SUCCESSFUL RECRUITMENT OF BUSINESS STUDENTS FOR STUDY ABROAD THROUGH PROGRAM DEVELOPMENT, CURRICULAR INTEGRATION AND MARKETING

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One of the major growth aspects of my international experiences was that it gave me a different view of people and the world. I realized there are many different types of people and perceptions. We have views and stereotypes of them and they have views and stereotypes of us. But the key is overcoming those stereotypes and making a working relationship and friendship with others quite unlike you. There is no space for xenophobia in the new world order. If I started an international company today, now I realize I would hire more non-Americans than Americans because that is what is more representative of the world. It is a competitive advantage to have a work force that can tailor itself to the local customs and social aspects (Jack Ross, 1998).

This comment was made by an Indiana University (IU) Kelley School of Business (KSB) Computer Information Systems major who studied on a summer program in Cambridge in 1997, followed by a semester-long internship in Information Technology, which took him to offices in Belgium, Denmark, England, Finland, The Netherlands and Spain. He made this statement to a packed group of students who came out one evening in the spring of 1998 to attend a recruitment meeting about international opportunities. Jack is hardly unique at the KSB at IU. Over a quarter of all IU students who study abroad today are business majors, yet in 1981,

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IU had only one business program abroad that attracted just 20 students. How did this remarkable change in recruiting so many business students to study abroad take place in the past two decades?

**RECRUITMENT FOR STUDY ABROAD THROUGH PROGRAM DEVELOPMENT**

Throughout the early 1980s, schools of business struggled with ways to internationalize their faculty, students and curriculum. In the face of an increasingly global economy, it was necessary for schools to meet this challenge. Various strategies were employed: infusion of global topics into the classes, creation of International Business departments, the implementation of the CIBER program (Center for International Business Education and Research) and faculty exchanges. Although the Kelley School of Business tried all of these, our most successful efforts to internationalize students has been by facilitating overseas experiences through organized study abroad programs.

Although the Office of Overseas Study, which centralized study abroad programs in 1970, offered a number of academic year options and a few semester and summer programs, business students rarely participated in them. This was not surprising since most of the programs required a background in a foreign language. Therefore, KSB early on decided to develop its own programs. Beginning with a semester-long program at Tilburg University, The Netherlands, in 1981, we began to focus on how to give our students the greatest opportunity to experience global business trends. We created these opportunities in order to ensure that our students would be better prepared for careers which are increasingly international, experience the type of personal growth and maturation which are key to higher-level managerial success, become more sensitive to issues of cultural diversity, speak – or at least appreciate – other languages and develop special skills for life-long learning. In short, our goal has been to ensure that the Kelley graduate would be, as much as possible, a citizen of the world. To that end we developed a close partnership with the Office of Overseas Study on our campus so that jointly we could offer students a wide range of interesting possibilities overseas.

When looking at the progression of the development of the various program models we now have, it appears that there may have been an organized plan for their development. Although there was never a long-range formalized plan, the pioneers who developed study abroad programs in the Kelley School of Business ultimately envisioned programs which would one day entail advanced language ability and even involve direct enrollment with host country students. However, those same faculty members intuited that they needed to start more modestly,
so they began with programs of special courses taught in English. Only when students were successful with this early model did the faculty venture to create more complex models. They then looked to direct enrollment, first in countries where English was the native or second language, and then eventually to programs requiring an advanced level in a foreign language. Along the way they tackled the creation of business internships for credit in challenging environments and ultimately created a dual degree program involving not only direct enrollment in a foreign language but also the ability for KSB students to earn a degree abroad simultaneous with their IU degree.

The opportunity for the first program model came from entrepreneurial Dutch colleagues who agreed to create a range of special courses in English for our students. These focused on business from an international perspective, emphasizing the evolution of the European Union and the role of The Netherlands, which historically needed a conciliatory perspective to do business with its neighbors. Although the Office of Overseas Study had a series of year-long programs in Europe at that time, this one was the first which would be a semester in length, offer courses in English, and would offer credits that could be used towards a business degree. This special profile became the standard design of KSB programs for quite some time. Additionally, the program model incorporated an IU business professor who functioned both as an on-site director and a faculty member since all students were required to take his or her course. This rotation of KSB professors provided faculty development at the same time that it built support for the programs. That is, the faculty took advantage of the intellectual opportunities available to them abroad and upon their return promoted the experience to their future students.

The semester program soon relocated from Tilburg to the University of Maastricht. With the advent of ERASMUS (European Regional Action Scheme for the Mobility of University Students) a decade later, U.S. students benefited by having English-speaking European students alongside them in special courses and also gained access to regularly offered courses, taught in English, with their Dutch counterparts. Due to the growing popularity of the Maastricht program, KSB decided to create a summer program at the same location to accommodate the growing numbers of interested students. Creating the summer program model also recognized the reality that certain students would only venture abroad for a shorter period of time outside the months of the regular academic school year. A second summer program – three courses taken during 9 weeks abroad – was later initiated in Mikkeli, Finland, again to give students the opportunity to view business from the perspective of northern Europe. Although the location has never attracted as many applicants as Maastricht, Mikkeli has proven to be a serious and successful program.
The model for direct enrollment began with a semester program in Singapore in order to give students the advantage of viewing business and economics within the Pacific Rim. Due to the fact that English was the language used at the National University of Singapore, IU students at first were easily recruited for this program that, for a number of years, was led by an IU faculty director who also taught a course for the IU students and their Singaporean peers. Unfortunately, due to many academic and cultural differences between the two systems, we were increasingly unable to recruit enough students to make this program viable. We eventually replaced that program with a small exchange at the City University of Hong Kong so students can continue to learn about business from an Asian perspective.

A decade after our initial foray into creating special programs in English for business majors, KSB also began to realize that an increasing number of our students had sufficient language background to warrant the creation of programs requiring language ability. The first of these, a direct enrollment exchange program in Santiago, Chile, suffered from low enrollment in the years before Santiago became a popular site abroad for American undergraduates. The Santiago program was replaced by a more successful semester program, also requiring Spanish language, launched at ITESM (Instituto Tecnológico de Estudios Superiores de Monterrey). Similarly, IU students with a significant background in French enroll at the École Supérieure de Commerce in Rouen, France where they take business as well as culture courses, both in French and English, with students from all over the world.

The most innovative and challenging KSB venture that combines foreign language and business is the dual degree program at the Fachhochschule Reutlingen which gives program participants (from both institutions) a B.S. degree from KSB and a Diplom-Betriebswirt (FH) degree from Reutlingen after spending a full year at the foreign institution and a semester doing an internship. An earlier semester program in Ljubljana, Slovenia could not be sustained because of its proximity to the various political upheavals in that part of Central Europe. However, the contacts there have led to a successful summer internship program in the same location. Equally successful summer internships operate in Erlangen-Nurnberg and Pforzheim, Germany which require a significant background in German language.

KSB’s most recent additions include a direct enrollment semester at the University of Manchester in Great Britain and a summer or semester option at Denmark’s International Study Program at the University of Copenhagen. The long-standing relationship with the University of Maastricht has also resulted in an extended degree program where students from IU can graduate in five years with a B.S. from IU and a special MBA from the University of Maastricht.

Although the progression of program models has moved towards more challenging learning environments – beginning with programs of special courses in
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English and ending with full immersion experiences in a foreign language – KSB currently maintains programs involving the entire range of models since they are appropriate for different kinds of students.

Despite having this broad range of program models available to KSB students, our students need an even wider range of options, including non-business focused programs. Therefore, the active partnership on campus between KSB and the Office of Overseas Study has resulted in our students having access not only to our business programs but also those available to the entire Indiana University student body. The Chair of the Undergraduate Program in KSB, who is responsible for the undergraduate business programs abroad, sits on the university-wide Overseas Study Advisory Council which reviews and approves all proposals for study abroad programs that take place under the auspices of Indiana University. A close working relationship has evolved between KSB and the Office of Overseas Study as they share managerial functions for all aspects of the business programs. This collegiality and cooperation fosters trust in both directions, and allows both units to share their expertise across all areas, from recruiting, screening, advising and orienting the students to visiting, reviewing, and collaborating with the programs overseas. While KSB staff and faculty recruit, select and advise students for its own programs, Overseas Study reviews, confirms and processes the dossiers, which includes having student disciplinary records screened by the Dean of Students. The two units collaborate to create the written promotional and orientation materials, which are distributed by Overseas Study, and plan the recruitment and orientation programs, which are led by KSB. The Director of Overseas Study and the Chair of the Undergraduate Business Programs in KSB together plan program site visits and reviews, within the context of the Overseas Study Advisory Council that monitors all visits and reviews. Meanwhile, the manager/advisor of international programs in KSB works closely with the study abroad advisors at Overseas Study. This dynamic relationship between KSB and Overseas Study benefits the students on all levels.

RECRUITMENT FOR STUDY ABROAD THROUGH CURRICULAR INTEGRATION

The Value Proposition for Undergraduate Business Majors

If a value proposition is the motivating factor that compels a customer to a product, in this case, the customer is the undergraduate business student and the product is study abroad. As we have reviewed, KSB has developed an interesting portfolio of diverse study abroad programs specifically designed for students of business.
But what has really motivated the Kelley undergraduate to participate in study abroad?

The availability of a wide range of program options of varying lengths and models abroad did not by itself result in the successful recruitment of business students for study abroad programs. Our commitment to internationalization also led us to a number of curricular innovations that, in turn, have led to increased numbers of students seeking study abroad programs. Students began to clamor for study abroad opportunities once they viewed them as being related to their overall degree requirements.

(1) International Dimension Requirement

The creation of the International Dimension Requirement (IDR) grew out of our inability to thoroughly internationalize the curriculum without a specific requirement. Like many business schools, we went through a period of study where we looked at ways to internationalize our courses. We examined and adopted a number of different models, such as specialized international functional area classes. Thus we created classes like International Management, International Business, and Global Financial Strategies. We also were determined to infuse global business topics in every class where it was appropriate. So marketing classes frequently talk about how marketing issues differ from country to country and entrepreneurship classes provide examples of non-American entrepreneurs.

While the infusion strategy and the adoption of specialized courses were considered progress towards the goal of internationalizing our students, most of our students still had little exposure to global topics, and issues, and many missed classes with international content by majoring in Accounting, Operations and Production, Computer Information Science and the like. Consequently, the next step was to make some form of international exposure and global study a requirement.

Consequently, we created the International Dimension Requirement (IDR) in 1988 for all students in KSB. The Chair of the Undergraduate Program proposed this requirement to the Undergraduate Program Committee of KSB. It then needed the approval of the Academic Council before the proposal was put to a vote by the entire faculty of KSB. It had wide support from the start and received unanimous approval because of the importance given to globalization. Students also reacted favorably to the requirement since it could be fulfilled by one of four interesting options:

(a) two years of language study;
(b) six hours of international business and economics courses;
(c) a set of area studies courses or;
(d) a study abroad program with at least six credit hours of course work.
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Of the four options, all involving six credit hours, our experience has been that many students find the study abroad option very compelling.

Option 1: Language Students need 6 credit hours of a language at the 200-level or above. Since many students come to us with some competency in a foreign language, they are required to do further study, pass a confirmation test, or start a new language in order to meet our requirement for second-year proficiency. Almost 30% of KSB graduates have two years of a language by the time they graduate and most of them use this language proficiency to satisfy the IDR. There was a movement in the early 1980s, by our internationally minded faculty who developed KSB’s programs abroad, to have a foreign language requirement for all business students but this initiative failed. Nevertheless, language is highlighted and promoted throughout the various internationalization efforts evidenced here.

Option 2: International business and economics Six hours of international courses are usually fulfilled by a sequence of International Business and Economics courses. These are frequently taught in large lecture sections and, although the level of instruction is excellent, these courses resemble most of the other courses students will take at the Kelley School of Business. This is the option which students choose the most often to satisfy the IDR.

Option 3: Area studies Six hours of area studies courses can be selected from seven different divisions: African, Central Eurasian, East Asia, Latin America and the Caribbean, Near Eastern, Russian and East European, and Western European Studies. This option is the one least selected by students.

Option 4: Overseas programs As long as the credits from a program abroad articulate back to IU as 6 hours or more, a student can fulfill the requirement for the IDR by going abroad. In addition to the rich array of KSB’s study abroad programs administered within the School, students can choose from dozens of excellent study abroad programs that are administered or co-sponsored by Indiana University’s Office of Overseas Study. Finally, those students who cannot find the exact geographical location desired in IU’s vast selection choose to go abroad through a program offered by another university or a program provider. Approximately 15% of graduating seniors use a study abroad program to satisfy the IDR. From its inception, the IDR has resulted in an increase in business students going abroad.

(2) International Field Specialization

In 1996, two other important curricular options were introduced to further allow students an opportunity to emphasize international issues in their degree program:
an International Field Specialization, which is part of the general education curriculum, and an International Studies Concentration, which can be added to another major. Once the International Dimension Requirement served as the catalyst that demonstrated our commitment to giving our students a global perspective on business, it became easier to introduce other international curricular elements to our degree programs.

All KSB students must complete 27 credits in general education requirements to complement their business requirements. They can satisfy this requirement in two ways:

Option 1: Nonspecialization general education option Many students choose to complete their 27 credits in a non-specialized way, that is, selecting courses from a wide range of courses under the categories of arts and humanities, social and historical studies and natural and mathematical sciences, choosing a concentration of 15 credits (6 at an advanced level) in one of these three broad areas, with 6 credits in each of the others.

Option 2: Field specialization option The field specialization option is a second, more focused way to satisfy this general education requirement. Instead of splitting their credits among the three areas described above, students select a combination of 27 credits taken in one of five areas (Communication, Environmental, International, Arts and Social Service or Science and Technology). Students increasingly see the benefits of selecting the International Field Specialization since it allows them to focus on one or more international topics (e.g. African Studies, Jewish Studies, Spanish, French, Germanic Studies, etc.). They all soon discover how well it works out to combine the International Field Specialization with a program overseas since they can easily pick up the necessary area studies programs for their field, by selecting the appropriate program. (Note: During the academic year 2001–2002, this field specialization will be renamed ‘Global Studies and Languages’ rather than ‘International’ to more accurately describe its composition.)

(3) International Studies Concentration

The third international option, the International Studies Concentration, is a concentration that can be added to any major but cannot be a stand-alone major. It comprises 15 credits. Students fulfill this concentration by completing the International Dimension Requirement and then 9 credit hours of further course work from one of the four areas not used to satisfy the IDR. Students with a strong language background (two years), typically use their language work to satisfy the IDR and then use a study abroad program to complete the International Studies Concentration.
Successful Recruitment of Business Students for Study Abroad

How well have these three curricular initiatives worked in internationalizing our students? By the time they graduate, approximately 30% of the graduates of the Kelley School of Business have completed an overseas study program of 6, 15 or 30 credit hours and about 10% of the students complete the International Studies concentration, and many others complete the International Field Specialization as a means of fulfilling their general education requirements. The students clearly recognize the value of internationalizing their worldview.

If we believe that study abroad is the optimum way to internationalize KSB students of the world, then these curricular initiatives have gone far in helping us achieve that goal since these academic incentives have led more and more business students to study abroad.

Yet there certainly has to be more to the value proposition than just meeting requirements for graduation. Below are some of the other arguments and benefits for study abroad that we put forth in advising sessions, information sessions and in our recruiting literature.

**RECRUITMENT FOR STUDY ABROAD THROUGH MARKETING**

In addition to embedding study abroad into the curriculum, KSB articulates a variety of convincing benefits and values to compel students to consider going overseas as part of their undergraduate studies.

*Careers Are Becoming More International*

We are, after all, a professional school and students come to us for professional and career training with the expressed intention of graduating from IU and beginning a good job. We have long recognized the fact that the world of business demands professionals who can work and succeed in an international environment. Now many students are being similarly persuaded. The undergraduate business student is a pragmatic thinker who will pursue the means to the ends, that is, the better job.

Although few students, other than our foreign born nationals, move directly into international assignments, many of our fast track undergraduates anticipate and welcome an overseas transfer early in their careers. Employers understand that students who have successfully navigated the international waters in study abroad are usually well prepared to accept an overseas assignment and thrive in it. These students have already experienced the problems of culture conflict, language difficulty and problem solving under difficult circumstances. While study abroad
is not a perfect indicator of professional success, the student has demonstrated a
tolerance for ambiguity, a willingness to take personal risk and an ability to survive
in an uncertain environment. These are the keys to higher-level managerial success.

Personal Growth and Development (Maturation)

Another of the value propositions for study abroad is that the student will return
to IU more mature, more seasoned and with a better sense of self. We see students
returning from a study abroad experience better able to handle the vicissitudes of
campus life. They have developed a feeling that sometimes patience is required,
that things do not work out as intended and that personal flexibility can be a
positive characteristic. The intense nature of the cultural shock of study abroad
brings students face to face with their limitations. By confronting them, they seek
to overcome them.

We have been, unfortunately, negligent in documenting the degree of personal
growth achieved by these programs. There are two reasons for this. First, personal
growth is difficult to measure. Second, the resources do not exist for this type of
follow-up. But our observations and anecdotal evidence tell us that this is one
of the benefits of overseas study and we communicate this to the students in
orientation sessions.

Sensitivity to Diversity Issues

Most of the students at KSB are majority male students. Therefore, our students
abroad finally begin to feel what it is like to belong to an ethnic or cultural minority.
Their behavior, their skin color, their accents, or their t-shirts call attention to them.
Although there are many resources on campus which are dedicated to providing
the training needed to sensitize these students to the special problems and issues
of being a minority, there is nothing like walking in another’s shoes to empathize
with the experience. No matter where our students study their attention is drawn
to the cultural diversity prevalent in other societies around the world. And minor-
ity students themselves can gain new perspectives on diversity. Damian Peoples,
who studied for a year at the University of Madrid in 1997–1998, was hired upon
graduation as a finance associate by Baxter International, Inc. to work first in Mau-
repas, France and then in Brussels, Belgium. In his own words, “My year abroad
was an eye-opening experience that prepared me for a future role as an interna-
tional businessman. Never have I learned more about people, culture and language.
Never have I learned more about myself and my own abilities. Studying abroad
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made me appreciate diversity, think independently and relate with others. These are probably the three skills I have found most valuable in my business career.”

Additional Values Promoted By Study Abroad

There are a number of other benefits of study abroad and arguments in its favor that we make with students or that students recognize without our counsel.

• Study abroad promotes life-long learning since it demonstrates that learning is not limited to Indiana University, the United States, or a college campus. Living in another culture makes many people curious about the language, society, folkways, and ethics that they encounter. Curious people continue to learn and also learn how to teach themselves. They develop strategies to gather information and rules to process this information that develops complexity in their thinking. The overseas study experience is a strong stimulus.

• Study abroad promotes strong friendships with the people who are sharing the experience with you. This is particularly true of our large program in Maastricht. People who share difficulties, fun and exploration, learning and problem-solving over a long period of time with each other will become friends. These relationships may last long periods of time because the bonds of these activities are so meaningful to the participants.

• Study abroad gives students access to other academic contexts where they learn a variety of different perspectives regarding the various subjects and disciplines they choose to study while abroad. This is particularly critical in the area of business that is often approached differently in other cultures.

• Students are exposed to all-important cultural cues and different attitudes, manners, etc. that are of critical importance and cannot be thoroughly learned any other way.

• Study abroad provides students with opportunities to network while they are abroad since they are in classes with students from business backgrounds from other countries. Some of these networking experiences result in future employment opportunities.

• Study abroad can connect students with international IU alumni. We always take the opportunity to bring the students together with alumni living in foreign countries. This often gives the students a model for a career overseas or just shows them that Indiana University Kelley School of Business has a worldwide reach. Alumni also appreciate being brought into these activities. It bonds them with the school and enables them to pay back with kindness and commitment the debt they incurred when they were the guests in our country.
OTHER RECRUITMENT STRATEGIES

KSB uses numerous recruitment strategies, besides the programmatic and curricular elements outlined above, to reach students with the message that they should consider studying overseas. While these are not necessarily innovative, the combination of all these methods, in combination with the curriculum requirements, results in an increasing number of business students going abroad.

Returnees

The best marketing tools are the students who have participated in the programs. Word of mouth, that is, student satisfaction, is by far the most widely-used means of spreading information about study abroad in the KSB. Students love to talk about their experiences. Special presentations that advertise the programs incorporate returnees but it seems that student-to-student discussions are, by far, the most effective means of recruitment.

Meetings

Informational meetings are held to promote the programs for which selection is being made that semester. Former participants are invited and encouraged to bring their photo albums and videos to these meetings. The discussions that emerge from the students in attendance often center on “what’s in it for me.” They invariably want to know what they can do while on the study abroad program in addition to attending classes. While they are interested in knowing what courses they will be taking and how those will fulfill degree requirements, they also want to know the other benefits of study abroad. In this case, the former participants are the best source of information available regarding extracurricular activities, travel, networking, etc.

Displays

The Kelley School of Business has displays on all of its business programs abroad throughout the building – in key areas such as the advising offices and the commons areas. The Office of Overseas Study also promotes university-wide programs to the business students in these areas.
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Web Presence

The Office of Overseas Study and the Kelley School of Business Web sites give copious information on the programs offered and the Kelley web site links to the Office of Overseas Study site to avoid repetitive information. http://www.indiana.edu/~overseas/http://pacioli.bus.indiana.edu/ugrad/overseas.html: There is a special informational flyer available in the Overseas Study Information Center and it is also posted on the Web (http://www.indiana.edu/~overseas/han_bus.html) to inform students how to combine their interest in study abroad with an interest in business. This handout also suggests ways to combine a B.A. degree with a business curriculum or a business degree with a humanities curriculum since it can be quite complex to combine majors/minors or double degrees in these areas. Students can also easily contact returnees who have agreed to serve in this capacity through the Overseas Study Web site.

Advising

The business advisors are actively involved in recruitment for programs during the normal advising process. For example, when they discuss the International Dimension requirement, the topic of study abroad naturally comes up. When they talk with students with a foreign language background they immediately mention the venues abroad where they can further their language study and how those can also satisfy the International Field Specialization in addition to the International Studies Concentration. Interested students are then guided to the Manager of Undergraduate International Programs to learn more about the options available through Indiana University and, in particular, about the programs sponsored by the Kelley School of Business to see how beneficial the individual programs will be for their own academic needs. Students are also informed about going abroad through external programs, that is, programs offered by other institutions. These discussions also include information sharing about various scholarships and other financial aid opportunities for students going abroad.

Overseas Study Information Center

The Office of Overseas Study, in the administrative services building across campus from KSB, has a large Information Center with flyers, videos, handbooks, extensive notebooks with photos, course equivalency lists and student evaluations, which describe programs offered by Indiana University. It also has a wide
selection of promotional brochures and reference books describing programs offered by other institutions. The Center maintains a list of courses from external programs for which students have received credit and student evaluations to assist future students select the most appropriate program for their needs.

Students can talk to former participants who work in the Office of Overseas Study as peer counselors who assist them in understanding the array of programs or in answering many of their basic questions. One of the peer counselors is always a business student. The peer counselors go through rigorous training with the staff of Overseas Study so they understand what information they can give and when they should guide the student to make an appointment with the advisors in the Office of Overseas Study. If the students decide on programs sponsored by other institutions or organizations, the advisor and/or peer counselors make available to them a special packet of forms to ensure the transfer of credit and financial aid, where appropriate, and to explain registration and other university-related activities associated with being off campus.

Ensuring Progress Towards Degree

While all advisors in the Kelley School of Business can assist students in their initial planning to go abroad, once the students have narrowed down their choices, the Manager of Undergraduate International Programs in KSB does most of the detailed advising for participants in the business programs. The basic premise underlying all advising for study abroad at IU is that students who go abroad will make normal progress towards their degree programs. It is the task of the advisor to organize the student’s schedule in such a way that the student will be satisfying requirements while abroad so that he or she will be on track for graduation.

IU Business Programs

Most of the approved KSB study abroad programs have a limited group of courses from which the student makes selections. The Manager of Undergraduate International Programs determines, in conjunction with faculty, the appropriateness of a student’s course selection for a certain program and determines how best to incorporate those courses into the degree requirements of his or her program of study at IU. Students on the business programs usually satisfy a few courses in their major(s) in addition to general education requirements. The articulation is facilitated by the fact that, for all IU overseas programs, the credits are considered direct credit and actual course numbers from the regular curriculum can be applied to the courses from abroad. The grades also count in their overall GPA which we find is an incentive for students to apply themselves more diligently to
their courses while abroad. An ongoing analysis shows that the average GPAs of
the groups accepted to the programs are very similar to the average GPAs of the
groups’ performances on the programs.

IU Non-Business Programs
Students accepted on the wide array of non-business programs offered by Indiana
University meet with an advisor at the Office of Overseas Study after acceptance
to determine how the general education courses from those programs will count
towards their degree requirements. The Manager of Undergraduate International
Programs in KSB reviews the course selections on the advising sheet prepared by
Overseas Study to corroborate the applicability of those courses towards the stu-
dents’ minors, general education requirements and/or second-degree requirements.
The students also earn ‘direct’ credit for such courses, although occasionally ex-
ceptions need to be made by KSB to allow undistributed general education courses
to count towards degree requirements. Students participating in non-business pro-
grams are typically taking courses to fulfill their general education requirements,
either the non-specialized option or the Field Specialization. Since many of these
non-business programs involve foreign languages, business students are also often
completing minors in those languages and/or completing the International Studies
concentration. A number of them will select a year-long program which concen-
trates on language and area-studies courses taught in the language and, although the
year will put them behind for a 4-year degree in business, many of them will earn
a 2nd degree, usually a B.A. in a language area. Students believe that a dual degree
(B.S. in Business and a B.A. in a language) will make them more marketable.

Non-IU Program
Students going on external programs meet with both the advisors in Overseas Study
and in KSB since exceptions allowing their transfer credits from abroad are made
on an individual basis. The Office of Admissions transfers courses from external
programs by designating the specific departments of the courses taken abroad but
does not make distinctions that would categorize the courses under the various
rubrics established for general education requirements (e.g. Arts and Humanities,
Social and Behavioral Sciences, etc.). Therefore, the Undergraduate Program
Director in the Kelley School has given permission to the business advisors to
make these exceptions and substitutions regarding general education requirements
rather than trying to get these approved by various department advisors in the
College of Arts and Sciences. Petitions to earn credit in their majors for business
courses need to be evaluated directly by the faculty responsible for similar courses
on campus. Without this type of accommodation there would be fewer business
students studying abroad.
It is common for students choosing external programs to focus on their general education requirements while abroad, selecting the non-specialized option. Nevertheless, they put together an interesting assortment of humanities and social sciences courses that often focus on the politics, arts, literature and culture of the country where they will be studying. So, even the non-specialized general education option ends up giving the business students who go abroad a very coherent, focused area studies approach to their intellectual formation. In that sense, they have a stronger background in general education than their counterparts in KSB who do not study abroad.

Recruitment Strategies Summary

It is our belief that KSB students are very aware of the wide range of supports in place to enable them to study abroad. The combination of curriculum requirements, marketing materials, information meetings and advising sessions to ensure progress towards their degrees convey to students the seriousness with which we hold our internationalization efforts. Likewise, they also feel informed enough to select a program abroad, with the confidence that investing academically and financially in the experience will have a positive long-term impact on their lives and their careers.

ORIENTATION AND REENTRY

Our strong support for study abroad, coupled with our belief that students need to have as much information as possible to help them profit on both academic and personal levels while abroad and when they return, have resulted in our providing detailed orientation materials and sessions and a reentry program.

All program participants receive a comprehensive packet of materials including a set of forms (e.g. release from liability, health, scholarship, course selection, etc.) and a program handbook. Orientation meetings for each individual program are held for program participants. These meetings are intended to prepare them as thoroughly as possible for their experience abroad. At such meetings the conveners include the following:

1. Get acquainted activities for the group.
2. Overview of forms that need to be filled out and forwarded to the program site.
3. Review of the program handbook prepared by the Office of Overseas Study.
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(4) Discussion of what to expect when they arrive.
(5) Speaker from an appropriate department to give an overview of the country.
(6) Discussion of program policies, including healthy, safety and responsibility issues, (i.e. behavior expected, drug and alcohol usage abroad, ramifications of various risky behaviors, etc.).
(7) Discussion of the academic program: pedagogical methods abroad, what faculty expect from students, how exams are administered etc.
(8) Resident Director introduction (where applicable) and expectations for the group.
(9) Discussion of travel, packing, finances, housing, etc.
(10) Panel of returnees to assist with questions and answers.

While Abroad
Overseas Study continues its orientation efforts by sending a monthly e-mail newsletter to all program participants, keeping them informed about campus activities and posing a set of questions and concepts for them to consider during various times of the year. Again, this is done to urge students to seriously reflect on the experiences they are having while they are having them. Early on in the year, the newsletter reminds them about the various stages of culture shock and how they can cope with them. We also remind them about registration matters, both abroad and for the semester of their return, so that they can take appropriate steps to register in the appropriate classes. We later prepare the groundwork for re-entry adjustments, reminding them how they can best prepare themselves for reverse culture shock, particularly since their families and friends will be encountering a more experienced, well-traveled, hopefully more broad-minded and matured son, daughter, or friend.

Re-entry
In our ongoing attempt to have students reflect on their experiences so that they maximize the impact of study abroad on their lives, the Office of Overseas Study holds a welcome back reentry session, providing detailed information about how to build on a study abroad experience and how to seek out an international career. Unfortunately, business students have rarely taken advantage of these re-entry opportunities. The KSB has also tried a variety of activities, including a welcome back session with a guest speaker to discuss how to incorporate study abroad into
the job search. At these sessions there are refreshments, a photo contest, and a list of activities of what students can do on campus to keep active in the area of international interests. However, it has been increasingly difficult to get returnees interested in re-entry activities. They immediately get involved in classroom activities, clubs and interviews for jobs, thus putting re-entry at the bottom of their list of priorities. Some of the students volunteer to assist at information and orientation meetings. Nevertheless, many returnees from study abroad programs promote the programs on an individual basis. Overseas Study has just begun to communicate regularly with returning students via e-mail newsletters, circulating information to help them reflect on reintegrating into their personal and academic lives as they begin to make post graduation plans.

Some returnees work as peer counselors or outreach coordinators in the Office of Overseas Study. With training by Overseas Study, they are able to use their expertise from abroad to assist prospective students. The outreach coordinators give presentations on campus, staff tables in various classroom buildings, and post information on bulletin boards or elsewhere. The peer counselors work in the Information Center where they assist students at the inquiry stage or those who have selected a program. They frequently serve on panels at information and orientation meetings.

IMPACT ON ENROLLMENT TRENDS

Over the past 15 years, KSB students represent an increasingly larger proportion of the undergraduates at IU who study abroad. From representing only 13% of all IU undergraduates abroad in 1986 (the first year Overseas Study computerized its records), in 1998–1999 business majors accounted for 27% and then 23% in 1990–2000. These statistics surpass the national trend that shows that in 1986, 11% of U.S. students abroad had business majors while in 1998–1999 the percentage had only increased to 17.7%.

The increase in participation rates among IU business students has been fairly steady throughout the 1990s as the KSB implemented each of its curricular innovations. As Fig. 1 shows, the increased participation has occurred not only in programs administered or co-sponsored by Indiana University but also in programs offered by other institutions or providers. This shows that IU business students are convinced that the international experience itself, not just the programs designed by KSB, have intrinsic value for their degrees. KSB and IU have been generous in accepting course work from a wide range of programs, allowing students to make progress in their degrees which is the greatest factor motivating their selection of programs.
Successful Recruitment of Business Students for Study Abroad

Figure 2 shows the types of programs that the business majors have selected in the past eleven years. While they rarely go abroad for an academic year, either through IU or external options, the program duration most popular among business students at IU is the semester. This is impressive since, according to the national statistics published in the Institute for International Education’s *Open Doors* survey, 50% of U.S. undergraduates today participate in short-term study abroad programs, that is, those whose duration is less than a semester (i.e. summer, quarter, January term, etc.). Sixty percent of the IU business students who studied abroad in 1999–2000 chose programs which were a semester or longer.

They are also diversifying their choices more than before. In 1989–1990 the vast majority of business majors who studied abroad (71%) chose to go abroad with KSB programs. However, as the curriculum innovations evolved over the decade, students began to see that they could satisfy a wide array of related academic requirements on non-business programs (i.e. International Dimension Requirement, the International Field Specialization and the International Studies Concentration). They began to choose from among IU’s other administered and co-sponsored programs and from choices outside Indiana University. In fact, in 1998–1999 more
than half the business students (54%) who went abroad for the semester chose an option offered by an institution or a provider other than IU. And in that same year 65% of the entire group of business majors abroad chose a program outside KSB programs. Aside from the fact that many KSB business programs have reached capacity, we also know that the students select other programs because they have the confidence that their international experience will be incorporated by IU into their degree program.

**CONCLUSION**

As is evidenced here, students in Indiana University’s Kelley School of Business find an atmosphere that strongly supports study abroad. Prior to the development of the various curricular innovations that now embed internationalism into the degree requirements, business students at IU were wary about going abroad, fearing that
such an activity would be considered extraneous to their degree program. Often
they felt that their desire to study abroad was frivolous or, worse, a waste of
time. However, since the KSB introduced the International Dimension requirement,
the International Field Specialization and the International Studies Concentration,
students flock to the Office of Overseas Study in search of programs that will
help them satisfy these various requirements. Their parents support their choices
because they are an integral part of their degrees, and their advisors encourage
their participation as well since they will not be delaying their graduation by going
overseas. In fact, students often believe now that if they do not study abroad,
they will be missing out on a critical life-changing event while also jeopardizing
career opportunities in the future. Despite this strong track record of having over
250 business students a year engaged in study abroad, IU needs to further study
the demonstrated outcomes. Although a number of us have wonderful anecdotal
stories from our students, a more systematic study could prove the impact that
study abroad has had on our students.

A favorite example we use to show students how influential study abroad can
be on one’s life is that of David Hodge, an IU School of Business graduate from
1989. He studied for a semester in KSB’s program in Tilburg, The Netherlands, a
semester in Seville, Spain and a year in Lima, Peru. He graduated from IU with a
B.S. in Business and a B.A. in Spanish and went on to complete a Master’s Degree
at Georgetown University’s School of Foreign Service. In the past decade he has
been stationed in Rio de Janeiro, Lisbon, Brasilia, and Buenos Aires, where he is
currently the U.S. Consul General. Although David did not pursue a conventional
career in business, his training in business coupled with his training in liberal arts
and his three stints overseas have given him the broad and balanced perspective that
a successful U.S. diplomat needs. When asked recently about what he remembers
most about his three study abroad experiences, David said, “There’s no doubt
in my mind that one cannot be as effective as a foreign affairs practitioner (in
business, government, or whatever field) without foreign language skills. . . . All
three programs were instrumental in my intellectual development by forcing me
to look at international issues from a foreign perspective which was great for
critical thinking and analysis.” Although few IU graduates will have the opportunity
to experience three different programs in three countries, students in the Kelley
School of Business will know from the moment they start their studies at IU that
study abroad is considered an integral part of their degree programs, because they
need to train themselves on various levels – academic, professional and personal –
to become part of the globalized citizenry who will shape the world of tomorrow.