

Models For U.S. Study Abroad To Indonesia

Report Prepared by:
Clare Banks, Morgan Clark and Shannon Harrison



Institute of International Education

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This white paper is part of the U.S.-Indonesia Partnership Program for Study Abroad Capacity sponsored by the U.S. Department of State, Bureau of Educational and Cultural Affairs (ECA).

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This report was funded by a grant from the United States Department of State, Bureau of Educational and Cultural Affairs (ECA). The opinions, findings, and conclusions stated are those of the authors and do not necessarily reflect those of the United States Department of State.

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October 2012

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Foreword

*Elizabeth Thornhill, Branch Chief for Educational Information and Resources
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Study abroad can be one of the most rewarding experiences in a college student's academic career. Gaining a deeper understanding of the world is an essential part of a world-class education in the 21st century. The relationships that are formed during study abroad experiences create goodwill that can form the foundation for vibrant, mutually beneficial partnerships among nations. The U.S.-Indonesia Partnership Program (USIPP) for Study Abroad Capacity helps us to achieve this goal.

USIPP is a response to the call for increased collaboration in education between the United States and Indonesia. The U.S.-Indonesia Education Partnership, launched by President Obama and President Yudhoyono in 2010, made reciprocal student mobility a high priority for both nations. USIPP has engaged six U.S. and six Indonesian higher education institutions in a collaborative program resulting in the creation of four new, innovative study abroad programs to Indonesia. This report summarizes the program's results and provides an outcome assessment that will inform future efforts to increase educational partnerships.

I would like to thank the participating institutions from Indonesia and the United States for their contributions to this important project and for their work in building educational ties between the United States and Indonesia.

A handwritten signature in black ink that reads "Elizabeth Thornhill". The signature is written in a cursive style with a large, looped initial "E".

Foreword

Allan E. Goodman, President and CEO, Institute of International Education

In February 2012, I had the privilege of traveling to Indonesia to take part in a seminar hosted by the Indonesian International Education Foundation. At this conference, entitled “Why Indonesians Should Invest in International Education,” we addressed the importance of an international academic experience for Indonesian students as a tool to widen one’s world and instill individual empowerment. The message is the same for American students and one must recognize that exchange is a two-way mission. In the 2009-10 academic year, only 221 American students studied abroad in Indonesia. Just as we seek to increase Indonesian study abroad to the United States, we must seek to increase the mobility of U.S. students to Indonesia.

At the Institute of International Education, we have long believed Indonesia to be an important player in the international education landscape. We applaud President Obama’s signing of a joint declaration with President Yudhoyono in November 2010, which committed our two countries to “seeking an enduring Partnership that transcends official exchanges and fully leverages the extraordinary talents of our strongest asset, the Indonesian and American people.” The increased engagement of the United States and Indonesia in multiple sectors, including education, represents a critical step toward the inculcation of mutual understanding.

One way in which we can increase U.S.-Indonesian engagement is through the expansion of academic student exchanges. Student exchanges engage a nation’s future leaders in direct, interpersonal exchange, improving empathy and cultural understanding on a large scale. IIE has long advocated that the best way to develop robust and long-lasting exchange programs is to forge international partnerships, which brings student exchange brings to the forefront of institutional dialogue and helps ensure bi-lateral engagement. To this end, the U.S.-Indonesia Partnership Program for Study Abroad Capacity encourages cross-cultural engagement while simultaneously addressing the supply and capacity concerns of increasing U.S. study abroad to Indonesia.

There certainly remains much room for growth and progress in the academic relationship between the United States and Indonesia. Yet, USIPP represents a significant initiative in terms of creating the sustainable institutional partnerships that will propel our two nations toward a closer, more collaborative relationship. I am delighted by USIPP’s positive outcomes and the progress this represents for U.S.-Indonesia student mobility.



EXECUTIVE SUMMARY AND KEY FINDINGS

In June 2010, U.S. President Barack Obama and Indonesian President Susilo Bambang Yudhoyono announced a Higher Education Partnership, a core element of the Comprehensive Partnership between the two countries. The partnership calls for expanding sustainable partnerships between institutions in both countries, and for doubling the number of educational exchanges between the two countries within five years.

In support of this goal, the Institute of International Education’s Center for International Partnerships in Higher Education, in cooperation with the Indonesian International Education Foundation (IIEF), launched in 2010 the U.S.-Indonesian Partnership Program for Study Abroad Capacity (USIPP). This two-year initiative, sponsored by the U.S. Department of State’s, Bureau of Educational and Cultural Affairs, seeks to expand Indonesian higher education institutions’ capacity to provide high-quality study abroad programs for U.S. students. The program was developed to achieve the following objectives:

- Expand the study abroad capacity of Indonesian institutions by giving them the tools to evaluate international capacity at their institutions and ultimately become strong host institutions for U.S. undergraduate study abroad.
- Identify both general and country-specific best practices in preparing for and building study abroad capacity, encouraging the expansion and dissemination of these resources to the wider higher education community.
- Deepen the academic engagement of faculty and institutions in the United States and Indonesia.
- Increase the number of U.S. undergraduate students studying abroad for credit in Indonesia.

The following twelve institutions participated in the U.S.-Indonesia Partnership Program:

Chatham University	Airlangga University
Lehigh University	Bogor Agricultural University
Miami Dade College	Gadjah Mada University
Northern Illinois University	The Indonesian Institute of the Arts (ISI) - Yogyakarta
University of Michigan	University of Indonesia
University of Washington	

Program Results

Over the course of the two-year grant period, the U.S. - Indonesia Partnership Program achieved the following results:

- Conducted surveys of U.S. and Indonesian higher education institutions to identify the challenges related to expanding U.S. study abroad in Indonesia.
- Produced two IIE white papers to share results of the surveys, expand knowledge of the Indonesian and U.S. higher education systems, and provide recommendations and best practices for expanding exchanges.
- Convened two workshops—an Indonesia-based workshop in Bandung and a U.S.-based workshop in Washington, DC—to discuss expectations, priorities, and best practices in building partnerships amongst participating institutions.

-
- Provided seed grants to participating institutions that resulted in the development and implementation of innovative study abroad programs for American students, directly contributing to President Obama’s goal of increasing the number of U.S. students studying in Indonesia.
 - Laid the foundation for the development of a U.S.-Indonesia Higher Education Consortium with the goal of increasing mobility and scholarship between institutions of higher education in the United States and Indonesia.

Strategies to Foster U.S.-Indonesia Institutional Partnerships and Increase Study Abroad Capacity

In the first year of the grant (2010-2011), the Institute, together with IIE’s Jakarta-based affiliate, the Indonesian International Education Foundation (IIEF), conducted surveys of U.S. and Indonesian institutions and workshops with institutional representatives from both countries to identify long-term strategies and approaches to foster U.S.-Indonesia institutional partnerships and increase study abroad capacity. The following survey findings and workshop outcomes were published in September 2011 in the first USIPP white paper, *Expanding U.S. Study Abroad to Indonesia: U.S. and Indonesian Perspectives and Strategies for Expansion*:

- Future U.S.-Indonesia academic collaboration should explore study abroad programming in new and interdisciplinary academic areas, such as biodiversity, public health, environmental sciences, and religious pluralism, to attract students and professionals who may not otherwise be aware of opportunities in Indonesia.
- Exchanging faculty is key to expanding partnerships and sending students. Programs such as the Fulbright Scholar Program can be a first step toward the eventual goal of developing semester-long opportunities for students who will receive credit back home for a full course load.
- Institutions should leverage all existing connections with Indonesia, taking the time to research existing programs and linkages pertaining to Indonesia, reach out to Indonesian students and alumni, and explore community and local business ties to the country.
- Cooperation between higher education institutions, government, and students is key to disseminating information about Bahasa Indonesia language training for U.S. students. As few U.S. universities offer classes, excellent options include the U.S. Department of State-funded Fulbright Foreign Language Teaching Assistant Program, courses offered by local Indonesian consulates or societies, and summer courses at other universities.
- Successful study abroad models should strive to ensure sustainability by offering programs on an annual basis, making it part of campus culture.
- Given the degree of cultural distance between the U.S. and Indonesia, students and faculty should be well prepared before traveling to Indonesia.
- Attention should be paid to health, safety, and security at all stages of the program, beginning with program development.

The report concluded that there are “inexhaustible” opportunities for U.S.-Indonesian academic collaboration, but cautioned that these opportunities are challenged by a lack of information and awareness on the part of American institutions and individuals.

Increasing the Number of U.S. Undergraduate Students Studying Abroad in Indonesia

The second half of USIPP focused on the key goal of increasing the number of U.S. undergraduate students studying abroad in Indonesia through the creation of new study abroad programs. To achieve this goal, the six participating U.S. institutions were eligible to apply for seed grants of up to \$15,000 to contribute to the development of new study abroad programs to Indonesia.

Ultimately, these seed grants fostered the creation of four new study abroad programs, increasing the number of U.S. students studying abroad in Indonesia. The four programs collectively brought a total of 38 U.S. students to Indonesia—a 17 percent increase in study abroad to Indonesia from the previous year, based on the figure reported in *Open Doors 2011: Report on International Educational Exchange*.

An Overview of USIPP-funded Study Abroad Programs to Indonesia:

Program Name	U.S. Participating Institutions	Indonesian Partner Institutions	# of U.S. Students	# of Indonesian Students	Brief Summary
Art, Design, and Architecture of Indonesia	Chatham University Miami Dade College	Udayana University Airlangga University Indonesian Institute of the Arts – Yogyakarta	20	0 (student chaperones participated)	A short-term study abroad program in Indonesia focused on art, architecture, and design
International Field Study Program—Indonesia	University of Washington	Bogor Agricultural Institute	10	1	A four-week dual primate research program on Tinjil
Public Health and Health Education in Indonesia	Northern Illinois University	Hasanuddin University	2	12	A three-week program in which students from both institutions studied issues of air quality in Indonesia.
Democratic Society and Religious Pluralism	Lehigh University University of Michigan	Gadjah Mada University University of Indonesia	6	4	A month-long program on religious pluralism that led a small group of students on a tour of Indonesia and the U.S.

This final USIPP white paper examines the four USIPP-funded study abroad programs, with a focus on providing best practices to U.S.-based study abroad practitioners interested in establishing new study abroad programs to Indonesia. The report begins with an overview of each program, specifically describing program design, implementation, and sustainability measures. The second portion of the report presents a comparison of the four programs, highlighting similarities and differences to help foster the design of future programs. The report ends with a series of recommendations to help U.S.-based study abroad practitioners develop future study abroad programs to Indonesia.

Best Practices for developing U.S. study abroad programs to Indonesia include:

- Face-to-face meetings, when possible, are particularly valuable when developing a new study abroad program.
- Invest in developing a pre-departure orientation program to prepare students for the academic and cultural demands of studying in a foreign country.
- Include Bahasa Indonesia instruction in pre-departure coursework and pre-departure orientation. Language training is highly advised for research-intensive programs.
- Colleges and universities should consider opening program enrollment to all majors and disciplines to ensure program participation and foster program sustainability.
- Short-term programs offer a cost-effective format to spark interest and raise the profile of studying in Indonesia.
- Faculty presence not only enhances the academic component of the program, but also provides an opportunity for faculty development and engagement with Indonesia.
- Conduct student evaluations to help strengthen future iterations of the program.
- Consider pairing visiting students with local counterparts to maximize cultural exposure.
- Consider possibilities of expansion from the onset of program design.
- Beware of intensive program itineraries, as traveling between cities often requires boat or air transport.
- Consider developing workshops to prepare faculty and staff to effectively design and lead international programs.

Snapshot of U.S. – Indonesia Student Mobility

According to IIE's *Open Doors 2011: Report on International Educational Exchange*, only 221 U.S. students studied abroad in Indonesia in 2009/10 for academic credit. This represents only six percent of all U.S. students going to Southeast Asia¹. While the number of U.S. students in Indonesia has seen declines and increases over the last 10 years, the number of Indonesian students studying in the United States has diminished, dropping from 12,142 in 1998/99 to 6,942 students in 2010/11. In 2009/10, only 12 U.S. universities hosted 100 students or more from Indonesia. This marked decrease may be significant contributing factor to a reduced American student and faculty awareness of and interest in Indonesia. Nevertheless, interest in study abroad to nontraditional destinations, particularly to developing nations, has grown considerably in the last decade, including to Southeast Asian countries, which hosted 3,705 students in the 2009/10 academic year, an 8.1 percent increase from the previous academic year. This suggests a possible growing trend and great potential for increasing study abroad to Indonesia.

¹ In AY 2009/10, the top Southeast Asian host countries for U.S. students were Thailand, Vietnam, and Singapore.

PART I: MODELS FOR U.S. STUDY ABROAD TO INDONESIA

A key goal of USIPP was to increase the number of U.S. undergraduate students studying abroad in Indonesia through the creation of new study abroad programs. To this end, the six participating U.S. institutions were eligible to apply for seed grants of up to \$15,000 to contribute to the development of a new study abroad program to Indonesia.

The seed grants were intended to support the development and implementation of a study abroad program for U.S. students in Indonesia. Funds could be used to support additional staff time at Indonesian partner campuses to work on the development of a study abroad program; for professional training/development for Indonesian partners to support and host U.S. study abroad students; and for materials. Institutions were encouraged to use funds to bolster the sustainability of the program, rather than to support one-time student scholarships; however, small student stipends were permitted in order to attract more participants. U.S. institutions were also urged to develop programs jointly with an Indonesian partner institution. Study abroad programs had to be developed and executed by summer 2012.

Ultimately, the seed grants fostered the creation of four study abroad programs involving all 12 institutions and increased the number and diversity of U.S. students studying abroad in Indonesia. The four programs collectively brought a total of 38 U.S. students to Indonesia—a 17 percent increase in study abroad to Indonesia from the previous year, based on the *Open Doors 2011: Report on International Educational Exchange*. What follows are descriptions of the four USIPP-funded study abroad programs.

Model 1: Art, Architecture, and Design in Indonesia

Airlangga University, Chatham University, Indonesian Institute of the Arts-Yogyakarta, Miami Dade College, & Udayana University

Institution	Location	Classification	Institutional Highlights
Airlangga University	Surabaya, East Java, Indonesia	Public University	One of Indonesia’s oldest and most prominent universities, Airlangga is recognized for its management programs.
Chatham University	Pittsburgh, Pennsylvania, USA	Master’s University	A small, private, liberal arts institution, Chatham has a women’s undergraduate college and coeducational graduate programs.
Indonesian Institute of the Arts — Yogyakarta (ISI)	Yogyakarta, Indonesia	Public Arts University	Indonesia’s first higher education institution of arts, ISI Yogya offers both baccalaureate and master’s degree level coursework.
Miami Dade College	Miami, Florida, USAS	Public 4-Year Primarily Associate’s	Once a community college, MDC now offers baccalaureate degrees and courses specifically tailored for Spanish-speaking students.
Udayana University	Denpasar, Bali, Indonesia	Public University	Bali’s first university, Udayana University now has 11 faculties on 3 campuses.

Summary

Chatham University and Miami Dade College partnered with three Indonesian institutions—Airlangga University, the Indonesian Institute of the Arts (ISI) —Yogyakarta and Udayana University, to develop a study abroad program entitled “Art, Architecture, and Design in Indonesia.” Twenty U.S. students and three American professors traveled to Indonesia for ten days, examining various Indonesian art and architecture styles. Program administrators developed the program itinerary based on locations near the three Indonesian partner institutions.

This project brought together the largest and smallest U.S. institutions participating in USIPP—Miami Dade College and Chatham University with enrollments of 174,645 and 2,200 students, respectively. The diversity of size was reported to be an asset to the partnership, bringing different institutional capacities and strengths to the table.

Program Development

This program serves as a model for how to develop a joint program with another U.S. university. Teaming up with a U.S. institutional partner lowers costs, maximizes the strengths of each institution, and helps boost student participation. Though Miami Dade and Chatham students traveled together and participated in the same activities, administrators from the two schools customized the pre-departure portion and requirements of the program to meet home campus needs.

Miami Dade: Enrollment & Coursework

Miami Dade program designers limited program enrollment to architecture, interior design, and music majors, enabling students to earn credit for one of the following three courses: “Sketchbook Series,” “Introduction to Cities of the World,” and “Architectural History: Urban Space.” Students took part in the same activities during the program, but the focus for their assignments varied. Tailoring the program in this way enabled Miami Dade to attract art, design, and architecture students who might otherwise have chosen to study in more “traditional” international cities like Rome, Paris, or Berlin.

Chatham University: Enrollment & Coursework

Meanwhile, Chatham University incorporated the experience into their preexisting, short-term *Chatham Abroad* field experiences, which are open to all undergraduates, regardless of major. *Chatham Abroad* is an integral and trusted part of the Chatham experience, thus adding this program to the suite of programs already run by *Chatham Abroad* gave it automatic standing and structure, “which is particularly valuable for small, resource limited institutions like Chatham.”² It also gave program coordinators a framework in which to work rather than creating the entire structure of the program from scratch.

Prerequisite coursework—a core component of *Chatham Abroad*, Chatham University’s institutionalized study abroad structure—was required for Chatham University students participating in the “Arts, Architecture, and Design in Indonesia” study abroad course. As such, they developed a customized course, “Special Topics: Indonesia,” which offered a survey of Indonesian art and architecture, supplemented by lessons in Indonesian history and culture. The course was offered for credit in the spring semester preceding the trip, and lasted from January to April. Additionally, an adjunct instructor was brought on board to provide basic Bahasa Indonesia and popular culture instruction.

Working with Indonesian Partners

To ensure a successful study abroad program, Dr. Greg Galford, Assistant Professor of Interior Architecture at Chatham University, and Dr. Lyle Culver, Assistant Professor in the School of Architecture and Interior Design at Miami Dade College, traveled to Indonesia in 2011 to meet with their Indonesian counterparts about the impending study tour. Both institutions cite this face-to-face visit as integral to program success. The preparatory meetings allowed the Indonesian and American teams to collaborate on course content and delegate responsibilities.

The Indonesian partner institutions provided programmatic and logistical support throughout the duration of the program, including hosting site visits, leading cultural workshops, giving academic lectures, making hotel reservations, and organizing local excursions. The chart below delineates each institution’s contribution as outlined in the final report of Miami Dade College:

“Returning to the United States I felt that I had really gained something that has no price tag, and quite frankly is hard to pinpoint. Visiting a new world is an eye opening, and it confirmed my belief that most of us, people in general, really want to just get along. As the world becomes more connected and we continue interactions with different countries we, this and the following generations, can truly find a way to better the situation in the planet.” —*Jonathan Villaman, Miami Dade College*

2 USIPP Final Report, Chatham University

Institution	Courses and Activities
Airlangga University	<ul style="list-style-type: none"> Organized site visits throughout Surabaya to visit architecture of historic and cultural significance. Provided lectures about the history and culture of Indonesia Organized social activities for the American students to meet and interact with Airlangga University students.
Indonesian Institute of the Arts— Yogyakarta (ISI)	<ul style="list-style-type: none"> Organized site visits to locations within the city and some rural locations in Java. Organized lectures about Indonesian art, design, music, and dance. Lead a Batik printmaking workshop. Organized social activities to bring the American students together with ISI students for conversation and cross-cultural exchange.
Udayana University	<ul style="list-style-type: none"> Organized site visits throughout Bali. Provided lectures about Balinese art, architecture, and general culture. Organized a daylong symposium on sustainable architecture with local students

In addition, Miami Dade College and Chatham University incorporated a “student companion” component in their program, pairing American students with Indonesian students to foster cultural exchange. “This worked well and the Chatham and Miami Dade students made quick friends with their Indonesian counterparts... The hospitality shown by these chaperones was extensive in all settings,” reported Greg Galford.³ Pairing visiting students with local counterparts has long been an effective study abroad component and remains a best practice to consider when developing study abroad programs, especially short-term programs.

Efforts to Foster Program Sustainability

Administrators at both Chatham and Miami Dade plan to coordinate student-led presentations about the study abroad experience to promote Indonesia as a study abroad destination and encourage participation in future programs. Students value peer opinions, and asking past participants to promote Indonesia as a study abroad destination and recruit future cohorts is an excellent best practice to boost program sustainability.

At Chatham University, incorporating this program into their existing *Chatham Abroad* structure allowed them to build upon existing infrastructure and resources to implement a program with long-term viability. Also, with a relatively small student body, Chatham may have trouble recruiting enough students to run the program year after year on their own, but partnering with Miami Dade helps assure sustainability.

2 USIPP Final Report, Chatham University

In future years, Miami Dade College intends to open the study abroad program to students from a variety of academic departments, instead of limiting it just to architecture, art, and music majors. Miami Dade College has also leveraged their existing relationship with the Indonesian partner institutions to expand into new areas of partnership, such as a possible collaboration between their biology department and Airlangga University on a marine biology study abroad program. In addition, media professor, Maria Garcia, accompanied the study abroad group, acting as video documentarian of the entire process. This DVD will be edited and distributed for future promotional purposes.

Challenges

The main challenge for Chatham University is limited resources. Small institutions face the difficulty of resource allocation, both in terms of finances and faculty, which often dictates the projects they take on. In this context, Chatham University found the USIPP seed grant funding to be transformative. Specifically, Chatham stated that “this grant demonstrates the impact of program funding for a small institution like [ours]. The USIPP grant support helped to develop faculty interest and expertise. The grant paid to hire an adjunct to teach popular culture and Bahasa Indonesia as part of the prerequisite.”⁴

An additional challenge of this program was the intensive pace. The group traveled to three separate regions in ten days, and most days consisted of twelve to fourteen hours of activity. Both Miami Dade College and Chatham University reported that their students found the pace a bit breakneck, and Chatham stated that they are considering visits to two rather than three regions in the future, demonstrating yet again the importance of careful program design.

Model 2: Democratic Society and Religious Pluralism

Gadjah Mada University, Lehigh University, & the University of Michigan

Institution	Location	Classification	Institutional Highlights
Gadjah Mada University	Yogyakarta, Indonesia	Public University	One of the largest public universities in Indonesia, Gadjah Mada is considered to be among the country’s most prestigious institutions of higher education.
Lehigh University	Bethlehem, Pennsylvania, USA	Private Research University	A small, private institution, Lehigh is historically renowned for engineering and business.
University of Michigan	Ann Arbor, Michigan, USA	Public Research University	This large, state university is well known for offering a wide array of high-quality academic programs at all degree levels.

⁴ *ibid*

Summary

Focusing on themes valued by students in the United States and Indonesia, the “Democratic Society and Religious Pluralism” program was developed by the University of Gadjah Mada in Yogyakarta; Lehigh University in Bethlehem, Pennsylvania; and the University of Michigan in Ann Arbor. This intensive program engaged eight undergraduate students in a four-week program in June 2011.⁵ The student cohort, comprised of two University of Michigan students, two Lehigh University students, and four University of Gadjah Mada students, spent twelve days in Yogyakarta, five days in the Detroit-Ann Arbor region of Michigan, and ten days traveling between eastern Pennsylvania, Philadelphia, New York City, and Washington, DC. At each location, students and professors engaged in a mixture of lectures, site visits, and seminars concerning local iterations of democracy and religious diversity, focusing specifically on the question of how and why peaceful relations among diverse religions flourish in democratic societies. Through an innovative approach to program design, the institutional partners undertook a self-proclaimed “experiment in experiential education.”⁶

Program Development

The Democratic Society and Religious Pluralism program was designed to be “pedagogically innovative,”⁷ engaging students of diverse cultural and religious backgrounds in experiential coursework. The partner institutions reported that they endeavored to create “a cross-cultural model for study abroad that moved away from intellectual tourism and toward true intercultural exchange and interpersonal dialogue.”⁸ To accomplish this goal, program designers built a curriculum around four modes of instruction: lectures, site visits to nongovernmental organizations focused on interfaith dialogue and civic education, site visits to places of worship, and visits to places of public education such as museums and monuments. Each addressed religious pluralism and democracy from various perspectives and provided the foundation for the coursework. A detailed itinerary of the course curriculum and progression is outlined in the table below.

Democratic Society and Religious Pluralism Educational Exchange Curriculum

Day 1	<ul style="list-style-type: none">• Introductory activity: Indonesian and American students paired off and tasked with a scavenger hunt activity around Yogyakarta.
Day 2	<ul style="list-style-type: none">• Formal opening ceremony at UGM.• Lecture on Indonesian post-Reformist religious and political conflicts at the Center for Cross-Cultural and Religious Studies.• Site visit to Interfidei, a high-profile Indonesian interfaith NGO.
Day 3	<ul style="list-style-type: none">• Lecture series: the sociology of de-radicalizing Islamic militants in Indonesia; the role of women in peace-building; and the basic challenges the women face in Indonesia, followed by a group discussion.

5 The Lehigh-University of Michigan program had been in the planning stages prior to the USIPP program. They were therefore ready and able to execute their pilot program using USIPP seed grant funds in 2011. The second iteration of their program occurred in 2012, sustained without USIPP funding.

6 USIPP Final Report, Lehigh University & University of Michigan

7 *ibid*

8 *ibid*

Day 4	<ul style="list-style-type: none"> • Seminar on democracy in the Middle East at Sunan Kalijaga Islamic University. • Lecture on women’s role in interfaith activist. • Meeting with the U.S. Embassy Counselor for Public Diplomacy. • Attend performance of traditional Indonesian gamelan drumming at UGM.
Day 5	<ul style="list-style-type: none"> • Observation of Friday prayer services at two mosques. • Site visit to a Catholic Javanese church. • Lecture and demonstration by UGM professor on wayang kulit, Javanese shadow puppetry.
Day 6	<ul style="list-style-type: none"> • Overnight site visit to an Islamic boarding school, including discussion with the school’s leadership and engagement with boarding school students.
Day 7	<ul style="list-style-type: none"> • Observed the Islamic boarding school’s boy and Girl Scout competition. • Site visit to a seminary in Yogyakarta, including discussion with seminary representatives and students. • Evening lesson on Javanese cooking at the house of a UGM professor.
Day 8	<ul style="list-style-type: none"> • Site visit to Borobudur Temple in Central Java.
Day 9	<ul style="list-style-type: none"> • Site visit to IMPULSE, an NGO focused on providing community interfaith education. • Meeting with the Sultan of Yogyakarta, the man spiritually responsible for the people of Yogyakarta. • Site visit to Kampung Halaman, an NGO focused on children’s issues.
Day 10	<ul style="list-style-type: none"> • Lesson in batik printmaking. • Lesson in basic Javanese dance at UGM’s student dance club. • Closing dinner and trip to the Ramayana ballet at the Prambanan Temple.
Day 11	<ul style="list-style-type: none"> • Indonesian students depart for the United States. • American students visit Parangtritis Beach.
Day 12-13	<ul style="list-style-type: none"> • American students travel to the United States.
Day 14	<ul style="list-style-type: none"> • Observation of Sunday services at Pine View Apostolic Church in Ypsilanti, Michigan. • Site visit to Islamic Center of America in Dearborn, Michigan.
Day 15	<ul style="list-style-type: none"> • Site visit to the University of Michigan’s Ginsberg Center and a discussion of student interfaith initiatives. • Screening of the film Malcolm X. • Site visit to the University of Michigan Library’s Labadie Collection of radical protest movement materials.
Day 16	<ul style="list-style-type: none"> • Site visit to the Charles Wright Museum of African American History in Detroit. • Site visit and lunch at the Capuchin Soup Kitchen. • Group volunteer activity at the Capuchin Soup Kitchen’s urban farm. • Discussion with Capuchin friar of Capuchin history and activities.
Day 17	<ul style="list-style-type: none"> • Group canoe activity.
Day 18	<ul style="list-style-type: none"> • Travel to Lehigh University in Bethlehem, Pennsylvania.

Day 19	<ul style="list-style-type: none"> • Lecture on early American political history.
Day 20	<ul style="list-style-type: none"> • Site visit to Tibetan Buddhist Learning Center in Washington, New Jersey. • Site visit to Bethlehem Steel Stacks and Arts Quest-History of Bethlehem.
Day 21	<ul style="list-style-type: none"> • Site visit to the National Constitution Center in Philadelphia, Pennsylvania, and the Philadelphia Historic District. • Attended a minor league baseball game.
Day 22	<ul style="list-style-type: none"> • Site visit to the Moravian Museum in Bethlehem, Pennsylvania. • Meeting with the mayor of Bethlehem. • Interview of Indonesian student by local television news. • Tour of Amish Country and dinner with an Amish family.
Day 23	<ul style="list-style-type: none"> • Site visit to Ellis Island in New York City. • Site visit to Riverside Protestant Church. • Meeting with a representative of the American Society for Muslim Advancement.
Day 24	<ul style="list-style-type: none"> • Visit to the Museum of Tolerance in New York City. • Tour of the United Nations in New York City. • Meeting with the Deputy Indonesian Ambassador to the United Nations.
Day 25	<ul style="list-style-type: none"> • Meeting with the Ambassador of Indonesia to the United States in Washington, DC.
Day 26	<ul style="list-style-type: none"> • Site visits to Arlington National Cemetery, the White House, and the National Monuments in Washington, DC.
Day 27	<ul style="list-style-type: none"> • Site visits to the National Monuments and the Holocaust Museum in Washington, DC.
Day 28	<ul style="list-style-type: none"> • Meeting with Tibetan Buddhist monks. • Observation of an American Independence Day parade and fireworks on the National Mall.

The partition of the study tour between the United States and Indonesia ensured that both the U.S. and Indonesian students assumed the roles of host and guest. This duality engendered cross-cultural dialogue and engagement on a range of issues, both within the parameters of the academic course and outside it.

To build upon the experiential lessons outlined in the table above, students engaged in various discussion and reflection exercises. In addition to regular group dialogue and discussion, students were required to blog at consistent intervals about their activities and reflections.⁹ The blogging template provided a structure through which students could individually ponder their lessons in a shared, collective forum. The American institutional partners reported that their students found this practice enriching. Upon completion of the exchange program, students further reflected on their experience through individual time capsules. Students reflected on where they hoped to be in a decade and how they believe the exchange program influenced them immediately and in ten years. Finally, students were surveyed about the program's strengths and weaknesses immediately after the program's conclusion, a practice which Lehigh University and the University of Michigan found helpful and insightful in considering the future of the program.

9 See blog at <http://cseasindonesia2011.wordpress.com>

Pre-Departure Orientation

To prepare the U.S. students for travel to Indonesia, Kate Wright, of the University of Michigan’s Center for Southeast Asian Studies and a former study abroad student in Indonesia, provided a pre-departure orientation—first for the Michigan students on campus and then for the Lehigh students on their campus. This workshop included a historical overview of the country, specifically highlighting historic episodes related to democratic and religious concerns, as well as an orientation to current issues of religious violence and political unrest. This orientation addressed practical concerns of travel to Indonesia, including cultural-specific behaviors and etiquette. Students were also provided with an outline of the academic expectations of the course and a recommended reading list. Ms. Wright provided a similar pre-departure orientation for the Indonesian students before they departed for the United States from Indonesia. This thorough orientation is an excellent model for future programs. Find the agenda in Appendix A.

Excerpt from Student Blog

“It seems unreal that exactly a week ago, the program ended and everyone left to resume their separate lives. It’s even more unreal when I think about the experiences that were packed into one month. I was given the chance to explore another country in extraordinary ways and then given the same opportunity in my own country. It’s really amazing when you reflect on how much of your own country’s history and culture remains unfamiliar to you. What’s more is that until this program, I really didn’t have an understanding of what religious pluralism meant in America, let alone an appreciation for it.”

Efforts to Foster Program Sustainability

Citing the overwhelming success of the pilot program, the University of Michigan, Lehigh University, and the University of Gadjah Mada agreed to continue and expand their collaboration. The strategy for future sustainability included adding a second Indonesian institution to the partnership, which would increase faculty and staff capacity and enable more students to participate in the program. The table below details the expansion plan of the Democratic Society and Religious Pluralism program in terms of the number of participating students from each institution.

Planned Expansion of Collaborative Educational Exchange in Terms of Participating Students

	University of Michigan	Lehigh University	Gadjah Mada University	2nd Indonesian Institution	Total
2011	2	2	4		8
2012	4	4	4	4	16
2013	6	6	6	6	24
2014	8	8	8	8	32
2015	8	8	8	8	32
2016	8	8	8	8	32

The program launched its second iteration in the summer of 2012¹⁰ and the University of Indonesia was added to the original cohort. The ability of this program to endure after the conclusion of USIPP

¹⁰ This iteration of the program was not funded by USIPP, but rather supported by each institution privately.

seed grant funding demonstrates effective program design and institutional collaboration. Considering possibilities of expansion from the onset of program design and adapting the program structure (e.g., adding another Indonesian campus to the partnership) is a best practice for fostering program sustainability.

Challenges

The academic structure of this pilot exchange program proved to be a challenge. Rather than requiring pre-departure academic coursework, Lehigh University and the University of Michigan opted for an orientation workshop to provide historical background and cultural context. The students found the brevity of the orientation workshop unsatisfactory and commented that they would have preferred a longer orientation. Similarly, the American students suggested including more Bahasa Indonesia language training. In the future, Lehigh University and the University of Michigan may consider implementing a one-credit, pre-departure orientation course. Of course, the distance between the two institutions adds additional challenges to implementing a single pre-departure course, but both institutions are committed to exploring the use of online learning platforms. Technology could also be used to increase students' access to Bahasa Indonesia language courses, which are currently offered only at the University of Michigan.

“USIPP transformed my apathy into curiosity and helped me go from being ignorant to being aware.”
—Cindhi Cintokowati,
Gadjah Mada University

With a limited length of stay, both in Indonesia and the United States, the agenda proved to be somewhat exhausting. Furthermore, the final report cited a desire for closer coordination of activities between the partner institutions to ensure a greater balance of the four activity groups. In addition, as with many campus programs, sustainability funding proved to be a major concern.

Model 3: Exploring Indonesian Environments, Health, and Cultures

Northern Illinois University & Hasanuddin University

Institution	Location	Classification	Institutional Highlights
Northern Illinois University	DeKalb, Illinois, USA	Public Research University	Located near Chicago, NIU offers undergraduate, graduate and law degrees.
Hasanuddin University	Makassar, South Sulawesi, Indonesia	Public University	Hasanuddin University is one of Indonesia's largest state universities offering courses at both the baccalaureate and graduate level.

Summary

Northern Illinois University and Hasanuddin University partnered to offer a study abroad program in June 2012 at Hasanuddin University's Makassar campus on the island of Sulawesi. The pilot program offered a course entitled “Public Health and Health Education in Indonesia,” and was built on an existing research relationship.

Over the course of the three-week program, the student cohort, comprised of two American and twelve Indonesian students, engaged in a series of interactive workshops and field research conducted in the Makassar community. Specifically, students evaluated the association between environmental factors and

respiratory illnesses, even visiting a local landfill where scavengers work, and discussing the local healthcare system with clinical professionals. This combination of curricular activities exposed students to research in an international context, which was pertinent to their academic careers.

To supplement the research components of the program, the NIU students participated in weekend sightseeing and excursions. Students and professors explored the natural regions in rural Sulawesi and observed traditional culture in the town of Toraja. The opportunity to explore the surrounding region was well received by the students and added further opportunities for cultural exchange.

Program Development

Prior to developing the program, Tomoyuki Shibata, Assistant Professor in the School of Nursing and Health Studies, participated in a study abroad workshop hosted by the NIU division of International Programs. The workshop prepares faculty and staff to design and lead international programs. Capitalizing on existing institutional knowledge and providing a track to engage new faculty in study abroad, this type of faculty workshop serves as a best practice for developing new study programs to any region.

In addition, Dr. Shibata developed the following objectives during the program planning stages, which formed the basis for program development:

- Pre-visit meeting will support participants to be ready for the whole trip to Indonesia.
- Individual participants will develop personal goals.
- Participants will gain knowledge of different types of Indonesian environments (e.g. natural, living, and working) by conducting and/or participating in research.
- Participants will develop various skills (e.g. field and lab, data analysis, social) by working with Indonesian students

Identifying desired outcomes from the start ensures that a study abroad program meets the needs of students and the supporting institutions and serves as a best practice.

Working with Indonesian Partners

Direct and open communication between the partner institutions proved critical to the success of the program. In addition to regular correspondence through email, telephone, and Skype, team leader Dr. Shibata visited Hasanuddin University on two occasions to facilitate the planning.

“In our pilot study abroad program during June, 2012, the two NIU students engaged in a research project with thirteen students and three junior faculty from Universitas Hasanuddin in Makassar. Students from both universities were so passionate about expanding their knowledge, gaining research skills, and understanding each other’s culture. I was so proud of them, and seeing their shining eyes every day was the best reward for me. I’m already excited for the program next year!”

—Dr. Tomoyuki Shibata, Assistant Professor in the School of Nursing and Health Studies and Program Director, Northern Illinois University

Preparing Students for the Program

NIU held informal, monthly meetings in the four months preceding the study abroad program to discuss academic expectations and Indonesian culture. These meetings also served as a forum for the leaders and students to get to know one another. While not as extensive as the pre-academic course offered by Chatham University, these informal meetings serve as an alternative model for pre-departure preparation.

Challenges

As noted in one student evaluation, the language barrier proved a significant challenge when conducting field research and including language training should be considered for future iterations of this program.

An additional challenge is the low number of student participants. Though this program is not designed for large numbers, it may prove difficult to sustain in the long term with only two participants.

Sustainability

Northern Illinois University plans to implement a second iteration of the study abroad program in 2013, bolstered by the recent establishment of a memorandum of understanding (MOU) between NIU's School of Nursing and Health Sciences and the University of Hasanuddin's Faculty of Public Health. Since signing the MOU, the institutions have maintained regular communication, crucial to collaboration and partnership sustainability, through email and phone correspondence. Key to growing this relationship will be to find funding for collaborative activities.

Model 4: Global Field Study in Indonesia

Bogor Agricultural Institute & the University of Washington

Institution	Location	Classification	Institutional Highlights
Bogor Agricultural Institute	Bogor, Indonesia	Public University	Well known for its life sciences studies programs, Bogor Agricultural Institute maintains a primate research facility on Tinjil Island in Java.
University of Washington	Seattle, Washington, USA	Public Research University	UW is a large, public institution conducting high levels of research in many varied academic disciplines.

Summary

The University of Washington (UW) and the Bogor Agricultural Institute have a longstanding research collaboration. In their more than sixteen years of partnership, UW and Bogor's Primate Research Center have cooperated on a field-based research program focused on conservation biology and global health. The International Field Study Program (IFSP) was developed over nearly two decades by Dr. Randall

Kyes, Research Professor in the Department of Psychology at the University of Washington, and is comprised of a month-long field study on the Tinjil Island of Java, bringing together U.S. and Indonesian students in joint research.

In the first eight years of the program, an average of 6 U.S. students participated; however, from 2004-2011 this number declined to only 3.3 students per year on average, due primarily to financial barriers. Therefore, UW used seed grant funds to reinvigorate the IFSP. For the 2012 program, ten stipends of \$1,300 were provided to students who applied and were successfully accepted into the program, including seven students from the University of Washington, two students from the University of Texas at San Antonio, and one student from Central Oregon Community College. This additional funding defrayed costs such as airfare and immunizations.

Program Design

Dr. Kyes designed the program to maximize students' exposure to field research. Students spent the majority of the month-long program on Tinjil Island at the Primate Research Center, with a few days at the beginning and the end of program in Bogor for sightseeing and community outreach.

The academic program, "Field Course in Conservation Biology & Global Health: At the Human-Environment Interface," was led by Dr. Kyes, with support from two professors from the Bogor Agricultural Institute. The curriculum was structured around the four core pedagogical practices of lectures, organized discussion group, field exercises, and community outreach. Students attended informal lectures, supplemented by a discussion group meeting three times a week. To complement the lectures and expose students to basic techniques of field observation and behavioral sampling methodology, students participated in several field exercises. The final component, community outreach, engaged the students with the local community in a dialogue about the significance of biodiversity conservation. The community engagement component has been particularly successful in promoting community awareness and intercultural exchange.

The U.S. students were joined in their research endeavor by one student from Bogor Agricultural Institute and one staff member from the primate research center.

The Indonesian student participation was considerably low compared to previous program cycles, perhaps as a result of the program occurring during Ramadan. Institutions looking to engage in summer academic exchanges in Indonesia should pay particular attention to the dates of religious holidays, which vary each year. For this reason, the 2013 cycle of the UW-Bogor program has been scheduled after the 2013 month of Ramadan.

Upon completion of the Indonesian study abroad program, University of Washington students committed to additional community outreach through UW-inSPIRE. An acronym for Students Presenting International Research Experiences, the inSPIRE program is an initiative that promotes

"Participating in the IFSP-Indonesia on Tinjil Island was entirely life changing. The gaining of field research experience was beneficial for me, but more importantly was my becoming conscious of the Indonesian people and culture. This experience has given me new inspirations and direction in furthering my studies and future career."

—Morgan, University of Washington

conservation issues and appreciation of global culture amongst children through presentations at local Seattle elementary schools. This additional outreach not only transferred the students' international experience to the local community, but also helped to raise community awareness about education initiatives to Indonesia.

Sustainability

The University of Washington plans to offer this program in 2013. In an effort to encourage future student participation in the program, students from the 2012 cohort will participate in the university's fall study abroad fair. These outreach efforts, in conjunction with the continued publicity of the UW-inSPIRE program, represent solid steps toward program sustainability.

Challenges

The primary challenge facing the UW-Bogor Institute model is funding. Rising program expenses will continue to be a barrier to student participation. IIE recommends leveraging the success of this year's program - using student feedback and other evaluative measures - to petition more funding from the university to support this program. As demonstrated by the use of seed grant funds, even a small stipend of \$1,300 helps attract students who may be otherwise discouraged by the program cost.

PART II: SNAPSHOT COMPARISON OF USIPP-FUNDED STUDY ABROAD PROGRAMS

PROGRAM DIFFERENCES

The four USIPP-supported study abroad programs to Indonesia had distinct goals and formats, but a cross-analysis of basic study abroad elements—such as pre-departure courses, eligibility requirements, program duration, and number of U.S. student participants—reveals best practices for the development of future U.S. study abroad programs to Indonesia.

Figure 1: Pre-departure courses offered for academic credit

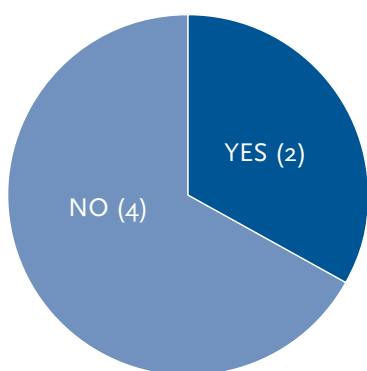
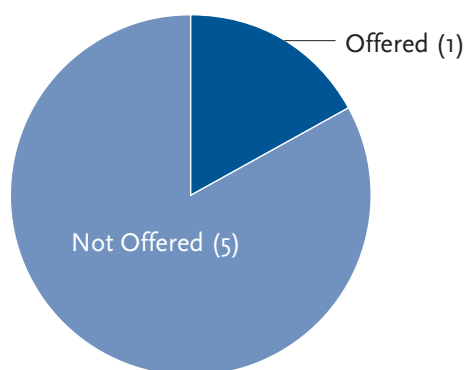


Figure 2: U.S. institutions offering a pre-departure Bahasa Indonesia language course



Academic Coursework

While all six U.S. institutions offered a pre-departure orientation of some form, only two institutions, Chatham University and the University of Washington, required academic coursework as a prerequisite to participate in the study abroad program. Despite its absence in the majority of USIPP-funded programs, pre-departure academic coursework was cited by students in program evaluations as an excellent way to prepare for their trip.

Similarly, only one institution offered language instruction in Bahasa Indonesia. This could be attributed to the rarity of Bahasa Indonesia language programs at U.S. colleges and universities, as well as the expense of hiring a temporary language instructor. While a majority of the programs did not include a robust language instruction element, several included basic vocabulary instruction, such as greetings and numbers. See Appendix C for a list of recommendations for ways to offer Bahasa Indonesia on your campus.

BEST PRACTICE: Short-term programs should include some sort of pre-departure coursework with a language component if possible. Semester-long courses for credit ensure deeper knowledge and greater student buy-in.

Eligibility Requirements

As indicated in Figure 3, three out of four programs accepted students of any major. Since Indonesia is still considered a “nontraditional” study abroad destination, many institutions favored flexible enrollment requirements to maximize student interest and foster sustainability. In some cases, this was even expanded to include enrollment from other schools.

Figure 3: Eligibility Requirements

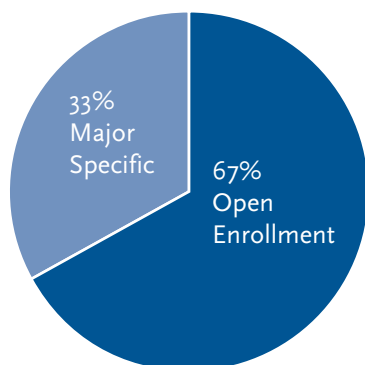
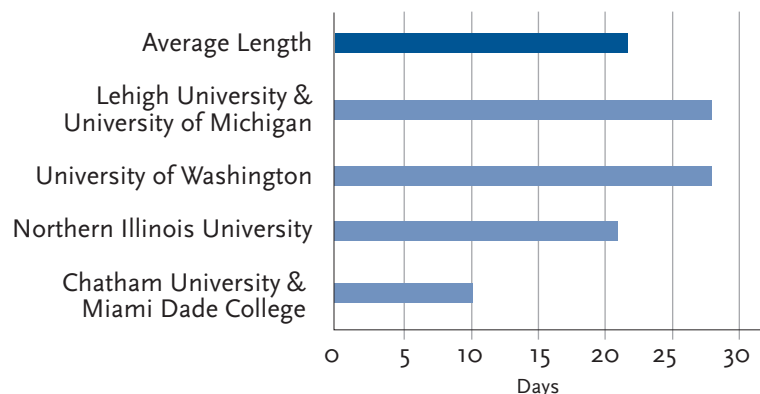


Figure 4: Program Duration



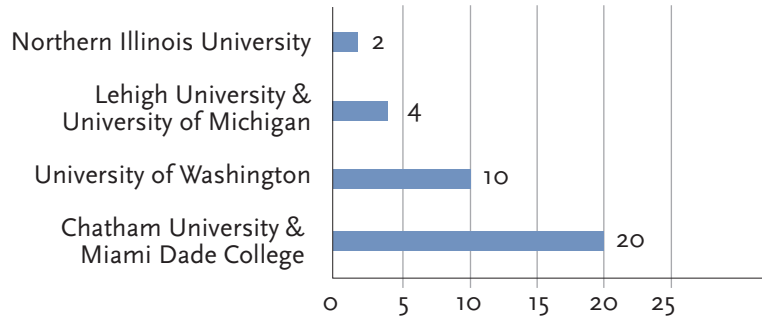
Program Duration

All USIPP-sponsored programs were short-term, with an average length of 21 days. As demonstrated in Figure 4, the Chatham University and Miami Dade College program was the shortest at 10 days, followed by Northern Illinois University at 21 days, while the models implemented by Lehigh University and the University of Michigan and the University of Washington took place over four weeks. The overwhelming choice to design short-term study abroad experiences could result from a myriad of factors, including the tendency to start small for first-time programs, students’ limited knowledge of Indonesia and reluctance to spend extended time in an unfamiliar country, the faculty-led program format, and funding constraints. The 2011 Open Doors Report posits that the length of time U.S. students spend on study abroad varies according to institution type. According to the report, students enrolled at small baccalaureate colleges are more likely to study abroad for a longer period of time while the majority of students from all other institutional types prefer short-term programs of eight weeks or less.¹¹ Given the diversity of institutional types participating in the USIPP program, it is logical that the pilot study abroad programs would average on the shorter side. However, if each institution’s proposed sustainability measures are effective, future iterations of their programs could potentially grow in size and length.

BEST PRACTICE: For first-time, short-term programs, consider a three- to five-week program, which offers students significant exposure to the country but is not as daunting as a whole semester. It also fits within many institutions’ winter and spring breaks or summer sessions.

¹¹ Patricia Chow and Rajika Bhandari. *Open Doors: Report on International Educational Exchange*.

Figure 5: Number of U.S. Student Participants



Number of U.S. Student Participants

Figure 5 demonstrates a wide variation in U.S. student participation in the USIPP-funded study abroad programs, ranging from two U.S. student participants in the Northern Illinois University program and twenty students in the joint Chatham University-Miami Dade College program. The number of students in each pilot program was wholly dependent on each participating school and how many students they were willing or able to include in a new program. While some programs may have the capacity to include any number of students, some may be limited due to on-the-ground facilities, location, or other limiting factors.

BEST PRACTICE: If you struggle to attract students to participate in a newly designed study abroad program to Indonesia, even the smallest amount of funding support might encourage potential applicants. Consider tailoring the program timeframe to a winter, spring break, or summer semester. Finally, if you are not already offering the course for credit, try offering a small amount of credit to attract students eager to graduate on time.

Social Media

Social media, such as student blogs, is a common study abroad program element. The University of Michigan, Lehigh University and the University of Northern Illinois incorporated social media in their program design (Figure 6). Indonesia is a highly-wired country with many social media-savvy individuals, making it the third largest nation in terms of Facebook users. While urban centers are well equipped for the incorporation of social media into program design, many of Indonesia's remote islands are not. For programs in urban areas, maintaining a blog or Facebook discussion is an effective means of communicating and recording student reactions. The obligation to post blog entries helps students reflect on their learning outcomes in real time and serves as a means of staying in touch across the world.

Examples of Social Media from USIPP-Sponsored Programs

NIU program Facebook group:

<http://www.facebook.com/#!/pages/NIU-Study-Abroad-in-Indonesia/152539188148284>

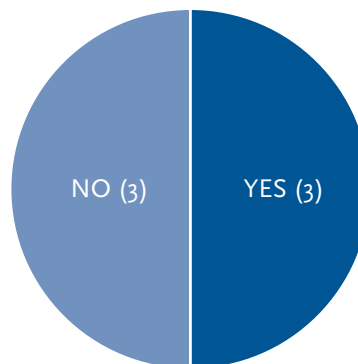
Lehigh University blog:

<http://www.google.com/maps/ms?msid=205590540407804456397.0004abf68bd955c24709c&msa=0&ll=-7.299812,110.456543&spn=2.342755,3.03772>

University of Michigan blog:

<http://cseasindonesia2011.wordpress.com/>

Figure 6: Was social media incorporated into program implementation?



BEST PRACTICE: Internet is widely available and social media usage is very high in Indonesia. Program designers should consider integrating social media into study abroad programs.

PROGRAM SIMILARITIES

Despite the diverse program design, all four USIPP-funded programs were congruent in the following areas:

Faculty Accompaniment

Faculty members from the U.S. institutions accompanied all four programs. This trend underscores the importance the USIPP participants place on faculty involvement in international partnerships and exchange programs. In addition to ensuring academic standards of the home institution, IIE's Center for International Partnerships has found that faculty involvement is key to the sustainability of international partnerships. Including faculty in study abroad exchanges is an excellent way to spark future activities, such as joint research, visiting professorships, and the internationalization of curricula. In addition, the faculty member can become a champion for the program in future years, increasing student interest.

Best Practice: Faculty involvement, especially in first-time programs, is critical to success.

Pre-Departure Orientation

All USIPP-sponsored programs included a pre-departure orientation for the participating students, even though they varied in structure, ranging from informal meetings to a substantial pre-departure coursework for academic credit. Content for pre-departure orientations was discussed in depth at the Bandung workshop, the inaugural workshop with all twelve USIPP participating institutions focusing on expanding study abroad hosting capacity at Indonesian institutions. Participants at the workshop suggested the inclusion of the following topics:

- Cultural differences and similarities (including school-specific behavioral differences)
- Culture shock and how to cope
- Student resources both at the home campus and host campus
- Basic language skills

For longer immersion programs, institutions may want to consider offering more extensive training in preparation for the program, including introductory Bahasa Indonesia language training and extensive cultural and historical background. However, in the case of relatively short-term programs, a cursory meeting to introduce the group, discuss travel logistics, and provide basic cultural context could be sufficient. The University of Michigan's pre-departure orientation serves as an excellent model and its agenda is reproduced in Appendix A.

BEST PRACTICE: At minimum, offer a comprehensive pre-departure orientation with some Bahasa Indonesia instruction. If possible, include Indonesian students or visiting scholars to discuss culture.

Program Evaluation

All institutions incorporated a student assessment component into their program design, revealing the successes and shortcomings of the various program designs. As the final report of Lehigh University and the University of Michigan stated, a “tool that was designed for the 2011 program that has proven to be invaluable is the surveying of the students immediately after the program was concluded. By taking this step, program organizers captured students’ impressions and identified areas for improvement.” Self-assessment is especially critical for programs in their fundamental stages.

BEST PRACTICE: Always conduct a program evaluation. Consider asking students complete the evaluation while in-country to guarantee 100 percent participation in the evaluation and their immediate impressions of the program.

V. NEXT STEPS

The U.S.-Indonesia Higher Education Consortium

To ensure continued growth in U.S. - Indonesia student exchange, the Institute of International Education and the twelve USIPP participant institutions agreed to form the U.S.-Indonesia Higher Education Consortium. The stakeholders convened a conference call in July 2012 to discuss the consortium goals, parameters, and operating procedure. During the next six to eight months, participants will continue to fine-tune the consortium framework, with an anticipated official launch in early 2013. While it will purposely start with a small number of member institutions, the consortium is expected to grow to eventually include a number of U.S. and Indonesian members.

With a declared mission of “[increasing] all forms of mobility and scholarship between institutions of higher education in the United States and Indonesia,” USIPP participants established a series of goals and core areas of collaboration for the consortium. Three of the main goals include: support the U.S.-Indonesia Higher Education Partnership; facilitate the formation of sustainable and mutually beneficial academic partnerships between U.S. and Indonesian institutions; and help increase academic collaboration between the two countries in order to develop future global leaders, engage in cutting-edge research, internationalize faculty, and provide innovative partnership models for the greater higher education community. In particular, the consortium will seek to support the Obama-Yudhoyono goal of doubling the number of Indonesian students going to the United States and to triple the number of U.S. students going to Indonesia. Notably, USIPP participants expressed a desire to utilize the consortium to capture the diversity of partnership collaboration possibilities by outlining the areas of focus as undergraduate student mobility, graduate study, and faculty development.

Structurally, the consortium members will agree to a set of member responsibilities in exchange for a roster of provided services. The potential consortium member responsibilities and services are delineated in the tables below.

Consortium Services for Members

- Act as “matchmaker” by narrowing down the search for quality partner institutions.
- Be a vital source of information about the collaborative opportunities at each member institution.
- Leverage consortium relationships for funding opportunities.
- Facilitate the exchange of students, scholars, and administrators through service such as: fee waivers, language support, housing, use of facilities, scholarships, orientation programs, etc.

Consortium Member Responsibilities

- At least one representative to attend an annual meeting of consortium member institutions, which will alternate between the U.S. and Indonesia.
- Maintain a list of areas of potential collaboration, current study abroad programs, and scholarships, including the contact information of the faculty member(s) involved.
- Where possible, provide support in the form of scholarships, fee waivers, language support, admissions flexibility, etc.

While institutions must agree to the aforementioned services and responsibilities, members are not required to make any financial commitments in order to join the consortium. Though still in its formative stages, the U.S.-Indonesia Higher Education Consortium's path forward is a bright one. Debra Nyby of Lehigh University and Clare Banks of the Institute of International Education will travel to Indonesia, in November 2012 to garner support for the consortium's vision and mandate. They will attend meetings at the Indonesian International Education Foundation, U.S. Embassy, the Indonesian Ministry of Education, and Indonesian institutions to involve key stakeholders and assess the various parties' needs. Based on the outcomes of this mission, the consortium will hopefully launch in early 2013 with a targeted call for membership. Ultimately, the consortium formation represents a significant step toward the sustainability of the USIPP initiative, extending the grant's reach beyond the original twelve participants to the greater U.S.-Indonesia higher education community.

VI. CONCLUSIONS AND RECOMMENDATIONS

Study Abroad Capacity Building, Program Design, Program Implementation, and Sustainability

Based on the outcomes from the U.S.-Indonesia Partnership Program, in particular the study abroad models described in this white paper, IIE recommends the following for the development of future U.S.-Indonesia study abroad programs:

- Institutional partners should partake in extensive planning and collaboration, focusing on program logistics, academic components, and sustainability. A successful program is in large part dependent on forethought and good communication between the partner institutions. In the USIPP models, some institutions collaborated remotely while other institutions, such as Chatham University and Miami Dade College, traveled to Indonesia on planning trips in preparation for their study abroad program. Face-to-face meetings, when possible, are particularly valuable.
- Invest in developing a solid pre-departure orientation program to prepare students for the academic and cultural demands of studying in a foreign country. USIPP-funded programs offer several models for structuring pre-departure orientations, each customized to program needs. At minimum, orientations should include a basic cultural component.
- When possible, include Bahasa Indonesia instruction in pre-departure coursework and pre-departure orientation, the intensity of which should correspond to the level of cultural immersion anticipated during the program. Language training is highly advised for research-intensive programs.
- Colleges and universities should consider opening program enrollment to all majors and disciplines to ensure program participation and foster program sustainability.
- Though long-term study abroad programs allow for maximum cultural exposure, short-term programs offer a cost-effective format to spark interest and raise the profile of studying in Indonesia. In the future, long-term programs could be derived from successful short-term initiatives.
- All USIPP-participating institutions chose to implement faculty-led programs. Faculty presence not only enhances the academic component of the program, but also provides an opportunity for faculty development and engagement with Indonesia.
- Conduct student evaluations for all study abroad programs, especially those in their infancy. Student input provides critical firsthand feedback and will help strengthen future iterations of the program.
- Pairing visiting students with local counterparts has been a long-successful study abroad program component and remains a best practice to consider when developing study abroad programs, especially short-term programs.
- Considering possibilities of expansion from the onset of program design is a best practice for fostering program sustainability.
- As Indonesia is an archipelago comprised of approximately 17,508 islands, program designers should beware of intensive program itineraries. Traveling between cities often requires boat or air transport.
- Colleges and universities should consider developing workshops to prepare faculty and staff to effectively design and lead international programs. Capitalizing on existing institutional knowledge and providing a track to engage new faculty in study abroad, this type of faculty workshop serves as a best practice for developing new study programs to any region.

AFTERWARD: STUDENT REFLECTIONS

From Indonesia to the U.S., Students Live Across Two Cultures

By Angela Farren, Lehigh University

On a recent trip to Java, Indonesia's most populous island, I met a survivor of the 2010 Mount Merapi volcanic eruption, which killed more than 350 people and forced 350,000 to evacuate their homes. The man told us how he was forced to rebuild his life in a land devastated by lava and ash.

Several weeks later, Cut Nury Hikmah Sabry and Soulaya Lestary, two students from the University of Indonesia, visited the Boys and Girls Club in Bethlehem and taught the children a traditional dance from Aceh, a region of the Indonesian island of Sumatra.

These experiences and others like them brought two countries separated by geographic distances, cultural differences, and historical narratives closer together.

They were made possible by the United States Indonesia Partnership Program (USIPP), through which eight students from Lehigh, the University of Indonesia (UI), and Gadjah Mada University (UGM) spent four weeks exploring religious pluralism, democratic societies, and multiculturalism in Indonesia and the United States.

The students included Shannon Cassidy '15, Ellie McGuire '14, Theresa Mejia '14, and me (Angela Farren '13) from Lehigh; Cut Nury Hikmah Sabry and Soulaya Loustary from UI; and Cindhi Cintokowati and Anggita Paramesti from UGM.

We were accompanied by Lloyd Steffen, university chaplain and professor of religion studies at Lehigh; Rio Rini Moehkardi, head of the office of international affairs at UGM; and Puspita Asmara, lecturer in American studies and English language studies at UI.

The World's Fourth Most Populous Nation Emerges

With 240 million citizens, Indonesia is the world's fourth most populous nation. It has one of the strongest economies in Southeast Asia and is home to the world's largest Muslim population and to smaller numbers of Christians, Hindus, Buddhists, and followers of other religions.

President Obama implemented the United States-Indonesia Comprehensive Partnership, which includes a commitment to improving Indonesia's system of higher education. USIPP represents a bilateral initiative created to help achieve this goal.

The concept for the program was developed by Mohamed El-Aasser, Vice President of International Affairs, during a trip to Indonesia. El-Aasser asked three faculty members to construct the program's curriculum: Jack Lule, Director of the Globalization and Social Change Initiative and professor of journalism and communication; and Rick Matthews, department chair and professor of political science; and Lloyd Steffen, university chaplain and professor of religion studies. The three chose the theme of religious pluralism and democracy. "Here we find two societies quite different from one another yet each struggling with the meaning of democracy in light of challenges put to it by

religions,” said Steffen. For four weeks, we visited religious sites, historical monuments, and cultural landmarks. We met with government officials, directors of nongovernmental organizations, and presidents of schools.

Disagreeing While Respecting Differences

While exploring each country’s political and religious culture, we often found ourselves engaged in controversial discussions. Even when tempers soared and emotions flared, these conversations allowed us to overcome cultural barriers, correct misconceptions, and reach mutual understandings.

McGuire admitted finding a balance between engaging in honest dialogue while being diplomatic was not easy. From this, she learned “that it is completely normal to not agree with everything from a foreign culture, but in order to grow from the experience, it is necessary to have open conversations and respect other people, despite any differences.”

Being sensitive to cultural differences was also a struggle for Sabry. “Small things, like the way we use the bathroom, how we eat, and the way we speak, are very different,” she said. “Those small details were actually a big deal, but we had to cope with them and that’s how we learned to appreciate each other.”

Cultural immersion makes the USIPP different from a traditional study abroad program.

The structure of the USIPP program put students outside their cultural comfort zones,” said Lule. “They were living 24/7 with people of another culture and culture shapes everything, from food to dress to humor to music. Experiencing this can be quite jarring, but that is where the most learning occurs.”

“This program pushed my limits and even made me question my identity and my ability to be understanding, tolerant, patient, and open-minded about other cultures and people,” said Mejia. Cintokowati said the challenges helped her grow as an individual. “USIPP transformed my apathy into curiosity and helped me go from being ignorant to aware,” she said.

The USIPP Summer Program stirred debates about today’s ideological battle between democratic societies and Islamic extremists. It provoked questions about the meaning of religious tolerance. It also carried us to the top of Borobudur, the greatest Buddhist monument in the world, and down into the cage of a Komodo Dragon, sometimes called the last living dinosaur. Every adventure presented a new opportunity to challenge each other, question our own beliefs, break past our preconceived notions, and develop a global perspective¹².



“Democratic Society” program group

¹² Farren, Angela. Lehigh News Center. August 13, 2012. <http://www4.lehigh.edu/news/newsarticle.aspx?Channel=%2fChannels%2fNews%3a+2012&WorkflowItemID=106d10e3-fe89-4164-a019-410eod1808ab>

APPENDIX A: SAMPLE INDONESIA PRE-DEPARTURE ORIENTATION

Developed by Kate Wright, Center for Southeast Asian Studies, University of Michigan

DAY 1

- 1:00-2:30 pm Indonesian Language Lesson
- 2:45-4:00 pm Basics of Islam
- 4:15-5:45 pm Shari'ah and Religious Emotion in Contemporary Indonesia

DAY 2

- 9:00-10:30 am Bahasa Indonesia Language Lesson
- 10:45-12:15 pm Politics and the Political System in Indonesia
- 12:15-1:15 pm Indonesian Language Lunch
- 1:15-2:45 pm Civil Society in Indonesia
- 3:00-4:30 pm Activism, Muslim Women, and Gender Relations in Indonesia
- 4:30-5:30 pm Etiquette and Cultural Norms

DAY 3

- 10:15-11:45 am Contemporary Forms of Islamic Practice in Indonesia
- 11:45-12:45 pm Lunch
- 1:00-2:30 pm 1965 and its Aftereffects on Indonesian Society
- 3:00-4:30 pm Javanese Music and Performing Arts

APPENDIX B: RESOURCES FOR U.S.-INDONESIA ACADEMIC COLLABORATION

RESOURCES FOR U.S.-INDONESIA ACADEMIC COLLABORATION

Indonesia International Educational Foundation (IIEF)

Indonesian International Education Foundation (IIEF) is an Indonesian organization that administers higher education scholarship programs for in-country and overseas study, as well as short-term training programs for professionals and scholars. IIEF works closely with the Indonesian Government, in particular the Indonesian Ministry of National Education, to implement a variety of programs aimed at promoting Indonesian education and international exchange. IIE works through the Indonesian International Education Foundation (IIEF) to administer its programs in Indonesia, including the Ford Foundation International Fellowships Program (IFP), GE Foundation Scholar Leaders Program, the SMBC Global Foundation Scholarship program, PRESTASI (Program to Extend Scholarships and Training to Achieve Sustainable Impacts), the Emerging Market Development Advisers Program (EMDAP), and many other programs.

Website: www.iief.or.id

Contact: iief@indo.net.id

Partner with EducationUSA in Indonesia

EducationUSA is the official name for U.S. Department of State-affiliated educational advising centers overseas. Each year EducationUSA centers receive millions of contacts from students all over the world. Centers are staffed by professional advisers, many of whom have studied in the United States. Advisers provide comprehensive, objective, and accurate information on accredited U.S. higher education institutions. Advisers are not agents or recruiters and are not permitted to receive commissions from colleges, universities or agents. There is a strong network of EducationUSA centers located throughout Asia, including centers in Jakarta, Medan, Surabaya, and Malang.

Website: www.educationusa.or.id

Contact: infoeas@aminef.or.id (Jakarta)

donna.pasaribu@aminef.or.id (Medan)

ratna.widjaja@aminef.or.id or ambar@aminef.or.id (Surabaya)

EAS@aminef.or.id or zacky@yahoo.com (Malang)

U.S. Higher Education Fairs in Indonesia

The Institute of International Education's Fairs are designed to provide U.S. university and college representatives with a well-managed event at reasonable cost. The Fairs foster an opportunity to meet prospective students and supportive parents interested in American higher education. IIE Higher Education Fairs will also take place in China, Thailand, Vietnam, India, and Japan. Visit the website to view the complete schedule.

Website: www.iie.org/fairs

Contact: ufairs@iie.org

IIEPassport

The IIEPassport online and print study abroad directories have been the industry standard for more than sixty years, helping thousands of students identify and select study abroad programs. With more than 9,500 study abroad program listings offered by U.S. and foreign universities and study abroad providers, IIEPassport is the most comprehensive resource for study abroad. The directories include key information on application procedures and requirements, academic credit, contact addresses, email, phone, fax, costs, fields of study, language of instruction, housing, travel, and orientation. The directories list study programs in six Indonesian cities.

Website: www.iiepassport.org

Order the book: www.iiebooks.org

Promote Your Institution and Programs to Students in Indonesia and Around the World

IIE's print and online publications, websites, and higher education fairs offer a variety of targeted advertising opportunities for colleges and universities. Institutions can include their listings at no charge in many of IIE's publications, including *IIEPassport*, *Funding for United States Study* and *Intensive English USA*. For more information on listing programs and advertising placement, contact Jeff Bunkin at jbunkin@naylor.com or at +1 (352) 333-3342.

Fulbright Program: U.S. Student Competition

The Fulbright U.S. Student Program equips future American leaders with the skills they need to thrive in an increasingly global environment by providing funding for one academic year of study or research abroad, to be conducted after graduation from an accredited university. Included in the Fulbright U.S. Student Program are English Teaching Assistantships, which provide opportunities for U.S. students to help teach English language and conversation alongside host country English teachers in select countries in Asia, Eastern and Western Europe and Latin America.

Website: us.fulbrightonline.org

Fulbright English Teaching Assistantships (ETA)

English Teaching Assistantships are offered in many countries worldwide and individual elements may vary by country. In most cases, ETAs are placed in schools or universities outside of capital cities, are assigned various activities designed to improve their students' language abilities and knowledge of the United States, are fully integrated into the host community, increasing their own language skills and knowledge of the host country and may pursue individual study/research plans in addition to ETA responsibilities.

Website: us.fulbrightonline.org/thinking_teaching.html

Benjamin A. Gilman International Scholarship Program

The Gilman Program, sponsored by the U.S. Department of State, Bureau of Educational and Cultural Affairs, offers scholarships for undergraduate students who are receiving Federal Pell Grant funding at a two- or four-year college or university to participate in study abroad programs worldwide.

Website: www.iie.org/gilman

Boren Scholarships & Fellowships

Funding from the National Security Education Program (NSEP) supports U.S. undergraduate and graduate students to study less commonly taught languages in world regions critical to U.S. interests. Funding of up to \$20,000 is available for undergraduates and \$30,000 for graduate students, depending on cost and length of program.

Website: www.borenawards.org

Freeman-ASIA Awards for Study in Asia

Freeman-ASIA supports American undergraduates with demonstrated financial need who are planning to study overseas in East or Southeast Asia. The program's goal is to increase the number of Americans with firsthand exposure to and understanding of Asia and its peoples and cultures. Award recipients are required to share their experiences with their home campuses or communities to encourage study abroad by others and fulfill the program's goal of increasing understanding of Asia in the United States. From 2001 to 2009, Freeman-ASIA supported over 4,000 U.S. undergraduates from more than 600 institutions with their study abroad plans in East and Southeast Asia. With generous funding from the Freeman Foundation, the Institute of International Education (IIE) is relaunching the Freeman-ASIA Program for two academic years.

Website: www.iie.org/programs/freeman-asia

The Darmasiswa Scholarship Program

Darmasiswa is a scholarship program offered to all foreign students from countries that have diplomatic relationships with Indonesia to study Bahasa Indonesia, arts, music, and crafts. Participants can choose one of 45 different universities located in different cities in Indonesia. This program is organized by the Ministry of National Education in cooperation with the Ministry of Foreign Affairs.

Website: www.embassyofindonesia.org/education/darmasiswa2012.htm

IIE Resources for U.S. Study Abroad : See page 2 for a full list of the IIE Study Abroad White Paper Series.

IIE-ADMINISTERED SCHOLARSHIPS FOR U.S. STUDY ABROAD

Funded by the U.S. Department of State:

Benjamin A. Gilman International Scholarship Program
Fulbright U.S. Student Program

www.iie.org/gilman
www.fulbrightonline.org

Funded by the National Security Education Program:

David L. Boren Scholarships and Fellowships
The Language Flagship Fellowships

www.borenawards.org
www.thelanguageflagship.org

Funded by private sponsors:

Freeman Awards for Study in Asia
Global Engineering Education Exchange
Whitaker International Fellows and Scholars Program

www.iie.org/Freeman-ASIA
www.globale3.org
www.whitakerawards.org

IIEPASSPORT: PROGRAM OPPORTUNITIES FOR STUDY ABROAD: www.iiepassport.org

FUNDING FOR UNITED STATES STUDY: www.fundingusstudy.org

STUDY ABROAD FUNDING OPPORTUNITIES FOR STUDENTS: www.studyabroadfunding.org

CENTER FOR INTERNATIONAL PARTNERSHIPS IN HIGHER EDUCATION: www.iie.org/cip

The IIE Center for International Partnerships in Higher Education assists colleges and universities in developing and sustaining institutional partnerships with their counterparts around the world. A major initiative of the Center is the International Academic Partnerships Program (IAPP), and the IIE Global Partnership Service (GPS).

OPEN DOORS REPORT ON INTERNATIONAL EDUCATIONAL EXCHANGE: www.iie.org/opendoors

The Open Doors Report on International Educational Exchange, supported by the U.S. Department of State's Bureau of Educational and Cultural Affairs, provides an annual, comprehensive statistical analysis of academic mobility between the U.S. and other nations, with over 60 years of trend data.

IIE/AIFS GLOBAL EDUCATION RESEARCH REPORTS: www.iie.org/gerr

Report One: U.S.-China Educational Exchange: Perspectives on a Growing Partnership (2008)

Report Two: Higher Education on the Move: New Developments in Global Mobility (2009)

Report Three: International India: A Turning Point in Educational Exchange with the U.S. (2010)

Report Four: Innovation through Education: Building the Knowledge Economy in the Middle East (2010)

Report Five: Who Goes Where and Why? An Overview and Analysis of Global Educational Mobility (2011)

Report Six: Developing Strategic International Partnerships: Models for Initiating and Sustaining Innovative Institutional Linkages (2011)



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