

Study Abroad: A 21st Century Perspective, Volume II

The Changing Landscape

Preface

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In the ever changing world of international education, the landscape of the study abroad field is constantly challenged by a myriad of complex forces: from within the academy, by socio-economic, political and demographic forces and by new technology. And it's fair to add, in the spring of 2001, by infectious disease. Witness the ravaging of the British economy by the epidemic of foot and mouth disease (which is impacting both tourism and overseas study), and the ever-widening impact of the HIV pandemic in Africa. Adding further confusion to the policy and program landscape is the unexpectedly steep economic downturn in both the United States and other global markets. Despite growing budget surpluses, projected new government spending at both the state and federal levels appears more uncertain. Study abroad professionals must skillfully negotiate the implications of these challenges to sustain the momentum of their programs, and remain on the cutting edge of social, economic and political change in the world community.

In this second collection of essays by leading international educators, the issues raised above are examined. Frank Falchetta describes the challenges of increasing access to study abroad for community college students.

Harlan Henson chronicles the design of a unique study abroad consortial arrangement providing access to under-served community college students.

Gail Hochhauser discusses demographic factors and trends shaping the design and focus of study abroad programs.

Clay Hubbs reviews how technology has changed the patterns of communication with students and the process of study abroad advising.

John Pearson reviews how education abroad professionals must carefully navigate the internal academic and political landscape within their institutions.

Andrea Poehling describes an innovative non-credit course to increase the intellectual "readiness" of students prior to departure for a period of overseas study.

Humphrey Tonkin explores the transformative nature of the service-learning experience—both on the student and the community.

Jack Van de Water describes the new imperative for developing public-private partnerships to cope with the irony of decreasing resources available for an increasing number of programs.

And, Carl Zachrisson analyzes the recent statistics in *Open Doors* and how these numbers impact the flow of student to new overseas destinations.

We hope you find these essays to be of interest, and we welcome your comments.