

Report: Looking Back, Looking Forward at the History of Education Abroad in the United States

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INTRODUCTION

The Office of Overseas Study (OOS) established in 1970 was a unit of the Office of International Extension in the Continuing Education Service. When I became Director in 1973, OOS sponsored ten overseas programs in Barcelona, Paris, Vienna, Oslo, London, and Sali, Yugoslavia. The total enrollment was approximately 200 students. OOS was also affiliated with consortia and cooperative organizations. A prime example was the non-credit language programs of The European Language and Educational Centers located in seven sites. The “operational responsibility of OOS was to administer the sponsored programs and be an advisory unit to students who were interested in overseas study.” Continuing Education had overall control of registration and fiscal procedures. The OOS staff consisted of only four members: Director, Coordinator, Office Secretary, and Receptionist.

In my first two weeks as Director, I reviewed the budget, the administrative process and arranged meetings with Continuing Education personnel. Meetings also included MSU program Deans, the Comptroller, Registrar, faculty, and other personnel who were involved with OOS. I concluded that the centralized structure of OOS in administrating MSU programs was positive. Colleges or departments could not initially establish overseas study programs. Decentralization would have been anathema for education abroad in terms of management without standardized administrative and financial procedures. On the negative side, OOS had very limited resources and diversified programs.

PRIMARY GOALS

I changed the title of OOS to the Office of Study Abroad (OSA). OSA was more specific and inclusive in international education. My primary focus was as follows:

1. To sustained program growth with diversified course offerings emphasizing expansion of language study and initiating curriculum innovative approaches.
2. Provide opportunities for faculty (incentives) and for students (internships) to enhance their cross-cultural experiences.
3. To establish diversity in study abroad programs.
4. An imperative was to establish close collaboration with campus service units, particularly the Office of Financial Aid. Foremost was to be aware of Federal Aid and institutional procedures.
5. To explore government and foundation funding.

6. To provide leadership in the development and maintenance of quality overseas study programs. To enhance our commitment to undergraduate and graduate students by adding an international dimension to their education.
7. Finally, to provide administrative support to all overseas study programs sponsored by MSU.

POLICIES

The implementation of these initiatives and goals is detailed in the following sections:

I. FACULTY-LED PROGRAMS

A major initiative of OSA was faculty-led programs. Course offerings and overseas study programs increased which benefited the faculty in their teaching and research. Their bi-cultural experience strengthened their international expertise, awareness, and understanding. The outcome was the publication of articles and books. Families also benefited. I know from first-hand experience when I taught the Humanities London course in 1972, and the impact that the U.K. had on our two daughters.

How was OSA able to promote faculty participation? Letters were sent to departments, colleges, and to faculty inviting them to submit proposals to establish overseas study programs. An incentive was seed money which included airfare, meals, hotel, and internal transportation. Numerous faculty had overseas contacts and country expertise. The emphasis was to offer a program which was not a carbon copy of MSU courses in East Lansing. The goal was to establish a diversified program of academic excellence. How was this aim to be accomplished? Field trips, speakers were added to create an environment of cultural immersion and to have students living with native families when possible. Another criterion was that the program was to be continuous, not a “one shot deal”. College and department heads began to support this concept. OSA at different intervals would send administrators overseas as program observers. It is amazing how several administrators who were neutral or had a negative view of overseas study became strong proponents. Departmental overseas study committees were initiated to select faculty, be advisors, and to oversee the curriculum. Another favorable outcome was the emergence of faculty exchanges and overseas institutional linkages which internationalized the curriculum.

Faculty worked closely with OSA in the promotion of programs, recruitment of students, and to be fiscally responsible. OSA established faculty orientation sessions and distributed the MSU Faculty Manual. This informational guide covered many issues including emergencies, illnesses, budgets, student responsibilities, the importance of evaluations, etc. An important caveat was that even though I was an administrator, I was also a faculty member. I was their peer and colleague. Having been an

elected member of the All-University Faculty Affairs Committee on two occasions, I could understand university governance and their frustrations regarding budget issues and programming. On various occasions, we would not cancel under-enrolled and deficit faculty-led programs. Our rationale was that this was an investment, particularly with first-term programs. The outcome was very positive since these programs maintained sustained growth and continuity.

Note that a major problem in some departments is the non-recognition of faculty participation in international activities as a criterion for promotion and tenure. But I believe that several steps have been taken to correct this issue.

II. SHORT-TERM PROGRAMS

A major innovation of OSA was short-term programs. Short-term could be defined as having a time frame less than an academic year or a semester. Summer (four to eight weeks) and Spring or seasonal breaks (one to two weeks) would be prime examples. I recall in several conference sessions where several study abroad administrators were critical of short-term programs. Their premise was that these programs undermined the cultural value of a study abroad experience and that its academic quality was substandard. But not all disciplines fall into a semester or academic year period. Forensic archeology, film, natural science, social work, nursing, packaging, internships, etc., to cite just a few examples. The cost of short-term programs is cheaper. There are more program offerings, faculty-student participation, and contingent on location, more available living accommodations. More students were exposed to an overseas study experience which assisted them in seeking career opportunities. Short-term programs had an impact not only internationalizing MSU, but on the national scene as a model for the number and program diversification. The value of short-term programs is further exemplified today with the overseas Freshmen Seminars. OSA's reputation is further enhanced today in giving MSU students an international experience early in their academic careers.

III. CURRICULUM INNOVATIVE APPROACHES IN MSU STUDY PROGRAMS

An important component in study abroad programs is the curriculum. A diversified curriculum offers more programs and is intrinsic in satisfying student requirements. Some colleges have rigid curricula criteria which is a deterrent for students in certain disciplines who are interested in overseas study. A solution is to be innovative in establishing overseas programs. Several examples might suffice. The Mass Media London program involved fields including telecommunication, advertising, and journalism and how the media impacts British society. This program was organized by The Guardian (formerly the Manchester Guardian) in London. As a major newspaper in the media field, their services were unparalleled. Access was given to students to media personnel, sites, and resources which would

be unattainable to MSU. Presenters were Harold Evans, the noted editor of the London Times, and David Putnam, famed producer of The Chariots of Fire. Specific sessions included meetings at industrial, academic and administrative sites throughout London, such as the Independent Broadcasting Authority, Guardian Public Service Broadcasting, the Press Council, and the Media Reporter (Britain's premier journalism quarterly). Since the UK has a variety of television programming, students were eye-witnesses to the operation of BBC T.V. Studios, Thames, BBC World Service Broadcasting and Cable Television. In T.V. News, Rich Thompson, editor of the nine o'clock News discussed some case histories in T.V. news gathering. The final phase of the program examined British Technology in the media with discussions on interactive data systems (information gathering), teleconferences, and alternative mass media. Students were required to do an individual research project on an area of particular interest on British Mass Media and to maintain a journal. Assigned readings were selected to provide an introduction to the philosophy and structure of the British Media System.

Another innovative program was Otolaryngology (ear, nose and throat) from the College of Human Medicine led by Dr. Pal Kapur who was Chief of Surgery of this department. The site was Bombay (now Mumbai). Enrolled resident medical students were privy to patients, physicians, nurses, hospitals, and clinics which involved them in cases that they would never see in the U.S.

Several threads and a pattern can be found in these two programs. The importance of the private sector and the non-traditional format cannot be underestimated in contrast to traditional programs such as liberal arts and general education. Other non-traditional programs that were offered included Paleolithic anthropology, packing, nursing, film, hotel restaurant and institutional management, comparative health, business and others.

Sources: Charles Gliozzo, Chapter, "Curriculum, The Private Sector and Overseas Study", **Innovative Approaches to Curriculum Design, the Study Abroad Program**, edited by Deborah Hill, Renaissance, 1987, 188-98.
Co-author with Joan Solaun, "Study Abroad for Business", **World Education and News Review**, Summer 1993, 19-20.

IV. FINANCIAL AID

A. Financial Aid Model-Collaboration between Office of Study Abroad (OSA) and the Office of Financial Aid (OFA)

An important initiative for increasing the enrollment of MSU students in study abroad programs was the financial aid model established by OSA and OFA. The process provided for the identification of financial aid students, specialized counseling, early processing of financial aid and transfer of dollars for overseas programs. In the 70's, "financial aid included

institutional grants, Michigan Competitive Scholarships, National Merit Scholarships, private donor awards, National Direct Student Loans, Basic Educational Opportunity Grants, and the Guaranteed Student Loan.” In addition, OSA had three special scholarship programs which assisted students. They were: 1) Overseas Study Scholarship Fund – nominal amounts were awarded to students. But in 1984, this fund was substantially increased with the establishment of an endowment fund for Education Abroad which was a model for other universities.

Source: Charles A. Gliozzo, “Investing for the Future of Education Abroad: How One Institution Started an Endowment Fund for Education Abroad”, **International Educator**, July-August 2007, 62-65.

2) The University Development Fund Program and, 3) Minority Scholarship Program funded by the Department of State. See section V.A, on Diversity in Study Abroad Programs. All of these scholarships above were administered by OSA.

The rationale for the success of administering financial aid for study abroad was due to the following: 1) “OSA was recognized as the only administrative unit on campus that can approve undergraduate study abroad programs for financial aid. This process eliminated OFA from dealing with a variety of colleges and departments. It facilitated on-going communication between two offices and allowed OSA to provide reliable financial aid information to students during their first contact with overseas study staff.” 2) The student was given a Procedure for Enrollment Sheet and a Financial Aid Approval Form (FAAF). The FAAF provided up-to-date information on the specific costs of the program for OSA and OFA. 3) The student is actively involved in arranging all aspects of his program, is fully aware of the costs, and funding availability agreed upon by OSA and OFA.

Source: Norris C. Bryson (Coordinator, OSA), Charles A. Gliozzo (Director, OSA), Thomas A. Scarlett (OFA Director), “Study Abroad Financial Aid Sample Forms Detailed”, **NAFSA Newsletter**, February 1979, 109-120.

V. SCHOLARSHIPS-INSTITUTIONAL AID

A. DIVERSITY IN STUDY ABROAD PROGRAMS :MINORITY GRANTS

A significant challenge was to implement diversity in study abroad programs. Minority students should not be deprived of an international experience. To accomplish this goal, OSA was fortunate to receive a \$50,000 grant for a three year period (1979-1982) from the International Communication Agency (then known as the United States Information Agency – (USIA). The main objective was to stimulate interest and participation by minority graduate and undergraduate students in MSU’s overseas study programs. Grants would also be given to assist

graduate students in their overseas research projects related to their majors and career-oriented objectives. Scholarship awards ranging from \$300 to \$1500 were allocated to cover the cost differential between studying on the MSU campus and studying in MSU overseas programs. Minority grantees were selected on the basis of academic credentials, emotional stability, sincere commitment and interest in the host country, adaptability to overseas programs and financial need. Recipients were selected by a Minority Advisory Committee consisting of twelve individuals from administrative units and eventually minority students who were former grantees. The committee represented a cross-section of minority ethnic groups. This type of heterogeneity and academic representation was a significant factor in its effectiveness. Since fiscal concerns constituted a major deterrent to minority student enrollments, adequate counseling regarding financial aid was essential. OSA had a direct linkage with the Financial Aid Office. In fact, an African-American Assistant Director of OFA was a member of the Minority Advisory Committee. When a minority applicant enrolled in an overseas study program an OSA staff member gave that student a financial aid form which listed the program cost. An interview was arranged by OSA between the minority student and the financial aid advisor to discuss the student's fiscal needs. If the student was already receiving financial aid, the minority grant would be a supplement. Counseling of students regarding the pros and cons of overseas study was not limited to financial concerns, but also advice was given on cultural adjustment and career goals.

A review of the MSU minority grant program indicated that out of the hundreds of applications submitted, a total of 94 students received grants which included 27 graduates and 67 undergraduates. Every ethnic minority student group was represented including 6 Native Americans, 51 African-Americans, 8 Asian-Americans, 14 Chicanos, and 15 other Hispanics. Sixty-nine applications were unacceptable by the Minority Advisory Committee due to poor academic credentials, non-adaptability to overseas programs, and no direct relationship to overseas study and career-oriented objectives.

Minority grantees studied and did research in twelve countries in a variety of MSU programs to satisfy their academic requirements. Courses included business law, humanities, social science, political science, romance languages, student teaching, health, German, etc. Each minority grantee was required to complete evaluation questionnaires upon termination of their academic program. These evaluations were very informational regarding recruitment, orientation procedures, professional interests and cross-cultural relationships. The evaluations indicated that by participating in MSU Overseas Study programs, minority students enhanced their academic careers. A few illustrative examples are as follows: An African-American in the

College of Human Medicine who enrolled in the India ear, nose, and throat program increased his knowledge in those medical areas. He participated in and was an eyewitness to numerous clinical cases at the All India Medical Center in New Delhi. A Chicano ceramicist studied ceramics related materials, their firings, shapes and forms in remote Mexican villages. An inspiring Hispanic journalist enrolled in the London Mass Media program became immersed in the nuances of British journalism and related media. A special minority recipient was a blind student who participated in the Humanities London program. With the assistance of the London supportive services staff and a resident aide from OSA, the student had a highly successful experience. Disabled minority students and any other student should have the same international opportunities.

Source: More detailed information can be found in Charles Gliozzo, "The International Education of Minority Students", **Minority Education**, Vol. 2, number 5, December 1980, 1, 6-7.

B. COCA-COLA GLOBAL FELLOWS GRANT

In 2005, I wrote a proposal entitled "Coca-Cola Global Fellows" which was submitted to The Coca-Cola Foundation. The aim was to obtain funding for undergraduate/graduate overseas study students and for secondary school foreign language teachers which was subsequently modified just for students. With patience, persistence, visiting the Coca-Cola Foundation Director in Atlanta (Coca-Cola headquarters) and with a support letter from Peter McPherson, a \$50,000 grant was approved two years later in 2007. But there was a stipulation that the grant had to be matched by MSU. The money was raised with the support of Provost Simon, College Deans, and by the ISP Dean's Office. The grant was now \$100,000 to be administered by OSA. I believe this initial student Coca-Cola grant was subsequently renewed with a larger donation.

C. NATIONAL PRIORITIES ON FINANCIAL AID

1. NAFSA Study Abroad/Financial Aid Advocacy Working Committee

OSA was a principal player in NAFSA on financial aid. Our financial aid procedures and forms in collaboration with the Office of Financial Aid was a model for other colleges and universities, Financial aid on issues of the "D" grade, multiple disbursements and contractual/consortium agreements involving third party providers became a national priority. These problems deterred overseas students from receiving financial aid. I was principally involved when I was Chair of the NAFSA Study Abroad/Financial Aid Advocacy Working Committee from 1996-2000. Through the diligent efforts of Nancy Stubbs, Carl Herrin, Steve Prag, Susan Pugh (Director of Financial Aid, Indiana University, John Gregory of NAFSA in concert

with Brian Kerrigan, Department of Education, formidable progress was made in resolving these issues. Focusing on the regulations in the Reauthorization Act of Higher Education of 1998, particularly, on multiple disbursements and contractual/consortium agreements, financial aid advisors became more flexible in disbursing aid for study abroad. Detailed information on how the committee was able to accomplish these positive outcomes can be found in my report on “Study Abroad/Financial Aid Working Advocacy Group Committee.” The purpose of the report was to document the work of the committee and be a resource for study abroad administrators.

2. Regional Workshops on Financial Aid

A major accomplishment was a NAFSA Workshop \$3,000 grant for my proposal, “Regional Workshops for Study Abroad/Financial Aid Administrators: Cooperation and Communication on Issues and Challenges” for workshops at Brown and Xavier University”. I selected Dr. Susan Pugh, from Indiana University, an expert on financial aid as co-chair of our workshops. Susan was the Director of Financial Aid for Indiana University and the branch campuses. The need for these workshops was the confusion and lack of communication among study abroad and financial aid advisors. These problems evolve from a lack of knowledge of study abroad and financial aid. The result was frustration which deterred accessibility of financial aid to students enrolled in approved accredited study abroad programs. On the whole, financial aid directors did not know about study abroad procedures. Study abroad administrators did not understand the financial aid process. Both groups needed to network and cooperate in overcoming barriers to overseas study students accessing aid. A solution was the establishment of regional workshops.

Issues to be addressed were 1) what is the working relationship between the Office of Study Abroad and Financial Aid units? 2) How is this relationship implemented? 3) What are the major barriers in accessing aid for overseas study? 4) What are the most effective means in overcoming these barriers? Susan and I as project directors worked with regional coordinators at Brown and Xavier. Workshop participants came from Region VI and Region XI. Colleges would send a study abroad administrator and their financial aid counterpart. Each participant received travel grants. They were requested to submit responses to a questionnaire to the regional coordinators several weeks prior to the workshops. By having prior knowledge of the main issues, Susan and I would focus on these problems in our presentations and discuss then with the participants in the one-day workshop. Each participant received a workshop manual which contained the agenda, informational materials on study abroad, federal regulations on study abroad (status of ‘D’ grade, multiple disbursements, and consortia agreements involving

third party providers), website information on financial aid, study abroad financial aid forms, models of consortia agreements, up-to-date information of the Higher Education Act and pertinent articles relating to study abroad and financial aid. The workshops at Brown and Xavier universities were an initial success. The result was additional funding by the American Institute of Foreign Study (AIFS) to establish other regional workshops. They included the University of St. Thomas, University of Georgia/Georgia Institute of Technology, Atlanta, San Diego University, California State University, Sacramento, and the University of Texas, Austin. Over 200 study abroad and their institutional financial aid administrators participated in these workshops. Regional coordinators such as Mel Bolen, Suzi Kifer, Sarah Stevenson, Richard Reiff, Ivy McQuiddy, Carol Scott and Monica Freeman as well as NAFSA central staff and Kerry Geffert (AIFS), were formidable contributors in the success of the 1998-2001 workshops.

Source: Charles Gliozzo, "Report on Study Abroad/Financial Aid Working Advocacy Group Committee, 2000, 1-6 and appendices.

D. OTHER IMPORTANT SOURCES

1. Publication of the **Annotated Guide to Scholarships, Grants, and Funding Sources in International Education and Other Disciplines.**

The experience with initiating the Directory of International Internships (see Section VI) led me to review sources for scholarships and grants on international education. What I found lacking was comprehensive information. I was fortunate to meet Jon Harrison, the MSU Grants librarian. Very few campuses have an individual whose entire employment is devoted to that endeavor. The outcome was a collaboration between ISP and the MSU Library in the publication of four editions in 1995, 1997, 2004, and 2009. The last hard copy edition consisted of 287 pages that included three sections: 1) General Guides and Databases 2) International Education and Study Abroad Resources and 3) Online Resources by Subject Categories. In all four editions, I was the Project Director representing ISP as the Assistant to the Dean. Jon keeps the information up-to-date in his excellent URL:

<http://staff.lib.msu.edu/harris23/>

2. Articles on Funding and Financial Aid

- a. Charles Gliozzo, "Creative Funding: A Guide for Study Abroad Advisors," **Study Abroad: A 21st Century Perspective**, edited by Martin Tilman, American Institute for Foreign Study Foundation, May 2000, 35-40. Emphasis on study abroad initiatives, institutional aid, under-represented students, service organizations, program sponsors, ethnic groups, international alumni donors, private sector (corporations and foundations, Title VI Government Grants/Scholarships) and the role of State government.

- b. Charles Gliozzo, "Alternative Sources of Funding for Study Abroad for a **NAFSA's Manual**, 2003, 1-15. This article was a sequel to the article cited above with more specific information including sections on successful grant-writing tips, a listing of Corporate/Foundation Funding of Study Abroad Programs and websites on study abroad scholarship/grant information.
3. Contributor with Brad Lauman, Nancy Stubbs, and Elizabeth Lee, "Financial Aid and Funding Education Abroad," **NAFSA's Guide to Education Abroad for Advisors and Administrators**, 3rd edition, 2005, 107-128. Descriptive information on what is financial aid, types of aid, what financial aid can be used for study abroad, disbursing aid, finding low-cost programs, outside funding and scholarships, assisting students, identifying funding sources, institutional fundraising, aid from foreign governments and other informative sections..

VI. INTERNATIONAL INTERNSHIPS

Apart from having overseas study programs in specific disciplines, there were repeated student inquiries on international internships. Research in locating a directory or a comprehensive resource was to no avail. In 1987, OSA was awarded a grant from the Cooperative Projects Committee of NAFSA, funded from the United States Information Agency (USIA). The goal was to establish an informational referral system on international internships. The result was the publication of **THE DIRECTORY of INTERNATIONAL INTERNSHIPS** in collaboration with the MSU Placement Services under Jack Singleton who was nationally known for his work in college placement. He later became an MSU trustee. The Directory contained information about internship programs for undergraduate and graduate students. Data came from over 4,500 questionnaires based on responses from universities, government agencies, private sector companies and organizations. Entries contained information on the sponsoring organization, internship description, its objectives, location, duration, deadlines, eligibility requirements, financial data, academic credit, and contact information. The **DIRECTORY** went beyond just internship listings since it also included information on the internship process. What is an international internship? How do you begin your search? What are the benefits and disadvantages? , finding the right internship, the evaluation process, and indexes on specific disciplines with geographical areas. In addition, there was a bibliography and websites. The **DIRECTORY** became not only an excellent resource for our students but also for educational institutions, government agencies and private organizations. The USIA contacted us and requested that we send copies to their European Information Centers. OSA paid the mailing

costs since the initial funding came from USIA. MSU's Dean Ralph H. Smuckler in his memoir, **A UNIVERSITY TURNS TO THE WORLD**, acknowledges the primary importance of internships, stating, "in the 1980s, internships in a company abroad became an alternative way to gain an international experience."

the **DIRECTORY** was a huge success and gave OSA national visibility. Its popularity led to subsequent editions in 1990, 1994, 1998, 2002 and in 2009. A total of six editions but in 2009 it was decided that hard copies were no longer feasible. In collaboration with the Center for International Business and Research (CIBER) of the International Business Center, the **DIRCTORY** went on-line. The **DIRECTORY** was now a free searchable database of international internship opportunities which was kept up-to-date by CIBER programmers. The website is [www.globalEDGE.msu.edu/International Internships](http://www.globalEDGE.msu.edu/International%20Internships) and still popular as ever. Prior to the on-line version, the **DIRECTORY** generated OSA revenue through the sale of its publications. Throughout this entire process, I was fortunate to be the editor and project director.

The **DIRECTORY** initiative led to a collaboration between OSA and the colleges to offer overseas internship programs such as Social Science, Arts and Letters, Eli Broad College of Business and Engineering. In the beginning, an international internship was a component of an MSU study abroad program led by a faculty member who established these internships through his overseas contacts. A student could only obtain credit by enrolling in the MSU approved academic program. Within time, students could enroll in an independent internship program as long as it was approved for credit by the student's department.

Another dimension of international internships was OSA in initiating the International Internship Alumni Program. OSA and the MSU Alumni Association received a \$6,000 Career Development Model grant in 1997-98 from Career Services and Programs "to assist undergraduate students in identifying early career-related goals in their educational experiences". MSU alumni clubs were contacted to provide internships which were commensurate with student skills, to assist students find low-cost housing (actually they lived with families), and to give social/cultural support in adjusting to "a foreign setting" including other forms of support. The Turkish Alumni Club was chosen because of their supportive services and an alumni membership of over 200 members.

With the focus on globalization and career opportunities, international internships are becoming increasingly popular based on a report from the Institute of International Education which stated that "from 2000-04 to 2008-09, internships increased by 33%.

Source: Cindy Chalou and Charles Gliozzo, "Why International Internships Are Key to University Global Engagement", **The Chronicle of Higher Education**,

VII. ENROLLMENTS AND PROGRAMS

The growth of enrollments and programs was continuous. In 1980-81, there were 480 students enrolled which increased to 703 by 1982. In 1984, there were 52 academic programs in 14 countries with an enrollment of 904. In 1991-1992, 76 programs were established with over 180 courses offered for academic credit. The number of students processed was 1,394 but due to cancellations, the final enrollment was 1,132. Source: **Program Data from 1991-92,1993-94.**

When I was transferred in 1993, to the Dean's Office as Assistant to the Dean (Gill-Chin Lim), OSA offered 87 programs in 21 countries including 4 European programs where there were multiple countries involved. By 1993 there was no doubt that MSU had the most extensive overseas study programs in the United States. The success was due to various factors: 1. A prime reason was the OSA staff which increased from 4 in 1973 to seven with an additional 6 annual interns. The staff was committed and dedicated with personal involvement with decision-making regarding new staff and procedures. I always stated that a "unit is as good as your staff". Internal communication was paramount with internal staff meetings so that everyone was informed to avoid any surprises.

2) Delegation of responsibility was implemented particularly, to the Assistant later Associate Director, Nona Anderson who did an excellent job in undertaking a number of programs.

3) External communication in responding to inquiries quickly to students and faculty.

Orientation meetings on programs took place practically every afternoon or evening for interested students. Extensive marketing with flyers announcing programs and brochures on individual programs were distributed throughout MSU. Overseas ads on meetings appeared in the State News. 4) Faculty and past participants were actively involved in recruitment.

5) Networking was not limited to the MSU campus but ads in NAFSA's newsletters and program information sent to each U.S. study abroad or international studies office. 6) Another important factor for our success was that OSA was self-supporting. Budget procedures were flexible in transferring monies to various accounts. In addition, the budget was contingent on student credit hour fees. With the increase of student enrollments, more money was generated. OSA was also the benefactor of various grants (see other sections in this report) and the only U.S. unit who initiated its own endowment fund. 7) The faculty and college administrative staffs initiating overseas study advisory committees were very helpful in supporting OOS. Faculty

incentives such as seed money and the State Department per diem were particularly generous. Program budgets also paid their salary and airfare.

8. Finally, each participant completed an extensive overseas program evaluation questionnaire which gave OSA important information on program strengths and weaknesses.

SOURCE: **Overseas Program Evaluation Questionnaire.**

VIII. HOW OSA'S EFFORTS ALIGNED WITH INSTITUTIONAL AND NATIONAL PRIORITIES

References have already been made in this report to financial aid, the national regional workshops, **THE DIRECTORY OF INTERNATIONAL INTERNSHIPS** and **GRANTS/SCHOLARSHIPS** publications. Very important were the regional and national leadership roles of OSA's Director and Associate Director. Both Nona and I have been on various panels and also as presenters in numerous NAFSA conferences including other international educational conferences and activities. As Director, I was Chair, Region VI (1984-1987), NAFSA Secussa Chair (1990-93), Chair, CIC Study Abroad Administrators (1988-1989), Chair, CIEE Cooperative Study Centers Consortium Committee (1989-1991), National Chair of Financial Aid/Study Abroad Advocacy Group, Vice-President of Phi Beta Delta Honorary Society (1992-93), Consultant to International Education units for 5 colleges and the Kentucky Council of International Affairs (1985). The Director was a Fulbright recipient for International Education Administrators in Germany (1982) and the first U.S. recipient of the NAFSA Education Leadership Secussa Award (1999). Under my tenure as NAFSA Chair, the Secussa website was implemented with the committee of Paul Primak, Marvin Slind and Bill Hoffa. The website presently has approximately 6,000 subscribers.

The Associate Director was respected by her colleagues in the profession as a diligent and knowledgeable individual who excelled as a speaker and as a committee chairperson. She succeeded me as Director in 1993.

Leadership involvement in the Region and nationally gave us insight into the main issues and problems on study abroad, e.g., the feasibility of short-term programs, the impact of the Cold War, risk management, the question of quality and competence in study abroad, best practices, federal regulations on financial aid, the introduction of technology, marketing and other topics. These networking experiences gave us an education which assisted us with our own internal procedures.

IX. TRANSFER OF OSA TO ISP

A fundamental change was the transfer of Overseas Study from Lifelong Education

programs to ISP, effective, July 1989. An interesting note is that from 1970 OSA was always housed in the Center of International Studies and Programs, all of the other units were in Kellogg Center or with Cooperative Extension.

As Director, I now reported directly to the ISP Dean, Ralph Smuckler who assumed administrative and fiscal responsibility of OSA. Lifelong Education no longer was centralized but decentralized with each college having operational supervision of administering their own lifelong education programs.

SOURCE: Memorandum of 1989 for the Transfer of OOS From Lifelong Education to ISP Programs, May 8, 1989.

X. CONCLUSION

This report is in response to the OSA History project by Brett Berquist, Executive Director, Office of Study Abroad, Michigan State University and Dr. Pamela Roy, Research & Scholarship Associate, Office of Study Abroad, Michigan State University. The focus is 1973-1993 on the goals, policies, initiatives, challenges, publications, and how OSA aligned with institutional and national priorities.

There were several areas that the report did not emphasize: The impact of the switch from the quarter system to semesters, the reaction to terrorism (IRA in the UK, and the coup in Grenada), the attempts to post citations of overseas study on student transcripts which eventually became successful. The Registrar's dissent in the beginning was if we cite overseas study, we then have to cite Women, Judaic studies, etc.

Another topic of interest was the health, safety, and behavior of faculty and students. No deaths of faculty or students occurred except one faculty member died of a heart attack while swimming in Jamaica. Major health problems were addressed immediately in collaboration with Dr. Arnold Werner, a physician who assisted us if a problem occurred. Let me know if you wish to have further information on the above topics.

I hope that the report fulfills your expectations. I was delighted to do this project because it brought back many delightful memories of the staff, faculty, and students. Thank you for giving me this opportunity.

Respectfully Submitted,

Charles (Chuck) A. Gliozzo, Ph.D.