The Future of International Exchanges in a Post-Pandemic World

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BRAD FARNSWORTH, AMERICAN COUNCIL ON EDUCATION

This volume has two purposes. The first is to provide an overview of the current state of international exchanges, with a focus on the bilateral relationship between the United States and the European Union. The second is to envision the world of international exchange after the pandemic has subsided and we have returned to some version of a steady state.

The initial conversations that led to this project began with a focus on government-funded exchanges. While government programs remain centrally important, both in terms of the volume of funding and the number of participants, the other chapters in this volume will expand our scope to include self-funded and privately funded exchanges. As our authors will illustrate with examples and case studies, an exclusive focus on government-funded exchanges would ignore much of the dynamism and creativity that is taking place in this field.

This broader scope poses some challenges when it comes to defining international exchanges. For purposes of this publication, we define international exchange as any designed activity that supports the physical movement of individuals across national borders with the goal of advancing personal or professional development. Participants can be scholars (Chapters 1 and 3), mid-career professionals (Chapter 2), or students (Chapters 4 and 5). Although some of these programs are true exchanges, with individuals moving in opposite directions between two locations, this volume does not use that definition.

Several authors will explore the boundaries of this definition. Some will challenge the focus on the participant as the primary beneficiary; the sending organization may also hope to benefit from the participant's enhanced expertise after they have completed the exchange. Similarly, the organization that hosts the individual may hope to benefit, perhaps in the form of a research project that addresses a defined problem or challenge (see Chapter 5). The benefits to organizations are especially hard to measure. Many organizations would state that an experience that directly benefits the participating individual will also benefit their organization in some way, but they have no way of testing that assumption. Finally, by centering on physical mobility, our definition does not include virtual exchanges. This issue is explored more fully in Chapter 4.

My definition also assumes that international exchanges are intentionally designed. Chapter 3, which addresses international research collaboration, will explore that assumption. Many international research collaborations are in fact intentionally designed; in the US, the National Science Foundation and other funding agencies financially support this approach, and they require detailed proposals that describe how the collaboration will take place. Nevertheless, other successful exchanges are spontaneous, growing out of serendipitous encounters that are facilitated by the exchange of paper drafts, conferences, shared data sets, and other forms of interaction. The policies and practices that support these activities are best described as enabling. They include funding and administrative support for travel, technology support, legal counsel, the negotiating of institutional agreements, and performance evaluations that recognize the additional risk and uncertainty of collaboration across national borders. My own experience as a university administrator suggests that modest institutional investments in these support systems can produce substantial returns; the mere existence of a modest funding source on a university campus can have an important signaling effect.

This project began during the worst pandemic in a century. As these papers were being written, two pieces of conventional wisdom have now informed professional life in the United States. The first is that professionals of all types are now much more adept and comfortable with the use of technology in all aspects of their work, and particularly when it comes to interpersonal communication and collaboration. The second is that personal and organizational productivity in this new environment is comparable to our pre-pandemic work environments, and in some cases it is greater. In the field of education, universities have quickly adapted to delivering instruction in a virtual environment, although it may be premature to assess the effectiveness of this new approach in terms of student learning. Student access and scheduling flexibility have always been the strengths of online education, but the pandemic has also exposed the lack of internet access in the United States. While the problem is especially acute at the K–12 level, thousands of university students do not have access to the internet at adequate speed, and in other cases they do not have the necessary equipment or a quiet, private location to participate in classes. It may be several years before these pieces of conventional wisdom are rigorously tested and verified.

I asked each of the authors to address the question of how the pandemic will affect their particular mode of exchange. Each has a thoughtful, detailed response to my question; after we publish this volume, we will organize a series of webinars that will engage the broader international education community in a discussion about the future of our field. But the current assessment by each of the authors is clear: all affirm the value of face-to-face interaction. Learning to collaborate using technology as an explicit programmatic goal is discussed in detail in Chapters 4 and 5.

I also asked each author to address the question of evaluation, or how they measure the impact of their mode of exchange. Paradoxically, the results were both inspiring and sobering. All of the chapters in this volume have stories about program participants who gained personally from international exchanges. Other examples will demonstrate how exchanges benefited their home or host organization. In still other cases, we will see how exchanges contribute to the public good through knowledge creation (Chapter 3) or a better-informed public (Chapter 2). For those of us in the field of international education, these stories inspire us and affirm the value of our profession. Everyone in the field of international education, myself included, has their favorite story about an exchange participant who has used their experience to make the world a better place.

When read together, however, these papers will also suggest that stories and anecdotes are not enough. A more rigorous, systematic approach to program evaluation will help to increase financial resources, public support, and program participants. From my perspective, we have been living on borrowed time. A major setback to our profession in the past decade was the massive cut in funding for Title VI, the program under the U.S. Department of Education that supports area studies and other international programs on US campuses. While there are many explanations as to how the cuts were made, one clear weakness of these programs was a lack of rigorous evaluation. I was the director of a Title VI center for international business education at the time, and I was actively involved in a project that was designed to provide better performance data. There were many challenges, however. For one, the authorizing legislation had broad objectives, and each grant recipient was encouraged to take a creative approach to designing their programs. The result was a wide variety of audiences, learning objectives, and modes of delivery. What was a strength of these programs became a liability when it came to defining and measuring success. Some argued that the solution was to focus on a limited number of activities, but some institutions found this threatening when their flagship programs were not included in the shorter list of targeted activities. From this I learned that outwardly benign attempts at program evaluation can be perceived as threatening to many; even the hint that the results could be used to rank (and potentially cull) grant recipients would only make matters worse.

Stories and anecdotes are still very effective, and every program director should continue to collect them. For several years I had the privilege to serve on the board of directors of the Alliance for International Exchange, an organization that advocates for exchanges funded or formally authorized by the US government, including the Fulbright program discussed in Chapter 1. These programs enjoyed remarkable bipartisan support throughout the Trump presidency; as the White House argued for massive cuts to these programs or even outright elimination, Congress maintained or even increased funding. The White House eventually gained political advantage during the pandemic by arguing that some exchange participants were putting Americans out of work, and an executive order eventually denied entry into the US for several of these programs.

Another challenge with program evaluation is the need to articulate program outcomes clearly and simply. The nuances and complications that occupy our daily professional lives are unlikely to matter to the private foundation executives, Congressional staffers, federal research agencies, and the many others who ultimately control the resources that determine the design and scale of exchange programs. To take one encouraging example from Chapter 3, the fraction of articles that are published in leading academic journals and authored by teams of international collaborators has risen steadily for several decades. When this aggregate statistic is coupled with examples of scientific breakthroughs that have directly benefited the general public—such as a vaccine for COVID-19—then the value of international exchange is brought into sharp and vivid focus.

Among program administrators—and I count myself as guilty as charged—program evaluation is often perceived as a cost rather than an investment. When funding agencies mandate program evaluation, or if we are compelled to do evaluations in response to actual or potential attacks from critics, then it is easy to fall into cost mode, where the goal is to respond to the immediate pressure at the lowest cost. A more strategic approach sees program evaluation as a tool for innovation, with analyses that can lead to better program design, better program outcomes, new approaches for advocacy, and new sources of funding.

When done the right way, program evaluation is challenging, especially when it is retroactively applied to existing programs. To take one example, existing studies of program impact usually lack a value-added approach, where participants are tested before and after the study-abroad experience. Given that many program participants have already received high-quality education throughout their academic careers, including instruction that is designed to prepare them for spending time in another country, we should not be surprised that testing only after the experience supports the claim that these programs are successful.

And finally, we have the challenge of performance indicators that are overly ambitious. These programmatic goals may be set by political appointees or other officials who are not familiar with the structure of these programs. When I was a Title VI director at the University of Michigan, my team and I were asked to demonstrate how our programming in international business education was contributing to the overall competitiveness of the US, including but not limited to an increase in exports. While this was and continues to be a desirable outcome for Title VI programs, it was also impossible to establish a causal link between our programs and this policy goal. Chapters 1 and 4 will offer some encouragement here: several scholars and practitioners are working on performance indicators that will find the right balance between analytical rigor and policy impact.

The five chapters cover a broad variety of exchanges. In Chapter 1, Ray Mitic provides us with a detailed case study of the Fulbright program, a government-funded exchange program that has enjoyed broad political support on both sides of the Atlantic since it was created after the Second World War. Mitic is a trained scholar whose chosen field is international education, and his historical perspective provides a framework for the entire volume. He makes the important point that publicly funded exchanges are a relatively new idea, with self-funding or other private subsidies being the norm until the 20th century. This points to a research opportunity in our field: to explore the impact and educational potential of all types of physical mobility, including job changes and transfers, direct enrollment in educational institutions, and other immigration categories. The academic field of international human resource management has already pursued this course by studying the impact of intra-organizational overseas assignments on professional and personal development.

Mitic also points out that the image of the United States has deteriorated worldwide and especially within the European Union. Restoring a more positive image of the United States is one of the stated goals of the new American president, Joseph Biden; rethinking official exchanges like Fulbright as part of a broader campaign to restore goodwill toward the US makes good policy sense. But my comments about potential overreach in program evaluation may apply here—there is some risk that overly ambitious program goals will lead to evaluation results that lack rigor or credibility.

Mitic introduces the equity issue, which is picked up by Melissa Torres and Amelia Dietrich in Chapter 4. The international education field has been struggling with this topic for many years. Mitic makes the important point that diversity, equity, and inclusion issues are not limited to the US; Germany and other members of the EU have also suffered from unequal access to education, although it is more by income level and geography than race and ethnicity. One suggestion is that publicly funded exchange programs do even more to target academic institutions with large populations of underserved students, including historically black colleges and universities, community colleges, and other minority-serving institutions. My own experience suggests that the faculty at these institutions have substantial influence on the life choices made by their students; faculty who participate in exchanges may be the key to persuading more of their students to pursue education abroad.

For the exchange of scholars and other professionals (covered in Chapters 1, 2, and 3), the authors do not foresee a radical restructuring of exchanges, despite the rapid increase in virtual communication and collaboration. They all believe that face-to-face interaction is essential for these programs to be effective. Nevertheless, increasing familiarity with an array of educational technologies is an opportunity for our field. Imagine, as an example, a program design where a group of professionals, scholars, and other experts from around the world are assembled to address a pressing global challenge, such as fresh water management and conservation. Imagine also that constraints in personal schedules only allow them to spend one week together face-to-face, with all other collaboration conducted virtually. A number of critical design questions immediately come to mind. First, how do we quickly create a sense of shared commitment and collective responsibility within the group? What does this mean for selection criteria and for the size of the group? At the end of the week, how will we know that we have achieved these affective goals? And how do we maintain and even build on those goals after we move to a virtual environment?

With this example, I am suggesting that merely grafting technology on to existing program design may not work. Much like conventional classroom instruction, our field has seen examples of where conventional modes of delivery have been digitized without asking more fundamental questions about goals and means. We need to start with a clean sheet of paper, with technology as one of several tools for meeting programmatic goals. With convenient travel between the US and the EU, the one-week constraint in my example may be excessive. But in developing countries, I frequently hear that senior campus leaders cannot be away from their campuses for more than a few weeks at a time—and travel time and costs are much more prohibitive.

The virtual environment also opens promising possibilities for joint projects among many countries. In the example of water management cited above, program participants could be selected from countries and institutions using a process that maximizes the value of comparison across national borders. Three categories of countries come to mind: (1) developed countries that have addressed water shortages effectively, although with the expenditure of resources that may not be available to developing countries; (2) developing countries with water shortages that have experienced varied degrees of success in their policies and practices; and (3) developing countries that expect to experience water shortages in the future, including those affected by climate change. Designing learning experiences through national comparison is one of the most important tools for international educators, and it is also one of the most challenging: too much difference between countries means that there is no practical basis for comparison; too little difference means there is no stimulation and diffusion of new ideas and solutions.

International exchanges within professional fields outside of academia, such as law and journalism, are not as well known as academic exchanges. In the United States, we do not have a program for professionals with the wide name recognition of Fulbright, although the Hubert H. Humphrey Fellowship, administered by the U.S. Department of State, is widely admired within our field. My own belief is that professional exchanges are not sufficiently valued for their broader public diplomacy value: an exchange of lawyers may produce better lawyers, one may argue, but perhaps the value ends there. A closer look at legal exchanges will demonstrate that they have advanced the rule of law, addressed corruption, promoted an independent judiciary, investigated war crimes, and advanced human rights in many countries. In business, the International Executive Service Corps has placed thousands of American executives in foreign businesses, all of whom are self-funded volunteers. In the United States, the poor response to COVID-19, the persistent problems of race and equity, and the rise of the political right have caused many to question the viability of our public institutions; the best solutions to our problems may be found in the experience of other countries, and we should frequently remind ourselves that exchanges involve the importing and well as the exporting of knowledge and ideas.

Like Chapter 1, our second chapter is a case study, focusing on exchanges in the field of journalism. I chose this field for two reasons. The first is that it is a rich, well-developed ecosystem, with governments, academic institutions, and the private sector all contributing financial support and professional development experiences. The author, Birgit Rieck, served as associate director at a privately funded fellowship program until 2019. Housed at the University of Michigan, the program hosts 12 domestic and up to eight international journalists annually. The second reason is that journalism has a powerful multiplier effect. Investigative journalism is fundamental to good government and strong public institutions. Subfields like scientific journalism contribute to the development of an informed citizenry and ultimately support democratic institutions. The latter is especially important to the United States and the European Union, where evidence-based arguments (and the experts who make them) are under attack from the political right.

Rieck is a practitioner, and her tone and style are very different from the scholarly approach of Chapter 1. That is intentional. She makes a passionate and convincing argument for unstructured time during the exchange experience, which helps to stimulate creativity and new approaches to problems. She believes that this is especially important in the design of mid-career exchanges, when the participant may be questioning whether they want to continue in their field. Journalism is stressful and exhausting, and in many countries it is dangerous. Her chapter should also stimulate some discussion about the ultimate goals of professional exchanges. For her own program, the professional development of the participants is the key performance indicator. For other programs, such as the International Executive Service Corps, the professional development of the individual is incidental—the main goal is to transform the hosting organization. In other programs, the sending institution expects a return in the form of a more productive employee, which raises important questions about retention. Once again, we are faced with some daunting questions when it comes defining program goals and designing an effective evaluation plan.

Like Mitic, Rieck does not believe that the pandemic will stimulate a fundamental rethinking of the way we design and execute professional exchanges: there are simply too many types of tacit and nuanced learning that are taking place, and as we can see in the paragraph immediately above, they are often moving in several directions at the same time. And who believes you can completely unplug from your work life in a virtual environment?

Chapter 3, co-authored by Laure Haak and Caroline Wagner, focuses on research collaboration across international borders. Like Mitic, Haak and Wagner are serious scholars, with deep expertise as researchers and as advisors to the public agencies that provide research funding in the United States. Here the iceberg metaphor is appropriate: while official exchanges are the most visible and measurable mode of collaboration, they are a small percentage of all international research collaboration. Official exchanges include scientific collaboration that is defined by international treaty, and they include grants from government-funded agencies like the U.S. National Science Foundation. They do not include privately funded exchanges, and they do not include the spontaneous, "bottom up" collaborations that are so prevalent among major research universities. As I am writing this introduction, I am reading year-end summaries about the major accomplishments in a variety of scientific fields during 2020; international collaboration is now the norm in most scientific fields.

The issue of research integrity is beyond the scope of Chapter 3, but in recent years it has emerged as an important issue within the global research community, and especially with regard to China. Research integrity includes rules and norms on peer review, the confidentiality of pre-published work, ownership rights, data-sharing, and authorship on joint projects. Research integrity has never been a major concern in the bilateral relationship between the US and the EU or between the US and Germany. But the actions of the previous US president raise two important policy questions. The first is whether the US and the EU should be working together, perhaps in cooperation with other countries with strong traditions of research integrity, to strengthen global research norms. The attacks on China's research integrity make some valid points, and yet they have come at a time when China is finally coming into its own as a major player in university research. The solution is to work with China, not against it. Given the steep decline in US-China relations over the past four years, which may take years to reverse, a multilateral approach may be the more effective way to engage China on this issue.

The second concern lies in the area of economic competitiveness. We have seen political leaders on both sides of the Atlantic successfully tap into deep reservoirs of economic nationalism. We are naïve if we believe that these sentiments will disappear with a different American president, and we are equally naïve if we believe that the US will never direct its destructive tendencies toward the European Union. From the US perspective, the potential danger is that university research that has historically been defined as fundamental or basic—and therefore publicly accessible to all countries—could be assigned a new category that is intended to protect and promote domestic industries over international competitors.

With Chapters 4 and 5, we make the pivot to student exchanges. Beyond the target audiences, these chapters offer some important contrasts to the first three. For one, efforts to evaluate the impact of student exchanges are more advanced, with numerous studies demonstrating that education abroad contributes to learning, personal development, and career success. Nevertheless, these achievements are still modest, and the authors offer some important recommendations to institutions. Second, the field has made important efforts to develop universal standards for designing and managing student exchange programs. Finally, the field has embraced virtual learning for over a decade, both as a mode for delivering independent courses and as a means to strengthen conventional physical mobility programs. All of the US's major study abroad partners in Europe are now delivering their regular course offerings online, and the authors make the important point that the definition of virtual exchange should also include the practice of allowing international students to enroll directly in these courses.

The authors of Chapter 4 argue that the future of education abroad lies in the hybrid approach, with every travel-based experience strengthened with virtual experiences before, during, and after the travel component. They offer a detailed case study of one US institution that is adopting this approach, and they offer recommendations to other institutions that will help them integrate this approach into existing and future programs. Those of us who have taught at the university level know how challenging it is to retroactively convert conventional courses to an online format. We can expect institutions to increasingly use the hybrid approach when designing new programs, drawing on the strengths of both the physical and virtual world to maximize student learning. Given the rapid expansion of short-term study abroad among US institutions, this approach offers some exciting possibilities for extending and deepening these experiences.

Education abroad in the United States is primarily an undergraduate experience, especially when it comes to experiences that last a full semester or academic year. At the graduate level, students have less time for travel, they are more likely to want to tie the experience to career goals, and a bigger fraction of their curriculum is designated for required courses. For many institutions, especially for graduate-level programs in business and engineering, the solution is experiential learning, where students are assigned a research or consulting project in a foreign country. While travel time may be limited to just a few days, the complete experience can last for several weeks or even a full semester. The host organization is usually involved in the design of the project, and they often have input into student evaluations.

When taken together, Chapters 4 and 5 define what I will call the European paradox: Europe continues to be the destination of choice for US undergraduates, but for US graduate students, other parts of the world are more attractive. For an American undergraduate with limited travel experience and some knowledge of a European language, Europe may be a compelling option. The trend is cyclically reinforcing: large numbers of students mean significant investments in infrastructure, including local staffing and facilities, which in turn increase the attractiveness to participants.

But the graduate experience is very different. Especially at elite US institutions, many students have already spent time in Europe, often as undergraduate exchange students. Especially among graduate business students, there is also a sense that the most interesting opportunities and challenges are in other parts of the world. If I want to learn about the latest trends in electric vehicle technology, for example, I would have a difficult time choosing between a study abroad experience in China or Germany—but I might conclude that I will get to Germany one day on my own. One programmatic solution is to do both countries: perhaps travel to both countries for a shorter period of time, or travel to one country and visit the other virtually, possibly by doing a joint research project with students at a local university. Relying on her own research and interviews, Lisa Miller, the author of Chapter 5, makes some recommendations for improving the attractiveness of Europe, and Germany in particular, for American MBA students.

Every administrator who leads internationalization on their university campus knows that they must tie their programming to broader institutional goals, otherwise their activities will never be seen as central to the mission of the institution. The authors of Chapter 4 offer several examples of how to tie education abroad to more universal learning goals, such as addressing racial injustice or promoting civic engagement. Just as important, they directly address the most important goal for many institutions in the US, which is to improve on the success of historically underserved students. Much has already been written about this topic, but I believe the authors make two critically important contributions to this discussion. First, they argue that the issue is about more than cost: if a student believes that an exchange experience is essential for their career success and personal development, then the cost will be seen as an investment. The second observation is closely tied to the first: education abroad programs must be designed in ways that are much more closely aligned with the career goals of underserved populations. This will not always be possible: I can make a pretty good case for why a marketing major should learn about other cultures and their approaches to selling products, but my mind draws a blank when it comes to accounting.

Finally, we come to the question of how to increase the volume of students moving across the Atlantic. Read together, the final two chapters of this volume suggest a new approach to program design that focuses on global challenges and themes rather than national destinations. Rather than positioning the foreign country as the learning goal, it should be presented as the means toward a deeper understanding of a complex global problem, whether it is water management, electric cars, or renewable energy. This approach would go beyond comparing existing national perspectives and experiences; it would also introduce an analytical framework that would enable students to draw useful comparisons for the rest of the lives. Reinforcing this approach through other parts of the undergraduate curriculum may be essential. While most universities would argue that a liberal arts education should cultivate the ability to learn through comparison across cultures and countries, I have not seen this goal articulated as part of any general education curriculum.

Chapter 1

Government-Funded Academic Exchanges

Government-Funded Academic Exchanges

RADOMIR RAY MITIC, COUNCIL OF GRADUATE SCHOOLS

When historians look back at the year 2020, they will undoubtedly see the coronavirus pandemic, its economic and social damage, and the unprecedented standstill the world underwent before a slow recovery. Within higher education, scholars and practitioners had already called for a reexamination of current practices prior to the onset of the pandemic, with particular emphasis on finances, demographics, and technology (Alexander 2020). International education has likewise struggled with these challenges, made more acute by the devastating effects of COVID-19. Given its impact on mobility, the pandemic has forced the field to grapple with how to facilitate experiential learning without the in-person component. International educators were quick to move to new modalities and partnerships at the onset of the pandemic (Ogden, Streitwieser, and Van Mol 2020), but the question remains how mobility will be affected in the medium- and long-term.

Initial prognostications generally portend a slow recovery in student and scholar mobility (Marginson 2020; Mitchell 2020). The main reason for such a negative forecast is that much of the present mobility is dependent on individuals paying tuition fees from disposable income. Government-funded exchanges, however, are somewhat insulated from these forces by virtue of their support by public funds. Such government-funded exchanges have an equally important national purpose to their academic rationale: public diplomacy to increase mutual understanding among peoples of different countries and cultures.

Much as they helped maintain peace after World War II, these academic exchanges will have an active and influential role to play in the post-COVID-19 world. Yet, despite a strong history, government-funded exchanges in the post-COVID-19 future face several challenges. Using the Fulbright Program as an illustrative case study, this chapter provides a brief history of government-funded exchanges and identifies four areas of further action and study. This chapter argues that, to survive and remain relevant for future generations, Fulbright will need to continue to evolve to meet 21st century needs, continue to diversify to reflect the heterogeneity of the United States and partner nations, assume government funding is not guaranteed, and improve measurement of the impact of exchanges.

A Brief History of Government-Funded Exchanges

Academic travel is as old as the oldest universities. During the Holy Roman Empire, Frederick Barbarossa decreed that law students traveling to the University of Bologna would receive royal protection to partake in their studies. Since the advent of the Westphalian system in the late 17th century, academic travel remained an elite scholarly activity with high prestige. The British Empire of the second half of the 19th century used traveling scholarships for both academic and imperial purposes via private trusts, leading to the Rhodes Scholarship in 1903 (Pietsch 2011). It was not until the 20th century that governments became involved in the world of academic exchange. World War I sparked an interest of governments and nonprofit organizations to establish international organizations with the goal of promoting world peace. The Institute of International Education was founded in 1919 for "the specific purpose of enabling our people to secure a better understanding of foreign nations and of enabling foreign nations to obtain accurate knowledge of the United States, its people, institutions, and culture" (Duggan 1920, 1). Like the Rhodes Trust, the Ford Foundation and the Rockefeller Foundation in the US were active in establishing these exchanges (Schmidt 1999). In 1922, the first German student with a government scholarship traveled to the United States for study, a precursor to the German Academic Exchange Service (DAAD 2020b). Student and scholar exchange in the early years remained extremely exclusive in terms of participant demographics and home institutions due to limited funding available for travel and expenses, but were highly desirable to engender goodwill among nations (Duggan 1920). These efforts, however, were not enough to avoid a second global war in the first half of the 20th century.

The aftermath of World War II, including the destruction of much of Europe and Asia, saw a renewed interest in maintaining the peace. Academic exchanges received increased interest of governments as a vehicle for increasing mutual understanding among peoples. US Senator William Fulbright of Arkansas became the most influential advocate for such programs. Inspired by the Rhodes Scholarship, Fulbright saw the citizenship component of the academic exchanges in global rather than nationalistic terms (Mukherjee 2012). Reflecting on his own experience at Pembroke College, Oxford in the 1920s, Fulbright envisioned an exchange program that "encourages attitudes of personal empathy, the rare and wonderful ability to perceive the world as others see it" (Fulbright 1966, 177). The goal was to create person-to-person connections across national borders that would avoid the type of calamity that befell the globe in World War II.

Founded in 1946, the Fulbright Program had a structure that deviated from the Rhodes model. While maintaining the bilateral exchange model, it would attempt to reach all corners of the world. To do so, such an endeavor would require more than private financing. Rather, Fulbright envisioned a government-sponsored program that would provide the funding backbone to ensure its success (Johnson 2019). The government-funded nature of these academic exchanges would allow for the scale necessary to generate goodwill among nations, with one proponent suggesting at least 100,000 students each year (Woods 2019).

Building on the framework of privately financed exchange programs implemented during the interwar period, the US federal government took on the mantle of supporting the exchanges. The question remained, however, as to how to fund the program. In his wisdom, Fulbright proposed redirecting the proceeds from the sale of surplus war materiel in Europe and the Pacific rather than adding the cost to the discretionary budget (Johnson 2019). In effect, Fulbright was able to repurpose instruments of war for the goal of peace at a time when the world feared a third World War, this time between the United States and Soviet Union. The solution was only temporary as there was a finite supply of war surplus, but the experiment proved a success. And while the funding was more generous for US participants (all costs were covered) than foreign participants (only travel to the US was covered), the initial successes of the program led to the eventual addition of discretionary spending to the program. The Smith-Mundt United Information and Educational Exchange Act States in 1948 provided for program infrastructure on the US side and the Fulbright-Hays Act in 1961 opened bilateral exchange commissions that allowed funding from international partners (Johnson 2019). By fiscal year 2020, the US government budgeted approximately $700 million to the Bureau of Educational and Cultural Affairs (USASpending.gov 2020), the division of the State Department that oversees Fulbright and other exchange programs such as the International Visitor Leadership Program (Department of State 2020a). By the time of the pandemic, Fulbright had facilitated more than 390,000 student and scholar exchanges across more than 160 countries (Department of State 2020b).

Fulbright's Evolving Mission

The year 2021 marks the 75th anniversary of the Fulbright Program. It is an understatement to say that the world has changed tremendously since the program's beginning and will change even more by the time Fulbright celebrates its 150th anniversary. The world continues to evolve geopolitically with a more multipolar alignment than the US-USSR dual pole world that marked the Cold War period (Ignat and Bujancă 2013). Similarly, the United States' position as the preferred destination for international students and scholars has diminished as other countries have developed their higher education systems (Goodman and Gutierrez 2011) and multilateral regional exchanges have grown in Europe through the Erasmus Programme (Bode and Davidson 2011). Similarly, academic research has become increasingly multipolar as more countries devote financial resources to scientific discovery (Veugelers 2010). Further, while the fears of global conflict are never truly extinguished, other exigent problems such as world hunger and climate change now compete for government resources. Government-funded exchanges remain a vital vehicle for addressing these global issues, while needing to adapt to a more challenging global higher education environment. Just as in post-World War II Europe, international exchange continues to have the potential to build and rebuild lasting relationships on personal, professional, and institutional levels.

The post-World War II period saw some of the greatest efforts to develop supranational organizations, including the United Nations, the European Coal and Steel Community, and the North Atlantic Treaty Organization. When Fulbright envisioned a program of international academic exchange, the goal was "to bring a little more knowledge, a little more reason, and a little more compassion into world affairs and thereby to increase the chance that nations will learn at last to live in peace and friendship" (Fulbright 1965, viii). With much of Europe in ruins and facing the specter of another world war, this time with atomic weapons, the necessity for peaceful coexistence was paramount. Fulbright envisioned government-funded exchange as one tool to maintain peace by exposing young people to their peers around the globe.

By the 1990s, neoliberal free trade agreements, including the General Agreement on Tariffs and Trade and the North American Free Trade Agreement, had opened the economic landscape globally. By 2020, student and scholar international mobility had become a more common phenomenon thanks in part to the easing of restrictions for study abroad by reducing government regulations related to student nationality, joint ventures, and limits on participants (Knight 2003). However, a growing counter-movement of anti-globalization, economic protectionism, and nationalism present in the decade before the pandemic threatens the ease of movement of people, or at least has made such ventures less desirable (Altbach and de Wit 2016; Ashwill 2017).

Concurrently, higher education globally has changed. Nations have poured resources into their higher education systems and entered the discussion of "world class" universities. Global league tables still dominated by the likes of Oxford, Harvard, and LMU Munich now see peers at Tsinghua University (China), National University of Singapore, and Seoul National University (South Korea). Moreover, developments beyond elite institutions have allowed what are sometimes termed "universal" (Trow 2007) or "high participation" (Marginson 2016) higher education systems that have democratized access to higher education. And with the growth of student and scholar mobility, many countries' ministries of education have formed their own international exchange programs. For example, the China Scholarship Council, founded in 1996, spends nearly half a billion US dollars each year on student and scholar exchanges with countries around the world (Fedasiuk 2020).

Moreover, the world's awareness of pressing problems continues to evolve, or more accurately, the world's attempts at collective action to address longstanding issues have become more formalized. The United Nations' Sustainable Development Goals offer a summary of these issues, including poverty, hunger, public health, education, inequality, and climate change. Although most government-funded exchanges like Fulbright were never meant to be development programs, international collaboration to address issues affecting both partners remains a priority. For example, Fulbright scholars have taken on projects to address issues such as migration as well as COVID-19 from a variety of disciplinary backgrounds (Sasaki et al. 2020). Going forward, government exchange must be a vessel for addressing these global issues.

Accomplishing these goals will be difficult due to the changes in global higher education since the start of these exchange programs. In the United States, the shift in the academic labor market towards adjunct faculty, with the unstable nature of such appointments, limits the pool of potential scholars who will apply to the program. The challenges go beyond accepting adjunct faculty into exchange programs, but rather making the experience economically viable while advancing the participant's career. Even for tenure-track faculty members, leaving the home campus for a significant amount of time may present challenges as part of developing the tenure portfolio. Campuses that espouse global value statements can ameliorate this issue by pausing tenure clocks for scholars who go on exchange programs. For European partners, the Bologna Process that has harmonized higher education systems and credentials across the continent may in fact make it more difficult for non-European exchange scholars to take part in teaching given different academic structures, programs, and teaching methods. For example, the European university culture's predilection towards more student autonomy and one final exam making up a term's grade may be drastically different than the more structured approach with formative assessments typical in a US classroom. Globally, the competitive grant market, whether the US National Science Foundation or the EU's Horizon program, offers many options for scholars to engage in cutting-edge research without the public diplomacy piece that is part of programs like Fulbright. In addition, funding opportunities come from a wider range of countries, including China, Russia, and Brazil. With many more options for funding than 75 years ago, Fulbright faces challenges to recruit scholars working on novel research.

The public diplomacy piece, however, remains one of the greatest strengths of programs such as Fulbright and must continue to be central to their operation. With all the geopolitical changes in the last 75 years, one of the most prominent has been the dampening of relations between the United States and its European allies. European perceptions of the United States dipped after the US invasions of Vietnam and Iraq and took a sharp downward turn during the administration of President Donald Trump (Wike et al. 2018) and the country's response to the coronavirus pandemic (Wike, Fetterolf, and Mordecai 2020). Nations like the United States cannot assume positive feelings will continue to persist without a concerted effort to promote goodwill among its closest allies. Modernizing programs such as Fulbright that bring people together will be vital to rebuilding these relationships as the next generation of leaders pursues "the acquisition of empathy-the ability to see the world as others see it, and to allow for the possibility that others may see something we have failed to see" (Fulbright 1989, 217). The program's strong foundation can be re-envisioned to expand participation to meet 21st century needs.

Diversifying Exchanges

Another part of the evolution of government-funded exchanges will be the question of who is representing the partners. As pluralistic countries, partner nations have a responsibility to reflect the diversity of their countries both in the sending and receiving of students and scholars. The global reaction and racial reckoning following the murder of George Floyd in the United States was just the most recent highlight of the inequities across societies. US higher education has taken upon itself to diversify its institutions and try to reduce inequities in terms of access and outcomes, but serious issues remain. Moreover, government-funded exchange programs and international mobility reinforce the unequal power structures, many of which exist at the undergraduate level that feeds into graduate exchange programs. For example, international mobility among US students and scholars remains highly stratified in terms of race, ethnicity, and socioeconomic status (Lingo 2019).

Exchange programs such as Fulbright must be able to expand to historically underrepresented groups as well as institutions, including, in the United States, Historically Black Colleges and Universities (HBCUs) and other minority serving institutions. Data shows the inequities in education abroad programs within US higher education, particularly in low participation for students of color, first-generation students, low-income students, and men (Sweeney 2013; Thrush and Victorino 2016). Government-funded exchange programs can help ameliorate funding concerns for students from underrepresented backgrounds and can be a key recruitment tool for the programs.

In addition, US diversity recruitment efforts must reach beyond elite coastal research universities and liberal arts colleges to locate talented students and scholars to represent the nation as part of these exchanges. The shift towards online modalities due to the coronavirus pandemic may present an opportunity for better engagement--from recruitment to alumni status-- given the ability to reach more institutions and potential scholars with on-demand sessions rather than place-based sessions limited by time constraints. Doing so can diversify the cadre of cultural ambassadors the United States sends around the world.

More than just attention to the recruitment pipeline, diversifying participation in exchange programs requires a paradigm shift in how potential projects are evaluated. Historically, participants came from elite institutions, often the most prepared in terms of secondary and higher education. Their institutions also offer the most support to potential scholarship applicants, often coaching applicants through the essays and application process and relying on the institution's reputation as social capital (Lee and Brinton 1996). The evaluation process should consider the inequities in terms of assistance and the wider impact of the proposed project as a citizen diplomacy tool when determining grant awards.

On the partner side, diversifying access to exchange programs is just as pressing an issue. For example, including more residents of former East Germany remains a challenge in the German context. In Austria, first-, second-, and third-generation individuals from migrant backgrounds participate at lower rates. Indigenous populations in Australia and New Zealand face discrimination throughout the higher education system. In addition, the stratification of higher education and the inherent tracking schemes lead to the underrepresentation of sectors of the university system in international exchange. For example, the *Fachhochschulen* (universities of applied sciences) and vocational education training (VET) institutions can equally benefit from the exchange of students and scholars much like universities such as the Technical University of Munich. US community colleges and German VET institutions may make an excellent pairing for scholar exchange given the more applied and vocational nature of their institutions. Bilateral agreements between higher education associations like the American Association of Community Colleges and the World Federation of Colleges and Polytechnics can forge natural relationships based on common missions. Collaborations can also establish a clearinghouse of global best practices that can also promote participation from underserved groups. Exposing the heterogeneity of the higher education systems on both sides of the partnerships will extend the benefits beyond the elite sectors of learning and research.

Funding

Accomplishing these ambitious goals requires significant government resources to ensure a successful future of exchanges. To that end, the Fulbright Program has come a long way from its humble beginnings funded by war materiel to a program in which funding comes from both respective governments. In the United States, exchange programs have enjoyed broad bipartisan support, even during some of the most polarizing periods due to their sterling reputation (Morello 2017). But this support cannot be assumed to be definite, going forward.

International exchanges make up a small fraction of government expenditures and face competition with the priority of subsidizing undergraduate, and in some cases, graduate education. In many European countries such as Germany, public commitments to higher education remain high and include generous subsidies for exchange programs like Fulbright and Erasmus (DAAD 2020a). As many partner nations often meet and exceed the US government's contributions to international exchange programs, the future of these programs will depend on stronger financial commitments from the US federal government. As pre-WWII history shows private investment cannot meet the scale of today's programs and may not be desirable from a public diplomacy perspective.

Increasing funding for higher education in the US, particularly international exchanges, will be difficult post-pandemic. Despite their importance as tools of citizen diplomacy and academic exchange, such programs reach a relatively small portion of the population and risk being labeled "elite." A central obstacle to increased funding by the US federal government is a decline in public trust of higher education. While Americans generally acknowledge the individual benefits of higher education exchanges in the form of higher earnings and employment potential, the non-monetary benefits of international exchange, such as advancing mutual understanding, are more difficult to explain to the general public. Moreover, the federal budget prioritizes student aid to reduce high tuition costs and research funds for discovery. Despite broad bipartisan support for international exchange, the future will likely portend stagnant funding amid the calls for relieving student debt and making the first two years of college free in the United States.

While international exchanges have a strong reputation and widespread support, governments and institutions cannot assume this will continue to be the case in an environment of nationalism and anti-global fervor. For example, the rapid expansion of one of China's most notable exchange programs, the Confucius Institutes, has garnered much publicity and criticism in their short time on university campuses around the world. In the United States, the Confucius Institutes have been deemed "foreign missions" due to their strong relationship with the Chinese government (Green-Riley 2020). Frayed geopolitical rivalries can have a negative impact on the future of exchanges. It is no coincidence that the US terminated its Fulbright program to China amid the rising tensions (Albert 2020). For scholars who conduct research, the prospect of espionage and intellectual property threat is a fear of governments and host institutions. During the Cold War, the US CIA and Soviet KGB were suspicious of foreign spies using exchange programs to gather intelligence (Edgerton 1997; Zhuk 2017). Although such instances can be politicized to align with foreign policy rhetoric, exchange programs may be more scrutinized if they are perceived as the vehicle in which an incident occurs. For reference, student visa programs were heavily restricted after the September 11th terrorist attacks and additional regulatory barriers have been implemented even after the terror threat abated. While such incidences are rare, they demonstrate the risk exchange programs face, whether to geopolitical tensions, major public events, or scandals.

Even without geopolitical tensions, more heavily funded competition from other countries may divert potential international applicants away from the US to other countries. Increased expenditures on foreign exchange demonstrate China's interest in challenging the United States' position as the leading destination for international exchange and aligns with the country's economic and political ambitions, including the Belt and Road Initiative. And with China's emphasis on creating well-funded world-class universities through Project 211 and Project 985, the country aims to be a higher education leader for the rest of the 21st century. To keep up, countries like the US and Germany will have to devote considerable resources to their higher education systems, including their exchange apparatuses.

Measuring Impact

One of the most effective mechanisms for demonstrating the need for public funding is empirical evidence. Policymakers can make stronger cases to their constituents as to the return on public investment with empirical evidence of the program's value. Impact studies that show clear results of both individual and societal benefit can offer justification for increased spending during budgetary difficulties such as the recession caused by the coronavirus pandemic. Moreover, detailed study of academic exchange programs can highlight efficiencies and inefficiencies in the administration of programs such as Fulbright and Erasmus. Again, academic exchange programs utilized by a small fraction of the higher education population, which itself is a minority in most countries, cannot be assumed to be on safe economic footing when competing with other funding priorities.

Current efforts at providing an insight into the impact of academic exchange programs are often anecdotal, retrospective, and prone to respondent bias. Strong empirical methods of study are valuable not only as an evaluative tool, but also for future program improvement. One such example is *Global Impact and the Fulbright Effect*, a report by the Institute of International Education that explores "the medium- and long-term impacts of the Fulbright Program related to knowledge sharing, mutual understanding, changes at the organizational, community, and societal levels" (Valuy 2020). This retrospective study of participants from 2005 to 2015 identifies the positive impacts of Fulbright on teaching and learning at the home institution, the promotion of international exchange, and the building of mutual understanding between the people of the United States and the peoples of other countries.

Building on these initial efforts, future evaluative work should employ rigorous social science methods to bolster these findings. Quantitative studies utilizing a pre/post design can demonstrate individual growth of participants. For example, the Global Perspective Inventory is an assessment measuring the cognitive, intrapersonal, and interpersonal development linked to an overseas experience and is commonly used in education abroad (Braskamp, Braskamp, and Merrill 2009). Building off existing outreach to alumni, future study into the impact of exchange programs can clarify the long-term impact on host higher education systems and wider society. Qualitative studies have the potential to elucidate both the personal and societal impact of exchange programs. An important topic of study is the impact on teaching and learning because of the international exchange of faculty. There is no single disciplinary perspective that ought to dominate this scholarly discourse, but such work can be built on research being done in the social and behavioral sciences, including participatory action research.

Measuring social impact will be one of the greatest challenges in the years ahead. It will be incumbent upon the advocates for academic exchanges to find the appropriate indicators for measuring public diplomacy and exchange programs as government funding agencies will have their hands full making difficult decisions. Fortunately, scholars in international relations, public affairs, and political science have tackled measuring social impact of academic exchanges (Fu 2018; Scott-Smith 2008)

Even amid calls to pull back from global networks, there remains a populist message for academic exchanges as part of an overall citizen diplomacy strategy. Such an argument, of course, can be made better with empirical data to support their continuation through public funding. But an important part of this strategy will be to show public, not just private, benefits of international exchanges. If exchanges more closely resemble the grant funding of the US National Science Foundation or the EU's Horizon Programme without demonstrable public benefit, a skeptical public can lobby their representatives to shift funding to other priorities.

Conclusion

Undoubtedly, the world and exchange programs will look significantly different by the time Fulbright celebrates its sesquicentennial in 2096. The coronavirus pandemic has allowed for a critical reflection on the state of government-funded exchanges such as Fulbright. As in many areas of world society, the pandemic has further exposed issues already present. But the unprecedented pause in international exchanges is a moment to plan for the future. In particular, it is vital to the future of exchanges that their missions evolve to meet 21st century problems while maintaining their citizen diplomacy roots. Further, programs of students and scholars must reflect the diversity of their sending nations. And in a time of uncertain funding, measuring the successes of international exchanges can buttress against any public skepticism as to their value in challenging federal budgets. Despite these challenges, exchanges have a long and solid history of accomplishment on which to build a successful and meaningful future.

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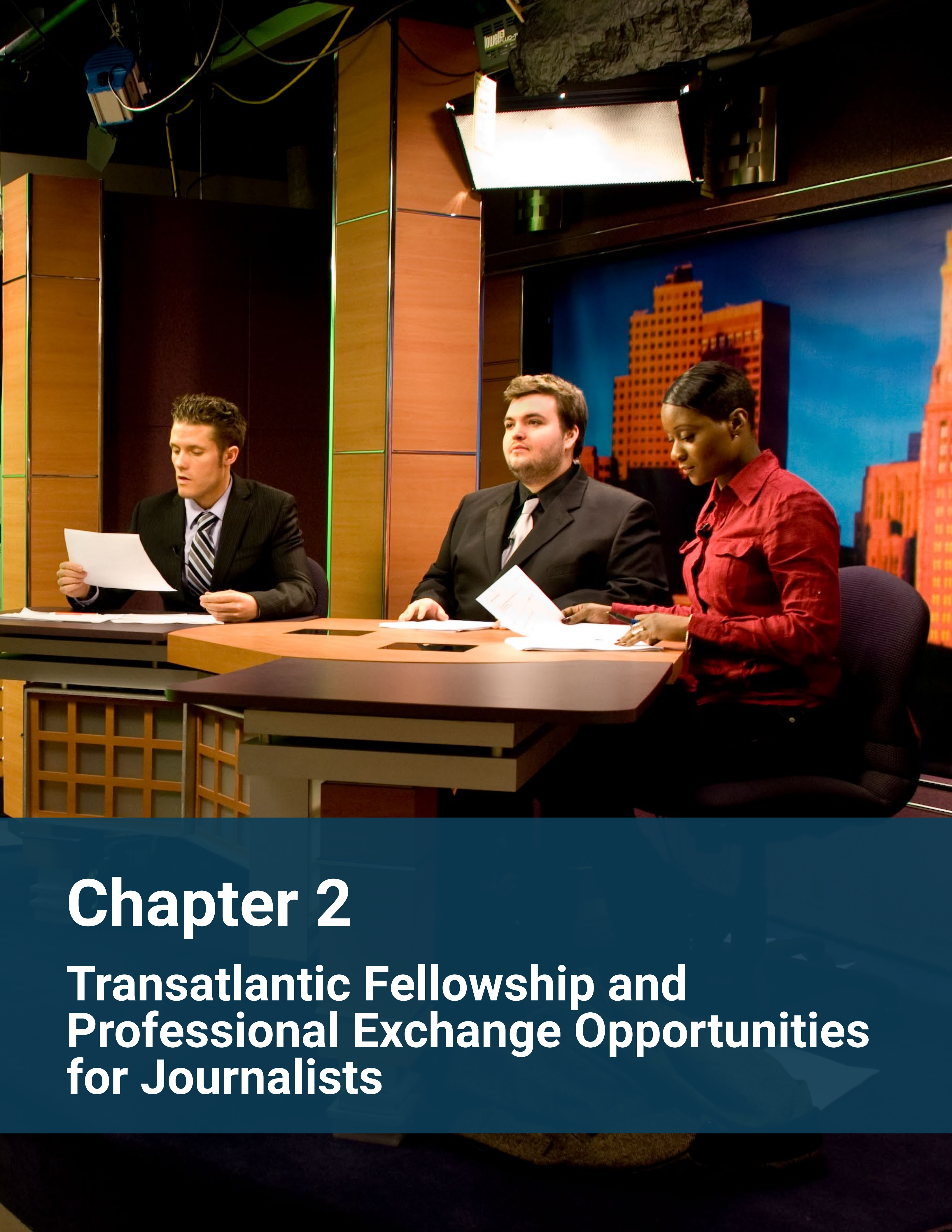

Chapter 2

Transatlantic Fellowship and Professional Exchange Opportunities for Journalists

Transatlantic Fellowship and Professional Exchange Opportunities for Journalists

BIRGIT RIECK, FORMERLY OF THE UNIVERSITY OF MICHIGAN

Solid, independent journalism is indispensable in a functioning democracy. In 1902, journalist Finley Peter Dunne (2010) wrote about his profession in one of his syndicated columns, “The newspaper does everything for us. . . . Comforts the afflicted, afflicts the comfortable.” This part of the quote is repeated regularly to explain the duty of journalism. Journalism though, as the first draft of history (Schafer 2010) does so much more: at its best, it educates its readers and audiences not only in politics and public policy; it also brings subjects like sports, business, law, science and medicine, education, art, music, and news from around the world to our attention and shapes the public discourse by reporting facts. Journalists keep checks and balances on public officials and industrial and financial leaders, and they broaden our horizons by introducing us to things we never knew about. They translate science and other subjects we might not be familiar with, while teaching us more about a topic we already are interested in.

Agnes Wahl Nieman, whose husband founded *The Milwaukee Journal*, must have had all this in mind when she left over one million dollars to Harvard University “to promote and elevate the standards of journalism in the United States and educate persons deemed specially qualified for journalism” (Harvard University 2014).

This chapter will offer an overview of continued professional education programs for experienced journalists, show the outcome of these programs, not only for the journalists themselves but also for the host institutions and the greater public and explain why the transatlantic exchange between journalists continues to be an important part of these programs, now more so than ever.

Harvard University used Agnes Wahl Nieman’s bequest to establish the Nieman Foundation for Journalism at Harvard University, and in fall 1938, the first nine journalists came to Cambridge to deepen their knowledge and further their careers studying on campus as Nieman Fellows.

Since then, many programs for experienced journalists have been founded on both sides of the Atlantic to help journalists advance in their careers, to understand each other and their countries, and most importantly, to inform the public better. Programs that sponsor journalists and include a component of international exchange, can roughly be categorized as follows:

- Residential Fellowships, typically housed at major universities, invite and support journalists for a full academic year and are open to journalists from around the world who follow their individual study plans.
- Shorter exchange programs offer an extensive introduction of the host country through travel, seminars, and short work visits in a host newsroom.
- Journalist-in-residence programs invite a small number of specialized journalists to a university department or research institute to work with and learn directly from scientists and researchers.

Examples of fellowships and professional exchange programs for journalists with a tradition of transatlantic exchange candidates

In 1966, nearly 30 years after the Nieman Fellowships were founded, the second residential yearlong fellowship program was set up at Stanford University with a grant from the John S. and James L. Knight Foundation to "give journalists broad access to a great university, which would pay off in superb journalism" (Stanford University, n.d.). The program is now called the JSK Journalism Fellowships.

The University of Michigan received a grant from the National Endowment for the Humanities (NEH) to establish a program modeled on Harvard's Nieman Fellowships in 1973. After the NEH stopped their financial support, foundations, private and industry donors provided an endowment for the program, now known as the Knight-Wallace Fellowships.

In 1999, the Freie Universität Berlin (n.d.) established a similar fellowship program, the European Journalism Fellowships for Eastern and Western Europe, the United States and the Middle East.

The American Academy in Berlin (2016), "committed to sustaining and enhancing the long-term intellectual, cultural, and political ties between the United States and Germany," regularly includes journalists, permanently based in the US, in their classes of scholars, writers, and artists.

There are also subject specific residential programs like The Knight Science Journalism Fellowships at MIT in Cambridge, MA, the Knight-Bagehot Fellowships in Economics and Business Journalism at Columbia University in New York City, the newly established program for international business journalists at the Stigler Center at the University of Chicago and the Transatlantic Media Fellowships supported by the Böll Foundation and the Transatlantic Media Network.[1]

Shorter, country-specific exchange programs concentrate on conveying extensive knowledge about the host countries in a short time to their participants while also giving insight into host newsrooms and the challenges journalists encounter in their daily work life.

The RIAS Berlin Commission (n.d.) was established in 1994 to "keep the spirit of the legendary Cold War-era radio and TV station 'Radio in American Sector' alive after it went off the air at the end of 1993" when RIAS became "Deutschlandradio." American journalists are invited for one- or two-week-long trips to Berlin and Brussels, Belgium, with excursions to other cities to meet guest speakers, journalists, and RIAS alumni to learn about journalism, politics, history, and current issues in Germany and the EU. German fellows are invited to the US for two or three weeks. After two weeks of seminars in Washington, DC and New York City, journalists can embed in an American newsroom for one week.

The Arthur F. Burns Fellowship, part of the International Journalists' Program, invites 20 journalists from Germany, the United States, and Canada to spend two months working in the newsroom of one of their partner news outlets across the Atlantic after spending one week in Washington, DC for orientation and seminars. American and Canadian journalists are also enrolled in a two-week intensive German language training course.

1 There are several other programs, too. The ones selected here have a history of including European and American journalists and are independently funded.

Recognizing the difficulty and lack of time scientists have to communicate their work and their research to the public, several research institutes have established journalist-in-residence programs to foster dialogue between researchers and journalists while giving journalists the opportunity to learn more about scientific research without looming deadlines.

Examples are the invitations from different units of the Max Plank Institute in Germany, where journalists can study scientific subjects or the history of science while shadowing researchers and attending workshops and colloquia at the institute. In return, journalists are expected to present a seminar on journalism and science to the internal research community.

HITS, the Heidelberg Institute for Theoretical Studies, regularly brings an experienced journalist who covers mathematics, computer, or natural science to their offices. Again, the goal is to support the dialogue between scientists and the public (via the journalist), and the journalist is asked to present a lecture.

Benefits of the shorter exchange programs and the journalist-in-residence programs are easy to ascertain: Journalists step away from their daily work to be introduced to a new country while deepening knowledge in their field of reporting and expanding their professional network. The organizations supporting the exchange programs see the improved work of their journalists after they have returned from the program and they help keep new transatlantic relationships and networks alive by organizing regular reunions and virtual seminars. Institutes who host journalists-in-residence see similar outcomes. The work of the visiting journalist improves because of the experience of shadowing and working alongside researchers. At the same time, the institute's staff has a chance to make contacts in the world of journalism, possibly leading to interviews and greater acknowledgment and understanding of their work by the public and, if needed, by possible funders and clients.

A journalism fellowship is often compared to an academic sabbatical year, and just as faculty members spend their time researching and writing, a journalism fellow is supposed to work and research; a fellowship year is certainly not a year off. There are a lot of differences though: a fellowship year is designed with firm parameters while securing time for journalists to engage in interests outside of journalism and research.

In addition to working on their individual study projects, fellows are part of a fellowship class and meet several times a week for seminars and workshops scheduled specifically for them. They audit classes on campus and are encouraged to speak with experts and community leaders outside the university population. Fieldtrips and international travel can be part of the program, too. Often, professors invite fellows to give presentations and sit on discussion panels on campus or ask them to team up with a group of students to work on a certain project.

All fellowship curriculums allow journalists to be able to deeply connect with each other and to find time to pursue interests that have nothing to do with their regular daily life: a new hobby or a re-acquaintance with an old hobby, watching the 100 movies a fellow never had time for, reading the 10 books a fellow always wanted to read, getting into the routine of doing yoga each morning to start the day with newfound energy, attending cooking classes to learn how to eat healthy when working long hours, learning to swim or ice skate, or tackling a new language. The possibilities are endless, but they all offer the same: "a spa for the brain," as Michele Genece of CNN called this part of the fellowship. Allowing your brain to learn new information, to digest information without having to turn it around to produce news stories, to just let your mind wander is an integral part of the fellowship program, too.

Why is it important to let the mind wander? According to Clare Thorp (2020), research shows that a certain kind of boredom leads to creativity. This kind of boredom, for example, combined with creative or screen writing classes, can lead to new ways of conceptualizing a news story. It offers a way to look at a subject in a different way and it can engage the audience or reader in a way that did not happen before. Discussing fellowship programs, it is important to keep in mind that not only the journalist attending the program is a beneficiary. No, in the big picture it is all of us—the readers, the listeners, the audience, all who consume news and journalism in general—to make informed decisions also benefit from improved ways knowledge is transmitted.

Fellows might also want to look at digital platforms, at inventing new tools for reporters, or at new business models for journalistic enterprises. For them, the business school, law school, or school of information technology are the places to visit for their studies. Fellows can learn how to code, how to set up a business (profit or nonprofit), how to write a business plan or how to find starter money and donors. They might look into analytics and research what kind of news the audience wants, needs and which subjects are underserved. This can be of immense value to the newsroom the fellow returns to.

How do journalists change and expand their work during and after attending a transatlantic exchange or fellowship program?

Abbie Swanson, currently the executive producer for podcasts and audio at the *Los Angeles Times*, was fresh out of graduate school and a producer for WNYC's "The Takeaway," when she was accepted to the RIAS exchange program. "The first part of our trip was focused on Berlin. We met with politicians, journalists and historians who gave us a crash course in German current affairs and provided insight into Germany's place in Europe and its relationship with the United States. I remember being shocked by what I learned about the Stasi, which had kept files on millions of people. We discussed the economy, education and immigration, and met with party members of Turkish descent. We talked with members of the Central Council of Jews, and went to the Sachsenhausen Memorial, a former concentration camp that serves as a brutal reminder of what the Nazis did to people they deemed deviants.

We saw beautiful things, too. I remember a boat tour along the Spree River; [a]nd there was great modern art to take in. After Berlin, we went on to Dresden, Prague and Brussels. In Bruges, I filed an audio postcard (Swanson 2009) from atop a tall 13th century belfry that houses one of the oldest carillons in the world. I met future colleagues, got story ideas and the historical background I needed to produce future stories about Germany. The trip whetted my appetite for future visits" (Abbie Fentress Swanson, email to author, December 14, 2020).

When Der Spiegel's military and foreign correspondent Susanne Koelbl started her fellowship program, she was already an expert in the Middle East region. But spending most of the 10 years following 9/11 in Afghanistan had taken its toll. It was time to step back and re-calibrate her career:

"I had never experienced so much professional generosity. I lived in a charming wooden house, went to the gym at 7:00 am and took voice lessons in the afternoon. I read a lot; I didn't have to worry about income. We took fellowship trips to countries I had never visited as a foreign correspondent. I sat in gorgeous libraries and researched the war in Syria which I ended up reporting on afterwards. I gave presentations on campus and sat on international panels, learning how to present better. I took a class in negotiation at the business school and it made me think about money in a new way; I even ended up buying an apartment back in Germany!

From the outside, it might look like nothing much has changed, I still do the work I did before. But today, I feel like I'm in charge of my life for the most part, whereas before it was too often about meeting the expectations of others. I am still in contact with my classmates; when my book about Saudi-Arabia was published in the US a few months ago[2], several fellows helped me with promoting my work and introducing me to reporters for interviews. I still talk to a professor from my fellowship before I take part in certain public panel discussions to be better prepared.

And I founded a non-profit organization, The Poetry Project[3] where minors, who fled to Germany on their own, tell their stories. We publish the stories in four languages and organize public reading events. I would have never done this if the fellowship had not taught me that the world is full of possibilities" (Susanne Koelbl, email to author, December 12, 2020).

In 2001, Italian Marzio Mian, American Michael Oneal, and Irish Maurice Walsh met in the same fellowship class. They stayed in touch over the years and it became clear that they all had one journalistic dream in common: "shedding light on the profound economic, geo-political and cultural changes taking place in the Arctic region as a result of climate change" (Arctic Times Project 2017). In 2016, they founded *The Arctic Times Project*, a small nonprofit consortium that is dedicated to witnessing the changes in the Artic. Another former classmate introduced them to a funder who underwrote their trip to Greenland that same year. In early 2017, independent stories from all three writers appeared in *The Washington Post* (Oneal), *The Guardian* (Walsh), and *Corriere della Sera* (Mian), garnering them also a story by Laura Hazard Owen on Nieman Lab, a website dedicated to the future of journalism and part of the Nieman Foundation at Harvard.[4]

Through the Arctic Times Project, these journalists have not only come together to write stories about a part of the world that is very underreported, they also built a model of collaborative journalism, helping them to finance and write the stories they are interested in and think audiences need to know. The fellowship program allowed them to get to know each other deeply and work together without the usually necessary competitive thinking. Others might follow their model of an association, that is dedicated to a certain kind of reporting, while sharing funds and being each other's colleagues and sounding boards.

French investigative TV journalist and editor-in-chief Laurent Richard already had thought of a new endeavor before he arrived for his fellowship year: his colleague Edouard Perrin, a former fellow, had just worked on the Panama Papers, published in 2016. The Panama Papers were the result of a global investigation into offshore tax havens, managed by the International Consortium of Investigative Journalists (ICIJ) which coordinated 350 reporters from 80 countries. Richard was inspired by ICIJ's collaborations and by the experience Perrin had as a fellow in the US. He wondered if it was possible to use the model of global journalistic collaboration to keep journalists safe while letting possible perpetrators know that imprisoning or killing a journalist will not stop the investigated story from being published. To Richard's delight, one of his new classmates was investigative reporter Bastian Obermayer of the Munich newspaper *Süddeutsche Zeitung*, the reporter who had received a data trove of 2.6 terabytes with information on tax havens from an unnamed source in 2015, the basis of the Panama Papers (Obermayer and Richard 2016).

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2 See Koelbl's personal website for more information: https://susannekoelbl.com.

3 See website here: https://thepoetryproject.de/en/news/. Accessed December 12, 2020.

4 See article: Owen, Laura Hazard. 2017. "Reporting from 'the Last Frontier': The Arctic Times Project Is Bringing Journalists to a Once-Closed Region." NiemanLab, March 10, 2017. https://www.niemanlab.org/2017/03/reporting-from-the-last-frontier-the-arctic-times-project-is-bringing-journalists-to-a-once-closed-region/.

By the end of the fellowship, Richard had created Forbidden Stories,[5] a digital platform that allows reporters to deposit sensitive material in a secure digital mailbox when they feel their life is under threat because of their work. If the journalist is imprisoned or murdered, a group of investigative reporters will access the mailbox, finish the work, and publish it across the globe. While designing this new organization, Richard had not only used his classmate Bastian Obermayer as a sounding board, he had also secured him and Edouard Perrin as members for his board of directors and he had raised enough seed money to start the venture right after returning to France.

In 2018, Forbidden Stories published its first big investigation: the murder of Maltese investigative journalist Daphne Caruana Galizia and the reasons she was killed. Since then, investigations focused on other global topics like drug trafficking and mining. The latest investigation, "The Cartel Project," with 60 journalists from 25 international news outlets, focused on the murder of Mexican journalist Regina Martinez and her research into the relationships between politicians and drug traffickers. Among the partners working on Forbidden Stories are *The Washington Post* and *The New York Times*. Richard has left his job at the French TV station and now manages Forbidden Stories full time; he is the major fundraiser and directs a staff of 11.

But a journalism fellowship does not only benefit journalists, although it should be enough as we all rely on them to give us the information we need to make informed decisions. Hosts and other relating entities also benefit greatly from a journalist taking the time to complete a fellowship.

Matthew Shaw (2016) was deployment editor at BBC News when he applied for a fellowship. He had noticed that there were no guidelines in place for BBC's leadership to deal with depression in the newsroom: "The newsroom can be a very stressful environment and I wanted to look at simple ways of helping journalists with mental health issues continue to flourish at what they do best at work."

He started working with Professor John Greden, founder and executive director of the University of Michigan's Depression Center (UMDC), the first of its kind on the forefront of treating and researching depression and bipolar illnesses.[6] Shaw and Professor Greden noticed right away that the study plan was bigger than a journalism fellowship and that the Depression Center should work with the BBC to tackle this endeavor.

"I made a speech to [the Center's] National Advisory Board about what BBC News and the UMDC could do together and what I could learn with their support which would benefit all journalists. Within 2 weeks Professor Greden had been offered a donation to set up my visiting Fellowship the following term – which coincided with a bid to [the Ross Business School] for the UMDC to run an MBA Multidisciplinary action project (MAP) which would look at how the UMDC could be involved in workplace mental health. We looked at how workplace mental health projects could succeed, used BBC News as a test case and the MBA students assessed what the UMDC could do" (Matthew Shaw, email to author, November 30, 2020).

Because of Shaw's work, the BBC found ways to make the operation more mentally healthy and started a company-wide mental health campaign and initiative, called Open Up. The BBC also established a permanent mental health appointment in the News division, something that is especially important right now. "[T]his year we have been dealing with fear, loneliness, worry, burnout and general anxiety at levels we have never seen before (and never want to see again!!)," commented Shaw in an email. In addition to what was achieved at BBC, the work of the MBA students resulted in an ongoing workplace program at Ford Motor Company.

The examples above show how much continued education influences the work of journalists and therefore serves to inform the general public. Oftentimes, as the example of Matthew Shaw's project shows, newsrooms, industries other than journalism and students in other fields benefit from having journalists on campus.

5 See the project's website here: https://forbiddenstories.org/. Accessed December 12, 2020.

6 See UMDC's "About Us" web page here: https://www.depressioncenter.org/about-us. Accessed February 9, 2021.

Continued education for working journalists will remain important but why is a transatlantic exchange beneficial? And how will these programs look like after the pandemic is over?

The basic job description of a journalist is to research a subject, put it in context and then deliver what they have learned to the public. Or, with the words of journalists Bill Kovach and Tom Rosenstiel (2014, 35), "There are the elements of journalism: The first among them is that the purpose of journalism is to provide people with the information they need to be free and self-governing."

The pandemic of the year 2020 has brought into the open how difficult the public discourse has become in the United States as well as in Europe. On both sides of the Atlantic Ocean, the common basis of truth from which different opinions develop is diminishing and we have many of the same topics to discuss:

- In times of crisis, the rejection of science and scientific results becomes increasingly common.
- Trust in journalism is low and media literacy is underdeveloped, as discussed by Patricia Barnes (2020) and researched by the Media Intelligence Service (2020).
- Healthcare systems are overwhelmed and the welfare system in the US is under enormous stress with high unemployment numbers, evictions and long lines at food pantries. But in Europe many people are at the brink of losing their livelihoods and safety nets, too.
- The Black Lives Matter movement, which also echoed through European countries, has opened a door into investigating police brutality, racism, and right-wing tendencies in the police force and the broader society on both sides of the Atlantic Ocean.
- Diversity has been ignored in many public spaces and newsrooms are not mirroring the society they are informing or the society they cover on either side of the ocean.
- Immigration is a constant discussion topic in the US and the EU.[7]
- Sustainability and climate change are subjects put on the forefront especially by younger citizens on both sides of the Atlantic.

The list could be much longer, but these points illustrate how similar the discussions are. It is no surprise that there are more German foreign correspondents in the US than in any other country (Lay, Marschall, and Baetz 2020).

Journalist Mosi Secret had been investigating an experiment from the late 60s and early 70s to integrate several preparatory schools in the American South. In a feature story for *The New York Times Magazine*, he called attention to the costs paid by the first black students at one of these schools. The piece was accompanied by an episode of This American Life and Secret is now working on a book for Little, Brown and Company in which he expands on his research.[8]

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7 For information on this, see two sources: 1) Felter, Claire, Danielle Renwick, and Amelia Cheatham. 2020. "Backgrounder: The U.S. Immigration Debate." Council on Foreign Relations. Updated June 23, 2020. https://www.cfr.org/backgrounder/us-immigration-debate-0; 2) Connor, Phillip, Jeffrey S. Passal, and Jens M. Krogstad. 2019. "How European and U.S. Unauthorized Immigrant Populations Compare." Pew Research Center. Last modified November 13, 2019. https://www.pewresearch.org/fact-tank/2019/11/13/how-european-and-u-s-unauthorized-immigrant-populations-compare/.

8 See "Work" page of Mosi Secret's website: https://www.mosisecret.com/work-1#/features. Accessed February 9, 2021.

In August 2020, Secret started his fellowship at the American Academy in Berlin. Over the course of his fellowship, Secret gave three lectures, presenting his work-in-progress to live audiences in Stuttgart and Freiburg, and to a virtual audience from Berlin (Secret 2020). He described how interacting with German audiences affects his research:

> "Germans obviously bring a very different history and background to my work, so it was interesting to get questions from German audiences and see what meaning my ideas and storytelling had for them. That kind of exchange helped clarify for me what the more universal aspects of my work are." (Mosi Secret, email to author, December 15, 2020)

Though the pandemic limited his explorations of Berlin and the rest of Germany, Secret couldn't have come to Germany at a better time: just like in the US, there were demonstrations in Berlin and all over Europe every week. People protested against racism, against COVID-19 protection measures, against lockdowns and vaccines, against police brutality, against the rise of right-wing groups, and against global inaction on climate change.

Secret summed up his German experience very positively: "Seeing the activities of German Citizens and learning how similar their demands for change to the ones we see in the US are has certainly piqued my interest in European public life and policy. I hope to write about some of these issues once my book is finished. I'm leaving Berlin with a long list of subjects to explore, and a sense that Americans and Europeans have so much in common while having their own particular histories and challenges. It seems to me that journalism growing from these kinds of exchanges can't help but increase understanding on both sides of the Atlantic" (Mosi Secret, email to author, December 15, 2020).

International exchanges give journalists the chance to learn from each other and from audiences in host countries. They learn how similar countries try to manage these challenges and share their newly won knowledge with their audiences. Journalists are in a unique position to explain the differences, inform the public and allow for a discussion based on facts.

On both sides of the Atlantic, journalism has been vilified as fake news, as leftwing or socialist propaganda, as "Lügenpresse" ("lying press"). Journalists have been yelled at, physically accosted and threatened with harm and even murdered for doing their jobs. They are under pressure every day, and because of the precarious financial situation of most newsrooms, even those who are not directly threatened have to wonder about their future. The original business model of journalism has been upended in the past decades and so far, no new model has been successful enough to ring in a new media era. Even institutions like the BBC and other öffentlich-rechtlicher Rundfunk (public service broadcasters) in European countries like Germany, Austria, France, Denmark, Spain, etc. are under fire. Nonprofit organizations are growing globally, especially in the US. Now that newsrooms can use digital tools to disseminate information, more money can be spent on journalism itself instead of printing and delivering papers. But the dependence on foundation and angel donors supporting new journalistic endeavors is precarious. As ICIJ member and academic Bill Birnbauer (2019, 200) writes, "After several years of support, foundations naturally expect that organizations will have developed other revenue sources. Many foundations do not want to be ongoing funders of day-to-day operations. A majority of nonprofit news organizations, however, rely heavily on foundation funding, even after five to seven years."

This highlights another interesting study topic for journalists: how to develop sustainable journalism for the future. In 2009, during an especially crisis-laden time in American journalism, the JSK Fellowships at Stanford changed their program from a more general journalism concept to focusing on innovation, entrepreneurship and leadership. Located in Silicon Valley, fellows can take advantage of many resources for their projects, not only on campus but also from the many technology companies in the vicinity.[9]

Technology is playing a bigger and bigger role in journalism: delivery platforms change and advance. When *The New York Times* published the digital long-form story "Snowfall" by John Branch in December 2012, it was heralded as a new frontier of journalism. Now, projects like this are standard. Even a smartphone has the technical tools and applications to produce high-value products online, and consumers expect newsrooms to produce these stories regularly. Information technology departments at news outlets grow consistently, too. Back-of-house workflow changes with advanced technology and at the same time, digital communication channels and co-working platforms need to be kept secure. For example, the International Consortium of Investigative Journalists, which manages hundreds of journalists around the world, also employs a whole team of technology experts developing secure communication platforms and sometimes even fighting off hackers (Gerald Ryle, ICIJ director, phone conversation with author, December 23, 2020).

While shorter exchange programs and subject-specific programs automatically update their syllabi to stay relevant in their fields, from business to science to public policy, the future of fellowship programs needs to be very nimble to stay relevant. Since there is a diverse group of journalists with individual goals every year, each year will be different. In 2012, the Nieman Foundation added "Visiting Fellowships." Visiting fellows can spend up to three months at Harvard and the Nieman Foundation "working on special projects designed to advance journalism" (Harvard University 2018). The Knight-Wallace Fellowships program at Michigan has strengthened their effort to attract journalists working on the technical, digital or delivery side of news and increased the number of public lectures featuring journalists on campus to engage students and the wider community "to foster civic engagement, open conversation and spark debate" (Wallace House, n.d.).

It would be a lost opportunity, however, for all fellowship programs to concentrate too much on the technical and business aspects of journalism. In the end, consumers of regular news, just like other consumers, want a great product, in this case, the actual reporting and storytelling. In 2014, the American Press Institute and the Associated Press–NORC Center for Public Affairs published a research project on how Americans choose to get their news and found that "[t]he largest group, 45 percent of Americans indicate that they have no preference in the device or technology they use to follow the news. This suggests that many Americans prefer to receive news across devices, using whatever device or technology is most convenient when they want to follow the news" (Rosenstiel et al. 2014). There are many journalism programs, organizations, associations and foundations—too many to list here—dedicated to training journalists and newsroom leaders in the business of journalism and in the technical and reporting skills journalists need. And yes, there is a need for fellowship slots for these subjects, too. But fellowships are also the only year-long programs for already accomplished journalists to question and deepen their knowledge, to learn about new subjects, and to broaden their horizon.

A fellow should be given time to decompress, to digest the experience of their now often dangerous and always backbreaking work. Journalists often use the fellowship to look into questions that couldn't be answered while reporting and follow up on ideas that developed in that time. The fellowship allows for time to figure out where their career can take them next. Discussing their experiences and ideas often encourages classmates to think bigger, too, especially regarding the sharing of investigations and stories, something that is still difficult for many journalists to do; after all, traditional journalism often pits journalists on deadlines from competing newsrooms against each other.

9 For more about this topic, listen to the *Medien. Macht. Meinung* podcast episode by the Hamburg Media School with guest Jeremy Caplan of the Craig Newmark Graduate School of Journalism in New York City, December 10, 2020: https://podcasts.apple.com/us/podcast/25-mit-jeremy-caplan/id1497860507?i=1000499598938.

“A fellowship should be mandatory for journalists every seven or 10 years,” Susanne Koelbl writes. “Why? A journalist’s career moves forward without a break. You only see the next story, again and again. A fellowship allows you to press the pause button, suddenly you are away from expectations, away from the constantly changing world of the profession. This break offers room to think and to realign your professional wishes with reality” (Susanne Koelbl, email to author, December 12, 2020).

A general fellowship program is meant to keep participants connected to the journalistic world through seminars with speakers who are on the forefront of the profession along with workshops to learn or deepen necessary skills, while taking into account the constantly changing world of the business. At the same time, the fellowship program needs to be holistic, allowing enough space and flexibility for the attending journalists to explore their personal direction. Program leaders, while facilitating connections to faculty members and other experts, must have enough faith in the journalists they selected to let them wander. Time to return to what is now more often referred to as “work-and-life-balance” or “mindfulness” is especially important for professionals like journalists who cannot count on regular work hours, or free evenings and weekends and who on top of that usually do not earn high salaries and have few other benefits.

Working on deadline, often only being able to react to what is happening in the field they cover, typically takes away from the ability to step back, look at the big picture, and work towards the next step in a career. At first it sounds counterintuitive that not filing stories for a while might make a journalist much more productive in the long run. But this is a gamble newsroom managers should take. After all, their staff members get a year of free professional development, and of course, editors can have a say in developing the study project the fellow is applying to the program with.

Often, it is not easy to assess the successful results a fellowship program brings. How can one quantify very diverse experiences? How can one qualify how the work of a journalist changed after a fellowship program? Sometimes it is an obvious win-win situation, just like Matt Shaw and the BBC experienced, but most of the time it is not. Journalists who apply to fellowship programs are usually very dedicated to the profession. They want this year to continue their education, to learn or deepen their skills or to prepare for a leadership position. Quantitative evaluations of a program itself can mainly be done by looking at the numbers of applicants, the professional experience and success of the candidates and—with limitations—the number of fellows who stay in journalism years after attending the program. However, it is important to keep in mind that in the first six months of 2020 alone, American newsrooms laid off 11,000 employees (Fischer 2020). Many journalists have no choice but to leave their chosen profession because of layoffs; others might have to leave because journalism cannot pay their bills anymore. Others are staying in journalism as newly minted freelance reporters. For them, a fellowship is the chance to find time and resources to build a foundation for their new career path.

Former fellowship director Charles Eisendrath reiterated his philosophy to every class on the first day of the program: “You job here is to grow. I don’t know in which direction and what it takes for you personally to do that. I offer you everything a university has to offer, and you are grown up enough to know what you need.” Eisendrath wanted fellows to broaden their horizons outside of their chosen profession. In addition to asking fellows to select seminar speakers their classmates might be interested in, he often invited guests who had nothing to do with journalism. Once, somebody he had met on vacation in California appeared to speak to a class of fellows: Tom Hill had cashed in his American enterprises to become co-founder of the Big Life Foundation, a cross-border anti-poaching organization in Kenya.[10] During the seminar, Hill talked about

10 See the organization’s homepage and information about the cofounders: https://biglife.org; https://biglife.org/who-we-are/co-founders. Accessed February 9, 2021.

setting up the wild animal sanctuary across country borders and about his daily challenges to keep the animals safe, employ and manage hundreds of rangers, and also fundraise to keep the foundation going. "What does that have to do with journalism? Probably not much! But I could talk all day long about you taking your professional destiny into your own hands to no avail. This man showing up and telling his story showed you that you can really do what you set your mind on doing," Eisendrath explained. "The fellowship program and the university - we are all here to help you figure that out and get there" (Charles Eisendrath, conversation with author, December 14, 2020).

For freelance writers who are used to working on their own, a fellowship has the added bonus of the camaraderie that develops between fellows. Being independent not only means having to work alone—freelancers also have to be their own editor, business manager, and fundraiser.

When the pandemic is over, American science writer Lois Parshley will start her residency at the Max Planck Institute in Potsdam. For several weeks she will shadow researchers, discuss their work, and translate their research in ways the broader public can better understand. Parshley, a freelance reporter, is looking forward to the opportunity of being hosted at a world renown research institute. She writes:

> "The pandemic has shown just how important the relationship between science and journalism is. Writing about COVID-19 as the science unfolds real-time underscores one of the challenges that science journalists often face - an expectation for big-picture conclusions. But as our current global health crisis illustrates, science happens incrementally. That's why as a freelance journalist, having institutional support to explore these topics in depth makes all the difference.
>
> My previous experience reporting internationally on environmental and human health systems informed my COVID-19 coverage this year. I've witnessed first-hand the disparities in access and resources, which helped me better understand some of the challenges these systems were facing even before the virus emerged. But it's hard to get that experience without funding. That's why one of the biggest gifts a reporter can get is having the time and support to pursue their curiosity.
>
> Dark matter, which is what I was interested in focusing on at the Max Planck Institute, is obviously quite different than immunology. But the process of learning about complex science is similar." (Lois Parshley, email to author, December 13, 2020)

We all rely on journalism to be informed, so what could be better than being informed by a journalist who has had the time to stop, think, learn and regain a broad view of issues? This is why journalism programs with an emphasis on transatlantic exchange should not change much after the pandemic: Even though delivery methods for journalistic work might change, the actual work of reporters and editors will not.

The pandemic has shown that more and more professionals can work from home. Newsrooms, just like other office spaces, will probably shrink and teams will meet less regularly in person. Everybody has become more proficient in using video conferencing and other virtual tools to connect. However, "Zoom Fatigue" (Lee 2020) is becoming a new reality, and employers see a decline of morale in their teams, as work and private life intertwine more and more (Tank 2020). Freelance writers are used to this kind of professional life and always stress how important the personal component of fellowships and other exchange programs are: being part of a group of colleagues on a regular basis, being able to sit together over dinner and brainstorm ideas, having colleagues to muse about the possibilities for the future. Time to get to know faculty members, scientists, and other specialists in their field is invaluable as is the chance to get out into classrooms, libraries, and study halls.

The pandemic is changing how we work and the environments in which we work. We were forced to embrace technology, and working from home under trying circumstances. Exchange and continued education programs for journalists have to be mindful of these changes going forward and can take advantage of technology by adding regular virtual alumni and networking events. While seminars with speakers who help design the future of journalism and workshops to build new skills need to be re-evaluated and updated regularly, a single program cannot be everything for everybody or cover every aspect of the journalism world. Over the years, all programs have developed individual traditions and characteristics that not only bond participants of the same class together, but also create an instant connection between alumni from different groups. Though technology will play a greater role in all future workplaces, the experience of exploring a new country or a new subject, spending time with faculty members and experts, or the lasting friendships and collegiality developing between journalists from different countries and backgrounds cannot be replaced by virtual seminars and Zoom-get-togethers.

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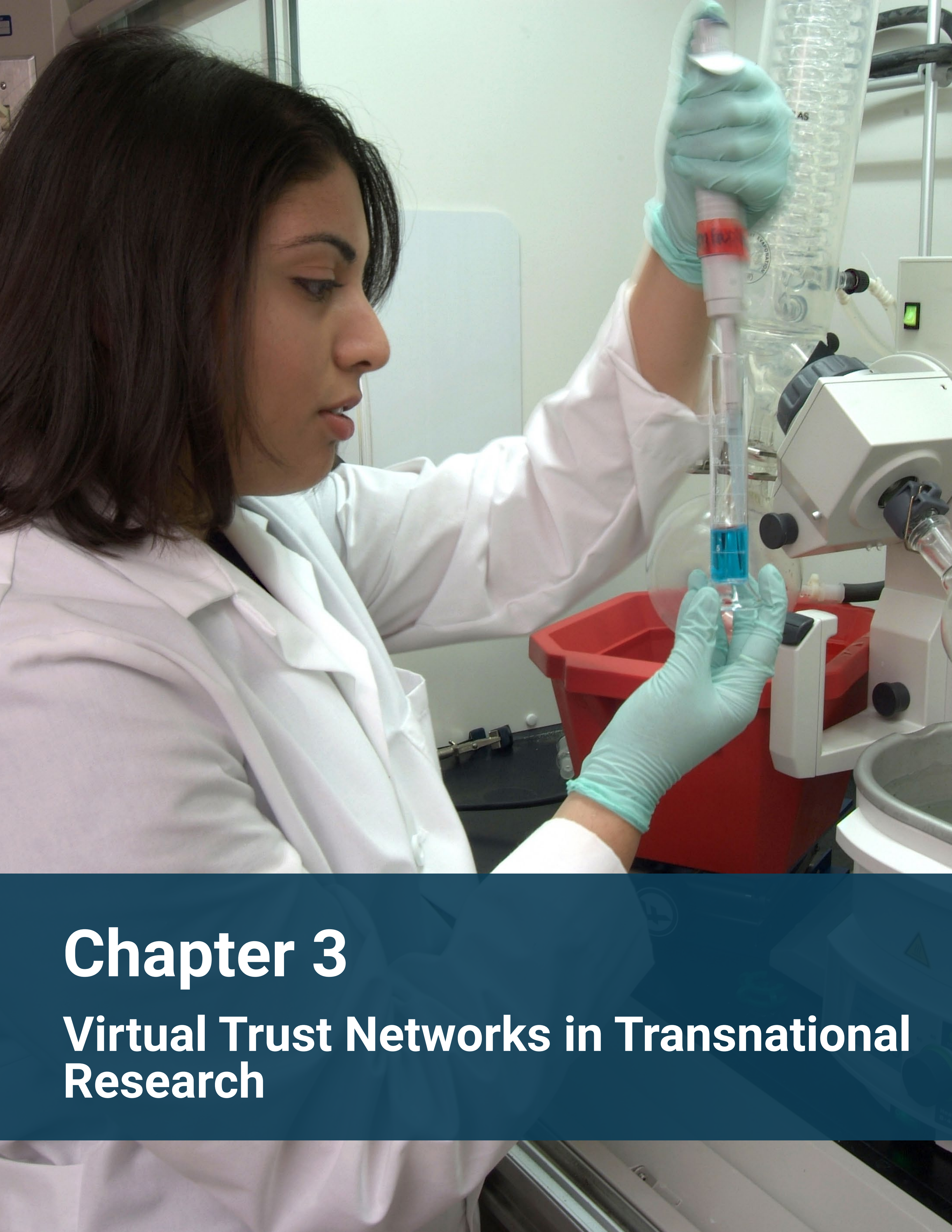

Chapter 3

Virtual Trust Networks in Transnational Research

Virtual Trust Networks in Transnational Research

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International scientific exchange is stronger between the United States and Europe than among any other regions of the world. The interconnections include educational and scholarly exchanges, immigration, cooperative projects, and extended scholarly visits. One quarter of research project awards made by the US National Science Foundation mention Europe as subject or partner. In 2019, the Web of Science catalogued close to 140,000 scholarly articles published between a European author and a United States author. The United Kingdom, Germany, and France made up half of all of these US partners. Collaborations between Europe and the United States tend to be more highly cited than other bilateral relationships.

International exchange is supported by formal agreements. The European Union and the United States have treaty relationships embodied in the EU-US Agreement for Scientific and Technological Cooperation and treaties governing space cooperation. Bilateral cooperative agreements have been signed between the United States and Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Italy, Norway, Poland, Romania, Slovakia, Slovenia, Sweden, Switzerland, and the United Kingdom. The formal relationships include "big science" investments in equipment such as telescopes and synchrotrons. Big science projects have included the International Space Station; the United States participation as an observer in the European Organization for Nuclear Research (CERN); large-scale astronomy and astrophysics projects; polar observatories; and the Human Genome Project.

However, while these formal agreements set the foundation for international relationships, the majority of US-European cooperative activities are initiated and carried out without the assistance or recourse to formal agreements, through bottom-up connections made between researchers themselves (Leydesdorff, Bornmann, and Wagner 2019). Looking through the lens of published research articles, collaborations between Europe and the United States in the sciences and engineering numbered about 30,000 in 2019; while this is similar in volume to US-China publication output, it does not include other forms of exchange such as students, facilities use, and meetings. By subject, cross-Atlantic collaborations show the greatest numbers in astrophysics, biochemistry, biotechnology, chemistry, medicine, physics, and pharmacology. Cooperation between the UK and the US was dominated by neurosciences, physics, environmental science, and engineering. Physics, chemistry, neuroscience, engineering, and materials science are the top subjects of cooperative research between the US with Germany and France.

These direct exchanges tend to occur between high-esteem partners, often from elite institutions, with relationships cemented at conferences or research sites. Social capital built up between universities through scholarly exchange establishes trust networks that reduce the risk of collaboration (Burris 2004). These networks are at a premium in high stakes situations, when there is not time to build up social capital through other means. The 2020 COVID-19 pandemic did not alter this pattern of cooperation (Fry et al. 2020). However, quarantining closed down face-to-face meetings and student exchanges and forced the broad adoption of virtual modes of communication. The shift to online communications opened opportunities for participation and trust-making among people who have historically been excluded from the elite social networks. Looking forward, the resilient US-EU relationships may expand to accommodate new trust-building spaces created during the COVID-19 pandemic that lay the foundations for an era of inclusivity and innovation. Our challenge will be in measuring changes in trust networks, which may initially manifest outside of standard scholarly output industries in activities such as working groups, clinical guidelines, pre-prints (Weissgerber et al. 2021), and published monographs or internal technical reports.[1]

Historical trends in international scientific exchange and interdependence

Over the last 50 years we have seen increasing internationalization of scientific exchange (Wagner and Leydesdorff 2005). While nations invest in research to drive innovation, increasingly these efforts are multilateral, driven by global challenges that require multinational and multidisciplinary collaboration. In 2019, collaborative research articles (more than two authors) accounted for nearly 90 percent of European publications indexed in the Web of Science. Sixty percent of articles were authored by researchers from two or more nations. International organizations such as the World Health Organization and the European Commission fund multi-year work programmes that stimulate cross-national scientific cooperation. However, using research article authorship as a measure, most scientific collaborations are bottom-up partnerships between researchers at highly-ranked institutions, funded by several national agencies and involving a highly mobile workforce (Wagner, Park, and Leydesdorff 2015).

In this constantly changing environment, trust is at a premium. There is intense competition among researchers to establish a personal "trust certificate," accomplished through associations with trusted entities: esteemed professors, employment at highly ranked institutions, and publishing in prestigious journals. Travel and face-to-face meetings are critical; close to 90% of collaborations begin face-to-face. While these can exclude those unable to travel, it can also open doors. One example is the fortuitous meeting of Jennifer Doudna and Emmanuelle Charpentier at the 2012 Annual Society of Microbiology conference, which evolved into a cross-Atlantic research group: a French professor in Sweden, a Polish student in Austria, and a German student, Czech postdoc, and American professor in the US that developed CRISPRcas9 gene editing technology, for which they were awarded the Nobel Prize in 2020 (Doudna and Sternberg 2015).

Nations can foster (or hinder) scientific exchange through visa and immigration policies and procedures, such as visa duration, travel for scientific meetings, nonimmigrant visa categories for students, reciprocity agreements, and change of status procedures (National Research Council 2005; Wagner 2002). Many US-EU relationships begin when students travel abroad to study. In 2018, pre-pandemic, over 188,000 students from the United States, or 55% of all students going abroad, studied in Europe. Students traversing the Atlantic to study in the United States numbered 129,000 in that same year. The largest Atlantic exchange is between the United States and the United Kingdom, followed by Italy, Spain, and France. Another chapter in this volume explores the impact the pandemic may have on future exchanges.

To build innovative capacity, nations implement policies that attract talent and reward researchers for international collaborations (Adams 2013). In the EU this comes in the form of research funding priority for groups that have cross-national participation (European Commission, n.d.). In Asia Pacific countries, this has tended

1 For example, see the US National Academies Response and Resilient Recovery Strategic Science Initiative: https://www.nationalacademies.org/our-work/response-and-resilient-recovery-strategic-science-initiative-a-rapid-multidisciplinary-scientific-capability-for-scenario-analysis.

toward awards for research publications with multi-national author lists.[2] Overall, bibliographic databases underpin both outcome measurement and policy development,[3] and tend to further solidify the radius of trust among elite institutions. The institutional incentives for researchers in the Asia Pacific region have started to crack through US-EU dominance: over the last 10 years, there has been a notable increase in Chinese universities included in the top-100 rankings.

Infrastructure and institutional connections

As scientific collaboration has become more international, so has its governance. Once the purview of academic institutions and nations, collaboration is now supported through transnational infrastructures. The Internet is perhaps the most foundational. Started as separate, competing national initiatives, the Internet became a truly global information infrastructure (Gillies and Cailliau 2000). Its workings are governed by the IETF, an open, non-national, and cross-sector community of network designers, operators, vendors, and researchers bound by a shared mission. In large part, work of the IETF has enabled virtual communications during the COVID-19 pandemic, ensuring web browsers can support voice, video, and real-time data calls.

Over the last 30 years, access to information on the Internet has become as or more important than travel for research collaborations. National cyberinfrastructure policies and funding have supported the expansion of national information superhighways, including National Research and Education Networks (NRENs) in over 65 countries around the world.[4] Gaps in coverage have been made painfully obvious during the COVID pandemic, highlighting resource limitations in rural and lower-income populations—and also innovations implemented in resource-poor countries that could be adopted more broadly, such as regional community development and resource pooling seen in African NRENs.[5]

As research moves into the digital age, library resources have moved online, making it more possible—at least theoretically—to access knowledge. Initially seen as a step toward democratizing knowledge, as with collaborations, information has remained in esteem silos, locked behind firewalls and paywalls (Leydesdorff and Wagner 2008). Work at local and national levels by universities and funders has led to development of open access principles. Policies and practices are being adopted that enable broader sharing of research outputs. However, coordination between entities has been problematic, creating a plethora of at times contradictory policies. This has created confusion for researchers, publics, and information platforms alike, and has slowed adoption and accrual of benefit (Bello and Galindo-Rueda 2020).

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2 For example, see: Qiu, Jane. 2014. "China's Funding System and Research Innovation." *National Science Review* 1, no. 1: 161–163. https://doi.org/10.1093/nsr/nwt034; and Australian Research Council. 2020. "International Policies and Strategy." Last modified December 18, 2020. https://www.arc.gov.au/policies-strategies/strategy/international.

3 Annual international rankings of the bibliometric-based rankings include the *Academic Ranking of World Universities*, the *Performance Ranking of Scientific Papers for World Universities,* the *University Ranking by Academic Performance*, the *CWTS Leiden Ranking,* the *SCImago Institutions Rankings,* the *Center for World University Rankings,* and the *Nature Index Annual Tables* published by Nature Research.

4 See GEANT web page: https://www.geant.org/About/NRENs and Internet 2 web page. https://internet2.edu/community/global-partners/. Accessed 8 Jan 2021.

5 See AfricaNet3 web page: https://africaconnect3.net/. Accessed 8 Jan 2021.

In this digital research ecosystem, identity and reputation are core components for establishing trust. Over the last 20 years, a web-based global open infrastructure has emerged, composed of data standards, persistent identifiers, and normative behaviors (Haak et al. 2012). With the implementation of these infrastructure components, including digital identifiers for research objects, researchers, institutions, data, software, and more, it is becoming possible to establish online identity, trust, and transparency. With these identifiers, we are just starting to be able to measure nuance in collaborations (Haak, Greene, and Ratan 2020). An early study with ORCID data, for example, provided a glimpse into researcher mobility at a scale not before possible (Bohannon 2017). That these components, as with IETF, are open community efforts, means it is also becoming more possible to draw networks of connections between researchers, institutions, and contributions (Fenner 2020), a boon for policymakers and researchers alike keen to understand impact without interfering with the research process (Haak, Meadows, and Brown 2018).

However, for these open infrastructures to be adopted on a global scale means that individuals, institutions, and nations must have trust in them. Governance must be clearly defined and participatory, giving voice and agency to multiple constituencies. Sustainability of services must be paramount, and community benefit must be obvious and forever first (Bilder, Lin, and Neylon 2015; Skinner 2019). DataCite, CrossRef, and ORCID are open infrastructure providers that have been successful at creating global communities of practice, which in turn have developed many innovative products and services enabling researchers to collaborate within and across nations. Different from the challenges of open access policy, here the plethora of products responds to the specific needs of disciplines and national policy—and with appropriate use of web-based standards can enable cross-platform information sharing. A primary policy challenge is thus adoption and use of the underlying standards, which, while developed through grass-roots community efforts, may have weak governance ties with national policies. The German National Research Data Infrastructure[6] is one new national initiative bucking this trend.

The Research Data Alliance (RDA) initiative combines top-down formal agreements with bottom-up collaboration, building international trust through shared norms (Berman and Crosas 2020). As research digitization proceeded, funding for cyberinfrastructure has lagged behind data sharing and data-driven exploration needs. Researchers were roadblocked by sparse or inadequate standards, models, and frameworks. The RDA was established in 2013 as a joint effort of three national agencies: the European Commission, the United States National Science Foundation and National Institute of Standards and Technology, and the Australian Government's Department of Innovation. RDA functions similarly to IETF, with community-driven working groups and an explicit governance structure. It is an example in practice of how stakeholders can come together across disciplines, sectors, and nations to create inclusive socio-technical norms that enable research collaboration, with successes including harmonizing publisher data sharing policies (Hrynaszkiewicz et al. 2020) and FAIR compliance (Bahim et al. 2020). Measuring the impact of RDA working groups and outputs on international collaboration—including the diameter of trust among elites—should be a research policy priority.

Support for EU-US partnerships is also sustained by governing bodies that aid scientific collaboration. These include organizations that bring together government officials (sometimes joined by scientists and engineers) and those organizations representing scientists and engineers. The Organization for Economic Co-operation and Development (OECD), a cooperative think tank established and maintained by member governments, hosts a Global Science Forum to discuss governance issues. The Global Research Council (GRC) brings together heads of science and engineering funding agencies from around the world to share data and best practices for research collaboration. GRC advises on peer review, data sharing, cost sharing, capacity building, and research integrity. Academies of science, medicine, and engineering often serve a role in supporting

6 National Research Data Infrastructure web page: https://www.nfdi.de/en-gb. Accessed 28 January 2021.

cooperation; the Interacademy Partnership of academies brings the national entities together to support science, advise policy, promote science education and encourage development. The International Science Council represents scientific unions and associations to provide inputs to science and policy decision-making. Science diplomacy is evolving to encompass increasing openness in science, more national actors, and the need for new approaches to diplomatic training, particularly to address global challenges. The US and European countries serve as the core of these organizations.

Post-COVID analysis

As the world emerges from the COVID-19 pandemic and lockdowns reduce in frequency, we expect to see lasting changes in how scientists collaborate. More are willing to engage in online discussions. Opportunities for face-to-face meetings will change, as funders and professional societies alike offer more virtual gatherings. These may encompass primarily business meetings—review, leadership, and planning activities, but are likely to also include expanded training and continuing education courses. Where before, face-to-face meetings were assumed, more now have had success using online tools for many applications, and have experienced the benefits of increased participation, opportunity for including previously excluded voices and communities, and are willing to forge ahead in purpose-built virtual spaces that enable collaboration, iteration, and sharing.

Initial analyses of publication data from January to April 2020 indicate that collaborative activities increased between highly ranked institutions, compared to the previous 24 months (Fry et al. 2020). At the same time, we also see increased use of pre-prints, particularly in biomedicine, as an accepted mode of information sharing. In the US at least, campus lockdowns have focused on undergraduates, allowing graduate student seminars and research spaces to continue operation. International student mobility has been seriously decreased, with ramifications that may take years to realize (Roach and Skrentny 2021). Graduate research is an apprenticeship of minds, techniques, and resources. We may see more national policy initiatives to recruit local talent; at the same time, the international collaboration networks built up over the last 50 years have been critical in establishing the interpersonal and institutional trust necessary to rapidly and efficiently respond to the COVID-19 pandemic, from basic research to developing a vaccine and community awareness programs. Transnational exchange must continue to ensure resilience for other global challenges.

Linkages between inclusion and innovation

Building trust networks should be a primary consideration of US-EU research policy. The World Health Organization (WHO), established in 1948, older and larger than RDA and IETF, also demonstrates the practicality and effectiveness of building international consensus on research norms through community working groups. WHO is charged with engaging across its member organizations to secure global cooperation and international agreement on matters relating to the initiation and promotion of global health standards. These are complex challenges, and WHO has developed an intentionally inclusive team-based approach that acknowledges the degree to which this work transcends any one nation, institution, or researcher (Guler et al. 2018). WHO projects have an up-front statement of values, and they fund and train project management personnel to support debate and diversity of views and experience.

The process of developing norms and standards is slow and laborious, but this work makes spontaneous collaboration less costly and more efficient. There are specific components of the consensus models of RDA, IETF, and WHO that drive success: a mission, clearly articulated goals, creative and committed staff driven by the mission, and a clear framework for tracking progress and sharing results. What RDA, IETF, and WHO demonstrate is that a specific intention to ensure diversity of perspectives and include multiple community stakeholders enables scientific collaboration as an emergent trust network, a new "open institution" on par with any nation (Wagner, Park, and Leydesdorff 2015).

What we should understand from the examples of IETF, RDA, and WHO is that diversity and inclusion drive effective research policy and practice. What we should learn from the COVID-19 pandemic is that community inclusion is necessary. That we have communities that are unwilling to be vaccinated or are willingly spreading contagion is a failure of inclusion. Maintenance of elite, exclusive networks runs counter to the open values of science. We need broad perspectives to simulate research and innovation across all areas of endeavor, and we need community engagement for these innovations to be adopted.

Historically, US and EU policymakers have defined research excellence in Enlightenment terms to which most other nations have been expected to adapt. Practices such as peer review, data sharing and validation, open debate and attribution have developed over centuries in Europe, later in the US, and from these nations, to other nations. These norms are held, not just at the national levels, but at the international level, and all participants have been expected to adjust themselves to these norms. Here is where scientific collaborations can leverage their emergent "meta-nationhood" and establish discourses and shared language, create inclusive spaces, and take the time to imagine futures and discuss ethical implications of technological advances in discussions about values, problems, and priorities (Kläy, Zimmermann, and Schneider 2015).

Recommendations for policy

Transatlantic scientific cooperation and collaboration has grown over decades out of a common set of expectations, norms, and recognition of benefit. The robust connections that are largely self-organizing and self-sustaining are a sign of strength. In the post-pandemic era, we can expect these shared norms to maintain and increase EU-US connections. Further, new trust networks may emerge that better inculcate practices of openness, reciprocity, and verification, all critical to the health of global science.

In the past, the focus has been *personal* networks through training, meetings, and shared facilities. To this should be added scientific project managers who can guide team formation and interpersonal dynamics, as well as assist with the curation and custodial recordkeeping necessary for effective open collaboration. Funding agencies, professional societies, and institutions play a formative role in these efforts (Chodhaki et al. 2020).

As scientific exchange becomes more open, with more online collaboration, we need to reflect that openness in terms of who is participating (and where) and at the same time develop *digital* trust networks through new kinds of infrastructures. These include international identifier and data exchange standards, such as DOIs and ORCIDs, embedded into regular scientific workflows, enabling transparency in the who-what-where of research exchange. In the US, the Office of Scientific and Technical Policy should continue to work across agencies to cohere data sharing policies and practices.

In addition, international grassroots organizations, fostered by international agreements, are powerful normative frameworks with the creativity and flexibility necessary to build trust for more inclusive cross-national and cross-disciplinary collaboration. Networks of networks will emerge; these organize most effectively from the bottom up. Policymakers can provide incentives, but should not seek to create command-and-control structures.

And finally, as the webs of networks grow, we must be able to measure their strength and effectiveness. To do this, we need equally creative, inclusive and flexible techniques and indicators, such as those promoted through the Declaration on Research Assessment (DORA) framework, integrated into workflows so that we can track, monitor and measure scientific exchange without interfering with the research process.

Together, these four pieces—digital, interpersonal, governance, and measurement infrastructures—will enable the growth of international trust networks and through those, the fifth era of international scientific collaboration.

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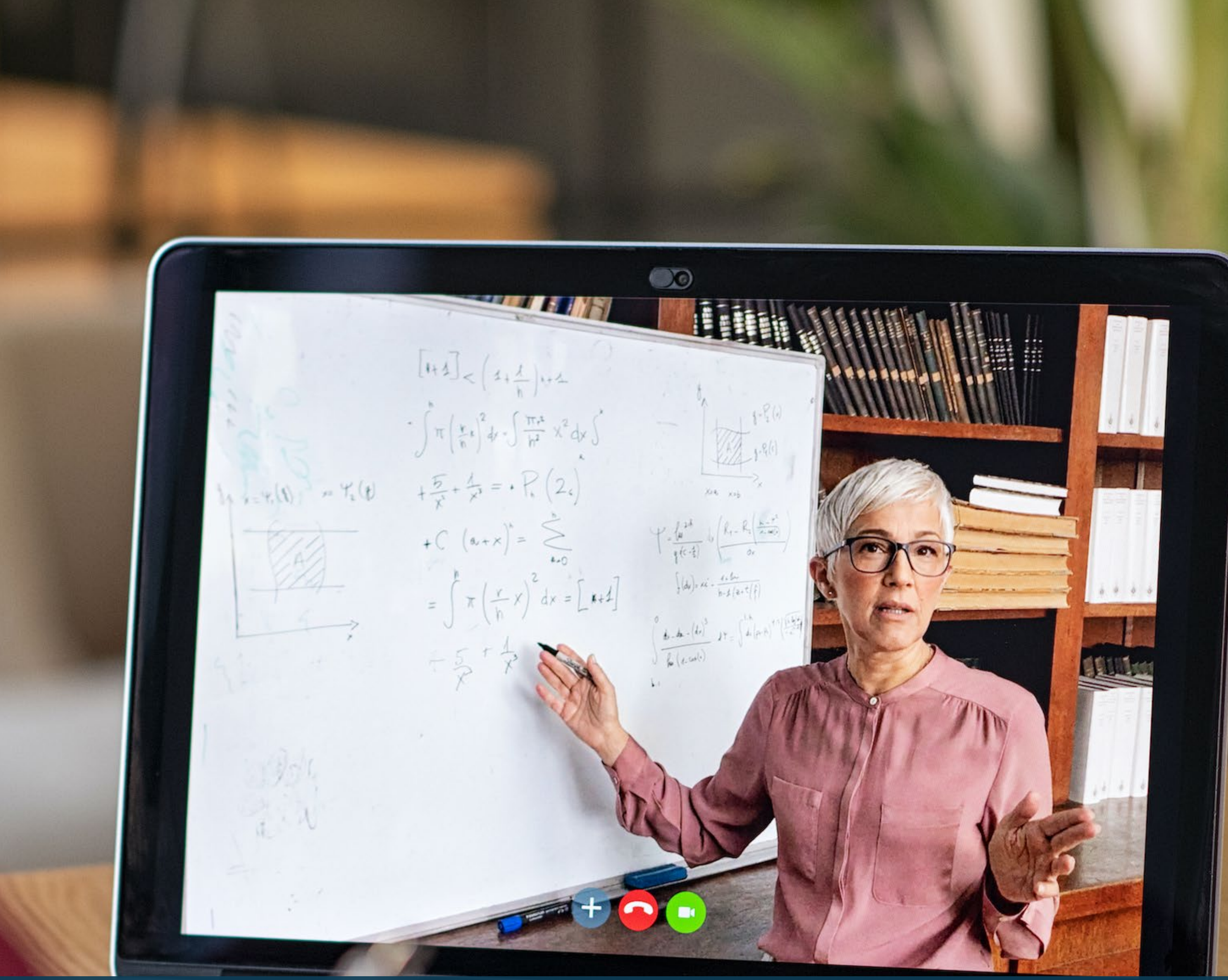

Chapter 4

The Transformational Potential of Education “Abroad”

International, Intercultural, Flexible, Bending Towards Justice

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Introduction

It is rare to hear an international educator question the value proposition of students participating in an educational experience abroad. Whether labeled study abroad, education abroad, global learning, or something else, professionals engaged in this work recognize that student mobility and international and intercultural engagement lead to positive transformation among students for the benefit of themselves and society. The research bears this out, by demonstrating how participation in education abroad—defined as educational activities that occur outside of one's home country or the country in which one is enrolled as a student, and which does not, in itself, result in a degree—can help students persist towards graduation (Xu et al. 2013), develop the ability to engage with difference and work on diverse teams effectively (Farrugia and Sanger 2017), build language skills (Kinginger 2011; Isabelli-García et al. 2018), become more resilient (Geeraert and Demoulin 2013), more globally minded and globally competent (Schenker 2019), more environmentally conscious, and achieve greater employment outcomes after graduation (IES Abroad, n.d.). Indeed, these results are why colleges, universities, foundations, and governments have invested in such programming over the years.

As the commitment to growing international student mobility to foment global competence and a globally competitive young workforce has evolved, a professionalized field has emerged to support good practice and push for further improvement. Originally published in 2002 and now in its sixth edition, the *Standards of Good Practice for Education Abroad* specify "minimum requirements, quality indicators, and a framework for continuous improvement for education abroad" (The Forum on Education Abroad 2020c, 1). Professional associations, including the Forum on Education Abroad—the organization recognized by the US government as the standards development organization (SDO) for the field—offer professional development opportunities from which to grow and develop professional practice.

In the 2018–19 US academic year, nearly 350,000 US college and university students studied abroad, marking the greatest number of students ever to study abroad in the nation's history, following a consistent growth in participation over at least the last 25 years (Institute of International Education (IIE) 2020c). Of the top 10 destinations for US undergraduate study abroad, six of them are located in Europe, accounting for nearly half of all US study abroad. Germany ranks fifth, and saw a small downturn in participation rates, while Italy, Spain, and France increased their share of students hosted on mobility programs (IIE 2020b).

Online global learning experiences, particularly virtual exchange and Collaborative Online International Learning (COIL) programming, have seen an even sharper rise over the same time period. With roots in the early years of widely available internet (circa 1995, O'Dowd 2017), a 2020 survey from the Stevens Initiative found that at least 220,000 individuals participated in virtual exchange experiences over the course of the calendar year, with the vast majority of these being students at the undergraduate level (Stevens Initiative 2020). The most common locations for participants in these programs were outside of Europe. The responses mostly came from US institutions and reported that the US, Mexico, Brazil, Jordan, Morocco, India, China, Japan, Turkey, and Spain—the only EU nation—as the locations most frequently represented in their virtual program portfolios.

Similar to mobility programs where students travel abroad to grow and learn, online global learning experiences—where students collaborate via the internet with fellow students, educators, and community members who live in other countries—help students develop language skills (Belz 2009), work on cross-cultural teams (Duus and Cooray 2014; Lindner 2016; Taras et al. 2013), and grow as global citizens (O'Dowd 2018).

This Moment in History

In March 2020, the line between education abroad and online global learning experiences was promptly blurred. When COVID-19 was declared a global pandemic, nearly 100% of US education abroad programs around the world were cancelled and thousands of students returned home in mere days. International educators' first step, after ensuring students were home or sheltering-in-place safely, was to devise a plan for academic continuity for students whose education abroad programs were interrupted. They did this mostly by offering students online learning options to complete the coursework they began abroad (The Forum on Education Abroad 2020a). Simple as it may seem in hindsight, this represents a herculean effort and a watershed moment in the history of our field. Not only did this transition result in the development of tried and tested contingency plans that can be used to address future challenges for individual students, program locations, or global crises, it also paved the way for the further uniting of online and on-the-ground mobility enterprises for global universities.

Nearly a year after the pandemic began, most education abroad programming has not yet resumed. To fill the hole left by program suspensions until vaccinations, border policies, and university risk assessments make education abroad feasible and widely available again, many universities have initiated or increased their online global learning portfolios (The Forum on Education Abroad 2020a) to include (1) access to online coursework offered by education abroad partner institutions or faculty based at foreign study abroad centers, (2) COIL or virtual exchange formats that pair groups or classrooms in different locations to study or collaborate on projects together, (3) technology solutions that augment travel experiences through virtual tours, online lectures, connection to peers overseas, and remote internships.

Using the internet to augment international education experiences isn't entirely new to education abroad professionals, but recent innovations represent a change of philosophy and scale. As early as 2013, many in the field described using online coursework to deliver pre-departure content (The Forum on Education Abroad 2013; Wojenski 2014), for reflective activities and self-exploration while participating in programs (Hamilton et al. 2019; Savicki and Price 2017; Gibson and Capdeville 2019) and to communicate with and find support from home (Mikal 2011; Hofer et al. 2016). Going back as far as 2012, one of this paper's authors, for example, created a virtual program co-taught by faculty at Ohio State University and ESALQ in Brazil, which included having business and agricultural students from universities in both countries studying and working together in project teams. After COVID-19, it appears education abroad professionals and virtual exchange specialists alike are coming around to the idea that online global learning experiences are here to stay; conventional study abroad will definitely be back (The Forum on Education Abroad 2020a; Goodman 2020) and the next frontier is to make them work together to maximize the potential to best achieve student learning objectives.

Reflecting on Reflection

Education abroad and virtual exchange share more than just student learning outcomes and opportunities for citizen diplomacy. They also benefit from the power of reflection (*Standards*, 6.3.1, 6.3.1.1). Research reminds us repeatedly that through reflection, students make meaning and grow from their experiences (Williams 2017). Through reflection, the transformation and learning continue long after a program has ended (Rexeisen et al. 2008). Through reflection, even very brief experiences can deliver meaningful results (Matheus and Gaugler 2020).

So, too, can our reflection as a field lead us to greater success in the future. If we accept that international and intercultural experiences are essential to a well-rounded 21st century education, that they serve to promote democracy and civic engagement and help students see the interdependence among those of us who occupy this planet, as well as career- and life-oriented skills like critical thinking, communication, working on diverse teams, and resilience, then we must use this time to regroup, reflect, improve, and innovate. But only if we hear the concerns of our colleagues who call out financial concerns, lack of faculty engagement, competition for student interest with on-campus activities, and fear of the unknown as the major challenges they face when trying to engage students in international experiences (The Forum on Education Abroad 2020a). If we know that Generation Z is altruistic, entrepreneurial, tech-savvy (Doughty, Fanini, and Lai 2020), anxious (American Psychological Association 2018), and—across the US and in Europe—more diverse than ever (Parker and Igielnik 2020) and more demanding of institutions that promote diversity, inclusion, belonging, and tolerance (Hughes 2020), then perhaps the new vision for the future we've begun to develop in 2020 can lead us to unique solutions.

The Future of *Education*: International and Intercultural Experiences Online and On the Ground

What is the future of international education and, therefore, education in general, then? Of course, it is academically rigorous, in line with agreed-upon standards of good practice developed by competent professionals (*Standards*: The Forum on Education Abroad 2020c; *Guide*: The Forum on Education Abroad 2020b), and places student learning and development as its top priority (*Standards*, 4.2.1). Expectations of educational quality and student demand in the marketplace also tell us that international educational opportunities need to be more environmentally sustainable, more accessible, and equity-minded, with a commitment to social and racial justice at their core. Touristic or superficial notions of place and culture must be replaced by deeper, more authentic, personal experiences. We can achieve (some of) this by mobility experiences or online global learning experiences, but the gold standard for the future will be a combination of both. In what follows, we'll offer a vision of how the future of education abroad can evolve to serve these goals, and some examples of initiatives that are already working in that direction.

Touristic or superficial notions of place and culture must be replaced by deeper, more authentic, personal experiences.

Deeper Connections and Greater Understanding

Whether the goal is to get students to engage with a particular language, culture, community, or theme, the method shares some common threads. Real transformation requires real immersion and deeper, stronger relationship-building. Students tend to miss out on important subtleties and complex intersections if they find themselves, for example, jet-setting to a different European capital every weekend with their fellow study abroad students instead of staying put and learning authentic lessons with the people and institutions endemic to a place.

The evolution of online components to global learning experiences provides us with a fertile ground in which students can plant roots that will help them dig deeper and reach greater heights of intercultural understanding, resilience, and relationship-building during the on-site component of an education abroad experience or subsequent travel (*Standards*, 6.1.9). Recent research demonstrates that college-age students do a lot of socializing via social media (Décieux, Heinen, and Willems 2019) and may even use social media as a tool for vetting or testing out friendships before being willing to engage in more extensive and offline relationships (Standlee 2019). Using virtual activities to connect students with their peers and to begin building relationships before they travel can help them feel more connected to a place, encouraging richer engagement, stronger friendships or working relationships, and perhaps even a connection that favors staying in one place for a longer period of time instead of hopping from one tourist attraction to another.

The incorporation of virtual experiences as a complement to in-person learning allows us to moderate the impact of a trend towards shorter and shorter periods abroad, and extend the timeline of a program–and with it the ability to explore and understand the multifaceted culture(s) of a program location–without adding significantly to the cost of participation or the amount of time students have to spend away from home, family responsibilities, work, sequential coursework, and campus-based activities.

Building deeper connections is inherently important, of course, because healthy human relationships lead to happier, healthier people. Building these connections also serves as a foundation for the other goals that follow. A more nuanced understanding and mutual respect for places and people unlike oneself, which is built by sharing knowledge and experiences, is essential to developing a sense of interdependence and intertwined fates which render environmental and social justice as personally held commitments rather than distant ideals.

Seeing the World While Caring for the Planet

Preserving, protecting, and restoring the natural environment on Earth is of the utmost importance for the longevity of many species and for the health and quality of life of many communities around the world today. The United Nations Sustainable Development Goal #13 identifies this as a shared priority on the international stage by stating that we must "take urgent action to combat climate change and its impacts" (UNSDGs; United Nations, Department of Economic and Social Affairs, n.d.). To work together as a global society to achieve this goal, we must all be (re)educated on what damage has been done and how it can be halted or reversed. New innovations are needed to continue confronting this global challenge. The future of education can play a critical role in this by helping students understand local, national, and regional approaches to conservation and sustainability and giving them the tools and connections to work across geopolitical boundaries to develop new solutions. Education abroad and online global learning, in particular, can further this effort by putting students in touch with diverse natural environments and with communities who take a different approach to combatting climate change than what they observe at home or are differentially affected by climate change, and to remain focused on this issue long after returning to their home institutions and communities.

To take on this challenge, organizations operating educational programs must first consider their own environmental impacts when making decisions about programming (*Standards*, 4.3.7). Calculating and offsetting the carbon footprint caused by one's air travel has gained some recent popularity among students and institutions involved in international programming. It is a good place to start (Dvorak et al. 2011), but is insufficient as a single action. More comprehensive policies and operating procedures must be developed, including the voice of host communities, faculty, and on-site administrators.

Educating students about the consequences of their own choices, both at home and abroad, is certainly a logical next step. The future of international programming must have at its core a mission to help students go beyond taking responsibility for the carbon emitted into the atmosphere by travel to understand why environmental stewardship is important, how individuals, institutions, governments, and companies can combat climate destruction, and what existing strategies and techniques exist in the world to promote conservation and mitigate climate impacts (*Standards*, 6.2.5, 6.2.5.1). There is some evidence that participating in education abroad can help students develop a better understanding of human-nature relationships (Asfeldt and Takano 2020) and a sense of responsibility to engage in conservation activities and advocate for conservation (McLaughlin et al. 2018). Indeed, it seems that environmentally-focused programming, for reasons not yet well understood, actually can have a greater impact on study abroad participants than it does on local students engaging in the same activities (Jolley et al. 2018). In light of this, the trade-off for the carbon output incurred by student travel may be worthwhile if it leads students to make more responsible, sustainable choices while they are studying abroad and throughout the remainder of their lifetime.

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In one example, Dickinson College is embarking on an institution-wide effort to promote sustainability which combines their long history of education abroad programming with newer online initiatives. In early 2021, while education abroad programming is still not feasible for their students, Dickinson (n.d. -a) will instead offer the Globally Integrated Semester (GIS), in which "students will take a globally integrated course [either on-campus or with a faculty member overseas, or both] connected to a Dickinson program abroad during their spring semester, participate in globally themed workshops throughout the semester and, COVID-19 conditions permitting, travel to the Dickinson program site linked to their globally integrated course for 3 weeks after the end of the spring semester." The workshop series is led by faculty and staff from across the school's centers (mentioned below) and will explore themes of sustainability and interdependence from local and global perspectives. Some courses offered by the college's study abroad faculty at their sites overseas will also integrate themes of sustainability and conservation, such as, for example, the Arctic Studies course to be offered in Iceland.

The college is cultivating the integration of these values throughout the curriculum by investing heavily in faculty development by way of the Valleys & Ridges Program, run by the Center for Sustainability Education (Dickinson College, n.d. -b), which helps faculty examine sustainability concepts from different disciplinary and transnational perspectives and develop ways to incorporate these concepts into the curriculum they teach. Lindsey Lyons, assistant director, Center for Sustainability Education at Dickinson, reflects on the success of the program so far: "The innovations that have developed connecting sustainability and global study and engagement as a result of the COVID-19 pandemic have been extremely positive. Through our faculty development, we hope to create a learning environment where students possess the knowledge, skills, and abilities to connect sustainability learning to their global experiences abroad and then apply these lenses of interdependence in their civic engagement efforts when on our campus" (personal communication, January 5, 2021).

Onsite faculty from Dickinson's global education centers have participated in these faculty development opportunities for sustainability and diversity, equity, and inclusion, allowing them to rethink and revise course curricula and program level operations, particularly during this time of limited global exchange. Julia Carnine, resident director of the College's Dickinson in France program, describes her own experience in the Valley and Ridge program as promoting a "heightened awareness that some of our most basic program components (both curricular and co-curricular) needed to be explicitly connected for students to create a more seamless learning journey about sustainability in cross-cultural contexts during their Dickinson years." With this in mind, her discussion of local public transportation during program orientation, for example, has been reframed in terms of sustainable mobility and "a deeper connection to how this cultural practice represents a principled choice in our context." Similarly, she has now realized that meal times shared with French hosts are "a perfect way to point out local sustainable foodways, how in Toulouse we often eat in season, shop for fresh produce … and create community … around meal times." This inspired Carnine and colleagues to develop a language and culture immersion summer program entitled French Language and Foodways that used "place-based learning to focus on sustainable agriculture, urban planning, alternative waste systems to highlight local solutions and challenges. Here sustainability was at the core of our learning goals, and students were asked to find important connections through both global (Toulouse) and then local (Carlisle) applications" (personal communication, January 5, 2021).

When asked to reflect on the impact of these efforts on Dickinson's larger goals for student learning and development, Samantha Brandauer, Associate Provost and Executive Director of the Center for Global Study and Engagement, reflects, "Now we have faculty and staff scattered across our programs all over the world who have shared language and goals around sustainability. This has begun to reshape the student experience in and outside of the classroom through new course design, updated onsite orientations and changing practice. By bringing faculty and staff from around the world into Valley and Ridge, we have also infused a more global and intercultural perspective on sustainability. Perhaps what has been most positive has been new connections between our [global studies] faculty and staff around the world and the team within [sustainability education]. These connections have created opportunities and new projects and programs, particularly during COVID-19 as we have been reimaging much of our work" (personal communication, January 10, 2021).

Commitment to Social & Racial Justice

2020 has also seen the emergence of a new wave in the movement for civil rights, social justice, and the undoing of systemic racism in the United States and around the world. The murdering of Black citizens by police in the streets and in their own homes coincided with stay-at-home orders around the world and the realization that Black and Brown citizens in the US (Centers for Disease Control and Prevention 2020) were disproportionately falling victim to the worst of the COVID-19 pandemic. This led to massive protest movements in US cities large and small and many other world cities, including Berlin, Paris, Dublin, Copenhagen, Milan, and Bristol, UK (King 2020). More recently, news of viable vaccines has been accompanied by reports that poorer nations will be out-bid by richer ones, delaying access to the vaccine for their populations (Cheng and Ghosal 2020). Using the UN SDGs as our guide, we see that the future of education works towards identifying these injustices by name, teaching students history from the perspective of the oppressed as well as the oppressor, and actively working to undo the systems that perpetuate inequity and injustice (UN SDGs 5, 10, 16).

In education abroad, as in US higher education more broadly, institutions have for some time professed a commitment to diversity, equity, and inclusion. To date, this has largely taken the form of considerations related to access, and efforts to recruit from historically underrepresented and underserved groups to participate in study abroad (*Standards*, 4.5.5, 6.1.3), including BIPOC (Black, Indigenous, and People of Color) (Sweeney 2018), men (Selingo 2019), first-generation college students (Tolan and McCullers 2018) and students with disabilities (Mobility International USA, n.d.). But despite these efforts, these groups remain underrepresented among US study abroad students. Black students account for 14% of all college and university students (Bill and Melinda Gates Foundation, n.d.), but only 6.4% of study abroad participants (IIE 2020a). Hispanic/Latinx students account for 18% of university students, but only 10.9% percent of study abroad participants. First-generation college students are far less likely than their non-first-gen counterparts to participate in study abroad (National Survey of Student Engagement 2020).

The collective reckoning with racial and social injustices that has erupted over the course of the last year puts into sharper focus the areas beyond access where education abroad can and must also do more. Namely:

1) Historically underserved and underrepresented students should be able to feel safe, respected, and included in international experiences (*Standards*, 6.1.9.2, 6.1.11). Students from marginalized groups have repeatedly reported feeling unprepared for the prejudices and injustices they would encounter abroad and unsupported when they experienced traumas as a result (see Additional Readings for more on this). Students of color, for example, face specific challenges overseas, but they also bring specific strengths that can help them to adapt and connect to their education abroad experience in ways white students may not (Hartman et al. 2020).
2) Staff working in international programming should be as diverse as the students they serve. International educators are still mostly white, heterosexual women (Lopez-McGee 2020). Representation matters, and staff who share certain lived experiences with their students are sometimes better equipped to support them through it. Those staff who do not belong to historically underserved and underrepresented groups require additional skills development training to properly navigate group dynamics and support diverse students (*Standards*, 4.5.5, 5.2.2, 5.2.2.2, 5.2.2.3), as their reaction to inter-group tensions and experiences in the community can make the difference between students feeling supported and empowered or isolated and discriminated against (Johnstone, Smith, and Malmgren 2020).
3) Recruitment materials, curricula, and co- and extra-curricular activities must introduce students to an array of diverse experiences in the location of the program partner—both in the present-day and throughout history (*Standards,* 4.3.6, 6.1.4). Colonial legacies and systems of oppression in the past and present must be introduced to students and critically examined. Only through conscious, critical analysis can international educators be sure that education abroad and online global learning programs are not reinforcing biased or harmful stereotyping of locations, people, and sources of knowledge (Ficarra 2017).

The Nobel Week Dialogue Scholarship Program, developed and co-sponsored by EF College Study and The Forum on Education Abroad, in partnership with the Nobel Prize Museum, is a new hybrid program launching in 2021 that asks prospective students from diverse backgrounds around the world: "*What is the next big effort that is crucial to the development of our world and future and how does this effort advance equity and justice?" (*The Forum on Education Abroad, n.d.*).* Over the course of seven weeks students will complete a series of online modules (both synchronous and asynchronous), plus a one-week in-person module to participate in the Nobel Dialogue Week in Sweden. Together with course faculty, fellow students, experts, and members of the local community whom they will meet while in Sweden, the selected students will learn about topics of structural oppression, injustice, marginalization and violence while exploring their own personal perspective and relationship to each of these, while also co-creating goals, knowledge, and solutions to global challenges. The program has been carefully designed to align with the Standards of Good Practice for Education Abroad and serve as an example of the Standards in action. By combining significant online coursework with an in-person experience, and creating a diverse cohort of students who will represent multiple nations, the program is also an incubator for a future education abroad program model that is hybrid in format and multinational.

Proving Effectiveness

None of these initiatives will lead to meaningful, lasting change unless the effectiveness of in-person, online, and hybrid experiences to achieve the goals we set out for them can be demonstrated to key stakeholders (*Standards*, 4.1.4, 4.1.5). Assessment tools, research, and training for education abroad abound,[1] and yet the percentage of institutions and organizations taking a principled approach to assessment and evaluation for their education abroad programs remains low. The following simple steps can help bridge the gap between ideal and practice in program assessment.

1) Start small to facilitate follow-through. If assessing outcomes feels overwhelming, identify one or two goals that are top priority and find a way to measure those effectively first. Once that has been achieved, more goals and measures can be added.
2) Look at metrics at the student, program, and institution level. Measures of effectiveness and impact at the individual level can include the degree to which students are achieving stated learning goals for the curriculum or co-curriculum or demonstrating pre-identified competencies (*Standards*, 4.1.5). Program or institution-level metrics might include participation rates, student persistence to graduation, or rate of employment after graduation (*Standards*, 4.1.5).
3) Disaggregate data by student demographics (*Standards*, 4.4.7). The goal is to make programs equitable, not just diverse. Compare outcomes measurements across student demographics, i.e., compare outcomes for any historically underrepresented or underserved groups with outcomes for the dominant group. If differences emerge, ask why. Explore narrative or qualitative data available to you to gain more insight and understand why these differences may exist
4) Do something. Once assessment information is collected, analyzed, and interpreted, it must be used in two ways. First, to *seek continuous improvement* (*Standards,* 4.1.5). Where have your programs come up short? How can you adjust so that the outcomes are better next time? Second, *advocate* (*Standards,* 4.1.3). If outcomes are positive, share them! Tell senior administrators, funders and donors, partners, alumni, prospective students. If outcomes fall short of the goals or identify a weakness, can they be used to advocate for more support? Or motivate change where it has previously been resisted? Either way, the time spent gathering this information has not gone to waste.

1 See Additional Resources list in the Appendix of this chapter.

Conclusions and Final Recommendations

Education abroad will be back. The online alternatives that have surged in 2020 do not mark the end of student mobility, to be sure. Still, the experiment in online learning brought on by COVID-19 has highlighted that education abroad is about more than just students' mobility between nations. In fact, it has reminded us what the underlying purpose of student mobility experiences has always been: to connect students across cultures so that they can develop intercultural competencies, learn to engage with people different from themselves, and immerse themselves in knowledge and ways of knowing different from those in which they were raised.

This year has also highlighted what student mobility and intercultural engagement can do for our society(ies) in the future. Building relationships between individuals and institutions across the globe better prepares us to tackle global problems, such as the impending climate crisis, the need for a reckoning with global racism and anti-Blackness, and combating rising nationalism(s). The combination of different modalities, technologies, and pedagogies can be harnessed to help students overcome anxiety and fear of the unknown and, thus, become more engaged in international and intercultural learning experiences so that they develop into citizens who can think both locally *and* globally about the challenges we are facing now and the challenges they will face in the future. The following recommendations can help institutions in Germany, the European Union, and around the world navigate their way towards a brighter, even more transformational future for education abroad and for a well-rounded, internationalized, and interculturally competent approach to education in general.

Recommendations

- Prioritize what matters to today's students and to the future of humankind and the planet when designing curricula and international programming, i.e., sustainability, equity, social and racial justice, employability.
- Disrupt traditional administrative and classroom structures at institutions of higher learning in service to evolving goals and challenges; work across academic disciplines and administrative units, including international/global programs, online learning, diversity and inclusion, sustainability, and senior administrators who prioritize internationalization of the campus and curriculum (*Standards*, 4.4.5).
    - Consider developing key performance indicators for individuals and units that value cross-unit collaboration.
    - Have directors of collaborating units report to a common supervisor to facilitate organic collaboration and identification of shared goals and strategies.
- Give students reasons to engage deeply with themes and communities they seek to learn about. Connect students to peers, educators, experts, and community leaders when they travel to other geographies for education abroad programming or via online formats.
- Assess program and student outcomes regularly and share results to articulate the value of experiences to students, families, institutions, employers, and governments.
- Invest in professionals. Transformational, high-quality programming, whether online or on the ground, requires professional skillsets of the administrators and educators involved in program creation and implementation. Furthermore, the playing field of higher education is constantly

shifting. Thus, these skillsets represent a significant and continuous investment of time, effort, and, often, money. Institutions that value and prioritize internationalization of their campus and curriculum must accompany those priorities with allocation of resources to fund training and adequately remunerate work efforts.

- Responsible administrative units must be given adequate professional staff and reasonable budget parameters within which to operate so that they can achieve goals without increasing the financial burden to students.
- Faculty and academic staff should be rewarded for their international program contributions commensurate with the recognition they receive for on-campus coursework, whether this be via assigned course loads and course releases, tenure and promotion evaluations, salary, etc.
- Seek and support external funding and opportunities for colleagues wherever possible, e.g., ACE's Rapid Response Virtual Exchange/COIL Transformation lab (American Council on Education, n.d.).

Recommendations for Institutions Seeking to Expand International Programs and Collaborations in Germany and Western Europe

Draw on strengths and unique facets of the German or European experience to offer students a learning opportunity they cannot get anywhere else:

- What can be drawn from European experiences of bridging political divides (e.g., reunification of Germany, the Irish Troubles) to help US students develop skills to talk to others with different viewpoints or life experiences?
- Consider approaching a topic or theme of inquiry from different disciplinary and geographic or national perspectives, either by traveling to multiple locations or connecting virtually with colleagues in multiple locations, or both. This must be done thoughtfully and not simply to check off one more country on a student's "bucket list." It could take the form of a trans-European perspective by collaborating with multiple partners within Europe or it could take a broader view and collaborate with institutions in other regions of the world. China is more popular than Germany among US graduate and business students, for example. How could a program be designed to connect foreign students with China *and* Germany?
- Germany is more than just its ethnically German, white majority. Germany is also Turkish-descended people, those born in Germany and those who migrated there. Germany is Syrian refugees and Roma communities. Germany is national minorities likes Frisians and Sorbs and migrant communities from Southern Europe, former Soviet states, and the former Yugoslavia. It is international students from Africa and Asia. To truly know Germany, students need to be connected with people and traditions and present-day life for these groups, too (*Standards*, 4.4.6).

A Warning

Virtual experiences can be facilitated at a much lower financial cost than most programs involving student mobility and without time away from home, family, campus, or work. That has its advantages. But as we push ahead with the expansion of virtual and hybrid programming, we must be vigilant and guard against any ghettoization of education abroad. Virtual experiences cannot be the only options for students experiencing real or perceived economic, cultural, and/or societal barriers or living with disabilities. If future assessments of program success and internalization efforts see all or most of their growth in participation among historically underserved and underrepresented students via online programming, the efforts can be considered a failure. We must continue the fight to make and keep mobility experiences accessible and affordable for all students who desire to participate, while also remembering that online global learning experiences can and should be a pathway towards international mobility by helping students build skills, overcome fears, and grow their interest in engaging with other cultures and realities.

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APPENDIX: Additional Resources

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Chapter 5

Perspectives from MBA Programs in the United States

Perspectives from MBA Programs in the United States

LISA B. MILLER, TUCK SCHOOL OF BUSINESS AT DARTMOUTH

Introduction

By the time the World Health Organization declared COVID-19 a pandemic in March 2020, education abroad programs had become integral to the MBA experience at many US institutions. The AACSB (2020), which has accredited more than 870 business schools worldwide, includes "Global Mindset" among its "Guiding Principles and Expectations for Accredited Schools" and states that "graduates should be prepared to pursue business careers in a diverse global context." To gain accreditation, a school must demonstrate that its "curriculum imbues the understanding of other cultures and values, and learners are educated on the global nature of business and the importance of understanding global trends." Schools must also ensure that "students [are] exposed to cultural practices different than their own" (16).

One of the best ways to develop a global mindset is to participate in an education abroad program, and a relatively large proportion of graduate business students do so. During the 2016–17 academic year, business was the top graduate field engaged in education abroad at US institutions, representing 34% of the graduate education abroad population as compared with only 17% of total national graduate enrollments (Sanger and Mason 2019, 4). Approximately 30% of the top 25 schools on *U.S. News & World Report*'s (2020) Best Business Schools list for 2021 have a global education requirement of some type.

In this context, the cancelation of travel in the wake of the pandemic hit MBA programs especially hard. Education abroad teams scrambled to convert existing travel programs to the virtual format or offer new virtual programs, feeling a commitment—that they hoped students would share—to pursuing education abroad learning goals even if travel were not possible. Unfortunately, many students who did not need to enroll in virtual education abroad programs to earn credits toward graduation or meet a graduation requirement stayed away. A common refrain from students was that virtual programs could not replace travel experiences, and travel was the only way to truly learn about other countries and cultures. This led to some soul-searching on the part of education abroad teams. Did students only care about the travel and not the learning goals? Did they understand the importance of these goals to their careers? Was it possible to design education abroad programs that would be more "resilient" in the face of travel cancelations? Had schools put too many eggs in the "education abroad" basket when thinking about how to help our students develop a global mindset?

The goal of this chapter is to help planners of education abroad programs and those who wish to partner with them to envision a post-pandemic future. The information in this chapter is based on survey responses from and interviews with members of education abroad and project-based learning teams at 17 MBA programs in the United States and in-depth interviews with a subset of them. (All the schools are in the top 50 in the *U.S. News & World Report* 2021 Best Business Schools ranking). It also contains information from a discussion with personnel at a German business school that partners with many MBA programs in the United States. It begins with a discussion of the pre-pandemic situation to provide context. It then examines ways in which the pandemic might lead these schools to change how they approach education abroad. It closes with recommendations for schools and potential partners.

The Pre-Pandemic Context

Survey respondents were asked which education abroad programs they offered before the pandemic. Sixteen of 17 respondents offered international travel courses taught by the school's faculty, 15 offered term exchange, 11 offered consulting courses with international travel, and 10 offered short courses hosted by schools abroad. Respondents were also asked about internships outside the US, research opportunities with international travel, and non-credit international treks. These programs were less common, receiving four, five, and five mentions, respectively.

This chapter will focus on three of the four most common program types—international travel courses taught by the school's faculty, consulting courses with international travel, and short courses hosted by schools abroad. It will not cover term exchange, as this program tends to have lowest enrollment among education abroad courses at many MBA programs. In general, graduate students prefer short-term rather than term-length programs, with 51% participating in overseas experiences of less than two weeks' duration in 2016–17 as opposed to 24% of the overall study abroad population (Sanger and Mason 2019, 6). The travel periods for the three other common program types typically last from one to three weeks and, as a bonus, occur during break periods when students would normally be away from campus.

International Travel Courses Taught by the School's Faculty

The purpose of most international travel courses taught by the school's faculty is for students to build their global mindset by learning about a country's business environment and culture. Some courses focus on specific business-related topics and others are more general "doing business in" courses. Students typically attend from one classroom session to a full term of sessions before embarking on one to two weeks of international travel in one or two countries. Classroom preparatory sessions generally cover information to help students make sense of the in-country experience, such as the country's history or culture or background information about the topic of the course. In-country activities typically consist of visits with corporations, nonprofits, government entities, and individuals. Many courses also include activities such as excursions to tourist sites, walking tours, and performances to expose students to the country's culture.

International travel courses usually enjoy high levels of support from the school because they are taught by its own faculty. They are also scalable, with courses typically accommodating 25 or more students. However, finding faculty who have the relevant expertise and in-country contacts, enthusiasm for education abroad, and the time and energy to spend many hours traveling with students can be challenging. Many times, schools have faculty with some of the desired characteristics—great rapport with students and an enthusiasm for education abroad, for example—but lack others. In addition, one must recruit organizations and individuals in-country who are willing to design and host compelling site visits (for example, custom plant tours or candid discussions with senior executives) that align with the learning goals of the course. Few faculty have enough contacts to source every visit, and although alumni can be very helpful, they may not be present in every destination. Thus, strong partnerships in the destination country with universities, businesses, non-profits, and other organizations invested in international exchange are crucial. For example, for the Global Insight Expedition (GIX) course at the Tuck School of Business at Dartmouth, in Hanover, New Hampshire, partner schools including the American University of Armenia, Tsinghua University in China, IDC Herzliya in Israel, Ashesi University in Ghana, and Mohammed VI Polytechnic University in Morocco have all organized course activities in which their own students participated as well.

Consulting Courses with International Travel

The goals of consulting courses with international travel include learning about client project management, teamwork, and leadership in an international context. Students usually work on projects in small groups and have support from faculty advisors as well as other faculty experts at the school. Some programs also include coursework designed to familiarize students with the country. Following the preparatory work, students travel overseas for one to three weeks to meet with the client and conduct primary research.

The key challenge that organizers of such courses face is sourcing projects that meet the learning goals of the course and add value for the client. Students must complete the projects within the course timeframe, often while juggling other coursework as well. Sourcing projects that fit these criteria can be challenging, especially if the school expects the client to pay for some or all the cost of travel (40% of respondents to a 2019 survey by Leaders of Experiential and Project-Based Education (LEPE) reported that they received client funding for projects). At many schools, alumni and faculty have proven to be good sources of projects. Nonetheless, many organizers of consulting courses struggle to source enough projects to meet student demand. In this situation, clients who can provide appropriate projects on a multi-year basis, funding travel if required, are extremely valuable. Ideally, partners would also assist with cultural preparation so that students can work effectively with clients.

Over the years, the University of Michigan Ross School of Business in Ann Arbor, Michigan has formed partnerships with several multinational companies (including Mercedes, Whirlpool, Fiat/Alfa Romeo, American Express, and British Telecom) to provide sponsored projects for their Multidisciplinary Action Projects throughout the world every year. They usually had an internal champion who was convinced of the value of having a consistent stream of projects performed by US MBA students with access to faculty experts. Even though these types of arrangements often end after a few years when the internal champion leaves the organization, they are still highly coveted among organizers of such courses.

Short Courses Hosted by Schools Abroad

Some schools offer their students the opportunity to enroll in short courses hosted by schools abroad. These courses, which are usually taught in English, may be open to students from multiple schools or developed expressly for a single partner school. They usually last from one to two weeks and feature classroom-based and experiential learning activities. The challenges of offering such courses include identifying content that fits the needs of one or more schools and lining up expert faculty and speakers from the senior ranks of the business world who can address the group in English. In return, however, host schools may receive payment or the opportunity to send their students to the partner schools, either for short courses on a one-for-one basis, or for term exchange on a one-for-several basis. As an example of such a relationship, the WHU – Otto Beisheim School of Management in Düsseldorf, Germany offers a course during the summer in which MBA students from several of its partner schools can enroll. Their partners benefit by increasing their international course offerings and providing opportunities for their students to interact with students from around the world. They offered this course virtually during the summer of 2020, and partners including the Mays Business School at Texas A&M University in College Station, Texas allowed their students to enroll in it and earn credits towards graduation.

Some schools have partnered to develop custom courses for each other's students. For example, faculty with expertise in health care from the Tuck School of Business and the TIAS School for Business and Society in

Tilburg, the Netherlands partnered to create courses for each other's students focused on unique aspects of the health care systems in each country, as well as opportunities to learn about the host country's society and culture. Each school's faculty had many contacts in the health care sector in their respective countries and leveraged them to arrange site visits and expert lectures for each other's students that would have been very difficult for the schools to arrange on their own. In addition, they were attentive to each other's needs for country and cultural education and drew upon contacts in other parts of their universities to deliver enriching activities. The key challenge in organizing these types of courses is identifying faculty at both schools with similar expertise and the motivation and time to engage in such a project.

Preferred Destinations

A compelling and relevant destination is a key success factor for all education abroad program types. Many of the MBA programs surveyed or interviewed for this chapter encounter little to no demand for education abroad programs in the Western European countries that are traditionally popular with US undergraduates. According to one administrator, "If I offered programs in Europe, I don't think anyone would take me up on it … the "sweet spot" is a country that is interesting from a business standpoint and a place where students would not feel confident traveling on their own." Data from the Institute of International Education (IIE)'s Graduate Learning Overseas report appears to back this up. During the 2016–17 academic year, China was the top education abroad destination for students of all nationalities enrolled at US graduate programs. Mexico, India, South Africa, and Peru were also among the top 10 (Sanger and Mason 2019, 13). At the MBA programs interviewed for this chapter, the preferences of American students are very influential, as they constitute at least 70% of the student body. At some programs, American students have extensive travel experience in Europe (many through undergraduate education abroad programs). These students, like most others, prefer to visit countries that are new to them and that they are less likely to visit on their own. Furthermore, some MBA students prefer to visit developing countries with fast-growing economies, especially if these countries have attracted the attention of the business world or business press.

If I offered programs in Europe, I don't think anyone would take me up on it … the "sweet spot" is a country that is interesting from a business standpoint and a place where students would not feel confident traveling on their own.

Nevertheless, country selection for international travel courses taught by the school's faculty is often driven by the faculty. If a popular faculty member offers a compelling course in Western Europe, it may well enroll many students. Furthermore, developed countries with large multinationals that understand the value of consulting—including countries in Europe—are often fertile ground for consulting courses. For short courses hosted by schools abroad, a course in Western Europe that featured a timely and relevant topic, and many interesting activities could prove quite attractive to students. Finally, courses that connect students with the type of brand-name companies where they hope to work can be very successful, regardless of destination.

The Impact of the Pandemic on Education Abroad Programs

During the first couple of months of 2020, many of the schools surveyed or interviewed for this chapter canceled travel programs to China or countries that bordered it but remained hopeful that they could run programs in other parts of the world. By March, it had become apparent that the coronavirus was a threat throughout the world, and schools canceled most or all programs for the remainder of the academic year. Over the ensuing months, as hopes that the pandemic would end quickly, enabling travel during the 2020–21 academic year, gave way to a realization that resumption of travel was far in the future, schools began to shift their focus to converting travel courses to the virtual format or developing new types of virtual offerings.

All but two of the 17 survey respondents offered or planned to offer virtual versions of their education abroad or other international education programs. Nine planned to offer virtual international courses taught by their faculty; eight planned to offer virtual term exchange; six planned to offer virtual consulting courses; and six planned to offer virtual courses hosted by schools abroad (few of the schools that normally offered research projects, internships, or student-led treks planned to offer them virtually). The Center for Global Business at the Robert H. Smith School of Business at the University of Maryland continued its Distinguished Speakers in International Business Series virtually. Faculty could tie these talks into their classes if desired. They also created the "#KeepGlobalSmith Grant" to "encourage innovations in global teaching and programming that give students opportunities to engage with peers, companies, content, and cultures around the world in new and exciting ways," despite limitations on travel (University of Maryland, n.d.). Some schools also offered new virtual co-curricular programs with an international theme, such as a program on navigating cultural differences at the Stanford Graduate School of Business in Stanford, California and the "Traveling While…" series hosted by The Jerome A. Chazen Institute for Global Business (2020) at Columbia Business School in New York City, which provides "… space for marginalized or underrepresented groups to openly share their experiences with race, gender, sexual orientation, immigration status, disability, and more and discuss how it intersects with travel, cultural learning, and global business practices." The Mays Business School at Texas A&M organized international speakers or projects for classroom courses.

At the time of writing, several of the courses and programs had not yet begun and several were in progress, so information about enrollment and student feedback was incomplete. However, early indications are that results have been mixed. International travel courses taught by the school's faculty seemed to have fared comparatively poorly in the virtual environment. A quote from one of the survey respondents illustrates this phenomenon: "We offered a single virtual section of the traditional faculty-led short-term abroad courses … [we] sourced content from five different countries abroad (business visits and tours, workshops with peers at partner institutions, cultural discussions), which gave students more access than they would have had in a traditional course that traveled … [we] anticipated that enrollment would mirror what we see across the entire portfolio (~120 students total). Instead, enrollment has been the equivalent of one single section (~30)." The Tuck School contemplated offering virtual study tours that would also have enabled students to learn about and compare among multiple countries but decided not to after a survey of students indicated that demand would be low. A student leader from the class of 2021 explained that students were spending so much time in Zoom classes that they were unwilling to spend additional time on Zoom unless they absolutely had to for academic or job search purposes. Another survey respondent provided a possible explanation for this outcome: "Students struggle to see the value in 'learning virtually' because they so often equate global experience with travel."

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Programs that proved more compelling to students in the virtual context include consulting courses such as the OnSite Global Consulting elective at the Tuck School of Business. During this course in the fall term of 2020, students completed projects for clients in Haiti, Hong Kong, India, Japan, and Colombia with excellent results. One team worked on a project for a nonprofit organization in which they recommended a sustainable model for oxygen distribution in a developing country—a critical and complex challenge, especially in the time of COVID-19. Their client commented "I … wanted to express further my appreciation and admiration for the work the "student" team put together. This is as good a report as we have seen on issues and problems like this in LRC's (low resource countries)." Students, although understandably disappointed about the cancelation of travel, learned a great deal and were gratified to know that they had made a positive impact on their clients' organizations.

Small Network Online Courses (SNOCs) at the Yale School of Management at Yale University in New Haven, Connecticut were also successful. Launched in 2014, SNOCs are virtual courses offered by schools in the Global Network for Advanced Management (GNAM), of which Yale is a founding member, and open to all members' students. In SNOCs, students work in virtual teams with students from other GNAM schools. One of the learning goals of the SNOCs is to build virtual teaming skills, which will be important in students' professional careers (in fact, some Yale students had commented that one of the traditional ways that Yale and other MBA programs help students build teamwork skills—working in study groups—was less challenging than the virtual teaming they had done in their pre-MBA careers). When the pandemic hit, the GNAM schools already had the experience and infrastructure to scale up virtual courses quickly. Many more faculty than normal offered SNOCs, which not only increased the elective count at member schools, but also raised the profile of this type of course on campus.

The WHU – Otto Beisheim School also experienced success with a virtual course for partner-school students from around the world during the summer of 2020. Kathryn Camp, from partner school the Mays Business School at Texas A&M, was disappointed about the inability to travel to Germany but appreciated the opportunity to complete assignments in small groups with students from Eastern Europe, Oceania, and Asia. She also appreciated the topic of the course, which covered not only unique aspects of German business (for example, family businesses and sustainability) but also the EU. She was impressed with the expertise of the faculty, and their willingness to teach in the middle of the night to accommodate students' time zones.

The Post-Pandemic Future

It is always difficult to predict the future, and never more so than amid a 100-year pandemic. Nonetheless, there are some things that education abroad professionals expect to remain unchanged by the pandemic. The emphasis on building a global mindset at MBA programs will continue. In fact, leaders at MBA programs and in the business world may view a global mindset as even more important in the post-pandemic world. Education abroad professionals expect that MBA students' enthusiasm for international travel will persist, although some students may be more reluctant to start traveling again than others, especially in the near term. MBA students' preference for short-term education abroad options is also likely to continue, given the length of the MBA program.

On the other hand, many things will change, although it is not clear at this point exactly how they will change. Many respondents have been asked by their schools' leadership to figure out how to offer more education abroad spots next academic year so that students who could not travel this academic year can do so. Many must accomplish this with the same or fewer staff resources than they had before the pandemic, so they will emphasize the most scalable programs. One likely outcome is an increase in the number of international travel courses taught by their own faculty, perhaps with more students per course. Schools may need to recruit new, inexperienced faculty to teach these courses, and these faculty are likely to need help from partners in the destination country. Consulting courses will continue to be popular, but with stretched budgets, demand for client funding will remain the same or increase. Partners who can help source paying clients will be more valuable than ever. Schools may seek to increase the number of courses hosted by partner schools that they offer to boost available education abroad spots.

Most interviewees did not foresee major changes in destination countries due to the pandemic, emphasizing that faculty preference and expertise, the presence of alums and partners, and student interests strongly influence destination selection. However, some cited new factors that would influence destination selection in the future, including the willingness of the country to admit travelers from the United States given its severe COVID-19 outbreak; the strength of the country's health care system; the proportion of the country's population vaccinated against COVID-19; the absence of restrictions on the activities they would normally have pursued in the country; and strong partners in the country who could help mitigate COVID-19 risks and handle emergencies if necessary.

Whereas six of the 17 respondents did not incorporate any virtual activities in their education abroad courses before the pandemic, none was prepared to rule this out even when travel is possible again. Respondents were considering continuing virtual consulting projects, maintaining a virtual section of a travel course that had been converted to virtual during the pandemic and virtual term exchange to accommodate students who are unable to travel; organizing programs about countries where they could not send students in person due to safety, cost, or travel prohibitions; and organizing virtual courses in which students "visit" multiple countries for purposes of comparison. Several respondents also planned to infuse more virtual content into travel courses. Before the pandemic, it was common for program planners to consider only two options: offering programs in person or not offering them at all. For example, for years, the Tuck School of Business at Dartmouth has wanted to enable students who traveled on different programs to share what they learned with one another. However, it proved too difficult to find a time and place when students could get together during the school day, so this idea never became a reality. In the wake of the pandemic, conducting the session virtually seems perfectly appropriate. Indeed, among respondents there was particular interest in virtual sharing of learning among students, as well as implementing virtual interactions with students at international business schools or universities and virtual cultural activities (cooking classes, tours of cultural sites, concerts, etc.).

The pandemic also served as a stark reminder that although travel is an excellent tool for helping students build a global mindset, it is not always possible. Therefore, schools cannot rely on this tool alone. Instead, opportunities to build a global mindset must be woven into the fabric of the entire MBA experience, including classroom courses. As mentioned above, some schools gained experience organizing international speakers and projects into classroom-based courses, and hopefully they will be able to put this experience to good use in the future.

Increasing International Exchanges with US MBA Programs: Recommendations

There are several ways in which organizations that seek to increase exchanges with US MBA programs can position themselves as valuable partners.

Promote Your Country as an Attractive MBA Destination

Given the prominence of international travel courses taught by the school's faculty and the influence of these faculty on destination selection, potential partners should cultivate relationships with faculty at US MBA programs. They could reach out to faculty directly but should also consider contacting members of education abroad teams, as they typically know which faculty are interested in and likely to excel at teaching education abroad programs. They could also get involved with organizations focused on MBA programs and international exchange, such as the Global Business School Network. Both faculty and members of education abroad teams attend their conferences.

Potential partners could offer faculty assistance in organizing a course, including recruiting local faculty to deliver guest lectures and arranging immersive site visits, senior speakers, and interactions with local MBA students or young businesspeople. They could also consider hosting familiarization trips for faculty to get to know their home countries, ideally connecting them with local faculty who share their research or teaching interests.

For potential partners in developed Western countries, which tend to be less popular destinations for MBA education abroad programs, the topic of the program is especially important. Potential partners should try to identify topics with which they have expertise that are of interest to MBA students but not addressed on their home campuses. They should also try to incorporate visits to the types of companies where students hope to work, such as name-brand multinationals. They could also consider arranging a course that took place in their country and a nearby country with which students might be less familiar, such as a country in Eastern or Central Europe (one of the Tuck School of Business's most successful international travel courses taught by faculty takes place in Armenia, and its course in the nearby country Georgia was very popular as well).

In the wake of the pandemic, US MBA programs may place more emphasis than ever before on a destination country's health care system and emergency response capabilities. It will be important to understand how travel safety in a potential partner's country, especially with regards to health care, is characterized by organizations such as the US Department of State, including its Overseas Safety Advisory Council, the CDC, and popular travel risk management organizations such as ISOS. Potential partners whose countries are strong in these areas may have an advantage, while others may need to provide extra reassurance.

Finally, potential partners should look at the organization itrek (n.d.), which "introduces tomorrow's leaders in business, law, policy and STEM to Israel." They have proactively approached faculty, education abroad teams, and students at MBA programs and offered to help them organize for-credit and not-for-credit travel programs in Israel that have featured meetings with senior government officials, conferences, and opportunities to mingle with other students. They have also provided some funding for program organizers.

Partner on Programs Aligned with US MBA Students' Needs

Potential partners can also consider hosting short open-enrollment courses on their campuses, such as the program at the WHU – Otto Beisheim School that the Mays Business School offered to its students. Some schools have worked out arrangements with US counterparts in which they can send one term-exchange student to the US in return for hosting several students in a short-term course. Identifying a business-related area in which the school has expert knowledge but does not get much coverage at the US schools could make the course attractive to a broader range of students. The WHU – Otto Beisheim School course The Changing Environment for International Business in Europe is an example of this approach. Enrolling students from many different parts of the world and enabling students to work with them in small groups can also be a success factor, especially for students whose home institutions do not have many international students. Scheduling these courses to accommodate students from multiple schools can be challenging, but the investment of time and energy can pay off handsomely. The WHU – Otto Beisheim School education abroad professionals interviewed for this chapter demonstrated flexibility and a commitment to understanding partners' needs that have undoubtedly served them well in pursuing partnerships in the US and other countries.

Those who wish to partner with MBA programs on consulting courses need to bring clients to the table, possibly ones who are willing to pay for at least some of the travel expenses associated with the project. Although schools prefer to staff projects with their own students only, many will agree to staff projects with their own students and another school's students if the other school recruits a client. Potential clients might value a US perspective because they have US business interests, for example.

Provide Excellent In-Country Support

Many schools anticipate that education abroad travel will resume before COVID-19 has been brought completely under control. If this were the case, they would have to implement COVID-19-mitigation measures for their programs. Ideas under discussion include testing at regular intervals during travel; providing single rooms for students and extra rooms for isolation or quarantine; renting large, well-ventilated venues for meetings; renting air purifiers; providing masks and hand sanitizer, etc. Schools will place high value on partners who they can rely on to implement these measures effectively and handle an outbreak if needed.

Offer Flexible Financial Terms

In addition, many schools who had planned to send students abroad after March of 2020 incurred unexpected costs related to reimbursing students for travel expenses for canceled programs. In addition, schools who had partnered with program providers to deliver their courses forfeited most or all the money they had already paid. As a result, many schools are asking education abroad administrators to come up with ways to avoid such financial losses in the future. Later dates for making financial commitments is a topic of regular conversation these days.

Partner on Virtual Courses and Course Content

When discussing possible collaboration with faculty or education abroad teams, it will be important to ask about any new program types that are under consideration, including virtual ones. The ability to partner on virtual programs in which students work with diverse teams would be especially valuable. Faculty with similar interests at partner schools could even develop and teach joint courses in which both schools' students can enroll that are fully virtual or include a travel component.

Conclusion

Education abroad teams at US MBA programs faced difficult times during 2020. First, travel was canceled; then, in some cases, students showed less enthusiasm for virtual education abroad courses than originally hoped. Nonetheless, education abroad at US MBA programs will emerge from the pandemic stronger than it was before. Teams now recognize the pitfalls of designing programs such that travel is the whole point and will offer more courses that enable students to gain professional skills or collaborate with diverse people. This will make these programs not only more resilient, but also of higher quality. Education abroad teams will also seek new partnerships and deeper collaboration with the partners that they already have. They will use skills learned during the pandemic to offer new virtual programs and cover countries and topics that they did not cover before. They will infuse virtual content into travel- and classroom-based courses. This is an excellent time to pursue partnerships with MBA programs, and those that do so with a willingness to understand schools' needs and the flexibility to meet them will benefit greatly in the years to come.

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