

BELMONT UNIVERSITY
VISION 2020 **N**



Study-Abroad and International Missions Team

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I. INTRODUCTION AND COMMITTEE CHARGE

A. SAIM Team Roster and Related Backgrounds

As members assigned to the ***Vision 2020 Study Abroad and International Missions*** (hereafter referred to as ***SAIM***) Team, the roster of members below represented a broad cross-section of campus through their varied academic disciplines of study and a broad array of previous study abroad and international missions experiences. Ultimately, each individual brought significant and unique experiences to the team from which each members could learn throughout this collaborative experience.

<p>Joe Alexander (D.B.A.), Associate Dean & Professor of Performance Excellence - provides leadership for graduate business programming, including study abroad; Fulbright Administrative Fellow (Japan); and lead/co-lead on numerous study abroad trips, including the Czech Republic, the Netherlands, South Africa, Hungary, Austria, Germany, Spain and Japan.</p>	<p>Jennifer Kiev, Marketing Specialist-Interdisciplinary Studies and Global Education - partners with the Belmont University Office of Study Abroad to develop and implement marketing strategies to increase study abroad participation, including the development of marketing collateral, advertisements, websites, and special events.</p>
<p>Judy Bullington (Ph.D.), Department of Art Chair & Professor of Art History - lead on five study abroad programs (Greece) since 2007, and participated in a pilot program in London & Paris; supports ongoing and new study away course proposals from art faculty and serves as a Fulbright reader/reviewer for Belmont students applying for experiences abroad; 2nd Fulbright Award for teaching and research in Europe.</p>	<p>Hannah Mariani, Student Representative (undergraduate/graduate) - a Belmont graduate student studying occupational therapy and recent Belmont undergraduate in psychology; participated in a Belmont Maymester Study Abroad program and is currently involved in international mission work, assisting in the development of a relationship between Belmont and an organization in Nepley, Haiti.</p>
<p>Ann Coble (Ph.D.), Lecturer in Religion - has taught at Belmont in the School of Religion and now College of Theology and Christian Ministry since 2003; has participated in five study abroad programs in Ireland and Northern Ireland in which she teaches the course Celtic Spirituality.</p>	<p>Joshua Riedel (M.A.), Assistant Director of Spiritual Formation - works to provide faith development opportunities for graduate students and sophomores, including international mission trips and vocational reflection; scheduled trip leader for an upcoming discipline-specific mission trip to Guatemala.</p>
<p>Heather Daugherty (M.Div.), University Minister - currently serves as the University Minister for Belmont and is a 14-year veteran of having worked and ministered on college campuses to help students understand how their faith impacts their everyday life; has led International Missions trips with university students for the last decade.</p>	<p>Daniel Schafer (Ph.D.), Professor of History - member of the Global Education Advisory Committee; director or co-leader for nine previous Belmont study abroad trips (Turkey, China, Central Europe), co-leader for upcoming Belmont trip to Morocco (2017).</p>
<p>Shelley Jewell (M.Ed.), Director for the Office of Study Abroad - M.Ed. in International Education Policy and Management; Fulbright Administrative Fellow (Germany); served as Asst. Director of the Global Education Office at Vanderbilt; personal interests are increasing study abroad opportunities for students through curricular integration, interdisciplinary faculty-led opportunities and service-learning.</p>	<p>Ted D. Wylie (D.M.), Professor of Music-Voice and Related Subjects - director of long-term study abroad programs in music; director of Maymester in Central and Eastern Europe and in Russia (initiated program in 1993 with Dean of Humanities and Professor of Religion/Philosophy).</p>

B. Committee Charge and Assignment

The SAIM Team was charged on September 9, 2016 with the following assignment:

Provide a recommendation to Senior Leadership that includes steps required over the next six months to implement a model that encourages students of all programs to take part in a study abroad or international missions opportunity and that promotes long-term impact.

Within that stated charge, SAIM was asked to:

- Research current opportunities for study abroad and international missions in each college and area of study (i.e., assess how BU can highlight its successes and find new ways to engage the campus community in conversations about study abroad and international missions); and
- Identify additional opportunities for study abroad and international missions across campus.

OUR PURPOSE, OUR MISSION

Within Belmont University's current mission statement is the phrase, "***...to engage and transform the world.***" It is through that lens that SAIM has worked to operationalize its assigned charge. In addition, SAIM has worked to develop its recommendations platform to align with the historical two-fold strategy of:

- (1) ***Bringing the world to Belmont*** and
- (2) ***Sending students out into the world to learn and grow.***

Furthermore, it is the Team's working assumption that any subsequent evaluation of success will be measured by whether or not BU is able to:

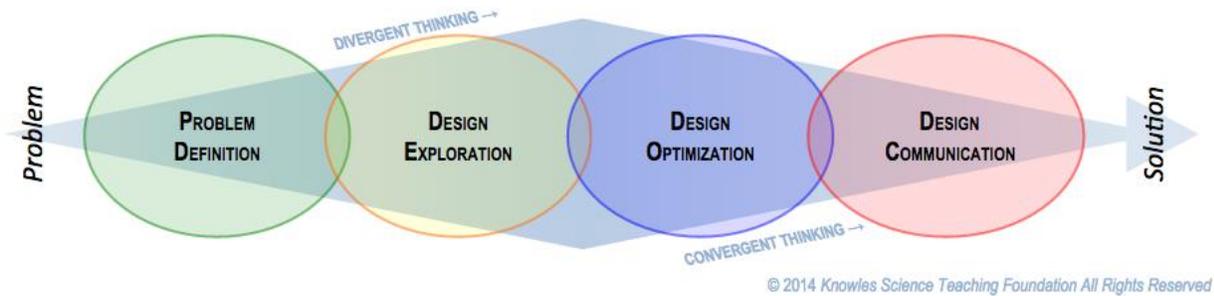
- ***Create sustainable long-term initiatives that are life-changing for BU students*** (primary); and
- ***Achieve long-term impact on the lives of those who are visited and within their communities*** (secondary).

C. Work Process and Timeline

The SAIM Team first met as a full group on September 9, 2016, and agreed upon a general calendar meeting schedule of twice-weekly, with regular time slots on Tuesdays from Noon to 1:00 p.m. and Fridays from 2:00-3:00 p.m. This meeting pattern continued, in general, through November 29, 2016, when the formal report was finalized and submitted. Individual team members completed their assignments between meetings so that team time could be spent as productively as possible.

The Team agreed early on to utilize the following as its guide for pursuing its work goals:

Figure 1-1: Workflow Design



That paradigm produced the following agreed upon timeline for pacing and delivering a high-quality work product that was ultimately used to maintain its workflows:

Figure 1-2: Workflow Calendar



D. Definition of Key Terms

One of the first lessons learned for the SAIM Team was that developing a cohesive set of recommendations first required that we be able to share the same understanding of key terms related to our charge. This was not an insignificant task. While some terms such as “study abroad” were more readily interpreted with shared meaning, terms such as “international missions” enjoyed anything but a shared understanding—within the SAIM Team and beyond, based on the conversations we had with various stakeholder groups. To that end, the Team felt it critical to begin its report by stating at the outset what its definitions are for these key terms so that report content could be properly evaluated.

- **International Missions**

Mission programs, whether domestic or international, have Christian spiritual formation as a specific focus and an integral part. As such, they must include the following elements:

- 1) Collaboration with a local Christian ministry or organization
- 2) Regular times of prayer, reflections on scripture, and sharing about how the participants see God at work (these activities typically use Christian readings, devotional guides, and other relevant resources)
- 3) Connection with the local Christian community through Sunday worship.

Mission programs are open to *all* Belmont University students.

- **Study Abroad**

Study Abroad is education that occurs outside of the participant's home country and results in progress toward an academic degree at a student's home institution. Examples include:

- 1) **Exchange Program:** A type of study abroad program where students trade places, attending the other's institution. Students can enroll in semester and year abroad programs with exchange institutions.
- 2) **Direct Enroll:** Students enroll directly in a foreign university with the assistance of the Office of Study Abroad. Like exchange programs, direct enrollment programs integrate students into the host institution, and students can take courses as if they are enrolled in a degree program. Students can enroll in semester and year abroad programs.
- 3) **Short-term Faculty-Led Programs:** Summer, Spring Break and Maymester programs offer credit-bearing, intensive and unique learning experiences abroad and provide students the opportunity to gain an international experience while being taught by faculty members and earning academic credit towards general education requirements and majors/minors.
- 4) **Internships:** Students participate in unpaid internships for academic credit through approved program providers. Students can enroll in semester and year abroad internship programs.

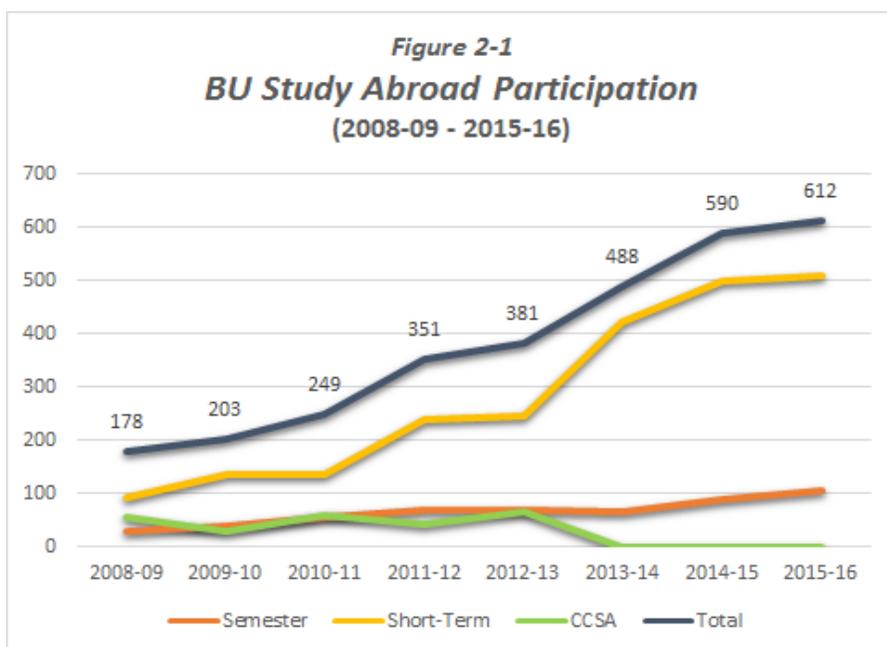
II. SITUATION ANALYSIS - INTERNAL ENVIRONMENT

A. Study Abroad at Belmont University

Historical:

Study abroad participation at Belmont University has been in a high growth trajectory. From 2008-2009 through 2011-2012, a total of approximately 15% of Belmont’s undergraduate and graduate student population studied abroad. From 2012-2013 through 2015-2016, a total of approximately 27% of

Belmont’s undergraduate and graduate student population studied abroad.



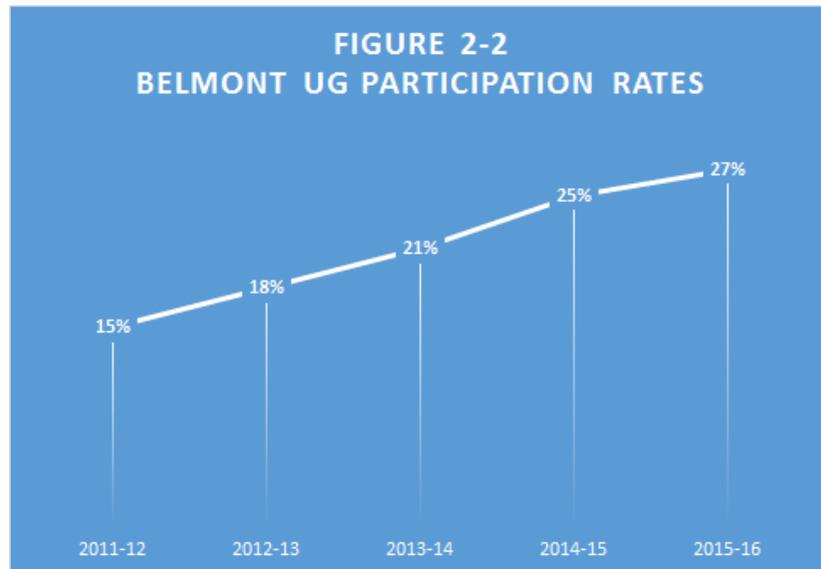
As a result of this growth (See Figure 2-1 to the left, which includes undergraduate and graduate counts), Belmont has received national recognition. In November 2016, the Institute of International Education (IIE), together with the U.S. Department of State’s Bureau of Educational and Cultural Affairs, released the latest news on U.S. students studying abroad. Belmont

University was ranked 5th for Leading Institutions by short-term duration of study abroad and institutional type 2014/2015 (Master’s Colleges and Universities) with 590 students participating. This ranking was an improvement, up from 12th for 2013/2014.

Current trends:

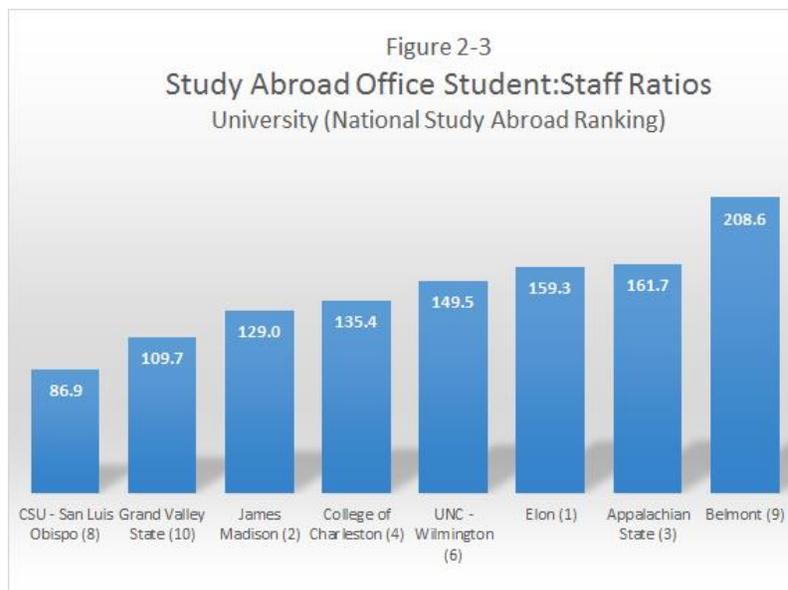
- At the time of this report, short-term Faculty-led program applications for Spring, Maymester and Summer 2017 (as of 11/22/2016) amounted to 593 applications. This figure was a year-over-year increase of +26% (up from 469 applications previous year).
- Semester/Year program applications for Spring 2017 were also up significantly at +50% (i.e., 90 applications, compared to 60 the previous year).
- Belmont University’s estimated study abroad student participation rates at the undergraduate level are continuing to increase over time, as shown in Figure 2-2.

Belmont University is also ranked 9th for total number of study abroad students: Top 40 Master’s Colleges and Universities, 2014/2015 with 678 students participating total, up from 18th for 2013/2014.



Current constraints for success:

- Known participation barriers for short term programs are cost and lack of financial aid/scholarships available. Curriculum can also be challenging in some cases (e.g., not enough options for music business courses for example) and facilitating in other cases (e.g., graduate business has a built-in requirement for all students to complete a short-term study abroad experience).
- Barriers for semester and year programs include cost, lack of awareness around campus (advisors and students) that studying abroad is possible for not only general education courses but for major courses, and our cumbersome evaluation process of transferring many of the study abroad courses from an international institution or program provider back to Belmont.
- Other barriers are likely to include individual student challenges (e.g., financial, first-generation, etc.). Refer to recommendation #8 for additional information regarding this constraint.
- And finally, the constraint of area staffing levels should be mentioned. Of the programs who are achieving significant



success at the national level (top 10 programs by # of students participating for 2014-15), Belmont was staffed in the study abroad area at a level of 208.6 students per staff member, which was the most efficient ratio out of the top 10 programs (See Figure 2-3 above). While this in and of itself may not translate to the need for immediate staffing changes, it does suggest at least the possibility that Belmont could be approaching some upper limit on its ability to properly serve the growing number of participating study abroad students, and this ratio will need to be monitored as growth continues.

Study Abroad Visual for Most Recent Year

Figure 2-4 (see next page) offers a visual report on the various locations where Belmont students (undergraduate and graduate) have studied abroad and/or served on an international missions experience during the most recent academic year of 2015-16. In some instances, students traveled to more than one location; however, the map was created using only their primary destination for GIS-mapping purposes.

B. International Missions at Belmont University

The International Missions program has grown over the last decade. Belmont's history of missions is rooted in trips led by Betty Wiseman with the Athletic Department and is continued today not only through its Athletic Department trips, but also by various academic areas, including the College of Pharmacy and the College of Health Sciences.



University Ministries is also a key partner for missions trips both domestically and internationally. See Figure 2-4 on the following page for an inventory of international missions destinations and participation.

Currently, Belmont has deployed a decentralized model for International Missions. The trips are almost exclusively discipline/department-based trips that are vetted through the Office of Spiritual Development. After initial contacts are set up, a given department takes full control of the trip from planning to execution. Trips happen to locations all around the world, primarily focused in second and third world areas, and in general take place during Spring Break and over the summer. A given student's participation in a mission trip is funded primarily by the individual, but it may or may not include some institutional/department funding. This varies from trip to trip.



The Vision 2020 SAIM team has identified some issues/roadblocks to success for Belmont’s current model of International Missions. Challenges include the following:

- **No centralized planning of trips**, which can result in inefficiencies, cost overages, the inability to track data regarding trips at the individual and campus-wide levels, uniform assessment of trip experiences for participants, and “quality control with Belmont’s partner organizations;
- Another roadblock is the **lack of an overall funding mechanism** for International Missions on campus. Progress on this front appears to be nearing the horizon with the advent of the *We Believe Campaign*, but currently there is no centralized way for students to raise funds for their trips.

We address many of these in the SAIM recommendations within the following pages.

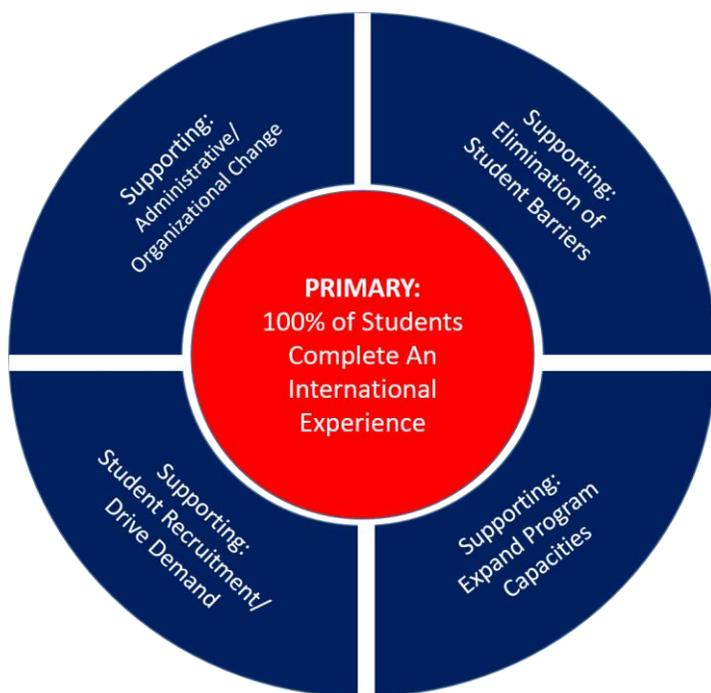
III. RECOMMENDATIONS TO SENIOR LEADERSHIP

Each of the items below is deemed as playing a significant role in responding to the SAIM Team’s charge of building an implementation model that encourages students of all programs to take part in a study abroad or international missions opportunity and that promotes long-term impact.

Recommendations were selected for inclusion in this document based on whether or not a given idea was deemed as having significant relevance to fulfilling the stated SAIM charge from senior leadership. Upon inclusion, the sequence of recommendations is presented based on the following the categories shown to the right in Figure 4-1.

A summary list of key recommendations is shown below, and details on each have been provided in the subsequent pages. Readers will note that each of the supporting recommendations is geared to an overall larger recommendation of achieving full student participation at the international level.

Figure 4-1: Recommendations Structure



Primary Recommendation

(1) Establish a long-term goal that all Belmont University students have an international experience. This includes the significant task of identifying potential models for encouraging/requiring ALL students to participate in a study abroad or international missions experience during their Belmont degree programs.

Supporting Recommendations – Administrative/Organizational Change

- (2) Modify facilities spacing in order to locate study abroad and international missions adjacent to one another so that they are perceived as “together yet separate.”*
- (3) Create a centralized travel registration system for all Belmont University travelers*
- (4) Create a hub for all logistics of international travel at Belmont University*
- (5) Create two student learning modules (i.e., vocational discernment guide and prayer devotional guide) that can be used by any university leader responsible for a study abroad or international missions trip*
- (6) Develop a strategic plan for International Missions that would take into account the long-term impact (e.g., selection of a limited number key global missions destinations for long-term service partnerships) on both the places in which we serve and Belmont participants*
- (7) Establish a uniform definition of “international missions”*

Supporting Recommendation – Elimination of Student Participation Barriers

(8) Conduct a survey of current and prospective students to assess barriers to participation in study abroad and international missions initiatives (e.g., personal finance, perceived safety, etc.)

Supporting Recommendation – Recruiting Students and Driving Demand

(9) Build a university-level web portal that houses information on all international learning opportunities and programs at Belmont (study abroad, international missions, etc.)

Supporting Recommendations – Expansion of Program Capacities

- (10) Create an international missions leader resource guide*
- (11) Create/hire new international missions director*

RECOMMENDATION 1: *Establish a long-term goal that all Belmont University students have an international experience*

CURRENT GAP

Recent affirmation of the value of study abroad as a primary means through which college graduates in the United States can achieve global competencies arose from the *Senator Paul Simon*

Global

STUDENT EXPERIENCE

Study Abroad Program Act (S. 3390), and the recommendations of the congressionally-appointed Commission on the *Abraham Lincoln Study Abroad Fellowship Program*. The objective was to create a modest program of challenge grants to incentivize colleges and universities to make study abroad an integral part of higher education in order to advance three national goals:

- (1) One million U.S. college students will study abroad annually for credit;
- (2) Study abroad participants will more closely represent the demographics of the undergraduate population in terms of gender, ethnicity, students with disabilities, income level, and field of study; and
- (3) A significantly greater proportion of study abroad will occur in nontraditional destinations outside Western Europe.

Whether Belmont students would directly or indirectly benefit from any future Congressional Acts, it is likely to have an impact on the way in which institutions of higher education across the country create programs in support of these broader objectives. Belmont University is currently a commitment partner in Generation Study Abroad, which pledges to undertake ambitious actions to significantly increase the number of student studying abroad.

<http://www.iie.org/Programs/Generation-Study-Abroad#.WCtqbqIrK8U>

Current undergraduate models are diverse in terms of requirements, structure, and financial support from the institution. Many institutions have undergraduate study abroad and mission programs similar Belmont's current approach in that there are a range of opportunities from which students may *elect* to participate. Appendix 1 contains overviews of two models which take a different approach by integrating study abroad as an academic requirement for all undergraduates at their institutions.

There appear to be very few "universally required" study abroad programs meant for graduate students (i.e., Belmont is currently the only graduate business program in the U.S. to require 100% student participation in a short-term study abroad experience). International experiences

open to Masters and Ph.D. students are usually quite different from undergraduate study abroad programs. This is due in part to the specificity and complexity of academic plans of study. However, some graduate students may find opportunities to go abroad for longer periods of time and engage in experiences more closely aligned to their careers and that offer “deeper” learner options than their undergraduate counterparts.

Belmont has made great strides in expanding opportunities for students to engage in international experiences in recent years. The numbers and percentage of students taking advantage of these opportunities have expanded rapidly and we have a good bit of momentum moving forward. However, we sense that the university lacks a long-term aspirational goal for these efforts, something that we could direct our efforts toward. The universities that have been most successful at expanding their international presence have done so only through conscious and directed effort.

FULL RECOMMENDATION STATEMENT

1. Adopt a long-term goal that an international experience will be a part of the educational experience for all Belmont students at both the undergraduate and graduate level.
2. Completion of the international requirement could be met by a wide variety of different experiences, some credit-bearing and some not. The following experiences should be considered as possible ways for students to meet this goal (these are proposals for future discussion):
 - Participation in a semester or year-long study abroad program
 - Participation in a short-term faculty-led study abroad program
 - Participation in an international mission trip
 - Attendance at a conference or workshop abroad while enrolled at Belmont
 - Completion of an international internship
 - Completion of a study abroad program at a previous school before enrolling at Belmont
 - Having a previous residence abroad before enrolling at Belmont (including military deployment or in the case of international students studying at Belmont, citizenship from another country)
 - Approval of individual student petitions for exemption from this requirement on the basis of personal or financial hardship (on a case-by-case basis). This is a common practice at other universities that have previously adopted a similar international requirement.

HOW THIS WOULD BE IMPLEMENTED/TIMELINE

It will certainly not be feasible to make the international experience a mandatory requirement for all students for some time into the future, but with gradual expansion of our ability to offer

such experiences and the increase in percentage of study participation, this goal will become more real with time.

- Immediate goals (next 6 months):
 - Determine what experiences should be considered qualified international experiences for the purposes of any future requirement (using the list above as a starting place)
 - Establish a system to measure participation in such experiences systematically across campus
 - Make a baseline measurement for Belmont student participation in international experiences as of the 2016-2017 academic year (with as much fine-grained detail as we can muster)
 - Set interim participation goals for 2020, 2025, and beyond
- Annually:
 - Conduct a comprehensive measurement of Belmont student participation in international experiences
- Periodically (every three years, effective 2019-20)
 - Conduct a review of Belmont's progress towards 100% student participation in international experiences, identifying areas of strength and places we can improve
 - Conduct a review of Study Abroad and International Mission staffing to ensure that our staffing levels are able to adequately serve the number of students participating in international experiences.
- As we approach 100% participation
 - Finalize plan to implement a formal requirement for students
 - We want to ensure that we have created opportunities for all students and the capacity to meet these needs BEFORE we implement a formal requirement. The goal of establishing a formal requirement will serve as a motivator moving forward.

ESTIMATE OF COST

Current staffing of the Study Abroad office includes 3.25 full-time personnel, serving the ~27% of BU students who currently study abroad. Gradual expansion to full student participation will ultimately entail expansion, though gradual, of support personnel for study abroad, international missions, and other areas.

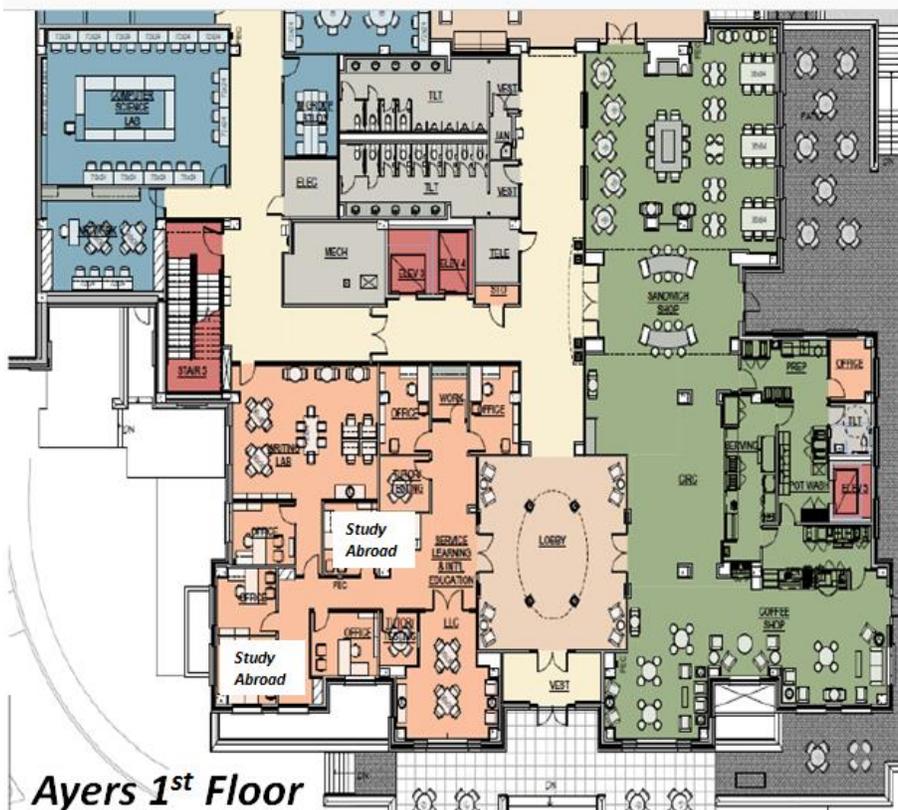
RECOMMENDATION 2: *Modify facilities spacing in order to locate study abroad and international missions adjacent to one another so that they are perceived as “together yet separate.”*

CURRENT GAP

Over time, study abroad has become known for occupying a very specific physical space on campus where students, faculty and staff alike can access for relevant information and assistance with respect to available international study options across Belmont University. In contrast, international missions has not been positioned as being housed in a specific and known physical space, with available participation options depending more upon connecting with the individual faculty or staff member who has organized and therefore identified as the leader for that program. As a result, those students who may be looking for an international learning or participation option can go to Ayers 1009 for what is essentially one-stop shopping

on available study abroad resources; yet no such physical space exists to support international missions opportunities. An argument could be made that one of the best markets for improving student participation rates in international missions programs would be within the segment of students that is already indicating interest in international travel through study abroad options.

**Figure 4-2
Current Study Abroad Space**



FULL RECOMMENDATION STATEMENT

It is the SAIM Team’s belief that opportunities are currently being missed to increase student visibility of international missions opportunities by

not having a dedicated space for non-domestic missions initiatives *and* that the ideal location for such a space would be side-by-side with the current study abroad space (See Figure 4-2 above). And as much as the Team views a side-by-side location as offering international missions the greatest opportunity for growth, it was equally resolute in its belief that international missions should not be combined with study abroad or located within study abroad. This recommendation is akin to recommending the two programs be aligned with one another due to a shared commonality of involving international study and/or learning, yet distinct in that one is a defined curricular experience on the academic side of the university whereas the other is more commonly within the extracurricular and/or service-related participation realm. Bottom line: Is there any available space near the current Study Abroad Office that could house an International Missions presence?

HOW THIS WOULD BE IMPLEMENTED/TIMELINE

- Within 3 months: Assess campus options for creating a suitable physical space for housing an international missions office and preferably one that is directly adjacent to or as close as possible to the current study abroad office in Ayers 1009.
- Within 3-6 months: Assuming a Director of International Missions is pursued and ultimately hired, house that individual in the identified space with appropriate cross-promotional signage in both the new space as well as the Study Abroad Office that help educate and point visitors to the complementary international opportunity in the alternative office.
- Within 6-12 months: Continue to develop supporting communication mechanisms (e.g., BU Catalog, Campus Directory, Revised Study Abroad and International Missions Web Portal, etc.) to direct prospect traffic to the new side-by-side campus location for all things international at Belmont.

ESTIMATE OF COST

- **Physical Space** – need to assess available office space within Ayers or alternative campus location where the two areas can be located adjacent to one another; ultimately, cost will be dependent upon whether existing unused space can be identified.
- **Administrative** – personnel will need to be identified who can accurately assess and ultimately gather the requisite information for a final decision and pursue senior leadership approval on a decision to create such a space and where the space would be located for an international missions office.

RECOMMENDATION 3: *Create a centralized travel registration system for all Belmont travelers (i.e., students, faculty and staff) traveling internationally. This information is essential in cases of emergency for providing assistance and tracking of travelers, as well as for reporting to facilitate data accuracy for internal and external reporting.*

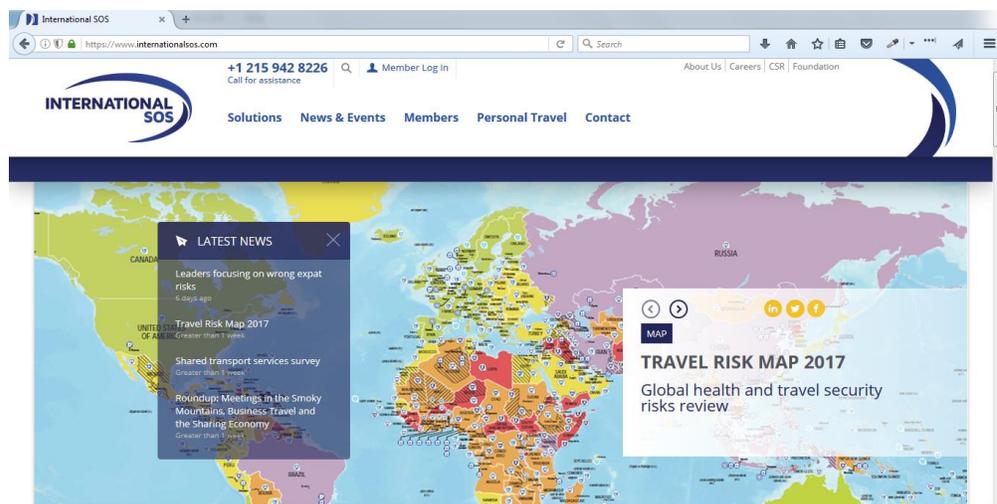
CURRENT GAP

At this time the university does not have a centralized location where information is gathered about important details related to those engaging in international travel (i.e., length of travel, destinations, emergency contact information, medical history, address of accommodations, etc.). As a result, there is no single point person who can provide timely information or even reach our travelers should an emergency situation occur whether it be an isolated personal situation or one of larger scale (i.e. natural disaster, political unrest, acts of terrorism).

FULL RECOMMENDATION STATEMENT

SAIM recommends that the university obtain a comprehensive membership from International SOS (ISOS). ISOS is the world's largest medical and security assistance company that operates in over 70 countries and currently tracks 2.8 million international travelers annually. ISOS would provide emergency travel assistance and evacuation services for all students, faculty and staff members traveling internationally on Belmont related business. In addition to the evacuation and emergency assistance provided, ISOS provides a tailored university specific web-based portal that includes a travel registration mechanism, along with invaluable pre-departure information on specific locations, including required vaccinations, health and safety information. *Students would be required to register their upcoming international travel, as would all university faculty and staff.*

Appendix 1 includes a summary of the benefits of comprehensive membership, details of the Traveler Tracker program and the Traveler Assistance App.



HOW THIS WOULD BE IMPLEMENTED/TIMELINE

There would need to be a centralized office that manages travel registrations (the Office of Study Abroad could potentially house such a function). Also required would be some level of coordination between this office and the Risk Management Office to identify the appropriate communication chain in case of emergency. And finally, there would need to be a connection to any centralized web portal, which would require some level of coordination with Belmont's IT Staff and the University Marketing Office in order to ensure appropriate placement on the Belmont website.

In terms of a timeline,

- Within 3 to 6 months: Connect with ISOS and obtain an updated comprehensive quote for services including membership and traveler assistance app.
- Within 3 to 6 months: Work with all the appropriate offices involved with international travel to determine a cost sharing mechanism (Office of Risk Management, Office of Study Abroad, Massey Graduate School of Business, University Ministries, and the Office of the Provost).
- Within 6 months, move forward with implementation of ISOS coverage and require all Belmont international travelers to register their travel within the customized web based portal.

ESTIMATE OF COST

The cost of comprehensive membership for an institution of Belmont's size, with the current estimate of the number of international travelers each year would be \$55,000/annually. This could be funded either through a direct budget line increase OR possibly offset in part through a per applicant fee of \$25 for each student who studies abroad. Once the University achieves its 2020 enrollment goal of 8,888, a per applicant student fee would generate an estimated \$44,440/year from undergraduate enrollments (80% of total enrollment divided by 4, times \$25) plus \$14,813 from graduate enrollments (20% of total enrollment divided by 3, times \$25) for a total subsidy of almost \$60,000, which should come close to covering the total cost.

BEST PRACTICE EXAMPLE

Vanderbilt University has been an ISOS client university for at least 8 years, and their travelers, among other benefits, have access to the International SOS Assistance App during their travels (See Appendix 1, Recommendation 3 for more details).

RECOMMENDATION 4: *Create a hub for all logistics of international travel at Belmont University*

CURRENT GAP

Opportunities for instruction, research, study abroad, international service, and international missions have grown at Belmont and abroad. These opportunities offer valuable learning and service experiences for students, and provide faculty members with the means to enhance their own international expertise and pursue research interests. However, international travel in the past has not been coordinated in a way that maximizes university resources, mitigates risk and streamlines travel logistics and communication.

FULL RECOMMENDATION STATEMENT

- Hire an international travel coordinator who could manage all international travel at Belmont, creating synergies in consistency between study abroad and international missions in logistics and communications to various stakeholder groups (e.g., faculty, students, parents, etc.).
- Select a preferred travel agency to help assure consistency in best pricing, group ticketing, billing, communications, etc.
- Explore the use of a centralized web portal for all travel, authorization, expense reporting, booking travel, passports/visas, etc. This system could also be used for international faculty/staff travel for conferences.



HOW THIS WOULD BE IMPLEMENTED/TIMELINE

Within 3 to 6 months: Explore feasibility of centralized web portal with the Office of Finance & Operations and determine costs and timeline for implementation.

Within 6 months: When/if a Director of International Missions is hired, a search for an International Travel Coordinator can be implemented and include representatives from the Office of Finance & Ops., Study Abroad, International Missions, Belmont faculty and staff.

Within 3 to 6 months, research travel companies currently utilized by Belmont for international travel and determine bidding process for a preferred vendor.

ESTIMATE OF COST

- Staff salary position – need to research positions at peer institutions
- Centralized web portal – need to determine costs for this – possibility of phased in portions of the portal.
- Determine cost savings by using a preferred travel vendor

RECOMMENDATION 5: *Create two student learning modules (i.e., vocational discernment guide and prayer devotional guide) that can be used by any university leader responsible for a study abroad or international missions trip.*

CURRENT GAP

Part of Belmont's mission statement says we hope to "empower men and women of diverse backgrounds to engage and transform the world". In order to truly engage and transform the world student must have an understanding of both the world and themselves. Currently no curricular guide exists that is available to all trip leaders to prompt students to critically reflect on their understanding of the world and themselves based upon their international experience. The net impact is that some program leaders could currently be expected to essentially start from scratch when attempting to build a high-quality international student experience. The Team's concern is that the quality of the student experience could be improved over time with the collective input of experienced international program leaders.

FULL RECOMMENDATION STATEMENT

- Develop two separate reflection guides that *can* be used at the trip leader's discretion. Guides could be used on both international mission and study abroad trips as follows:
 - **Prayer/Devotional Guide** – This guide will include daily prayers, scripture passages, or other short meditations designed to help students come to a deeper understanding of how God is at work in other cultures around the world.
 - **Vocational Discernment Guide** – This guide will include reflection questions and exercises designed to help students gain a deeper understanding of their own gifts, convictions, and sense of purpose based on their international experience.

HOW THIS WOULD BE IMPLEMENTED/TIMELINE

- A small team of appropriate individuals (2-3 people) will be responsible for developing these two separate guides. After development, these guides would be made available to all faculty and staff who lead an international experience.
- These guides can be developed in the next 6 months and made available for all 2017-18 international trips.

ESTIMATE OF COST

- There would be no financial cost to develop these guides. These guides could easily be used electronically and therefore without any printing costs. However, if an individual did wish to use a hard copy of these guides there would be some costs for printing, but that decision will be left up to the individuals leading the trips.
- We anticipate the development of the guides to take roughly 30 hours of work for the group responsible for developing these guides.

RECOMMENDATION 6: *Develop a strategic plan for International Missions that would take into account the long-term impact (e.g., selection of a limited number key global missions destinations for long-term service partnerships) on both the places in which we serve, as well as Belmont participants*

CURRENT GAP

Because there is currently no coordinated campus-wide strategy for International Missions, it is hard to estimate the impact of our international missions efforts, especially on those who receive Belmont teams. One of the components of our team's charge is to promote long-term impact through our international trips, and we believe that developing a comprehensive strategy will help us to do that. Furthermore, without such a plan it is more difficult to assure sustained improvement and growth within any individual missions destination since improvement can be tied to the availability of an individual leader from the previous trip.

FULL RECOMMENDATION STATEMENT

We recommend the development of a strategic plan for International Missions destinations and partner organizations, with an associated mission/vision/ values, strategy and tactics, and associated KPIs and controls and contingencies.

HOW THIS WOULD BE IMPLEMENTED/TIMELINE

- Within 3-6 months: Assessing our current International trips and their long-term impact and viability. We will especially look at those trips that have already been part of a long term partnership (i.e. Cambodia, Haiti). We will then look at the opportunities for future trips and partnerships that would enable us to cultivate long term relationships.
- Research will be done on opportunities for more than one group to work in a particular location or with a particular organization (i.e. can teams from several Colleges/Departments travel to the same destination and provide a broader impact). This will include assessment of two key components: 1) What is the impact on Belmont students, faculty and staff who participate in International Missions trips and 2) What is the long-term impact on our partner destinations and organizations.

ESTIMATE OF COST

There is no upfront cost for this. The work of research and assessment could take approximately 40 hours. This work could be continued by the Director of International Missions or others who are tasked with the long-term work of engagement in international missions.

BEST PRACTICES EXAMPLES

One example of this is with Abilene Christian University and their partnership with International Justice Mission in Uganda. Students from different programs travel to Uganda for mission trips and a Study Abroad opportunity.

RECOMMENDATION 7: *Establish a uniform definition of “international missions”*

CURRENT GAP

Through a survey of study abroad and international missions programs at Belmont University, the committee has established that the term “mission(s)” is currently used with several different meanings. First, it can refer to extracurricular trips, both domestic and international, undertaken by a variety of units and departments that have a Christian spiritual development focus, often combined with a service project. Second, it has been used to describe some credit-bearing international study abroad programs,



typically in the health sciences, that have a service learning focus but may also include some elements of Christian spiritual formation. Third, the term “mission” has been used to describe international study abroad programs sponsored by the College of Theology and Christian Ministry, even when the CTCM itself has explicitly chosen not to describe these as “mission trips.” Fourth, the term has sometimes been applied even more broadly to encompass a wide variety of study abroad programs that somehow touch upon Christian themes or visit Christian sites. That this great variety of usage tends to create misunderstandings and anxiety, blurs the differentiation between international missions and study abroad, and inhibits the formation of coherent policies on study abroad/international missions programs at Belmont.

FULL RECOMMENDATION STATEMENT

Adopt a uniform definition of “mission(s),” drawing upon the definition of “mission” and “missions” developed by Senior Leadership to govern Belmont University Missions Endowments. The committee proposes the following formulation:

Mission programs, whether domestic or international, must have Christian spiritual formation as a specific focus and an integral part. As such, they must include the following elements:

- Collaboration with a local Christian ministry or organization
- Regular times of prayer, reflections on scripture, and sharing about how the participants see God at work (these activities typically use Christian readings, devotional guides, and other relevant resources)
- Connection with the local Christian community through Sunday worship

SAIM also recommends adoption of the following policy positions concerning international missions and study abroad:

- **MISSION PROGRAMS ARE OPEN TO ALL:** Mission programs are open to all students, whether they are Christian or not, with students invited to participate in the spiritual formation activities (worship, prayer, scripture study), but never required to participate in these activities as a condition for participation in the overall mission program.
- **MISSION PROGRAMS ARE NOT TYPICALLY CREDIT-BEARING:** In contrast to our study abroad programs, where students enroll in one or more academic courses either directly at Belmont University, through a third-party educational provider, or at a partner educational institution abroad, international missions programs are intended to be non-credit bearing, extracurricular activities aimed at spiritual formation. In contrast to the Belmont’s short-term study abroad programs, which are led by one or more Belmont faculty members, mission trips may be directed by Belmont faculty or staff members.

Given that Senior Leadership is interested in defining Belmont “mission” experiences so that they would always include several specific Christian elements, the committee is concerned that the required inclusion of such elements in credit-bearing program would either discourage non-Christian students from participation in such a program (to the disadvantage of their professional development), or might (during the trips) create a sense of separation or division between Christian students and faculty on the one hand and the non-Christian students who elect not to participate in spiritual formation exercises on the other. Even though students are not *required* to participate in Christian prayer and worship during a mission trip, our collective experience with international educational travel suggests that an unhealthy dynamic would nevertheless emerge when spiritual formation elements become constitutive elements of a credit-bearing program in a university with students of multiple religious and non-religious backgrounds. This is part of what underlies our recommendation. The committee recognizes that in fields such as the health sciences, the terms “mission” and “medical mission” are often used to describe credit-bearing study abroad programs in which students practice their health care skills in an international setting. The committee encourages that schools and colleges that use the term “mission” to describe credit-bearing international programs to give special thought to these concerns.

HOW THIS WOULD BE IMPLEMENTED/TIMELINE

- Senior Leadership could enact this policy immediately. It would need to be communicated to the Study Abroad Office, to the new International Missions Director, to University Ministries, and to all colleges and schools.

ESTIMATE OF COST

- No cost is anticipated.

RECOMMENDATION 8: *Conduct a survey of current students regarding barriers to participation in study abroad and/or international missions*

CURRENT GAP

The charge presented by senior leadership made specific reference to the task of developing recommendations for implementing a model to encourage students of all programs, graduate and undergraduate, to take part in a study abroad or international missions opportunity. As shown earlier in this report within the situation analysis, Belmont University students who participate in even one international experience during their degree programs are still in the minority. So, in spite of significant progress of late, the University remains quite far from achieving anything close to 100% student participation in an international experience. The following questions emerged during the SAIM Team’s discussions and research on this topic:

TOP FIVE MAJOR FIELDS OF STUDY OF U.S. STUDY ABROAD STUDENTS



- ***Is the individual decision to participate in a study abroad or international missions initiative correlated to that student’s academic area of study?*** For example, intuitively, it would stand to reason that those students studying in a discipline that includes cross-cultural content such as global economics or multinational finance would be more likely to enroll in a Maymester study abroad program. Similarly, students studying within an area such as religion or social work might be presumed to exhibit higher participation rates in international missions initiatives.
- ***Are undergraduate students more likely to voluntarily participate in an international experience than graduate students?*** All graduate business students at Belmont participate in a short-term study abroad during their academic programs; however, that is a mandatory degree requirement. Overall, graduate student participation rates are far lower than participation rates at the undergraduate level. Is this due to differences in time constraints, fewer graduate programs offering academic credit as an option?
- ***For what proportion of current Belmont students are personal finances a significant factor in whether or not they choose to study abroad or go on an international missions experience?*** Certainly, available finances are a constraint for a number of students; however, it is unknown how significant that proportion is. Also unknown is whether a partial or full subsidy would be needed for any given student in order to make it possible for such participation.

- **For what proportion of current Belmont students is the offer of academic credit an inducement for studying abroad or participating in an international missions trip?**
- **Is personal safety and “fear of the unknown” a significant barrier to student participation in an international missions trip or study abroad program?** Do some students choose not to go abroad due to their own personal concerns or possibly parental or spousal concerns over what could happen when beyond U.S. borders?



FULL RECOMMENDATION STATEMENT

In order to take steps within the next 6 months to promote a model that encourages participation of all students in an international experience while at Belmont, the University must explore the reasons regarding why there are currently more students who ultimately decide not to pursue such an experience while at Belmont than those who do. Is it a personal choice? Is it beyond the student’s control? SAIM recommends creation of a *Qualtrics*-based survey that can be sent to a representative student population that will generate both quantitative and qualitative answers to the above proposed questions.

Based on SAIM’s primary recommendation of achieving 100% student participation in an international experience prior to completing their Belmont academic programs and the use of a broadened definition of what could fulfill that requirement (e.g., study abroad, international missions trip, prior international military service, etc.) it is important that the survey design be mapped to include the full range of these options in order to best understand the market Belmont is attempting to serve.

HOW THIS WOULD BE IMPLEMENTED/TIMELINE

Senior Leadership could approve and implement this recommendation within the next six months and have gathered actionable information no later than the close of Spring 2017. At least one university leader from the following campus areas should be consulted during the survey design phase in order to assure the instrument captures relevant information from relevant campus constituents: study abroad, university ministries, student financial resources, admissions, and each academic college.

ESTIMATE OF COSTS

It is assumed that this recommendation would not incur any new costs.

BEST PRACTICES EXAMPLE

Elon University - 2014 Study on Campus Study Abroad Barriers (See Appendix 1).

RECOMMENDATION 9: *Build a university-level web portal that houses information on all international learning opportunities and programs at Belmont (study abroad, international missions, etc.)*

CURRENT GAP

Belmont’s Mission Statement states that, “Belmont University is a student-centered Christian Community providing an academically challenging education that empowers men and women of diverse backgrounds to engage and transform the world with disciplined intelligence, compassion, courage and faith.” With this mission central to everything we do, a gap exists at the most fundamental level of the website home page in communicating how our students engage and transform the world; i.e. nothing global is visible from or linked to from the top bar. Further, while many department level websites exist within the larger Belmont website that promote various global and international initiatives at Belmont, these exist across multiple colleges or departments and are difficult to find or connect unless someone knows what they are searching for.



FULL RECOMMENDATION STATEMENT

Promote and enhance Belmont’s mission to engage and transform the world via:

1. The creation of a global landing page, where all global initiatives at Belmont will be curated.
2. The addition of the word GLOBAL to the top web bar on the Belmont website’s home page, which links to the Global landing page.

HOW THIS WOULD BE IMPLEMENTED/TIMELINE**Within 3 to 6 months:**

- Identify staff who will research all global initiatives at Belmont and begin collecting content.
- Work with UMPR and the web team to establish global landing page and design a unique global imprint within the design of the page.

Within 6 months:

- Add content to the global landing page
- Launch the Global link on the top bar of Belmont's home page

ESTIMATE OF COST:

- None

BEST PRACTICES EXAMPLE

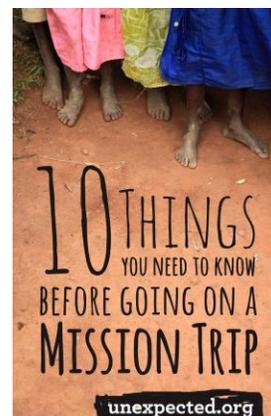
Boston University has made excellent strides on this front in recent years as evidenced by their "BU Global" web portal. They have combined all international campus activities into a single site, including study abroad, service opportunities, and even faculty and graduate student scholarship initiatives. More details on this portal are provided in Appendix 1.

In addition, Baylor University has established a Center for Global Engagement within which they appear to house most if not all of their international initiatives. And they also set the precedent of capturing all on-campus international activities within this Center, which allows them to make significant connections between what happens on campus and beyond campus boundaries as it can relate to global learning experiences. More information on this example is also included in Appendix 1.

RECOMMENDATION 10: *Create an international missions leader resource guide*

CURRENT GAP

SAIM came to better understand that it is incumbent for faculty and staff who are planning international mission trips to know and understand the standards and steps for putting together and implementing such a trip, as well as in evaluating their trips afterwards--not only to evaluate effectiveness but also to plan for improvements prior to a follow-up experience. At present, no such resource appears to exist. Furthermore, those resources that are developed appear to be held at the individual leader level and may or may not be shared with other missions trips leaders on campus.



FULL RECOMMENDATION STATEMENT

Therefore, we recommend the creation of the Belmont International Missions Leader Resource Guide for faculty and staff who will be leading students on mission trips. International mission trips have many unique aspects and challenges, and therefore this guide will be similar to but not identical to the guide that was created by the Director of Study Abroad. Some of the unique aspects of this guide include recruiting mission-minded students and fundraising for mission trips.

HOW THIS WOULD BE IMPLEMENTED/TIMELINE

This resource guide would be written by the new Director of International Missions or his/her staff. He/she may be able to use some of the information in the Faculty Study Abroad guide. This guide should include all information that a faculty or staff member needs to propose, implement, and evaluate a mission trip.

This resource guide should be completed and available online by the beginning of the 2017 fall semester. It can be used to create international mission trips for the following fall, 2018.

ESTIMATE OF COST

Assuming this task can be completed within the assigned duties of a Director of International Missions, there should be no incremental new costs for completing this recommendation; if such a Director is not hired, a backup alternative could be for the University to pull together a taskforce of existing international missions trip leaders to pool their knowledge toward completion of such a guide. It is estimated that this project would require approximately 80 hours of time for one individual in order to complete.

RECOMMENDATION 11: *Create/hire new international missions director*

CURRENT GAP

Currently, there is no centralization to our International Missions trips/programs. As a result, each trip is designed and coordinated in departments by individual Belmont faculty or staff members, which poses a challenge to the desire to have a more comprehensive international missions program and strategy.

FULL RECOMMENDATION STATEMENT

Therefore, SAIM recommends the addition of a full-time International Missions Director that would lead the development of the International Missions program with innovative thinking and coordination of all international missions efforts. The addition of this position would allow Belmont to begin to think strategically about International Missions engagement. This position would be charged with creation of a comprehensive strategy and also working with campus constituencies to coordinate existing international missions opportunities.

HOW THIS WOULD BE IMPLEMENTED/TIMELINE

This International Missions Director would work closely with University Ministries, the Office of Study Abroad and the Office of Spiritual Development and could be located within either University Ministries or the Office of Study Abroad. The Director would work to bring together the international missions efforts already happening at Belmont and create new opportunities in line with the overall goal of encouraging all students to gain international experience.

This hire would make the most sense in Summer 2017, giving the Director plenty of time to look at the landscape of existing international opportunities at Belmont (aided by the work of this committee) and begin to work on planning trips for and opportunities for the 2017-18 year.

ESTIMATE OF COST

The cost of this recommendation would be the salary and associate benefits for the newly hired director. Because this position would presumably be located in an already existing office, the individual could presumably receive administrative (and perhaps budgetary) help from the office in which they are embedded.

BEST PRACTICES EXAMPLE

There are several universities that have a position similar to the one that SAIM is recommending. Because of its unique culture, Belmont would be best served by bringing together pieces of a more traditional model such as found on a CCCU and other models that come from schools with greater theological diversity.

APPENDIX 1 EXAMPLES OF BEST PRACTICE BY RECOMMENDATION

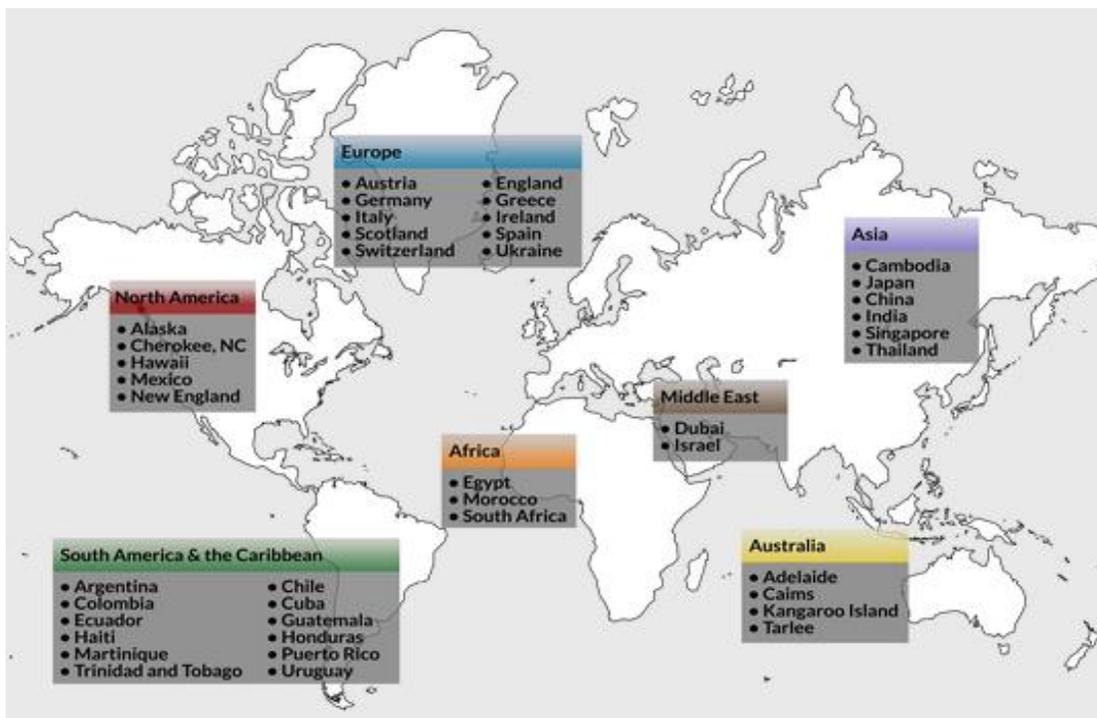
RECOMMENDATION 1 - Example 1 (Lee University)

Lee University in Cleveland, TN is a private faith based university of around 4,500 students that strongly promotes study abroad with a student participation rate of approximately a 90%. Lee University's Global Perspectives Program requires students to fulfill a minimum of 2-credit hours in a sequence of Global Perspectives Seminar (1) and Cross-Cultural Experience (1-3) with the former being a prerequisite.



Lee University offers 30-35 global perspectives for-credit trips in various summer, semester, and short-term formats and is unique in the funding model used; 75% of tuition dollars paid are applied to cover trip expenses. Students may opt to research and design

an independent study that includes a minimum of 45 hours over no less than 7 days interacting with members of a targeted culture significantly different from their own. This model is based upon a typical one credit hour internship experience requirement (Trip options for 2016-17 shown below):



As with other institutions, qualified exemptions are allowed for students with overseas military service, extensive missions work in one particular culture for at least a 6-month period (short-term mission trips do not qualify), being raised or having lived in a foreign country for at least 24 months, significant academic study in a foreign college/university, or having spent a minimum of one year as a foreign exchange student during high school. Eligible programs, which tend to pair countries with particular areas of study, are listed on <http://catalog.leeuniversity.edu/content.php?catoid=5&navoid=506>

Lee University also supports off-campus study programs sponsored by Christian groups like Au Sable Institute of Environmental Studies, Focus Leadership Institute, and the Council for Christian Colleges and Universities Best Semester programs in addition to collaborative programs with Christian universities where students take semesters at Tokyo Christian University, Yamagata University, and Cedarville University Semester in Spain.

RECOMMENDATION 1 - Example 2 (Goucher College)

Goucher College, a private college in Baltimore, was the first university to require study abroad of all its students, a program managed through the OIS (Office of International Studies) with the support of study abroad advisors. They have about 1,500 students and have a 100% study abroad rate. Study Abroad requirements are embedded in the Ways of Knowing &



Understanding the World in the Liberal Education core. Students must demonstrate a practical understanding of global citizenship and gain intercultural awareness through a study abroad experience in a diverse range of liberal arts subjects plus completion of a 1-credit Study Abroad immersion course. Courses are organized into Foundations and Perspectives categories with specified courses in various disciplines designated as Intensive Course Abroad.

<http://catalog.goucher.edu/content.php?catoid=7&navoid=744&hl=%22study+abroad%22&returnto=search>

A 1-credit hour offering assists students in gauging the 'best fit' for a study abroad experience. Students seeking exemptions are walked through a detailed request process. Eligibility requirements include having a minimum GPA of 2.5, good academic and disciplinary standing, declared major, 4 semesters of relevant foreign language as needed, and preferably be at the Junior or Senior level. Students utilize institutional aid for Goucher semester and year-long programs and federal aid if enrolled in 12 credit hours.

<http://catalog.goucher.edu/> The university catalog includes a statement about transcending boundaries including intercultural, international and ecological dimensions of being a 21st century global citizen <http://catalog.goucher.edu/> The Goucher website also includes an extensive archive of videos where students share stories about their experiences abroad.

<http://www.goucher.edu/study-abroad/videos> Goucher also promotes the idea of living in diverse communities, emphasizing that students don't always need to go to another country to experience a culture different than their own. To further those goals on campus, they've established the [Center for Race, Equity, and Identity](#), and we seek out talented international students with our [Ambassadors Scholars Program](#).

RECOMMENDATION 3 - Example 1 (Vanderbilt University)

Vanderbilt University (VU) is a current university client of International SOS and therefore has access to all of that providers' benefits for its student, faculty, and staff international travelers. For the last 8 years, VU has coordinated all student, faculty and staff evacuations through ISOS. SAIM team member Shelley Jewell worked with ISOS to help evacuate students during the Arab Spring while at VU. See the following link for more information on Vanderbilt's ISOS system, for which an image of their portal has been included below:



<https://www.internationalsos.com/MasterPortal/default.aspx?membnum=11BSGM000066>

VANDERBILT UNIVERSITY

Search for a Country or Disease

HOME EMERGENCY CONTACTS FAQs MEMBERSHIP BENEFITS SIGN OUT

Country
Please select a country

Disease & Prevention
Please Select

- Travel Advice
- Security Advice
- Email Alerts

Current Medical Alerts
Current Security Alerts
Sign Up for Email Alerts

Travel Security Online
Please select a country

- Global Risk Ratings
- Global Security Headlines

Welcome to Vanderbilt University Global Assistance Program

Travel Health Alert: Zika Virus

WHO Zika Virus Fact Sheet April 15, 2016 update: <http://www.who.int/mediacentre/factsheets/zika/en/>
 CDC: <http://www.cdc.gov/zika/>

Please read the US Department of State worldwide caution before you travel. Link below.

Worldwide travel: [US government worldwide caution](#):

- Travel Advice**
The US government alert is not indicative of a specific threat; travel can continue after undertaking itinerary-specific preparation and security precautions appropriate to your destination. You can contact ISOS directly and request country/city specific information prior to your travel. Call the ISOS membership line at 1-215-942-8478.
- International terrorism continues to pose a low-probability but potentially high-impact threat to business travel in particular regions of the world. Remain vigilant and report any suspicious individuals, behaviour or packages to the authorities.
- Follow all directives issued by the authorities and carry necessary identification documents according to relevant country-specific requirements to ease passage through checkpoints.

Vanderbilt Travelers can access profile- and itinerary-specific advice on planning, preparation and response for travel security threats through their ISOS Assistance Centre at 1-215-942-8478

Keep this card handy as you travel

INTERNATIONAL SOS **Control Risks**

MEDICAL AND TRAVEL SECURITY ASSISTANCE

VANDERBILT UNIVERSITY
 Membership No: 11BSGM000066
 Dedicated Tel: +1215 942 8478

Call our medical and travel security experts 24/7
 Call for preventive or emergency insurance
 Call before, during and after travel or assignment.

Download the free Assistance App from app.internationalsos.com

Print Card

MyTrips Personal Travel Locator

INTERNATIONAL SOS **Download the Assistance App**

Emergency Record

Email Alerts

Membership E-Guide

VU requires that all international travelers utilize the above portal to enter their travel and medical information. In addition, all VU travelers have access to the ISOS App which offers up-to-date travel security analysis and medical information in the palms of each student, faculty or staff. As part of the company's travel risk mitigation service, its Assistance App keeps students (and presumably parents) and employees informed and gives them peace of mind. If the unexpected should happen, travelers are one tap away from experts within the ISOS global assistance network. Specific ISOS App features include:

- One-click dialing to the closest International SOS Assistance Centre, for immediate help
- Mobile-friendly medical and travel security information to prepare for trips, with deeper content a further tap away
- The latest medical and travel security alerts, delivering travel advice before and during trips
- Favorite country content for fast navigation to travelers' most used information

RECOMMENDATION 8 - Example 1 (Elon University)

In 2014, Elon University completed a campus-wide survey that specifically addressed study-abroad barriers on its campus. The study was aligned with pursuit of their institutional goal of achieving 100% student access to global engagement. Certainly, there would be no guarantees that Belmont would observe identical results to the survey SAIM is recommending; however, it is worth pointing out here that the following student segments were found to be *underrepresented* for study abroad on the Elon campus:

- Diverse backgrounds (80% white vs. 58% non-white)
- Men (58% vs. 80% women)
- STEM
- Athletes (35% vs. 71% all students)
- High need
- First generation
- Community college
- Non-traditional age
- Performing arts (39.6% for theater arts vs. 95% for international business)

In addition, the following barriers were found to be the most frequent reasons cited by students as to why a choice had been made not to study abroad:

- Finances
- Curriculum
- Athletics (study abroad only 3% for baseball; 13% for volleyball)

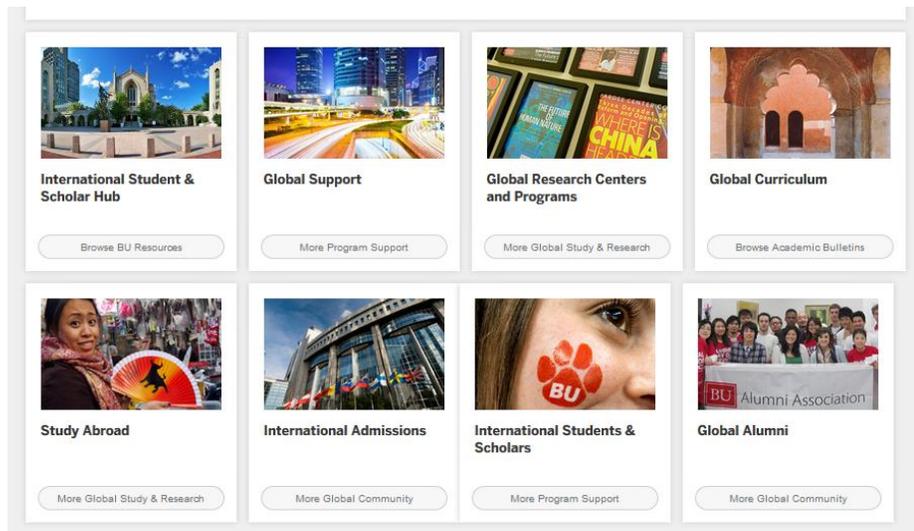
- Campus involvement
- Fear (students & parents)
- Health (physical/mental)
- Probation status

Elon’s full slide deck for this study can be found at the following link:

<http://www.slideshare.net/cieeorg/data-driven-decision-making-ciee-bmore-conference>

RECOMMENDATION 9 - Example 1 (Boston University)

Boston University has made significant progress in aligning “all things international” within the University into a single web portal for a wide variety of campus stakeholders. Branded as “BU Global” (www.bu.edu/global), the micro-site is designed as a one-stop shopping



resource for BU students, faculty and staff engaged in study abroad, service initiatives and scholarship, as well as for international students and prospects looking for information on the availability of international programs on campus. A partial screen capture of their entry page is shown above so that the reader can glimpse the various categories of activities included. For study abroad specifically, BU boasts annual participation levels of 2,600 students studying in 90 programs in 21 countries. This makes it a potential candidate for study as a high-volume comparator, given Belmont would be approaching similar numbers once Vision 2020 enrollment goals are reached if the 100% participation goal of a global experience is also attained.

RECOMMENDATION 9 - Example 2 (Baylor University)

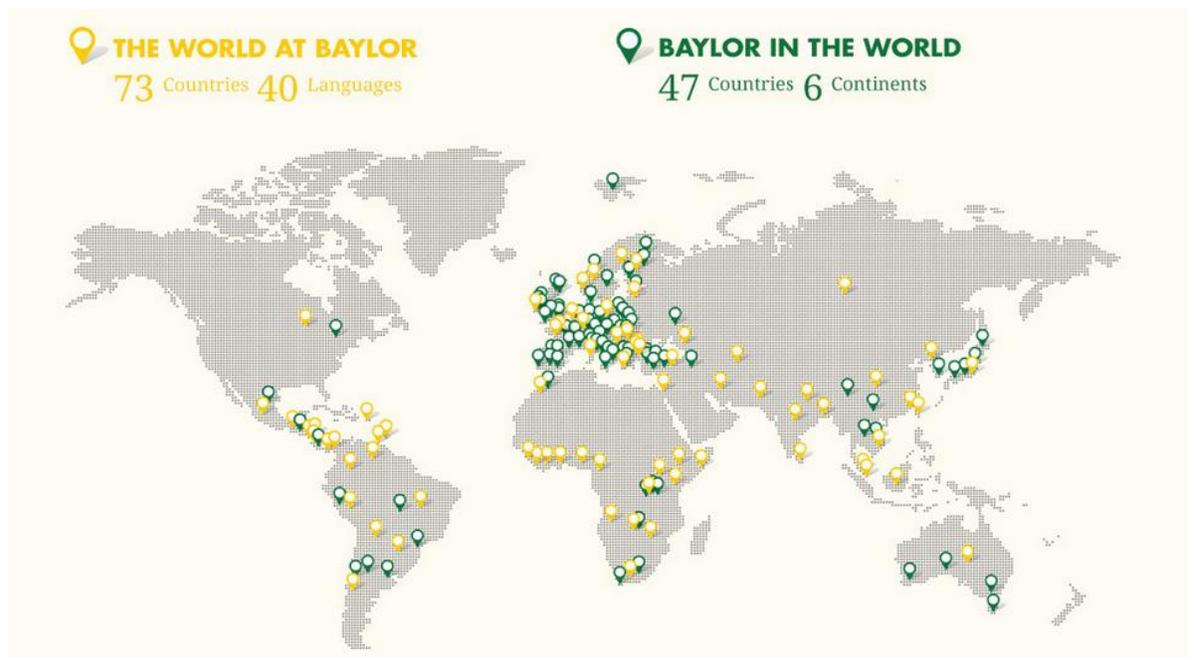
Baylor University is another example of an institution that is achieving some measure of success by attempting to combine all international “global experiences” related to their campus into a single web information resource for campus stakeholders. Branded as the “Center for Global

Engagement,” the following quote reads very similarly to the stated goals of Belmont’s current aspirations on engaging and transforming the world:

From the weblink, <http://www.baylor.edu/globalengagement/>, Baylor defines its Center as follows:

*“Global Engagement is a fundamental aspect of the mission of Baylor University. As we prepare men and women for worldwide leadership and service, it is necessary for our faculty, staff, and students **to engage the world**. We must address issues of concern locally, nationally, and globally, and seek to develop an understanding of how all of these levels intersect. The Center for Global Engagement seeks to coordinate and facilitate the efforts of individuals and groups throughout the campus **to transform the world** through international travel, research, and study, through the development of greater cultural competency and understanding, and through support for an increasingly diverse campus community.”*

The SAIM Team also identified value in how Baylor is integrating both their efforts abroad AND their on-campus international activities into a single snapshot of their international initiatives. This allows them to project from a learning platform that while there is certainly much value from students traveling abroad, but there are also significant learning opportunities about other parts of the world that can happen on the home campus. Refer to the graphic below for a current summary of how they are capturing both international and “domestic international” activities within a single image:



APPENDIX 2 STUDENT TESTIMONIAL SAMPLES

"Through my mission trip to Cambodia, I gained a new perspective of how to utilize the skills gained through my education at Belmont University, and how I can further use those skills to be the hands and feet of Jesus in the future. I gained a passion for international outreach and how to continue to incorporate this into my career for many years to come. It was a pivotal experience in my educational experience at Belmont and I will forever be grateful for the opportunity."

Taylor E. - Belmont University (Cambodia)

"My cross-cultural trips at Lee have had a dramatic impact on my life. They gave me the opportunity to see the world from a completely new vantage point, to examine what I held to be true, to explore how these truths translate into other cultures, and to forge all these ideas together.... My experiences resulted in a deeper understanding of God and aspects of his nature that American Evangelical culture tends to neglect."

Ann P. - Lee University (Cambridge, Ireland, Ghana)

"I [find] it very difficult to narrow down all our experiences into just a few brief moments. This trip was simply life changing to me in so many different ways. As I look back, I'll honestly tell you I left half of my heart in Nicaragua and at the orphanage. The relationships that you build with the children, who have without question experienced more tragedy and helplessness than any of us here probably ever will, is something that I will look back on as a moment that redefined my faith, how I view this world, and how I view the underprivileged."

Jared B. - Lee University (Nicaragua)

"Missions requires an incredible amount of humility and one cannot be humble whilst they are clinging to their cultural presuppositions and prideful arrogance. There have been so many instances this semester when I felt like I had no idea what to do or say (in a ministry context), and I had to simply stop what I was doing and watch and learn from my Chilean brothers and sisters to see just how they went about sharing the gospel and loving on people."

Olivia N. - Houghton College (Chile)

“Over the course of the 2 months I was abroad I really dug deep down inside myself and discovered a lot about who I am and who I want to become. I realized that I cannot control every aspect of my life and sometimes you just have to take that leap of faith and jump into the unknown. Thank you GP and staff so much for everything you have helped me to see and realize in my life. You (and the GP program) had a very, very significant impact on my life and the person I am today. I began the journey I am on with you all and cannot thank you enough for being there for me... I cannot thank you enough for the doors you showed me that I continue to find day in and day out.”

Maeghan R. - Emerson College

“Study abroad is the best thing i've ever done!!! I learned so much from it and feel like I gained a better outlook on life. It made me realize how lucky I am to live in america but at the same time it made me want to experience every different culture that i possibly can. There are so many different and interesting cultures in our world and I think it is important for everyone to realize that and be educated in those cultures...”

Amy H. - Samford University

“Often mission trips are approached with a single-minded mentality of serving the people in the community. However, my trip to Guatemala taught me it not only how to serve but also reminded me of who I am in Christ. This trip showed me that when a group of people, who surrender to his plan and come together, change lives and glorify God.”

Megan P. - Belmont University (Guatemala)