business matriculated its first freshmen class of a new Bachelor of Science in International Business program that includes a required semester abroad in the junior year.

² As with most institutions, Bryant has been affected by the decline in endowments and concerns about prospective students' ability to pay for tuition as well as for supplemental programs such as this one. The institution remains committed to this program but the size of the program in the future will be driven by the economics of both the institution and its students.

program that would result in multiple (and often simultaneous) trips with some common key attributes (length, academic credit, blend of academic and cultural activities) and this required the involvement and leadership of three senior administrators: the deans of the colleges of Arts and Sciences and Business and the Dean of Students. A number of faculty and staff from both academic and student affairs participated in the planning and delivery of the programs.

While the purpose of our study trips is academic, they obviously involve a large co-curricular component. Because of this, we developed a partnership with Student Affairs and the Dean of Students to jointly develop the trips. The role of Student Affairs included three components: selection of leader teams, approval of students' participation, and participation on leader teams.

Selection and development of leader teams

The selection of the leader team is perhaps the single most important decision that will determine the success of the trip. We staff each trip using the ratio of one leader to 10 students plus one logistics coordinator. However, on some of our trips, the logistics leader also plays the role of an academic leader. On others, the roles are separate. For example, a trip with 60 students might have six or seven leaders. While it might appear that some economies could be gained with a higher student / leader ratio, there are two reasons we believe that this ratio is required to ensure that the goals of the trips are accomplished and the safety of all participants is ensured. First, there will be times when a leader may have to be assigned to help an individual student with a medical or other problems (such as the need to stay with a hospitalized student). Second, on trips with large numbers of students, we often schedule days with "split-visits" with the group divided into two or three sub-groups participating in separate activities in different parts of the city.

Leaders play one of three roles: logistics, academic or activity leader. The logistics leader is responsible for all aspects of organizing the trip including selection of air carrier, hotels, in-country transportation, arranging business, cultural visits, meals and other activities. The faculty leader is responsible for developing and delivering the academic component of the trip, discussed in more detail below. For trips with more than 40 students, we appoint two faculty members (typically one from each college) as academic leaders. Finally, the activity leaders are responsible for participating in pre-trip activities, travelling with the students and leading activities as assigned during the trip.

We have learned the importance of the logistics leader and the academic leader(s) working together closely. Since the academic content is organized around the visits and activities, the two roles must be closely coordinated. We do this both through prior planning to develop the trip "in-concept" and subsequently through detailed meetings in which the logistics and academic leaders go through the trip schedule on an hour-by-hour basis. Our goal is to avoid the circumstance where there is any misunderstanding about what activity is happening or how it is to be organized.

Each leader team must include both men and women to ensure we have appropriate staff to deal with the inevitable student issues as some of these issues are better handled by leaders of the same gender as the student involved. Additionally, we have found tremendous advantage to having at least one student affairs or residence life staff member on each leader team. While professors deal with students on a daily basis, they typically do not encounter the issues that our student affairs colleagues deal with on a daily (and more often nightly) basis.

Given the importance of the leader team working effectively, we do not assign people to the teams randomly or on a volunteer basis. Instead, the three deans create the teams taking into consideration the criteria above. In order to develop a large list of potential team members, all faculty and staff on the campus were invited to volunteer and each volunteer was interviewed about their interests and international experience. At that time, they also learn about the obligations of participating in this program. Most importantly, they learn that the time commitment during the trip is substantial and with limited exceptions, leaders are engaged in trip activities most waking hours. While most leaders thoroughly enjoy their participation, these trips are certainly not vacations. We allow leaders to bring spouses on the trips but require that they agree to a written policy whereby additional expenses are borne by the spouse. In addition, the accompanying spouse acknowledges that they may be on their own during portions of the trip.

An impediment to developing a large-scale international program such as ours is the lack of faculty and staff with international experience. As on most campuses, we began the program with a few faculty and staff with experience in leading student trips. Using these individuals as leaders of the initial trips, we included other faculty and staff on the leader teams to allow them to develop the skills necessary to take leadership roles in subsequent trips. An important caveat is that a person with international travel experience is not necessarily the same as a person experienced in leading students internationally. Individuals with extensive personal travel experience may be almost as ill-equipped to deal with the requirements of leading a student group as the person who has little international experience. We require that anyone responsible for logistics or academic oversight of a trip either have participated as an activity leader on a prior trip or, in the case of academic leaders, be paired with an experienced colleague.

Screening of student participants

By experience, we learned that allowing all students to participate, regardless of their records on campus, was likely to increase the probability of problems. Students who do not obey campus rules are unlikely to be any easier to handle thousands of miles from home. In the first year of the program, we required that participating students be free of formal disciplinary sanctions on their records. While this screened out some likely trouble-makers, we found this approach insufficiently rigorous. In subsequent years, we added an additional check through the Dean of Students Office. In addition to excluding students with formal sanctions, we asked our Residence Life and Campus Safety (Police) leadership to screen the list of potential participants for students with numerous lower-level disciplinary infractions. This resulted in the exclusion of a few students with reputations for regular trouble making. While the nature of their actions is not as serious as the major infractions that result in formal disciplinary charges, these students are often the instigators of problems and the exclusion of them from the trips has made a noticeable difference in the number of disciplinary issues that arise.

We also require students to be in good academic standing to participate. While the trips occur during winter and summer breaks, part of the preparation for the trips falls into the preceding semester and thus puts additional academic strain on these students on academic probation who are attempting to bring their GPAs back into the acceptable range. Students may also be eliminated from participation if they fail to meet pre-announced deadlines, including those for applications and deposits, submission of copies of passports and medical information and completion of pre-trip assignments. While it may be possible to track down individuals with

missing information when the total number of travelling students is small, the lack of well-communicated hard deadlines can quickly become a nightmare with hundreds of students.

Service Providers

Over the past three years, we have developed some trips using service providers while others have been developed individually by our own faculty and staff. We conclude that there is little if any financial advantage to the do-it-yourself approach and that an experienced service provider will provide much more than just the booking of airlines, hotels and tours. However, we have learned some important lessons about working with service providers.

First, there is a substantial difference between travel companies that book general tourist travel and those that specialize in student tours. The former will be able to book basic travel and tourist-oriented tours but is likely to offer few opportunities for meaningful educational experiences. In comparison, organizations that specialize in student travel are likely to be a much better fit with our educational objectives.

Second, when considering providers, focus on their ability to provide meaningful academic experiences in-country including access to corporate sites, ability to provide college level lectures and in-depth local knowledge. It is also important the provider have access to hotels that regularly accept student groups.

Finally, a good service provider should have staff that can accompany the tours when needed. For example, a travel professional with local knowledge and fluent in the local language who directly works for the service provider can be invaluable when problems arise. Free-lance guides who typically work with tourist groups are no substitute.

CURRICULUM

With our goal of providing a meaningful and rigorous academic experience, we deliver each study trip in three phases: (1) pre-departure phase, (2) in-country phase, and (3) post-return phase. Each phase is designed to augment, enhance, and reinforce the learning outcomes of the other phases. Site visits, factory tours, field trips, speakers, activities, and academic assignments in the pre-departure phase were designed to orient, prepare, and build excitement in students for the in-country phase. The post-return phase provides students opportunity to reflect on their experiences, do additional research, and complete the deliverables, such as papers, projects and presentations. To the greatest extent possible we included themes that connected the three phases together. We refer to these as threaded themes and they are fully described in, Yobaccio, Mohan and Trifts (2009).

Throughout the program, care is taken that the academic component was consistent with the Carnegie standard of student credit hours. The Carnegie Unit (credit hours) is primarily time-based measurement of educational achievement used by American universities and colleges (see Shedd (2003)). Under this standard, a three-credit hour class would involve 45 hours of class time (or contact hours) with an expectation that three hours of work outside of class would be required for each in class hour. That is, 180 total hours of work both inside and outside of class should be expected for the three hours of academic credit. In our programs, each of the ten days in country would involve approximately six contact hours, resulting in 60 contact hours for that phase. Pre-departure and post return activities would involve an additional 20 to 30 contact hours, bringing total contact hours to 80 or 90. The remaining hours would be spent in country by students participating in special interest groups and working toward completion of research

for their projects, in the pre-departure phase on preparatory assignments and project research, and in the post return phase on finishing the assignments and preparing for their group presentations.

On each trip we attempt to balance cultural and professional activities, as well as structured, partially structured, and unstructured time. Structured cultural activities would include walking and coach tours of the cities, visits to museums and historical sites, and cultural events such as plays and operas. Professional activities are a function of the focus of the trip. For example, for those trips focused on business it could include visits to businesses, government facilities, institutions and markets. For example, one trip focused on communication, to Germany and Greece, visits television and radio studios, newspapers and magazines. In other words, the professional component is customized to meet the needs and interests of the group. These structured activities frequently include facility tours and speakers.

In addition, we structure grading so that a high proportion of the final grade is for preparation, participation and citizenship. This reduces incentive for students to stay up through the night when they must be prepared and fully participate in early morning scheduled activities. We learned from the first year of the pilot program that failure to be explicit in what was expected as far as participation would lead to less than desirable results. In that year, some students thought that all that was expected was that they attend, whether they were awake or not. We now are more explicit that full participation grades are awarded only to those fully engaged in the presentations, through note-taking and questioning of the presenters.

To avoid having large blocks of time where shy students might sit in their hotel rooms watching television, or more gregarious students might make plans of their own, we developed the concept of partially structured time and interest groups. Students form interest groups based on their projects that were selected (and approved by the academic leader) during the pre-departure phase. During periods of partially structured time, interest groups are encouraged to visit the sites relevant to their projects or participate in additional tours not on the planned itinerary. Leaders are available at the beginning of these periods to act as a resource and help students select activities. For example, our London / Paris trip includes guided visits to the British Museum and the Louvre. Given the number of additional museums available in either of these cities, there is a rich array of possibilities for small groups to visit other museums during the interest group time.

In our experience however, overly structured programs result in considerable student discontent and substantially cuts down on opportunities for students to develop skill navigating around an unfamiliar city. To this end, we schedule blocks of time each day for pairs or small groups of students to independently explore the cities. We emphatically discourage individual students from striking out on their own for safety reasons and require students to use a buddy system when they are away from the main group. More often than not, these activities include the necessity of ordering meals in a restaurant where there may not be a waiter that speaks English, or buying something at a pharmacy where even if English is spoken, none of the brands are familiar. Using mass transportation to the far reaches of the cities visited and facing the possibility of getting lost and having to navigate back to the hotel is also a common occurrence during free time. Success at meeting these challenges tremendously increases student self confidence, providing them with an invaluable skill that they would have for life. To witness the transformation of students that clustered around the staff like ducklings around the mother duck on the first morning in country to the seasoned travelers by the end of the trip is nothing short of

inspirational. The next section reports on unplanned and unscheduled events that presented special challenges for the students and faculty/staff to overcome.

Challenges Overcome and Lessons Learned

Seasoned travelers have all experienced issues with lost luggage. However, when on our 2007 trip to London, Paris and Rome almost half of our group's luggage was missing on arrival unique obstacles emerged. One asthmatic student, unfamiliar with security regulations, had stowed her inhaler in checked luggage. Clearly, the stress of lost luggage could potentially trigger an asthma attack. In addition, planned activities involved visits with company executives where business formal attire was required. Unfortunately, half of the students and staff had only the clothes they wore traveling. Luckily, most had their luggage delivered within a day or two, but two students did not receive their luggage until after we returned home. We ended up taking the few students with substantial delays in receiving their luggage shopping. From that experience we learned that students and staff should be instructed to pack necessary medications and extra clothing (including business formal attire) in their carry-on luggage. In addition, we learned that the leaders must have access to sufficient cash to cover expenditures like these in the future.

On two occasions, groups were stranded for an extra night in London due to a hurricane in 2007 and an emergency that closed Heathrow Airport in 2008 with seemingly endless hours of waiting and uncertainty. In 2007, only one leader was accompanying a large group of students on the return trip. There were no hotel rooms near the airport so the 26 students and their leader traveled via the Underground to downtown London and had to find their way to the assigned hotel about a quarter of a mile from the tube stop. Needless to say there were not many locals out during the hurricane to provide directions to them. Upon arriving back in Boston, they soon found that with students working their way through baggage claim and customs at varying paces and that one leader was insufficient to assure that each student either got on the bus to campus or was picked up by a parent. When a similar situation occurred the next year with the entire group of over 50 students, there were several leaders with the group. Each year our students adapted without flinching and accepted this as a common feature of international travel. This flexibility and adaptability will serve them well in facing the rigors of international travel in their careers. And, with our revised staffing policy in the second year, we assured that the number of students we brought back exactly matched the number we started with.

The group traveling to Latin American also had challenges. For example, making hotel reservations does not always guarantee room availability upon arrival. Similar issues revolved around logistics such as booking transportation between venues. More often than not the original coach company did not come and another had to be booked on the fly. These kinds of issues confirmed our decision to use educational tour providers to handle in-country logistics.

Students' new-found freedom to consume alcohol in most other countries results in challenges for all trips. This was especially true for the trip to Russia and the Ukraine in 2007. For other venues students would consume (or over consume) beer or wine, the type of alcoholic beverage that we hypothesize many already had experienced. In Russia and Ukraine the alcoholic beverage of choice is highly potent vodka. With less than 30 students traveling, the staffing policy required three leaders. The impact of overconsumption of hard liquor had many undesirable effects on student behavior, and the three leaders had some difficulty dealing with this behavior. Learning about these challenges in debriefing sessions helped leaders of the other groups to put mechanisms in place to reduce the incentive for alcohol-related bad behavior. For

example, course grade for each program included a heavy weight on “citizenship.” Emphasis in the pre-departure phase as well in the in-country phase on precisely what our expectations were substantially reduced incidence of poor citizenship. On their own time students would drink but were responsible for any spillover effects on their behavior during planned trip activities. It also supported our staffing plan that required someone from Student Affairs to accompany each trip. The lack of such a person in the leadership team for the Russia/Ukraine trip exacerbated problems dealing with this situation.

The trip to Italy served as a model for other trips in the way that the leaders managed issues of behavior associated with staying up too late and imbibing too much. For the first couple of days students were free to make their own choices as far as night time activities were concerned. Two days into the trip it became apparent that some students were not handling this freedom very well. Although the motivation was there to be good citizens some were incapable of staying completely awake during planned activities and were nodding off during presentations. The leaders brought the group together to discuss the problem, re-emphasizing behavioral expectations, and ended up letting the group make decisions on the appropriate bed time to assure that each student would be well rested enough to meet the behavioral expectations. Students responded well to this, set reasonable curfews, and behavior from that point on was appropriate. Clearly, if the faculty leaders had imposed curfew, it would be difficult to enforce, and would not achieve the desired result. Setting clear expectations and placing the responsibility with the students proved to be a much more effective tactic.

On our recent trip to Paris we learned of the importance of having supplementary travel insurance for all participants. Although we have provided it for every trip, we had never been required to submit any substantive claims. This was to swiftly change when one of our students had a stroke-like condition that required treatment in intensive care for almost a three week period. Our group had to return a few days after the incident for the start of the spring semester, and the student was left behind (with a member of the leader team) in a hospital where almost no one on the staff could speak English. The insurance paid for travel, room, and board for the student’s mother to come to Paris to be with her daughter, and would have supported a medical evacuation had it been necessary.

CONCLUSION

Convinced that a short-term international study experience was integral to our students developing skills and aptitudes that are critical to success in their chosen professions, Bryant University has developed and enacted a program known as the Sophomore International Experience. This program offers students the opportunity to spend up to two weeks in one or more foreign countries. In addition to the in-country phase students would do academic work in the pre-departure, as well as post return phases. This paper describes the 3-year pilot program that will serve as a model when the program is rolled out to be available to qualifying sophomores commencing in the 2009-2010 academic year. Issues such as recruiting and developing leaders for the challenges of a program of this magnitude, offers an extension to the literature.

REFERENCES

- Black, H.T. and Duhon, D. L. (2006) Assessing the Impact of Business Study Abroad Programs on Cultural Awareness and Personal Development. *Journal of Education for Business* 81, pp. 140–145.
- Brokaw, S.C. (1996) Planning, Organizing, and Executing Short Term International Exposures for U.S. Students of Marketing And Business: An Alternative Method. *Marketing Education Review*, 6 (3), pp. 87-93.
- Duke, C.R. (2000) Study Abroad Learning Activities: A Synthesis and Comparison. *Journal of Marketing Education*, 22, pp. 155-165.
- Fischer, K. (2009) Short Study Abroad Trips Can Have Lasting Effect, Research Suggests. *The Chronicle of Higher Education*, February 20, 2009.
- Gmelch, G. (1997) Crossing cultures: Student travel and personal development. *International Journal of Intercultural Relations*, Volume 21, Issue 4, pp. 475-490.
- Gordon, P., and Smith, D.K. (1992). Planning, Organizing, and Executing Short Term International Exposures for U.S. Students Of Marketing And Business. *Marketing Education Review*, 2 (1), pp. 47-54.
- Holland, K.M. and Kedia, B.L. (2003) Internationalizing Business Students through the Study Abroad Experience: Opportunities and Challenges. *Advances in International Marketing*, Vol. 13, pp. 115-139.
- Jackson, J. (2008) Globalization, Internationalization and Short Term Study Abroad. *International Journal of Intercultural Relations*, in-press.
- Koernig, S. K. (2007) Planning, Organizing, and Conducting a 2-Week Study Abroad Trip for Undergraduate Students: Guidelines for First-Time Faculty. *Journal of Marketing Education*, Vol. 29, No. 3, pp. 210-217.
- Myers, D. N., Hill, M. and Harwood, S. A. (2005) Cross-Cultural Learning and Study Abroad: Transforming Pedagogical Outcomes. *Landscape Journal*. Vol. 24 No.2, pp.172-18.
- Shedd (2003) The History of the Student Credit Hour. *New Directions for Higher Education*, No.122 pp.5-12.
- Toncar, M.F., Reid, J.S. and Anderson, C.E. (2005) Perceptions and Preferences of Study Abroad: Do Business Students Have Different Needs? *Journal of Teaching in International Business*, Vol.17 (1/2).
- Wiers-Jenssen, J. (2008) Does Higher Education Attained Abroad Lead to International Jobs? *Journal of Studies in International Education*, Vol. 12, No. 2, pp.101-130.
- Williams, T. R. (2005) Exploring the Impact of Study Abroad on Students' Intercultural Communication Skills: Adaptability and Sensitivity. *Journal of Studies in International Education*, Vol. 9, No. 4, pp. 356-371.
- Yobaccio, E., Mohan, R. and Trifts, J. (2008) Threaded Theme International Study Trip Model for Global Adaptability among US Students. working paper.