

The Diversification of Geographic Locations

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Introduction

This chapter offers a historical overview of the expansion in the number of regions and countries included in study abroad programming from 1965 to the present. It traces a variety of distinctive trends in enrollment patterns over this time period. A discussion of the various domestic and international factors that have directly and indirectly influenced enrollment patterns since 1965 demonstrates the extent to which U.S. education abroad programming now encompasses nearly the whole world. However, distinctions need to be made between where programs take place and the actual numbers of students studying in those places. It goes without saying that Western European countries have remained the most popular destinations in terms of student interest and programming over this entire period. But the most interesting trend of recent decades may be the gradual diversification of programming to encompass areas that are sometimes called “nontraditional” destinations. This movement to include destination countries in Latin America, Asia, Africa, Oceania, and the Middle East has often led to parallel diversification of varieties of programming.

It is important to acknowledge that, especially until the middle of the 1980s, the available data on where students chose to study and where programs were located contains numerous gaps and inaccuracies. Until 1978/79, the annual *Open Doors* report of the Institute of International Education (IIE) gathered and published data collected from foreign institutions, not from U.S. institutions or program providers. Further, distinctions between undergraduate, graduate, year-out students, and sometimes faculty cannot readily be made in the data for many of these years. Information on undergraduates studying overseas on U.S.-sponsored education abroad programs was not systematically represented during these years. In 1978/79, IIE began collecting statistics from U.S. institutions, but only for academic-year programs, missing summer study and often overseas direct enrollment. In the early 1980s, data were collected on U.S.-sponsored education abroad programs, but the data were collected only every other year at most, with no data available from 1983 to 1985. After this, IIE developed a new reporting mechanism, surveying colleges and universities on the number of students who

earned credit toward their home-campus academic degrees. However, consistent and more reliable *Open Doors* reports with more extensive and detailed information did not begin until 1994/95.

Despite these limitations, this chapter uses the IIE data simply because it is the only longitudinal data available for the 40 years covered in this volume. Especially for the first two decades, however, its accuracy and applicability cannot be completely trusted. Furthermore, the data collected are only as accurate as campuses have annually reported, and because some campuses with students studying abroad do not report any or all student activity, it is generally accepted that total numbers may be somewhat higher than reported.¹ The data presented in this chapter must therefore be understood in the light of these historical and methodological limitations. While earlier methods of collection may limit the usefulness of the data, it is still possible to determine general trends in the geographic locations where study abroad took place over the course of these four decades, and to discuss the geopolitical, economic, and academic factors behind this growing global diversification.

Overview of Study Abroad Destinations from 1965 to 2005

As discussed in the first volume of this history, U.S. study abroad began, broadly speaking, with students studying in the countries of Western Europe—France, Italy, Spain, Germany, and especially the United Kingdom. Thus, sending U.S. students to Western Europe was established as an early and ongoing “tradition.” Again, broadly speaking, these traditional locations have been supplemented over the last 40 years by a host of new destinations, often loosely termed “nontraditional.” In order to understand the evolving geographic diversification of study abroad destinations, it is essential to consider proportional enrollment trends in both traditional and nontraditional study abroad locations. For the purposes of this chapter, we thus refer to *traditional* destinations as countries predominantly located in Western Europe, and *nontraditional* destinations refer to other areas of the world. In the parlance of the field of education abroad, study in nontraditional locations is also sometimes referred to as *whole world study*. Simply put, U.S. study abroad programming now takes place in nearly every corner of the globe. It is important to note that nontraditional destinations are not necessarily developing nations or third-world countries. Thus, locations as diverse as Mexico, Australia, and Costa Rica can all be considered nontraditional

¹ A joint effort between IIE and NAFSA’s SECUSSA, beginning in the late 1990s, attempted to clarify how the numbers of students should be counted and calculated.

destinations for the purposes of this discussion. As such, some of the issues and concerns raised in this chapter may not apply in the same way to all nontraditional destinations.

Although Western Europe has been and continues to be the most popular destination for study abroad students, the top ten study abroad destinations from 1965 to the present have occasionally included a few nontraditional ones. These include Mexico, Canada, Japan, and Israel in the early decades, and Australia, New Zealand, Mexico, Israel, and China more recently. As *Open Doors* reported in 1965/66, 10,542 or 59 percent of U.S. study abroad students studied in Western Europe. For 1986/87, *Open Doors* reports that 80 percent of U.S. students studied in Europe. By the mid 1990s, Europe’s share of total U.S. study abroad had dropped to 65 percent. In 2005/06, 58 percent of U.S. students studied primarily in Western Europe. Table 1 provides a mid-decade snapshot of the top ten study abroad destinations since 1965.

Enrollment Trends in Western Europe

As the broad overview demonstrates, the most popular study abroad destinations in Europe have been relatively stable from 1965/66 to the present. In 2001/02, the leading four European destinations—the United Kingdom, Spain, Italy, and France—hosted 76,762 students, or 47.7 percent of the total. In 2003/04, these four countries hosted 87,957 U.S. students, or 49 percent of the total population. Although the most popular countries in Europe have been relatively consistent, there have been significant changes in the number of students who have studied abroad in each of these countries. During the 1960s, when data were collected from foreign institutions, France, Germany, and the UK reported

Table 1. Ten most popular destinations of U.S. study abroad students, ranked.

Rank	Data Collected from Hosting Institutions		Data Collected from U.S. Sending Institutions		
	1965/66	1977/78	1985/86	1994/95	2005/06
1	France	United Kingdom	United Kingdom	United Kingdom	United Kingdom
2	Mexico	France	France	France	Italy
3	Canada	Spain	Spain	Spain	Spain
4	Germany	Italy	Italy	Italy	France
5	United Kingdom	Germany	Germany	Mexico	Australia
6	Italy	Israel	Mexico	Germany	Mexico
7	Spain	Austria	Israel	Australia	China
8	Japan	Denmark	Austria	Israel	Germany
9	Switzerland	Mexico	Japan	Costa Rica	Costa Rica
10	Belgium	Japan	China	Japan	Ireland

Source: Bhandari, R., & Chow, P., (2007). *Open Doors 2007: Report on International Educational Exchange*. New York: Institute of International Education.

the highest enrollments, with France reporting the highest enrollment of all European countries in 1965/66, 1967/68, 1969/70, and 1970/71 (the University of Paris did not report in 1968/69, which affected the enrollment figures for France that year). When IIE instead began collecting data from U.S. sponsors of foreign programs in 1978/79, France continued to be a popular destination for U.S. students, coming in at second place throughout the 1970s and 1980s, with 12.6 percent in 1978/79 and 13.7 percent in 1985/86. Although France's share of the total dropped to 9 percent by 1994/95 with 7,872 students, it was still second only to the UK in popularity as a study abroad destination. By 1997/98, however, France had dropped behind the UK, Spain, and Italy, even though its share of all U.S. study abroad students had remained fairly consistent. In 2000/01, France captured 7.7 percent of the U.S. study abroad population, and by 2003/04 the figure had fallen to 7.2 percent, leaving France in fourth place with 13,718 students, where it remains according to the most recent *Open Doors* report.

The rising popularity of the UK as a study abroad destination has followed an exponential trajectory over the years. In 1977/78, the UK had over 4,000 study abroad students, whereas France, in second place, had just over 2,800. By 1985/86, the UK hosted 29.3 percent of the study abroad population, with France at 13.7 percent, Spain at 8.8 percent, Italy at 7.8 percent, and Germany at 6.1 percent. In 1993/94, the UK hosted 22 percent of the U.S. population or a total of 16,812 students, followed by France at 10.4 percent. By 1999/2000, the UK hosted 29,289 U.S. study abroad students, or 20.4 percent of the study abroad population. Spain, at a distant second, hosted 9.7 percent. In 2003/04, the UK hosted 32,237 U.S. study abroad students, or 16.8 percent of the total study abroad population. The UK remains at the top spot in the most recent *Open Doors* data, and its enrollment currently stands at 33,333.

Two European destinations that have shown significant changes over the years are Spain and Italy. These countries lagged significantly behind France in U.S. study abroad participants throughout the 1970s and 1980s (figure 2, below). By 1993/94, the gap between France, Spain, and Italy had narrowed, with France at 10.4 percent, Spain at 9.1 percent, and Italy at 8.4 percent. From 1991 to 1993, Italy showed particular growth, gaining 19.9 percent of the total share of U.S. study abroad students in Europe, while France and Spain lost 3 percent and 2.6 percent, respectively. By 1999/2000, Spain and Italy had both surpassed France in study abroad enrollments. Spain hosted 13,974 students (9.7 percent), and Italy hosted 12,930 (9 percent). France dropped to fourth place, with 8.3 percent of the U.S. study abroad population. This trend continued, and Spain and Italy both hosted 10.7 percent of the study abroad population in 2001/02. Italy surpassed Spain in 2002/03 to become

the second most popular destination in Western Europe, with 18,936 students, and in 2003/04 Italy hosted 21,922 students, a 15.8 percent increase from the previous year. This was more than double the growth rate of any other study abroad destination in Western Europe. Although the growth rate in Italy slowed to 5 percent in 2005/06, the increasing number of U.S.-organized programs in Italy offering coursework in English has evidently allowed greater numbers of students to study there, and has contributed to Italy's popularity as an education abroad destination.

Germany also has consistently remained among the top five U.S. study abroad destinations in Western Europe. As table 2 demonstrates, in 1977/78 Germany was in fifth place with 1,324 U.S. students. In 1982/83, Germany ranked third behind the UK and France with 2,347 students. By 1985/86, Germany had dropped to fifth place again and maintained this position throughout the 1990s with steady growth each year. In 2003/04, Germany drew 7.1 percent more U.S. study abroad students than in the previous year, but remained in fifth place with 3.1 percent (5,985 students) of the U.S. study abroad total and then dropped to eighth place in 2005/06. These statistics reveal that Germany continued to attract greater numbers of U.S. students at a steady pace over the years, but did not experience the leaps in growth that propelled other countries in the top five to significantly higher U.S. study abroad enrollments.

Austria has held its place as the sixth most popular destination in Western Europe over the years, with 3.9 percent of the study abroad population in 1985/86 and 4 percent or 1,621 students in 1996/97. In 2002/03, Austria's study abroad population grew by 28 percent to a total of 2,798 students, although this

Table 2. Enrollments 1965-2006 in selected Western European countries, in numbers of students.

Host Country	Data Collected from Hosting Institutions			Data Collected from U.S. Sending Institutions			
	1965/66	1971/72	1977/78	1982/83	1991/92	1999/2000	2005/06
Austria	559	296	1,088	192	1,802	2,246	2,792
Belgium	594	852	55	192	409	823	1,126
Denmark	113	97	922	333	586	718	1,624
France	4,223	6,291	2,880	4,201	8,160	11,924	15,602
Germany*	2,392	2,176	1,324	2,347	3,458	4,744	6,858
Ireland	156	111	168	80	1,128	3810	5,499
Italy	1,504	1,758	1,655	2,250	5,346	12,930	26,078
The Netherlands	173	157	166	81	587	1,545	1,785
Portugal	14	7	2	1	19	60	101
Spain	1,182	1,738	1,695	2,299	7,125	13,974	21,881
Switzerland	643	723	305	390	812	845	1,589
United Kingdom	2,040	2,267	4,444	5,460	16,610	29,289	32,109

Source: *Open Doors: Report on International Educational Exchange*. New York: Institute of International Education.

*Includes only students studying in the Federal Republic of Germany (West Germany) prior to 1991/92.

represented only 1.6 percent of the total study abroad population. The following year, Austria dropped to 2,444 students or 1.3 percent of the total, but rebounded in 2005/06 to near its peak enrollment.

Enrollment Trends in Other Geographic Regions

The following section outlines growth trends and changes in study abroad destinations for U.S. students studying outside Western Europe. This section focuses on the most popular countries for each world region and outlines significant changes that occurred from 1965/66 to 2005/06. Due to irregularities and inconsistencies in *Open Doors* data over this period, it is not possible to get a precise picture of study abroad at regular intervals. However, it is possible to observe overall trends in the proportion of U.S. students studying in nontraditional regions over the past 40 years (Table 3).

The following commentary provides in-depth analysis of each of the host

Table 3. Regional enrollment 1964-2006, by proportion of total students abroad.

Host Region	Data Collected from Hosting Institutions			Data Collected from U.S. Sending Institutions		
	1964/65	1971/72	1977/78	1985/86	1993/94	2005/06
Africa	1.2	0.9	0.5	1.1	1.9	3.8
Asia	11.2	6.9	8.0*	5.4	6.5	9.3
Europe	57.9	52.1	67.1	79.6	67.4	58.3
Latin America	11.6	15.0	6.0	7.0	13.4	15.2
Middle East	3.1	5.5	n/a*	4.0	2.8	1.2
North America	14.3	19.0	0.3	0.9	0.7	0.5
Oceania	0.6	0.5	0.1	0.9	3.4	6.3
Multiple Regions	n/r	n/r	17.9	1.0	3.8	5.5

Source: *Open Doors: Report on International Educational Exchange*. New York: Institute of International Education.

*The Middle East was combined with Asia in the 1977/78 figures.

regions in Table 3 and an outlines the most significant factors that influenced changes in U.S. study abroad enrollments for particular countries. While not exhaustive, this analysis offers some insight into the interplay between world events and enrollment patterns.

Africa

Africa, despite consistently drawing a small percentage of the total U.S. study abroad population, has nonetheless increased this percentage steadily over the years. Africa is the only region other than Asia that experienced consistent

growth after 1995. In 2005/06, it represented 3.8 percent of the study abroad population. As early as 1965/66, foreign institutions reported that Africa drew 270 students out of a total of 24,900 U.S. study abroad, representing approximately 1 percent of the total study abroad population. Egypt, South Africa, and Nigeria reported the highest enrollments. Kenya and Ghana, which would later become popular destinations, reported only 6 students and 12 students, respectively. Some of the earliest study abroad programs in Africa were run by the University of Minnesota's Student Project for Amity Among Nations (SPAN). These faculty-led summer research programs were offered in 1965 to Egypt, in 1966 to Ethiopia, and in 1967 to Zimbabwe. Previously, SPAN had offered programs in Algeria, Tanzania, South Africa, and Ghana. Kalamazoo College also initiated programs to Sierra Leone in 1962 and to Kenya in 1965. The American University of Cairo began its intensive Arabic language program in 1965.

In 1977/78, when IIE began to collect information from U.S. sponsors rather than foreign institutions, Egypt, Ghana, and Kenya had the highest enrollments, with all of Sub-Saharan Africa reported as one figure. As table 4 (below) indicates, enrollments in Africa had dropped to 0.5 percent of the total study abroad population—in part because at the time IIE only gathered information on academic year programs. From 1985 to 1993, enrollments in African countries grew from 1.1 percent to 1.9 percent of the total U.S. study abroad population, with Kenya reporting 252 students in 1985/86 (0.5 percent of the total) and 640 students by 1993/94. Other African countries reporting high enrollments in 1993/94 were Egypt (177), South Africa (120), and Ghana (114). This growth was made possible by growth in the number of programs in Africa in the previous 20 years. Kalamazoo College opened a program in Senegal in 1975, and the University of Pennsylvania initiated a program in Nigeria in 1981. The School for International Training opened programs in Zimbabwe in 1988, Cameroon in 1989, and South Africa in 1992. The University of California initiated a program in Kumasi, Ghana in 1979, and SUNY College-Brockport began a cooperative program with the University of Ghana in 1989. After 1993/94, Africa became more popular as a study abroad destination, reaching 3.8 percent of the total U.S. study abroad population by 2005/06 (8,459 students), a gain of 19 percent over the previous year.

As table 4 demonstrates, the most popular countries in 2005/06 were South Africa (2,512), Ghana (1,205), and Egypt (983). The end of apartheid in South Africa in the early 1990s paved the way for the country's popularity as a study destination. Only 38 students studied in South Africa in 1991/92, but 120 students did so in 1993/94, and by 1996/97 the number had jumped to 414.

This rapid growth continued, with numbers jumping to 1,456 in 2001/02 and 2,512 in 2005/06. It should be noted that Kenya, which reached a peak enrollment of 795 in 1994/95 as the African country with the highest U.S. enrollments, has experienced declines in subsequent years, including a decline of 38.1 percent from 2002/03 to 2003/04. A U.S. State Department Travel Warning issued in May 2003 likely contributed to this significant one-year drop in Kenya enrollments, as a number of U.S. institutions do not allow students to study abroad in countries with a travel warning. The shift away from Kenya, however, was offset by enrollment increases in other African countries such as Ghana, which expanded its enrollments from 809 in 2002/03 to 1,205 in 2005/06.

Table 4. Enrollment 1965-2006 in selected African countries, in numbers of U.S. students.

Host Country	Data Collected from Hosting Institutions			Data Collected from U.S. Sending Institutions			
	1965/66	1971/72	1977/78	1982/83	1991/92	1999/2000	2005/06
Egypt	n/r	n/r	44	80	175	388	983
Ethiopia	16	5	n/r	n/r	0	0	56
Ghana	12	72	12	n/r	49	630	1,205
Kenya	6	n/r	20	15	471	695	694
Madagascar	1	4	n/r	n/r	14	48	120
Nigeria	29	28	6	3	71	26	37
Rhodesial Zimbabwe	1	n/r	n/r	n/r	161	250	9
Senegal	3	7	4	4	20	180	440
Sierra Leone	11	32	7	16	6	0	8
South Africa	53	80	n/r	n/r	38	899	2,512
Tanzania	10	2	n/r	n/r	65	253	557
Uganda	9	5	n/r	n/r	0	44	327
Zambia	3	6	n/r	n/r	n/r	0	112

Source: *Open Doors: Report on International Educational Exchange*. New York: Institute of International Education.

[n/r—not reported; 0—indicates that no students were reported for the particular destination]

Asia

Asia has seen steady growth in overall enrollments over the decades, with 9.3 percent of the study abroad population in 2005/06. In 1965/66, foreign institutions reported 1,979 U.S. students in Asia, with 1,003 in Japan alone. This represented approximately 8 percent of the total study abroad population. The figures for 1977/78 show that Asia continued to host 8 percent of the total study abroad population of 24,471 students, but at the time “Asia” included the Middle East and Oceania, which added over 1,300 students to the total, the majority in Israel. Without these additional countries, the percentage drops to approximately 3 percent. From 1985/86 to 1993/94, the proportion of U.S. study abroad students in Asia grew from 5.4 percent to 6.5 percent. This growth

paralleled the economic boom in Asia, which had begun with Japan's rapid economic growth after World War II and continued into the late 1980s and early 1990s, when China, India, and the "Asian Tigers" of Thailand, Malaysia, and the Philippines began experiencing annual GDP growth of more than 7 percent. From 1993/94 to 2003/04, Asia maintained a relatively even share of the total, typically hovering between 6.0 and 6.8 percent, but the figure jumped to 7.4 percent in 2004/05 and to 9.3 percent in 2005/06.

As Table 5 indicates, certain Asian countries led the way in study abroad enrollment growth. In 1977/78, Japan was the most popular country in the region, with sponsoring institutions reporting 329 students in Japan out of 1,966 students in "Asia" (including Oceania and the Middle East) that year. Earlham College organized the first exchange program with a Japanese university in 1963 when it began its relationship with Waseda University, and later developed a program that placed assistant language teachers in the Tohoku region of Japan. This program became the model for the Japan Exchange and Teaching Program (JET) launched by the Japanese government in 1987, which currently places over 5,000 participants in teaching opportunities in Japan annually. Since these early years, the number of U.S.-organized exchange programs in Japan has expanded significantly, and study abroad enrollments reflect this sustained interest. In 1993/94, the most common destinations in Asia were Japan with 2,229 students, China with 964 students, and India with 382 students. Japan has continued its steady increase, with 3,457 students in 2002/03 and 4,411 students in 2005/06, an increase of nearly 28 percent in a few years.

China, on the other hand, has experienced significant volatility in its popularity. In 1980, the first study abroad programs in decades were initiated. These consisted of SUNY-Albany's exchange program to Beijing, SUNY-Buffalo's program in Chinese language and culture, the Council on International Education Exchange (CIEE)'s program in Beijing, and Goucher College's program in Chengdu. In 1987/88, China was among the top ten countries for U.S. students studying abroad, drawing 1.7 percent of the total. With China's growth as a world superpower, academic departments, particularly business departments, began emphasizing the importance of studying Chinese language and culture. Two major events significantly altered China's popularity temporarily. In 1989/90, in the aftermath of the June 1989 events in Tiananmen Square, China ranked 16th, with only 0.8 percent of the total, contributing to an overall drop for Asia from 6.1 to 5.0 percent. After the SARS outbreak in early 2003, China's enrollment dropped again, this time by 36.3 percent to 2,493 students. However, China remains an important destination for U.S. undergraduates, as shown by

the rapid post-SARS growth in study abroad enrollments. China's total numbers rose from 4,737 in 2003/04 to 8,830 students in 2005/06 (an increase of 90 percent), twice the number of students who studied in Japan in the same year.

Other countries in Asia have also seen growth. South Korea grew from hosting 6 students in 1977/78 (on academic programs) to 373 in 1993/94. From 2002/03 to 2003/04 the number of U.S. students rose from 739 to 881, a 19.2 percent increase. India grew from 382 in 1993/94 to 2,115 in 2005/06, with an increase of 64.6 percent from 2002/03 to 2003/04. This growth may have been aided by the availability of NSEP funding for students studying in non-traditional destinations and by the growth in English-language programs. While several other Asian countries, such as Hong Kong, Singapore, and Thailand experienced significant growth over the years, a number of countries have been much more volatile. Countries embroiled in political tensions, such as Sri Lanka, Nepal, and Indonesia have grown very little or even declined. Nepal, for example, had 389 study abroad students in 1999/2000 and only 41 in 2005/06. Indonesia dropped from 189 in 1999/2000 to 57 in 2005/06. Clearly, this demonstrates that a number of factors, political, economic, and social, can dramatically affect study abroad enrollments in a given country.

Table 5. Enrollment 1965-2006 in selected Asian countries, by number of U.S. students.

Host Country	Data Collected from Hosting Institutions			Data Collected from U.S. Sending Institutions			
	1965/66	1971/72	1977/78	1982/83	1991/92	1999/2000	2005/06
<i>Ceylon/Sri Lanka</i>	1	n/r	1	5	11	46	123
<i>China</i>	39	62	n/r	80	768	2,949	8,830
<i>Hong Kong</i>	23	39	84	28	90	342	915
<i>India</i>	30	34	59	86	360	811	2,115
<i>Indonesia</i>	1	9	n/r	n/r	86	189	57
<i>Japan</i>	1,003	1,085	329	276	1,998	2,679	4,411
<i>Malaysia</i>	3	4	n/r	24	24	26	108
<i>Nepal</i>	n/r	n/r	53	37	179	389	41
<i>Pakistan</i>	2	12	n/r	n/r	12	3	13
<i>Philippines</i>	737	1,086	n/r	n/r	7	107	100
<i>Singapore</i>	n/r	1	1	n/r	99	87	423
<i>South Korea</i>	120	42	6	3	166	444	1,267
<i>Taiwan</i>	n/r	n/r	65	42	149	169	367
<i>Thailand</i>	1	1	n/r	n/r	191	399	1,305
<i>Vietnam</i>	11	n/r	n/r	n/r	19	142	390

Source: *Open Doors: Report on International Educational Exchange*. New York: Institute of International Education.

[n/r—not reported]

Eastern Europe

As Table 6 shows, several countries in Eastern Europe have hosted increasing numbers of U.S. study abroad students over the decades, which demonstrates U.S. students' interest in nontraditional study abroad destinations. The USSR,

for example, reported 31 students in 1965/66, and by 1977/78 it reported 198 students. Several programs fostered this new interest. The University of Minnesota's SPAN program led summer programs to the USSR in 1959, 1960, and 1961. CIEE initiated its summer Russian language programs at Moscow State University in 1966, in Leningrad in 1967, and started a semester program in Leningrad in 1970. In 1987/88, a total of 693 U.S. students studied in the USSR. The communist government dissolved in 1991, and there was an immediate increase among U.S. students in studying in the former USSR. In 1991/92, there were 1,356 students studying in Russia, an increase of 96 percent over the late 1980s, making Russia the 11th most popular destination. In the early 1990s, the Russian economy and political climate were unstable, yet student interest continued to increase. In 1993/94, Russia hosted 1,512 study abroad students, and enrollments grew steadily over the following decade to 1,521 students in 2002/03 and 1,797 in 2003/04, a one-year increase of 18.1 percent. This growth continued into 2005/06, when Russia hosted 1,923 U.S. students.

The fall of the USSR also encouraged student interest in other destinations in Eastern Europe. The Czech Republic and Hungary have experienced similar growth over the years, although the Czech Republic has had some of the most dramatic increases in the period since the 1989 Velvet Revolution ended communist government in Czechoslovakia. In 1993/94, participation grew by 107.9 percent to 343 students, and eventually to a total of 1,997 students in 2002/03. In 2003/04, annual growth had slowed to 4.6 percent, perhaps signaling stabilization in the number of new programs being offered in the country. The number of U.S. students in Romania grew 70.2 percent from 2001/02 to 2002/03 to

Table 6. Enrollment 1965-2006 in selected Eastern European countries, by number of U.S. students.

Host Country	Data Collected from Hosting Institutions			Data Collected from U.S. Sending Institutions			
	1965/ 66	1971/ 72	1977/ 78	1982/ 83	1991/ 92	1999/ 2000	2005/ 06
<i>Czechoslovakia</i> <i>a</i>	7	n/r	n/r	n/r	n/r	n/r	n/r
<i>Czech Republic</i>	n/r	n/r	n/r	n/r	165	1,248	2,846
<i>Slovakia</i>	n/r	n/r	n/r	n/r	0	12	52
<i>Hungary</i>	n/r	n/r	2	9	370	441	720
<i>Poland</i>	28	56	75	24	218	244	626
<i>Romania</i>	5	11	n/r	n/r	18	75	206
<i>Turkey</i>	51	35	2	n/r	83	99	694
<i>USSR/Russia*</i>	31	36	198	194	1,356*	1,103	1,923
<i>Yugoslavia</i>	19	10	3	19	13	53	n/r

Source: *Open Doors: Report on International Educational Exchange*. New York: Institute of International Education.

* The USSR hosted 61 students in 1991/92, in addition to the 1,356 students reported for Russia.

[n/r—not reported; 0—indicates that no students were reported for the particular destination]

97 students, and increased 40.2 percent the following year, eventually reaching 206 students in 2005/06. These numbers signal an emerging interest among U.S. students in previously unavailable locations.

Latin America

Latin America has always been an important player in the study abroad field and has emerged as one of the fastest growing world regions for U.S. study abroad. As table 7 shows, Mexican institutions reported 3,434 out of the 3,946 U.S. students studying in Latin America in 1965/66, and Mexico was second in total U.S. student enrollments after France in that year. In 1977/78, Latin America was the second most popular region after Europe, with Mexico remaining the most popular location within Latin America, hosting 584 out of the total of 1,470 U.S. students reported for the region. By this time, a number of U.S. institutions had initiated programs across Latin America. The University of Minnesota's SPAN program led the first programs to Argentina in 1955, to Brazil in 1963, and to Chile in 1965, as well as to Colombia and the Dominican Republic. Indiana University was also a leader in new programming, beginning a program to Mexico in 1939, one to Peru in 1959, and a program to Brazil in 1973. Other early program initiatives included Florida State University's program to Panama in 1957 and ISEP's exchange with Pontificia Universidad Catolica de Valparaiso in Chile in 1979. From 1985/86 to 1993/94, Latin America grew from hosting 7 percent to 13.4 percent of all U.S. study abroad students, retaining its place as the second most popular region behind Western Europe. In 1993/94, Mexico remained far ahead of other Latin American countries, with 4,718 U.S. students out of a total of 10,207 in Latin America. Mexico held its position as the fifth most popular destination in the world from the 1990s until 2003/04, when it was surpassed by Australia.

From 1993/94 to 2005/06, Latin America continued to show impressive overall growth, increasing its share of U.S. study abroad students from 13.4 percent to 15.2 percent. In spite of its drop to sixth place in 2003/04, Mexico still captured 9,293, or nearly 32 percent, of all U.S. students studying in Latin America. Mexico's early history with study abroad programs reflects its long-standing popularity as a destination. Texas Technical University initiated the first program to Mexico in the summer of 1933, Smith College developed a program in 1938, and Indiana University began a program in 1939.

In studying the growth of Latin American enrollments over the decades, two countries draw particular additional attention. In 1965/66, Costa Rican institutions reported only 8 U.S. students. By 1977/78, U.S. sponsored programs identified 180

U.S. study abroad students in Costa Rica, with the University of Kansas initiating the first program in 1958 and Goshen College's Study-Service Team program beginning in 1968. In 1989/90, Costa Rica ranked among the top 20 destinations worldwide. From 1991/92 to 1993/94, Costa Rica grew by 37 percent to 1,765 students, and in 2005/06, Costa Rica hosted 5,518 students, making it the ninth most popular destination in the world for U.S. study abroad students.

Cuba has experienced unique growth among Latin American destinations. Although *Open Doors* has only limited information on Cuba, the rapidly growing interest in this country is evident through new program initiatives. In 2001/02, 1,279 U.S. students studied abroad in Cuba. By 2003/04, 2,148 U.S. students were in Cuba, an increase of 45.7 percent since 2002/03, which placed Cuba for the first time among the top 20 destinations for study abroad, landing it in 14th place for that year. A number of programs led the way in initiating study abroad activities in Cuba. In 1988, Santa Clara University began a music and culture summer program in Santiago and Havana, and in the same year Augsburg College and Saint Mary's University in Texas also initiated programs. In 2000, several sponsors including School for International Training (SIT) Study Abroad, Institute for Study Abroad (IFSA)-Butler, the Center for Cross-Cultural Study, and Willamette University developed new programs. These programs were all suspended in 2004, however, when President George W. Bush instituted new restrictions on student travel to Cuba. These restrictions stipulated that U.S. students had to be enrolled in a degree program at the sponsoring U.S. institution and that all programs had to be over ten weeks in length. In 2004/05 and 2005/06, Cuba was no longer among the top 20 destinations for U.S. students. It will be interesting to monitor how patterns of student mobility to this country are influenced by the political climate between the U.S. and Cuba in the future.

Mexico still hosts more U.S. students than any other country in Latin America, and until recently it accounted for well over 50 percent of the students studying in this region. From the 1960s through the 1980s, the second most popular country was Colombia, although it consistently hosted substantially fewer students than Mexico. The reputation of Colombia as a safe location that welcomed U.S. business interests and offered high-quality opportunities for Spanish immersion fueled its popularity as a study abroad destination. As drug wars and political instability increased in the 1990s, student interest began to turn away from Colombia and toward Costa Rica, which has become the second most popular destination in the region. When U.S. State Department Travel Warnings were issued for Colombia, participation plummeted to a low point of less than 0.1 percent of all U.S. study abroad. In February 2008, the U.S. State

Department modified its Travel Warning, noting decreased violence in the country, which may enable Colombia to regain student interest in the future.

Other countries in Latin America have seen the effects of political instability and security concerns. This has been the case in Peru, where the Communist Party of Peru, also known as the Shining Path, initiated an internal conflict in 1980. In 1977/78, there were 42 students studying in Peru. In 1981/82 that number had dropped to 23, and it remained low throughout the 1980s. In 1991/92, only five U.S. students studied in Peru. The Shining Path leader, Abimael Guzmán, was captured in 1992, and interest in Peru as a study abroad destination increased. In 1993/94, 20 U.S. students studied in Peru, and by 1998/99 the number had jumped to 310. By 2005/06, there were 1,135 students studying in Peru, making it the seventh most popular destination in Latin America.

Table 7. Enrollment 1965-2006 in selected Latin American countries, by number of students.

Host Country	Data Collected from Hosting Institutions			Data Collected from U.S. Sending Institutions			
	1965/66	1971/72	1977/78	1982/83	1991/92	1999/2000	2005/06
Argentina	34	24	n/r	8	207	985	2,865
Bolivia	2	2	n/r	n/r	33	158	225
Brazil	16	17	110	46	238	717	2,328
Chile	22	37	n/r	n/r	221	937	2,578
Colombia	328	590	274	132	66	44	37
Costa Rica	8	27	180	128	1,288	3,421	5,518
Cuba	n/r	n/r	n/r	n/r	14	553	140
Dominican Republic	3	n/r	10	n/r	123	542	922
Ecuador	35	29	52	9	604	1,286	2,171
Guatemala	20	15	18	n/r	164	389	710
Jamaica	7	13	n/r	n/r	258	548	727
Mexico	3,434	4,373	584	1,121	4,600	7,374	10,022
Nicaragua	3	2	n/r	n/r	19	201	463
Panama	10	n/r	48	n/r	13	75	651
Peru	12	14	42	45	5	349	1,135
Venezuela	9	2	n/r	n/r	129	339	145

Source: *Open Doors: Report on International Educational Exchange*. New York: Institute of International Education.

[n/r—not reported]

The Middle East

While most regions of the world have seen a steady increase in enrollments since 1965, the Middle East has experienced a more complex growth pattern (table 8). In 1965, Middle Eastern countries, with the addition of Egypt, which is listed under North Africa, enrolled just over 800 students. From 1985/86 to 1993/94, interest in the Middle East dropped and the region's share of U.S. students declined from 4 percent to 2.8 percent, with 2,174 students studying in the

Middle East in 1993/94. Since that time, interest in the Middle East has declined, with the region hosting 1 percent of U.S. study abroad students in 2005/06.

Among countries in the Middle East, Israel has shown the most variability in annual numbers, clearly because its political situation has been volatile over the decades. However, in spite of the ebb and flow of regional conflict, Israel has remained a popular destination for American students. The first program in Israel was the University of Minnesota's SPAN program, founded in 1951. In 1965/66, 406 students studied in Israel, and in 1977/78, 1,204 students chose to study there. In 1981/82, 1,446 U.S. students studied in Israel. Israel ranked as the seventh top destination worldwide in 1985/86 with 1,862 students. During the First Intifada, from 1987 until 1993, Israel still remained a top ten destination for U.S. students. In 1994/95, Israel was one of the top ten destinations for U.S. study abroad students, hosting 2,621 students or 3 percent the total, figures similar to Japan and Costa Rica. By 1999/2000 there were 3,898 students in Israel. The Second Intifada, also known as the Al-Aqsa Intifada, began in 2000, and many institutions suspended their programs in Israel as a result. In 2001/02, 1,031 students studied there, but just one year later the number had dropped to 340. Interest has begun to rebound again, and in 2005/06 there were 1,981 students in Israel, which represents a decrease of 39 percent from the all-time high reached just before the Second Intifada began.

Lebanon has also experienced political instability, which is reflected in its study abroad numbers. The country used to be among the more popular destinations in the Middle East. In 1965/66 231 students studied there, and by 1971/72 the number had jumped to 529. The University of Beirut and the University of California cooperated to initiate a program in 1968. The Lebanon War (1975–1990) and the South Lebanon conflict (1982–2000) virtually ended study abroad in the country.

In spite of much volatility over the years, the Middle East experienced overall growth in numbers from 2002/03 to 2003/04 and additional significant growth in 2005/06, possibly signaling a new pattern of growing interest among U.S. students. Turkey, for example, hosted 51 students in 1965, 74 students in 1993/94, and 228 students in 2002/03. In 2003/04, its numbers dropped to 200 students, a decline of 12.3 percent, but Turkey experienced an increase of 53 percent from 2004/05 to 2005/06, when 694 U.S. students studied there.² Jordan grew from just 86 students in 1999/2000 to 309 in 2005/06. These enrollment shifts and fluctuating percentages reflect, in part, the impact of political strife and security concerns on study abroad enrollments.

²In 2004/05, IIE shifted Turkey and Cyprus from the Middle East to Europe in their statistical analysis, but this chapter leaves Turkey in the Middle East for historical consistency.

Table 8. Enrollment 1965-2006 in selected Middle Eastern countries, by number of U.S. students.

Host Country	Data Collected from Hosting Institutions			Data Collected from U.S. Sending Institutions			
	1965/66	1971/72	1977/78	1982/83	1991/92	1999/2000	2005/06
Iran	11	n/r	n/r	n/r	n/r	n/r	7
Iraq	9	n/r	n/r	n/r	n/r	n/r	0
Israel	406	1,307	1,204	19	1,819	3,898	1,981
Jordan	n/r	n/r	n/r	n/r	11	86	309
Kuwait	n/r	n/r	n/r	n/r	0	2	1
Lebanon	231	529	n/r	n/r	0	13	46
Oman	n/r	n/r	n/r	n/r	5	n/r	23
Palestinian Authority	n/r	n/r	n/r	n/r	n/r	1	25
Qatar	n/r	n/r	n/r	n/r	0	0	2
Saudi Arabia	n/r	n/r	n/r	n/r	1	2	1
Syria	n/r	1	n/r	n/r	6	5	39
United Arab Emirates	n/r	n/r	n/r	n/r	1	5	146
Yemen	n/r	n/r	n/r	n/r	n/r	1	4

Source: *Open Doors: Report on International Educational Exchange*. New York: Institute of International Education.

[n/r—not reported; 0—indicates that no students were reported for the particular destination]

North America

North America includes the fewest countries of any *Open Doors* region, limited to Canada and Bermuda. In the early years of *Open Doors*, Canada was consistently a leading destination, with a high number of U.S. students on its many national campuses. In 1965/66, Canada reported 3,146 students, and it remained popular throughout the 1960s. When IIE changed its reporting structure to receive information from U.S. sponsors, however, Canada’s place among study abroad destinations changed significantly. As table 9 reveals, *Open Doors* reported only 80 U.S. students in Canada in 1977/78. Smith College initiated a program with the University of Toronto in 1945, and SUNY College at Plattsburgh developed a program in 1979 with McGill University. From 1985/86 to 2003/04, the percentage of U.S. students studying abroad in North America has been very stable, shifting generally between 0.7 and 0.9 percent of the total. These percentages include enrollments in Bermuda, but these have been very

Table 9. Enrollment 1965-2006 in North America, by number of U.S. students.

Host Country	Data Collected from Hosting Institutions			Data Collected from U.S. Sending Institutions			
	1965/66	1971/72	1977/78	1982/83	1991/92	1999/2000	2005/06
Bermuda	n/r	n/r	n/r	n/r	23	67	79
Canada	3,146	6,517	80	34	618	1,275	1,015

Source: *Open Doors: Report on International Educational Exchange*. New York: Institute of International Education.

[n/r—not reported]

modest, ranging from 2 students in 1993/94 to 58 students in 2003/04. In 2003/04, Canada enrolled 0.7 percent of the study abroad population, or 1,054 students, declining slightly to 1,015 in 2005/06.

Oceania

One of the most dramatic changes in study abroad trends is the growth of Australia as a destination country since 1965/66. In that year, Australia reported 124 students. In 1977/78, only 10 students spent an entire academic year in Australia, and access to Australian institutions was very limited for U.S. students. By 1993/94, the number had jumped to 2,360 students, including a one-year increase of 18.9 percent, the result, to a significant extent, of Australian institutional initiatives aimed directly at fostering increased international student enrollments. In 2000/01, Australia's figures increased by almost 2,000 students or 27.4 percent, perhaps reflecting the influence of the Sydney Olympics. In 2005/06, Australia hosted 10,980 U.S. study abroad students, a drop from its peak enrollment of 11,418 students in 2003/04. This decline, however, was not significant enough to knock Australia from its spot as the fifth most popular study abroad destination in the world.

Such dramatic growth in enrollments for Australia aptly demonstrates how overseas institutions have changed over this period. Sponsored by the Australian government, Australian Education International (AEI) has developed marketing campaigns and centralized promotional strategies that appear to have successfully attracted the interest of U.S. students. This partnership between the national government and higher education institutions in Australia has been a key factor in Australia's rapid rise in popularity as a destination for U.S. students. As a result of the tremendous growth in recent years, Australia now is no longer considered a nontraditional destination at most U.S. institutions. Neither is New Zealand, which has experienced a growth pattern similar to that of Australia, albeit with much smaller overall numbers. The first program in New Zealand was Rollins College's Australian studies program, launched in 1972. In 1985/86, New Zealand reported just 196 students. By 2003/04, enrollments had swelled to 2,369 students, with a striking one-year increase of 23.6 percent between 2002/03 and 2003/04. Unlike in Australia, however, the increase in New Zealand continued into 2005/06, reflecting the increasing number of new programs in the country.

The significant growth in these countries in study abroad students is not surprising given the lack of a language barrier in Australia and New Zealand for students fluent in English, access to a wide variety of courses, strong administrative support services, and a positive image of these countries in U.S. media and film. Although

table 10 confirms the growing interest in Oceania, the growth rate for the region has dropped from a peak of 7.4 percent in 2003/04 to 6.3 percent in 2005/06, perhaps reflecting increased student interest in programs in Asia and Africa.

Table 10. Enrollment 1965-2006 in selected countries in Oceania, by number of U.S. students.

Host Country	Data Collected from Hosting Institutions			Data Collected from U.S. Sending Institutions			
	1965/66	1971/72	1977/78	1982/83	1991/92	1999/2000	2005/06
Australia	124	159	10	60	1,985	6,329	10,980
Cook Islands	n/r	n/r	n/r	n/r	0	1	2
Fiji	7	n/r	n/r	n/r	7	34	314
French Polynesia	n/r	n/r	n/r	13	n/r	20	72
Marshall Islands	n/r	n/r	n/r	n/r	1	n/r	4
Micronesia	n/r	n/r	n/r	n/r	0	2	24
New Caledonia	n/r	n/r	n/r	n/r	n/r	n/r	0
New Zealand	36	29	14	n/r	178	799	2,542
Papua New Guinea	n/r	n/r	n/r	n/r	2	2	2
Samoa	n/r	n/r	n/r	n/r	0	26	62
Tonga	n/r	n/r	n/r	n/r	n/r	0	12

Source: *Open Doors: Report on International Educational Exchange*. New York: Institute of International Education.

[n/r—not reported; 0—indicates that no students were reported for the particular destination]

Factors Influencing Geographic Diversification: Initiatives, Arguments, and Evidence

Although the clear majority of American students who have studied abroad since 1965 have done so in Western Europe, this “traditional” region has experienced a slight decline in its share of the total, dropping from 62.9 percent to 58.3 percent between 2002/03 and 2005/06. This decline is the clear result of increased student interest in programs in other parts of the world. By 2005/06, for example, 12 out of the top 20 study abroad destinations were outside Western Europe, including countries in Africa, Asia, Eastern Europe, Latin America, and Oceania.

This shift in enrollment toward nontraditional destinations raises at least two fundamental questions: What accounts for the change? And, on the whole, does such a change represent a positive development for international education? With respect to the first question, several factors may help explain this shift, ranging from changing demographics within U.S. higher education to changing

national priorities and foreign policy considerations.³ With respect to the second question, a considerable majority of international educators appears to have concluded that the movement toward nontraditional destinations does indeed represent a positive development within the field. This section explores these two interrelated questions,⁴ examining the factors that seem to be contributing to the shift toward greater geographic diversity, the arguments advanced by proponents of increased participation in programs outside of Western Europe, and the hard evidence—often very limited, due to the paucity of published research on the topic—on which such arguments rest.

“Whole World” Initiatives within the Field of Education Abroad

The large percentage of students studying abroad in Western Europe has been an issue of concern within the field for many years. As recounted in the first volume of this history, James Lough, who initiated the World University Cruises that operated between 1926 and 1936, quite openly advocated thinking of study abroad “in world terms,” to combat what he saw as the narrowness of students being confined to one national culture. He envisioned an educational venture designed not only for language majors, but rather “for young men and women who will need to understand the cultural and political diversities of nations around the world in order to qualify for leadership positions in government, business, finance, science, law, and the other professions of the present and future” (Raducha & Monahan, 1997, 88). Decades later, when study abroad was still for the most part dominated by programs in Europe, Kenneth Holland,⁵ wrote in the forward to *Open Doors*:

³ Many of the factors suggested in this section (e.g., increasing program standards, advances in telecommunications technologies) receive more extensive treatment elsewhere in this volume. Accordingly, the focus in this section is limited to the specific ways in which these factors may have influenced the shift toward nontraditional destinations.

⁴ The predominant belief within the field that study abroad in nontraditional destinations carries a variety of unique benefits and should be expanded, while often not (at least as yet) supported by scholarly research, nonetheless has led to a variety of concrete initiatives that have helped to increase the number, variety, and quality of opportunities outside Western Europe and have enabled more students to participate in more programs in more diverse geographic regions. Thus, the interrelation of the two questions posed above becomes apparent (i.e., the field has worked to create more of what it perceives to be a good thing). The discussion of whole world initiatives within the field, below, further explores this interrelationship.

⁵ Propositions regarding the importance of nontraditional destinations were advanced at the Mount Holyoke Conference (1960) and the National Conference on Undergraduate

[B]enefits to the United States would be increased if American students and scholars abroad were not concentrated at a few major institutions, mostly in Western Europe. Considering the growing importance of the non-Western world, Americans should be more ready to study outside traditional areas. (*Open Doors*, 1966)

In subsequent decades, there have periodically been similar calls within and outside of the field to encourage more students to study “further” abroad than Western Europe. These urgings intensified with the end of the Cold War and the growing awareness of global interdependence. One example from 1984 came when a group of education abroad leaders convened at the School for International Training in Vermont to discuss growing concerns about the need to diversify the locations where students study. They concluded that the situation demanded a national effort if Americans were to understand the evolving world order, let alone be knowledgeable enough to become its leaders (Sommer, 2005). In that same year, NAFSA: Association of International Educators established a Whole World Committee with a mandate to address the situation.⁶ In 1988, the American Council on Education proposed the expansion of international studies initiatives, and in 1990, the National Task Force on Undergraduate Education Abroad voiced a resounding call in its report, *A National Mandate for Education Abroad: Getting on with the Task*. Drawing on the priorities set forth in an earlier 1988 report, *Educating for Global Competence*, the National Task Force focused on the need to address the disproportionate representation of Western European program sites compared to the rest of the world. As part of its five major recommendations, the National Task Force urged that greater diversity in locations be a major goal for all aspects of education abroad. It stated:

The overwhelming dominance of Western Europe in U.S. study abroad programming, while historically understandable, is no longer compatible with the nation’s needs in international education. To function as citizens and professionals in a shrinking world, American students should learn about all of it, not just the Anglo-American countries. (Burns & Smuckler, 1990, 6).

Study Abroad (1960). Both conferences are described in detail by William W. Hoffa in *A History of U.S. Study Abroad: Beginnings to 1965*, pp. 241–263.

⁶The Whole World Committee of NAFSA: Association of International Educators promotes study in nontraditional parts of the world and has developed *A Guide to Whole World Study: Take Advantage of the Opportunities!* to encourage students, parents, faculty, study abroad advisers, and career development advisers to consider study abroad programs in nontraditional destinations.

Perhaps in part because of such national attention and subsequent responses at institutions, enrollment trends in recent decades have reflected increases in students' interest in nontraditional destinations. Across fields of study from national strategic languages to international pop culture, more students chose to study abroad in nontraditional destinations.

In the view of many in the field today, studying abroad in nontraditional destinations provides unique opportunities for students to pursue a variety of personal, academic, linguistic, and professional goals. Although study abroad professionals debate these pedagogical assumptions, more students are becoming convinced that the skills, knowledge, and attitudes they will gain while studying in nontraditional destinations will be highly valued in a globalized marketplace. The Whole World Committee has suggested that employers seeking qualities such as creativity, initiative, and teamwork often look for students who have studied in nontraditional destinations. The committee goes on to assert that employers recognize that studying in nontraditional areas of the world requires changes in attitudes, flexibility, and the development of complex problem-solving skills. In their recent study of employer attitudes toward study abroad, Trooboff, Vande Berg, and Rayman (2008) offer what may be the first empirical evidence documenting the value employers place on study abroad during the hiring process. Similarly, a 2007 NAFSA Task Force on Career Development Resources suggested that the ability to function within a variety of cultural, linguistic, and socioeconomic environments is increasingly valued by potential employers

Moreover, studying in nontraditional destinations is believed to provide meaningful opportunities for today's students to gain exposure to religious, political, and linguistic traditions significantly different from those of U.S. culture. Proponents of nontraditional destinations argue that by engaging with local communities overseas and exploring dramatically different systems of social organization, students increase their tolerance for ambiguity, enhance intercultural communication skills, and develop a deeper appreciation for cultural differences. Although more extensive studies are needed to produce hard evidence of the validity of these beliefs, there is ample anecdotal evidence from students, faculty, advisors, and employers that this is the case. But, there is still no empirical evidence that supports the assertion, for example, that students who study in Senegal "learn more" or "learn differently" than those who study in France, or that students who study in Ecuador are demonstrably learning differently than those learning in Spain. The field must produce evidence that tests these assertions about the value-added dimensions of studying in nontraditional locations.

A number of additional general considerations strengthen the argument for the educational value and relevance studying abroad in nontraditional destinations. In the second edition of NAFSA's *Guide to Education Abroad for Advisers and Administrators* (1997), Joan Raducha and Michael Monahan further this perspective:

Given that three-quarters of the world population lives in Asia, Africa, Latin America, and the Middle East, the United States needs a generation of citizens who have first-hand experience of living and learning about these tremendously important areas, with their myriad cultures and explosive growth potential. Such experience forms a base upon which to build the new global competencies we need if we are to meet the challenges of an increasingly transnational and global future. (204)

Examining these nontraditional regions of the world, Raducha and Monahan describe several important ways that proponents of whole world study have framed their cause over time. They have pointed out, for example, that Africa and the Middle East are strategically important to America's economic health and national security, making knowledge of these areas vital to increasing U.S. involvement in the region. There are not enough Americans who can communicate in the less commonly taught languages of Africa and the Middle East, such as Arabic and Swahili. Few Americans possess first-hand experience of regional issues such as peace and conflict resolution, sustainable development, and religious conflict. The Middle East is the birthplace of the world's most widely practiced monotheistic religions—Judaism, Christianity and Islam. Africa, recognized as the cradle of humanity, encompasses great cultural and environmental diversity, yet it remains largely unknown to most Americans.

Similarly, American business is deeply involved in Asia, yet there are not enough American professionals who are knowledgeable about Asia and can communicate effectively in the languages of East and Southeast Asia. The 21st century has been called the "pacific century," a term which recognizes how vital Asian countries and other nations bordering the Pacific have become to the health of the international economy and world peace. The diverse societies of this vast and vibrant region are undergoing phenomenal change as they adapt to an interconnected world influenced by rapid developments in technology and communications. China's growing prominence in world economic affairs seems to have sparked the attention of current undergraduate students—in 2005/06, China saw a dramatic 38 percent growth in enrollment over the previous year, which placed as the seventh leading destination for education abroad.

Increasing connections between the U.S. and the cultures and societies of Latin American and the Caribbean has led to growth in the presence of the Spanish language in the United States. As such, Spanish has become one of the most important languages in American domestic and international affairs. No word better describes Latin American and Caribbean realities than “transformation,” which is ever-present as the region grapples with questions of cultural identity, globalization, urbanization, and environmental degradation.

These regional factors go some distance toward explaining increasing student interest in whole world study and the national policies that have supported such growth, but as with other claims in support of nontraditional destinations, more research is needed to better understand the connection between national initiatives, institutional policy, and individual motivation.

In recent years, calls for greater diversification in study abroad destinations have emerged in response to concerns for national security. In January 2008, a federal advisory committee to the U.S. Secretary of Homeland Security and Secretary of State issued a report titled *Secure Borders and Open Doors: Preserving Our Welcome to the World in an Age of Terrorism*. The report outlines a number of recommendations for international educational exchange and specifically calls for legislation aimed at increasing the number and diversity of U.S. undergraduate students who study abroad and the diversity of locations they choose. Also in 2008, the Center for Strategic and International Studies (CSIS) Commission on Smart Power issued a report titled *A Smarter, More Secure America*. The report offers specific recommendations focused on expanding education abroad, particularly to China and India, and the study of Middle Eastern languages.

Federal Initiatives and the National Interest

A number of federal initiatives have fostered increased interest in study abroad, particularly to nontraditional destinations. Much of the growth in the 1960s was spurred by federal legislation passed in response to the Soviet launch of Sputnik. An important piece of legislation at this time was the National Defense Education Act (NDEA) of 1958, which underscored the federal government’s investment in education at all levels. Title VI, introduced as a part of the NDEA, included a section that created the National Resource Centers Program. Since then, Title VI has provided funding to establish and strengthen language and area studies centers that serve as national resources for teaching modern foreign languages. Title VI funding is specifically designated to support initiatives offering “a full understanding of the areas, regions, or countries in which the languages [being taught] are commonly used” (U.S. Department

of Education). These centers have since fostered interest in countries around the globe and provided a vehicle for students to prepare themselves for study in many countries.

The Peace Corps has also played a significant role in exposing Americans to distant places. Established on March 1, 1961 by President John F. Kennedy and authorized by Congress, the Peace Corps sent its first volunteers to Ghana and Tanzania six months later. To date more than 190,000 individuals have participated in the Peace Corps in 139 countries around the world. Although the Peace Corps does not serve the undergraduate population directly, it provides a venue for study abroad experiences, and programs such as the University of Minnesota's Minnesota Studies in International Development frequently see students mention their interest in the Peace Corps as their reason for study abroad to a nontraditional destination as an undergraduate. In 1960, then-Senator Kennedy "challenged students at the University of Michigan to serve their country in the cause of peace by living and working in developing countries" (Peace Corps, 2009). The Peace Corps has maintained close ties with higher education institutions, with many of offices located on college and university campuses. This presence has allowed the Peace Corps to continue to promote nontraditional locations, and the organization provides students who study and gain experience in non-traditional locations with an applied post-graduation option.

Higher education in the U.S. has changed significantly both as a result of such federal initiatives and because of various institutional initiatives within U.S. higher education. During the 1960s, many humanities and social science departments focused almost exclusively on the Western tradition. This began to change in the late 1960s as the result of larger trends in U.S. society including the reaction to the Vietnam War, affirmative action programs that broadened access to higher education for people of underrepresented races and ethnicities, an increase in the number of international students in the U.S., and growing academic interest in areas other than Europe. Today's institutions of higher education are increasingly global in focus and are striving to provide opportunities for students to study in places that they might not have considered in 1965.

In September 2006, a commission appointed by Secretary of Education Margaret Spellings released *A Test of Leadership: Charting the Future of U.S. Higher Education*, a report outlining a series of broad recommendations aimed at strengthening higher education in the United States. The commission called for increased federal investment in areas critical to the nation's global competitiveness. In particular, the report highlighted the need for higher education to place greater emphasis on international education, foreign language instruction and

education abroad. With such high-level recognition of the importance of international education coupled with the ongoing work of international educators, undergraduate students appear more open to and interested in studying abroad in nontraditional destinations than students did in the preceding decades. A growing interest in destinations outside of Western Europe has led institutions around the country to begin reevaluating and reshaping the design and delivery of education abroad services on their campuses.

Introduced in 2007, the Senator Paul Simon Study Abroad Foundation Act seeks to enhance the national security and global competitiveness of the United States by establishing the Senator Paul Simon Study Abroad Foundation, which will work to dramatically increase the number and diversity of U.S. students studying abroad. If enacted into law, the legislation will authorize Congress to appropriate \$80 million annually, which would be distributed largely as grants to students through universities and other study abroad institutions. The legislation will attempt to transform the composition of study abroad participation to more accurately reflect the demographics of the U.S. undergraduate population, including students enrolled in community colleges, minority students, low-income students, and first-generation students. The legislation specifically calls for an increase in the proportion of students studying abroad in nontraditional destinations, such as China, Middle Eastern countries, and other developing countries.

The act draws upon the recommendations of the Commission on the Abraham Lincoln Study Abroad Fellowship Program, a bipartisan federal commission established in 2004 by President George W. Bush. The commission examined a cause championed by the late Senator Paul Simon (D-Illinois), who worked with the international education community and congressional leaders to explore how the U.S. government could partner with institutions of higher education to expand international education opportunities for U.S. college students. The commission's November 2005 report, *Global Competence and National Needs*, lays out a vision, rationale, and framework to dramatically increase the number and diversity of U.S. study abroad students, with special attention given to expanding education abroad opportunities in the developing world. The report notes:

By increasing the diversity of students studying abroad, the diversity of institutions sending them abroad, and the diversity of the host countries in which they study, Americans achieve two objectives. They greatly improve the educational experience for many students, and they develop a pool of Americans with the skill and experience to more fully engage the world, an essential talent pool during times of crisis.

The Senator Paul Simon Study Abroad Foundation Act comes as a result of years of research and policy advocacy. On June 5, 2007, the House of Representatives voted unanimously to pass HR 1469. On February 13, 2008, the Senate Committee on Foreign Relations voted to send the bill to the Senate for a full vote. In July 22, 2008, the legislation was included in a package of bills, the Advancing America's Priorities Act (S 3297), but it failed to pass. The future of the legislation remains uncertain. The legislation evokes memories of an earlier attempt at internationalizing higher education, the International Education Act of 1966. President Johnson had championed this legislation, and although it was eventually enacted, funds were never appropriated. Forty years later, the issue remains strategically important.

Shifting Foreign Language Interest and Instruction

Foreign language enrollments can suggest possible fields of interest for students or which study abroad programs and destinations are likely to see increased demand. According to a survey by the Modern Language Association (MLA), *Enrollments in Languages other than English in United States Institutions of Higher Education*, enrollments in "... languages other than English more than doubled in two-year colleges (a 137 percent increase) and expanded by 56 percent in four-year institutions" from 1974 to 2006 (Furman, Goldberg, & Lusin, 2007). For an example of the changes that brought about this increase, consider the rising importance of Arabic language study and parallel study abroad trends. In the wake of the terrorist attacks of September 11, 2001, it became clear that the U.S. had not been training enough qualified Arabic speakers to engage successfully with the Arabic-speaking world. Although it will take years to train Arabic speakers, students are increasingly turning their interest to this area of the world. For example, in 1995/96 there were 226 U.S. students studying in Egypt. By 2000/01, the number had risen to 436. The following year, the number dropped 45 percent to 241. In 2002/03, however, it rebounded to 303, an increase of 26 percent. In 2005/06, 983 students studied in Egypt, representing a jump of 224 percent over 2002/03. According to the MLA report, enrollment in Arabic language courses increased by an astonishing 126.5 percent from 2002 to 2006. In addition, the number of universities offering Arabic nearly doubled over the same period.

Since 9/11, the U.S. government has also greatly increased its support of study in languages perceived to be of interest and value to American political and economic interests overseas. In 2006, President Bush introduced the National Security Language Initiative (NSLI), aimed at encouraging students to study foreign languages, particularly those of critical need to the U.S. government and military. Arabic was identified as a critical-need language in the study. Arabic is among the top five

languages spoken around the world and is therefore perceived to be critical to international business, trade, economics, and diplomacy (Taha, 2007). A number of other languages showed increased demand, with Chinese language enrollments increasing by 51 percent between 2002 and 2006. The MLA data shows considerable growth in the number of languages being taught, particularly non-European languages. Study in these languages has enabled students to study in more diverse locations.

English-Language-Based Programs in Non English-Speaking Countries

One of the most significant obstacles to study abroad in many nontraditional areas has been the language barrier. Students cannot qualify to study in the foreign classroom if they do not possess a high level of proficiency in the native language of the host country. The creation and expansion of programs that do not require prior preparation or coursework in the native language of the host country, much less language proficiency, have greatly increased the number of American students abroad in recent decades. The availability of such programs has played an important role in increasing participation in countries whose languages are widely taught in the U.S., such as Spain, France, Germany, and Italy. But it arguably has played an even more significant role in increasing participation in countries whose languages are not likely to be available on many or most U.S. campuses. For the vast majority of undergraduates, English-language programs in countries such as Hungary, Turkey, Mongolia, Nepal, Japan, and Thailand have made study in these nontraditional destinations possible. In many but not all of these programs, students take beginning courses in the native language so that they can develop at a minimum the basic linguistic skills necessary for survival and coping. If nothing else, these courses allow students to carry on simple conversations with natives, opening doors onto the local culture in the process.

The growth of English as a world language has influenced this shift; American students now profit from the fact that natives of many countries now speak English and are available as teachers, advisors, and even fellow students. What relation this may have to the continuation, even the increase, of American monolingualism is another matter. But the value of living and learning overseas even if language study is not emphasized, should not be discounted.

Heritage Learning

Although there is relatively little statistical information on heritage learners in study abroad, on-site directors often note the presence of heritage learners, and students frequently comment in their applications that their own cultural

and/or linguistic heritage plays a role in their study abroad decisions. In *Open Doors 1998*, Beatrice Szekely published her survey of students studying abroad in Egypt, Ireland, Israel, and South Korea. Although one cannot automatically assume that a student who seeks study abroad opportunities in a region associated with his or her ethnic heritage does so for reasons of heritage seeking, Szekely's survey did note that Yonsei University in South Korea, for example, reported that 65 to 75 percent of the U.S. study abroad students they received were ethnically Korean. Whether these students were heritage learners or chose Yonsei University for other reasons perhaps unrelated to ethnicity, Szekely's findings support the value of offering study abroad opportunities outside Western Europe in order to meet the diversity of the U.S. population. More research needs to be done in this area.

Diversification of Majors and Length of Study

In place of the traditional academic-year study abroad program focused on foreign language study, an array of programs has emerged with a broader variety of major fields of study and program length. Curricula have broadened to include offerings in business, the natural sciences, and other subject areas rarely offered by programs in nontraditional locations, opening up new avenues for enrollment. (See Chapter 5 for a full consideration of this topic.) Since 1993, fields including business and management, health sciences, and engineering have sent significantly more students abroad (Bhandari & Chow, 2007). The humanities and social sciences, while still representing a significant portion of the study abroad population, no longer represent the majority, capturing 35.9 percent of the study abroad population in 2005/06 (Bhandari & Chow, 2007). The development of internships and other program enhancements have similarly attracted a broader range of students.

The growth in short-term study abroad programs has enabled students to study on specialized programs that meet the needs of specific majors. Currently, slightly more than half (52 percent) of all U.S. students who study abroad elect to do so during the summer, the January term, or other periods of less than eight weeks (Bhandari & Chow, 2007). Among the three most popular countries in Africa, for example, Kenya currently hosts 14 summer programs; Ghana hosts 32 summer programs, and South Africa hosts more than 43 summer programs. Short-term programs are popular at other nontraditional sites as well. India has 50 summer programs, and Argentina and Ecuador each offer more than 40 summer programs. While longer programs abroad are thought to provide better opportunities for language acquisition and deeper immersion in the culture,

short-term programs in recent years have been credited with expanding the numbers of U.S. students studying abroad. Such growth in short-term study abroad will likely facilitate greater student exposure to nontraditional locations.

Growth of Third-Party Provider Organizations and Consortia Programming

Third-party provider organizations and consortia programming have played a significant role in the development of study abroad opportunities in nontraditional destinations. As Mark Allyn Holman noted in *Open Doors 1995/96*, cooperative study abroad programming is as old as study abroad itself. Even the first Junior Year Abroad program sponsored by the University of Delaware in 1923 included students from other institutions (124). Holman also noted that participation in consortial programs rose from 5 percent in 1985 to 25 percent in 1994. In recent years, the number of students participating in consortial programs has remained consistent, hovering between 27 and 28 percent. Among the private consortial programs available to U.S. students today, CIEE and SIT Study Abroad, in particular, offer a significant number of study abroad opportunities in nontraditional locations, including Eastern Europe, Africa, and Southeast Asia.

These offerings enable U.S. institutions to offer their students a variety of study abroad destinations without the burden of mounting and managing these programs themselves. The ability to combine enrollments from a variety of institutions also allows large-scale providers to offer study abroad opportunities in locations that would likely not have sufficient enrollments to allow for one or two schools to organize them on their own. U.S. institutions that do offer their own programs in nontraditional locations often accept applications from students nationwide and enrollments from other institutions support offerings in these locations.

Information Technology

To borrow from Friedman, the world of education abroad appears to be 'flattening.' In this age of rapid communication, it may be hard to remember study abroad before the arrival of the Internet and email. Contemporary undergraduate students are increasingly savvy when it comes to utilizing technology, and many have become masters of rapid communication. Due to the infusion of technology into their lives from an early age, many contemporary undergraduate students have come to expect instant communication. Traditional cultural and temporal boundaries are minimized in a world with immediate access to email,

instant messaging, and popular social networking websites such as Facebook, MySpace, and Twitter. Harnessing new technology that responds effectively to changing student expectations for communication and access to information is already advancing new education abroad practices.

The connectedness facilitated by the Internet can be effectively utilized to render nontraditional destinations more familiar and accessible. Greater access to information and expanded levels of connectedness may very well be influential in encouraging students to consider meaningful opportunities in nontraditional locations..

Challenges to Geographic Diversification, Real and Perceived

A variety of reasons for why students should or should not consider studying in nontraditional destinations have evolved over the past four decades. Students are influenced by a host of legitimate concerns when choosing a study abroad destination—including their own, their parents', and those of campus advisors and institutions. Among these are student readiness to accept cultural differences, limitations in local infrastructure and communication systems, economic or political instability, and perceived lack of reliable health care. Various barriers, both real and mythical, continue to exist and to sway students' decisions. Among perceived barriers, the following categories have arisen perennially to impact student flows: cost of attendance, safety and security, health, language, educational quality, and program design.

Some of the very same factors that are credited with playing a role in increasing participation in programs in nontraditional destinations also are cited, paradoxically, as barriers to such participation. Upon reflection, this is not as surprising as it may seem at first. Language provides an excellent case in point. Shifts in foreign languages taught on U.S. campuses, coupled with the growth of English-language programs in the non-English-speaking world, have helped to expand opportunities in nontraditional destinations. However, language remains a significant barrier to study in many nontraditional destinations, limiting the types of programs that can be offered, as well as the level of interaction, immersion, and cultural understanding that can be achieved. Similarly, while rising standards and technological advances have mitigated some concerns about academic quality, health, and safety, other concerns remain, whether real or perceived, and continue to hinder participation in even greater numbers. This section thus revisits some of the previously discussed factors, this time considering the challenges they pose to geographic diversification.

Costs, Funding and Destinations

Studying abroad is often considered an expensive endeavor, regardless of destination. A report released by IIE in 2007, *Current Trends in U.S. Study Abroad and the Impact of Strategic Diversity Initiatives*, provides evidence that students' interest in studying in nontraditional locations can be particularly influenced by funding initiatives. The report states, "scholarships that encourage study in more diverse destinations have shown success in attracting students to a wider array of destinations and study in strategic and lesser studied languages" (Obst, Bhandari & Witherell, 2007, p. 10). There have been a variety of public sources of funding over the decades that have aimed to promote education abroad in nontraditional locations. The most widely known sources in existence today are the Boren Scholarship, established in 1991 and funded by the National Security Education Program, and the Benjamin A. Gilman International Scholarship, which was established by the International Academic Opportunity Act of 2000. Both focus on geographic areas, languages, and fields of study deemed critical to U.S. national interests. These scholarships have helped make studying abroad in a nontraditional destination a reality for many students.

There are numerous examples of institution-specific funding programs that have targeted education abroad in nontraditional destinations. The University of Wisconsin–Madison launched its Pritzker Pucker Awards for yearlong study abroad in 2003 to promote study in nontraditional destinations. Preference is given to students who have studied the language of the host country prior to departure and to students participating in programs that include field study, research, intensive language learning, internships, or service learning. Similarly, the Pennsylvania State University launched its Whole World Study Abroad Scholarship in 2003 to support study in targeted nontraditional destinations, and the University of Minnesota has offered full-year scholarships to select nontraditional destinations since 1952. Through its Presidential Scholarship for Study Abroad, the University of Iowa has awarded scholarships since 1983 to education abroad participants who choose to study in nontraditional destinations. Private-sector funding from such sources as the Ford Foundation and the Freeman Foundation has also played a significant role in developing institutional capacity and expanding education abroad (Zachrisson, 2005).

Although the cost of attendance and travel has historically worked in favor of traditional destinations in Western Europe, this may be changing. At one time, travel to more remote destinations was costly, time-consuming, and difficult, but recent years have seen global travel become much easier, more common, and often more affordable; today, it is not necessarily much more expensive to travel

to lesser-known destinations than to Western Europe. In fact, the cost of travel to Costa Rica or Brazil, for example, can be much cheaper than a flight to Spain or Portugal. Growth in the global economy—combined with the relatively low cost of living in some nontraditional destinations, more favorable currency exchange rates, and the greater availability of scholarship funds targeting nontraditional destinations—may be working to remove cost as a real barrier to studying in non-traditional destinations.

Safety and Security

Students and their families have been concerned that nontraditional destinations are relatively less safe and more prone to natural disasters, political turmoil, labor strikes, and crime. These images are further complicated by the tendency of the media to either not report on lesser-known regions of the world or to only report on negative events, including natural disasters, political instability, and regional violence. Although there have been few documented instances of American students as specific targets of political violence in the history of study abroad, fears of anti-American sentiment may discourage students and parents from study abroad in less familiar destinations. Following the onset of the Iraq War in 2003, a well-documented increase in worldwide anti-American sentiment occurred, and this may have contributed to these fears.

The education abroad community has done much in recent decades to emphasize higher standards of safety and security. For example, the Interorganizational Task Force on Safety and Responsibility in Study Abroad published a report in 1998 with guidelines for the study abroad field, *Responsible Study Abroad: Good Practices for Health & Safety*. The report suggests policies and procedures that institutions should have in place to maximize the health and safety of their students. In 2001, Patricia Burak and William Hoffa published *Crisis Management in a Cross-Cultural Setting*, which aims to prepare international educators and others to respond appropriately, expeditiously, and comprehensively to crises that students encounter while studying abroad. Funded with support from the U.S. Department of Education Fund for the Improvement of Postsecondary Education (FIPSE), the SAFETI (Safety Abroad First—Educational Travel Information) Clearinghouse project was launched in 1998 by the Center for Global Education to support study abroad program development and implementation, emphasizing issues of health and safety.

In spite of these and other efforts, safety and security continue to draw concern and caution when students and their parents are selecting a study abroad program. The millennial generation, in particular, has grown accustomed to

being protected and, as such, may require additional assurances when considering nontraditional destinations. The “homeland generation,” defined by researchers William Strauss and Neal Howe as children born approximately between the early 2000s and the early 2020s, appears to be growing up in a world where surveillance by mobile digital technology is commonplace (2007). Although it is far too early to determine potential characteristics of this newest generation, their presence on the horizon should foreshadow intensified concerns regarding safety and security during study abroad. At the same time, however, some of these concerns may be counterbalanced by higher standards in the field, which have resulted in better training and preparedness in dealing with security challenges, as well as greater resources and capacity for quick and appropriate responses.

Health

Students over time have come to expect a certain level of health care, based on the growing range of services that are now standard in the U.S. and on U.S. campuses. Institutions are increasingly incorporating and explicitly offering such services and making accommodations for mental health conditions, disability needs, and a variety of individual support services. This growing level of support cannot always be matched with services available abroad, particularly in less-developed countries. Students and their families have been concerned about access to quality health care while abroad, especially when studying in lesser-known destinations. Assuredly, many have heard accounts of students having chronic diarrhea or bouts of malaria, receiving treatment without anesthesia, or having essential medicines confiscated in customs halls. Although the education abroad field now commonly provides comprehensive orientation programming to deal with such health care issues abroad (both prior to departure and on-site), this has not always been the case.

Whether realistic or not, worries over health care are on the minds of students and concerned parents, who are perhaps more outspoken about these worries than in the past. Health care worries can be a serious deterrent to students considering nontraditional locations. Although considered to be healthier than most previous generations, the current generation of students report higher rates of asthma, obesity, attention deficit disorders, and severe psychiatric problems than students in previous generations (Strange, 2004). As study in nontraditional destinations increases, the demand for assurance of accessibility to quality health care and counseling support is likely to increase. As discussed earlier, technological advances may help programs in certain nontraditional destinations meet these demands, as counseling and medical consultation and diagnosis through teleconferencing become

more widely utilized and accepted more widely. In addition, the growth in international insurance companies that provide 24-hour multilingual medical consultation and comprehensive health coverage worldwide for education abroad students can help mitigate some of these barriers and concerns.

Language

Studying in a non-English-speaking country, whether in Western Europe or elsewhere, continues to present significant challenges for U.S. undergraduate students. Although *Open Doors 2007* reports an increase in the number of students studying in non-English-speaking countries, over time this has not necessarily reflected a rise in the proportion of students studying in languages other than English. Although courses taught in host languages have been available, U.S. students have been limited by their language proficiency to a narrow listing of courses taught in English. For example, programs in East and Southeast Asia have appealed to students by offering specially taught courses in English.

Moreover, those students who are restrained by curricular needs may not find necessary courses offered in smaller programs in nontraditional destinations and as such, have relied on either large programs hosted by third-party providers or direct enrollment opportunities at universities in English speaking countries. Assuming student interest in non-traditional locations will continue to grow, providers and programs will need to consider creative ways to meet student curricular demands.

Educational Quality and Infrastructure

International educators have long been committed to enhancing student learning and engagement while abroad. Effectively meeting the needs and expectations of students in the education abroad classroom, however, has not been without its challenges. In particular, some students (and faculty) have feared that some countries outside of Western Europe lack a quality educational infrastructure or cannot support an academically rigorous experience (Zachrisson, 2005). Programs in nontraditional locations have struggled to combat concerns about the lack of adequate library resources, research facilities, highly qualified area studies faculty, a range of course offerings, and a host of other issues, some real, others less so. To varying degrees, programs in Western Europe have also dealt with these concerns over time. Because of larger and more sustained enrollments, programs in these destinations have been able overcome many structural issues, such as offering a wider array of specially taught courses, whereas nontraditional destinations have struggled to sustain such offerings.

Increased interest in nontraditional destinations in recent decades has enhanced the role of programs facilitated by third-party providers or consortia, which come with assurances of educational quality. Over time, priorities have changed, and students, reportedly, are now more focused on grades and performance, expect a higher degree of student-faculty contact, and insist upon engaging approaches to learning. They respond best to discussion-based classes, cooperative learning activities, and group projects. They expect frequent, prompt, and constructive feedback, and prefer quizzes and small assignments over the traditional semester-end examination common at most European institutions. These demands for familiar or portable academic experiences have swayed students, faculty, and professional international educators toward affiliating with provider organizations working in nontraditional destinations over direct collaborations. For example, IES Abroad was founded in 1950 as the Institute for European Studies. Over time, the consortium-based organization expanded into Asia, adding IAS or the Institute for Asian Studies to its name. Currently, the organization is a leading provider of study abroad programming. Numerous other provider organizations, such as SIT Study Abroad and CIEE, offer U.S. students and their sending institutions familiar assurances of high-quality academic programming in nontraditional locations.

Program Design

Programs in nontraditional destinations vary along the same lines as traditional education abroad programs, including options for direct enrollment in foreign universities, reciprocal exchange programs, and faculty-led programs. To a great extent, however, programs in many nontraditional locations have been designed as language and culture immersion programs, with students studying the language spoken in the host country, living with host families, and selecting from a limited number of area studies courses. Also, many such programs have been designed as field-based or independent study programs with a heavy emphasis on field research or service learning. For example, field-based learning is the cornerstone of study abroad programming offered by the SIT Study Abroad, and the International Partnership for Service-Learning and Leadership (IPSL). Considered pioneers in field-based, experiential programs for undergraduate students, these organizations offer the majority of their programs in nontraditional locations.

This type of programming in nontraditional locations may be most attractive to more adventurous students who are better prepared and more open to engaging in independent field research than many of their peers. As the interest

in programs in nontraditional locations grows, institutions and providers may need to expand the range of introductory programs or programs with a high level of student support to reach a larger body of students. Direct enrollment programs, particularly those hosted by institutions in developing nations, come with a certain degree of uncertainty. For example, local events or civil unrest have been known to lead to strikes or university closures. Some institutions in these locations are known to be very slow in releasing transcripts. Such uncertainty perpetuates or incites fears of studying in certain nontraditional destinations.

Conclusion

Open Doors data demonstrates the significant expansion of U.S. education abroad to destinations outside of Western Europe since 1965. Various domestic and international factors have directly and indirectly influenced enrollment patterns, and other considerations on the immediate horizon may have important implications for the geographic diversification of study abroad programming and participation. Although available data has not been consistently reliable from 1965 to the present, it is clear that while the majority of U.S. students continue to study abroad in traditional destinations, a gradually increasing proportion of students are choosing nontraditional ones.

Enrollment trends suggest that students today are increasingly open to and interested in learning about other areas of the world, expanding their repertoire of skills for working effectively within international and intercultural contexts, and gaining proficiency in languages spoken outside of Western Europe, to list but a few of the many reasons that appear to be fueling this growth. Study abroad organizations and U.S. higher education institutions have pursued creative strategies to address many of the traditional barriers to studying in countries outside Western Europe, offering, among other things, competitive program pricing; heightened attention to safety, security, and health; and diversified and expanded curricula.

The increased national interest in promoting study in nontraditional destinations for political and business interests has similarly enhanced student opportunities. One example noted previously, the National Security Language Initiative launched in 2006 by President Bush, has provided funding for students to study nontraditional languages such as Arabic, Chinese, Hindi, and Farsi overseas. This, in combination with initiatives like the Boren Scholarship, has introduced U.S. political interests into the broader picture of incentives to participate in study abroad. As a result, today's U.S. students now participate in programs in locations that were once considered remote, from Botswana to Fiji and from Antarctica to the Amazon. As the need for knowledge of all parts

of the world increases and as a growing number of Americans travel, live, and work around the globe, U.S. undergraduate students will be challenged, in ever-increasing numbers, to look beyond Western Europe to the many other diverse regions of the world.

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