



AEIA 2010

PARENT INVOLVEMENT IN INTERNATIONAL PROGRAMS

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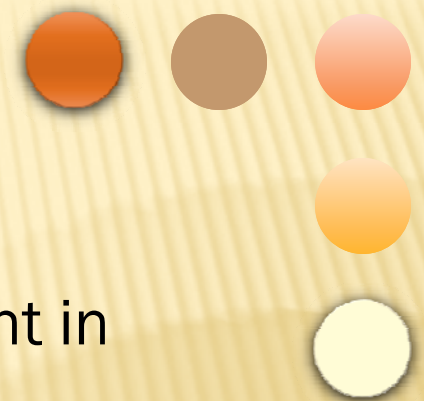
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Latest encounters with parents:

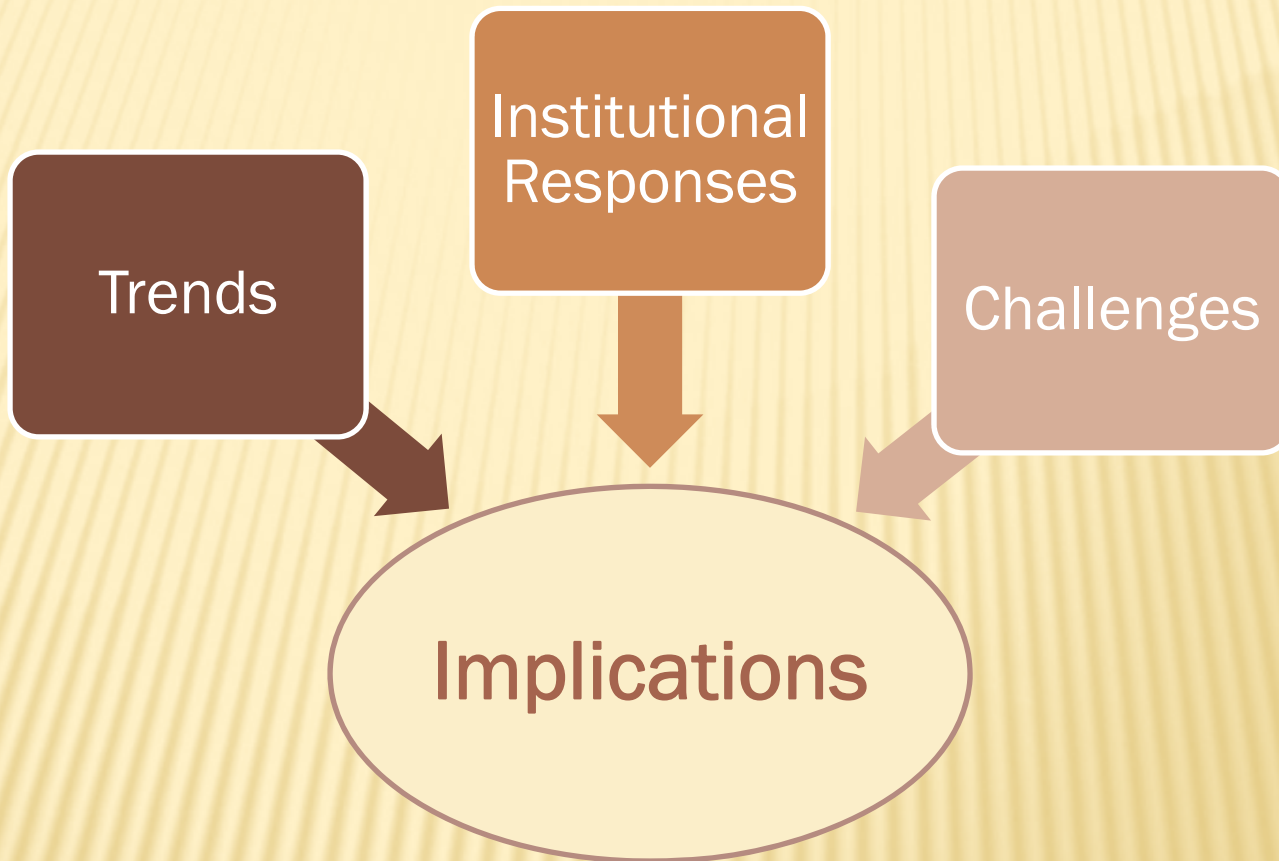
- Bunny mom, the charmer
- Norm, the facilitator
- Agnes, the executive
- New Jersey mom, the planner



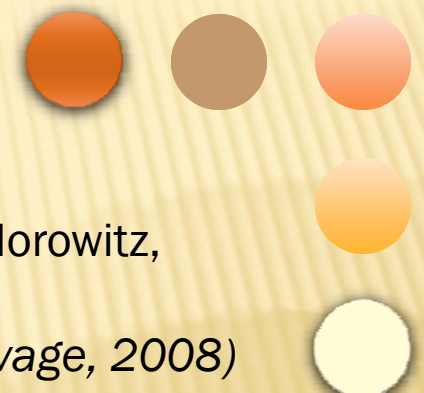
1. What is the landscape of parent involvement in international programs?

2. How are administrators of international programs managing parent involvement?

- Is the field becoming too complex for college students?
- Are we listening to all constituents?



Themes from the literature



1. Generation

Understanding students as part of a **generation** (e.g. millennial) (Horowitz, 1987; Strauss & Howe, 1991)

Problem: undermining segments and subcultures (Wartman & Savage, 2008)

2. Parents as consumers/clients

Growing cost of college education and increased parent involvement in financing college has changed the dynamic between parents and colleges (Johnstone, 2005).

Problem: search for tangible return of the investment (Bickel & Lake, 1997)

3. Parent-student communication

Students communicate more with parents (via cell phone, text messages, email) and seem to be happy with that (Junco & Mastrodicasa, 2007; Pew Internet and America Life Project, 2002; Higher Education Research Institute, 2008)

Problem: not uniform across racial or SES groups (Wartman & Savage, 2008).

First generation students say they parents' involvement is too little.

Themes from the literature



4. Students as adults

The U.S. society sends mixed messages about the adult status of college students (Wartman & Savage, 2008)

Problem: Students do not perceive themselves as adults (Arnett, 1994)

5. Gender differences

For females, the separation vs. individuation process seem to work best through the context of adolescent-parent connectedness (Schulthesis & Blustein, 1994; Taub, 1997).

Problem: For male students, neither separation nor attachment to parents explain individuation process (Schulthesis & Blustein, 1994).

6. Racial differences

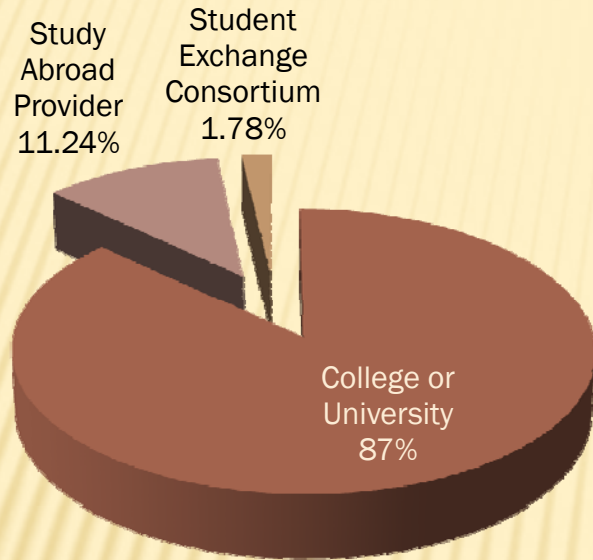
Parental attachment is positively associated with students' adjustment to campus for latin@ and black students (Hinderlie & Kenny, 2002, Sanchez, Reyes, and Singh, 2005; Barnet, 2004).

For black students, a strong connection with someone on campus is a stronger factor to explain persistence (Mallinckrodt, 1998).

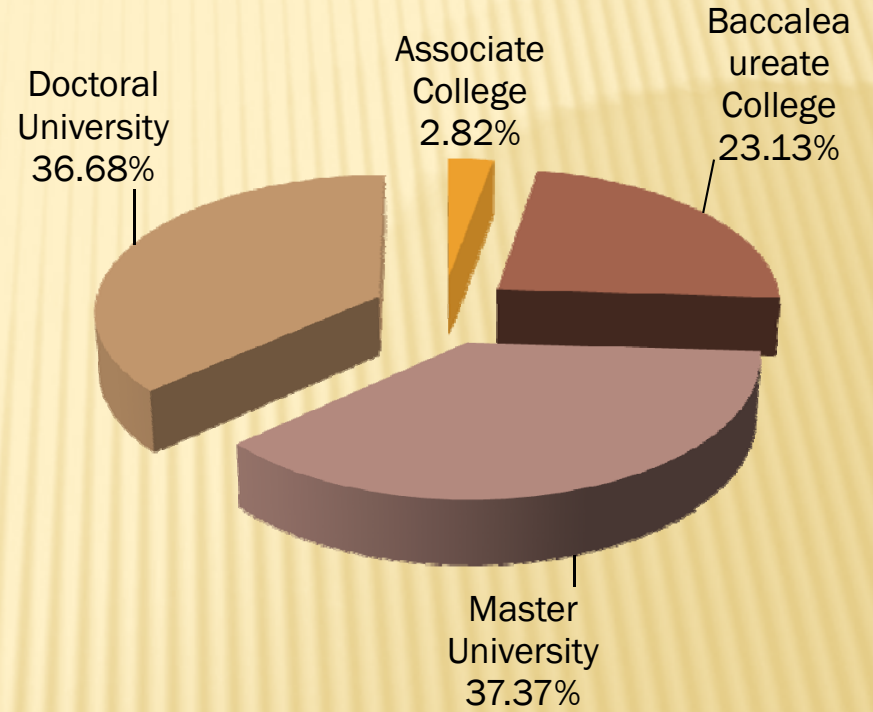


**Results of the Parent Involvement in
International Programs Survey
N=175**

TYPE OF INSTITUTIONS

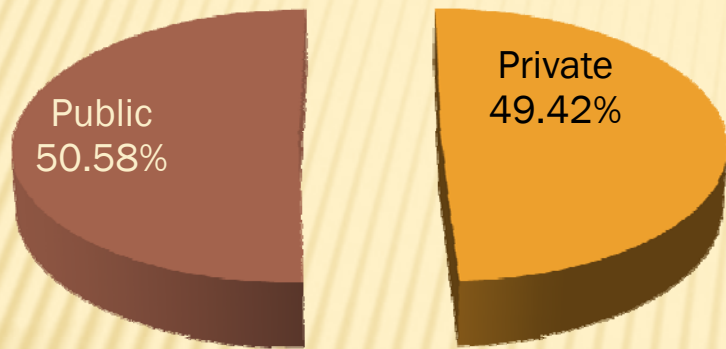


TYPE OF COLLEGE OR UNIVERSITY

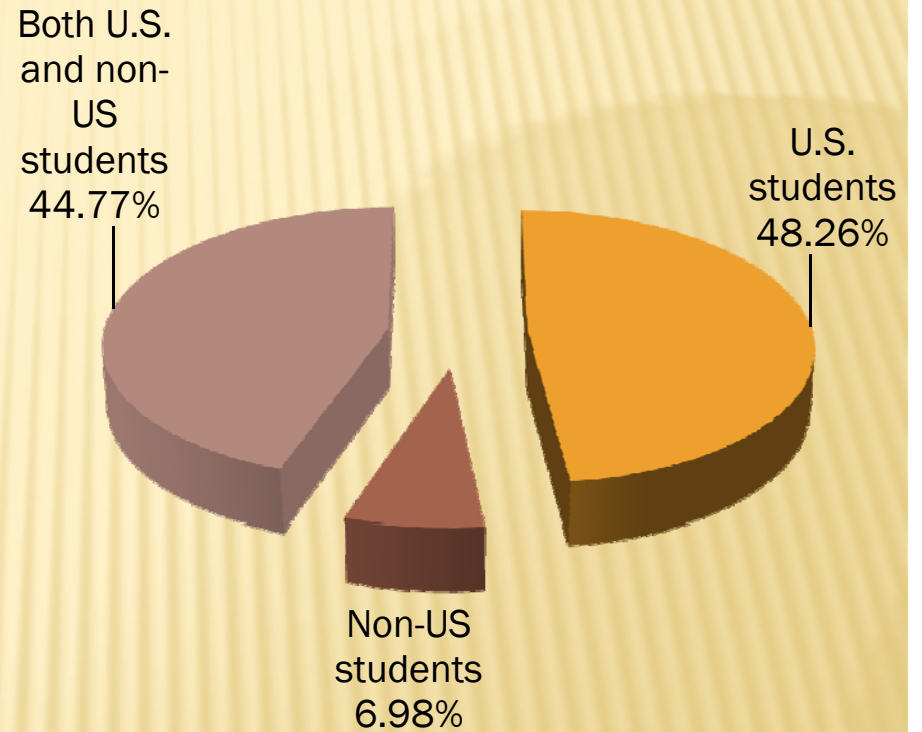


RESPONDENTS

TYPE OF INSTITUTION

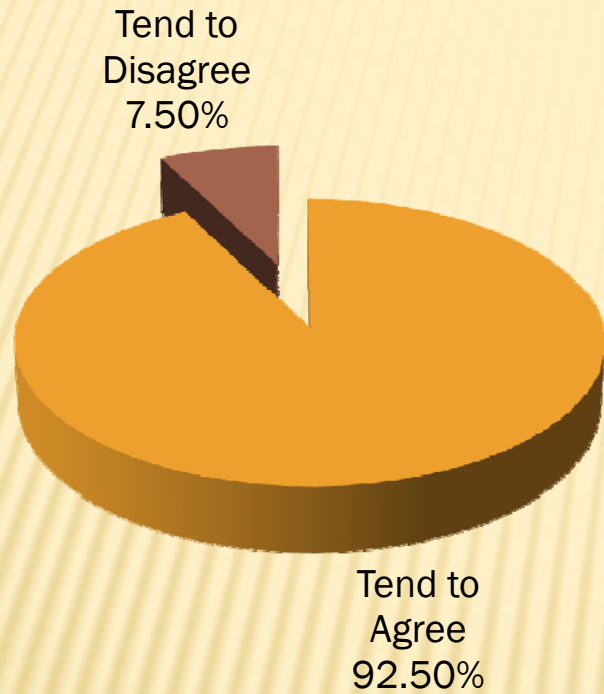


TYPE OF STUDENT

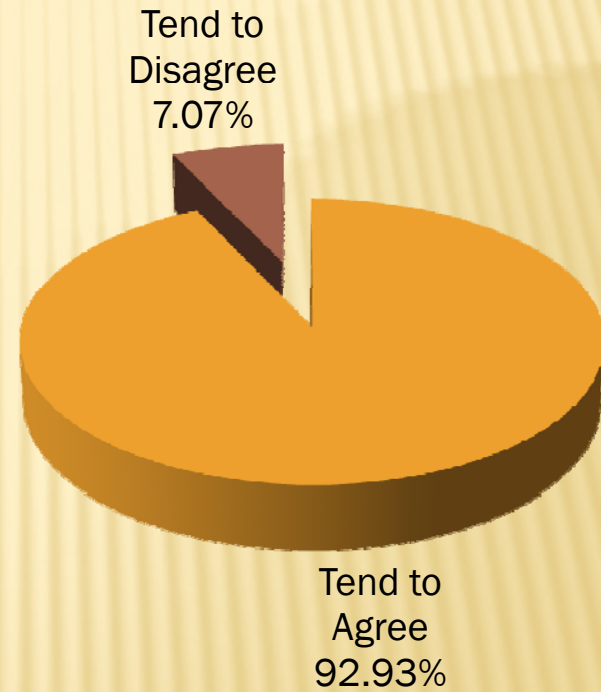


RESPONDENTS

PARENTS ARE MORE INVOLVED IN STUDENTS' INTERNATIONAL PLANS

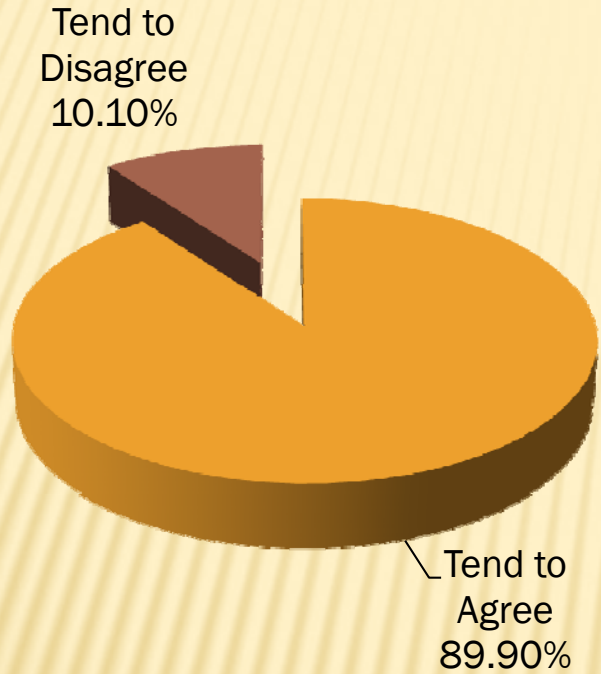


STUDENTS SEEK PARENT INVOLVEMENT



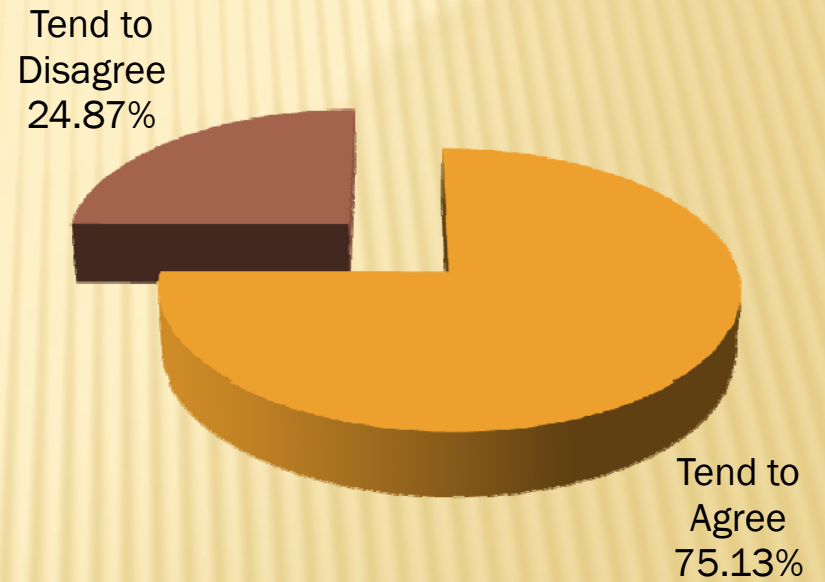
TRENDS

BUT PARENTS DO NOT WAIT FOR THEIR CHILD'S CALL



PARENTS ARE HELPFUL

They advocate for the student engaging in studies overseas



TRENDS

PARENTS CAN BE HELPFUL

They fill-in in areas where students are less self-sufficient

Tend to Disagree
26.94%



Tend to Agree
73.06%

BUT THEY CAN ALSO BE UNHELPFUL

Parents can impair the student's capacity to make decision

Tend to Disagree
31.79%

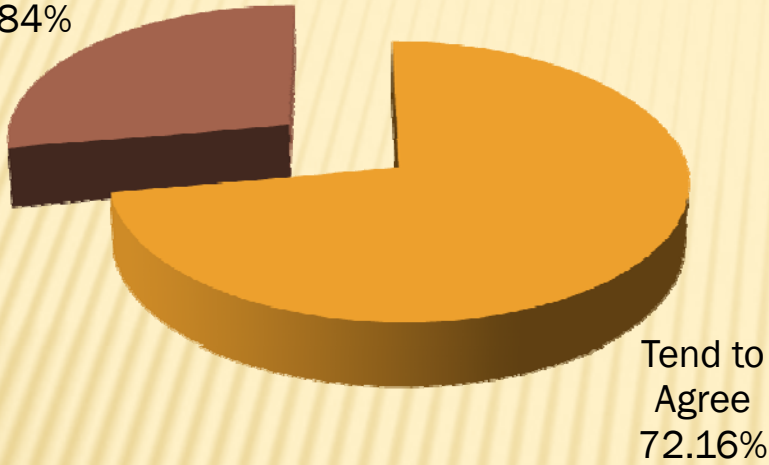


Tend to Agree
68.21%

TRENDS

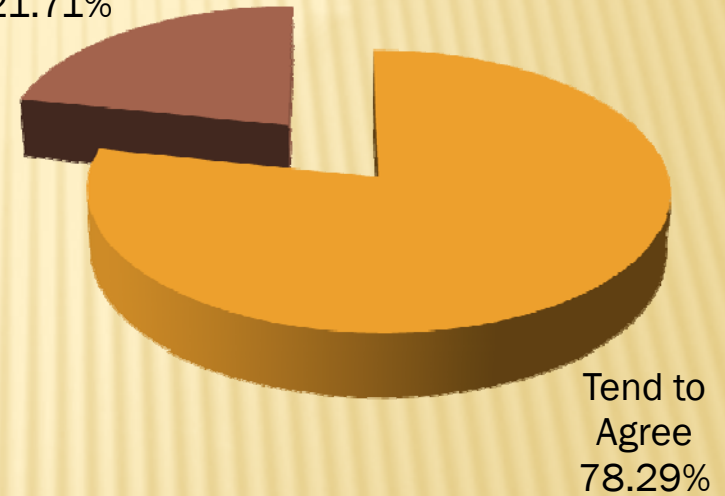
ADMINISTRATORS DEAL WITH PARENTS ROUTINELY

Tend to
Disagree
27.84%



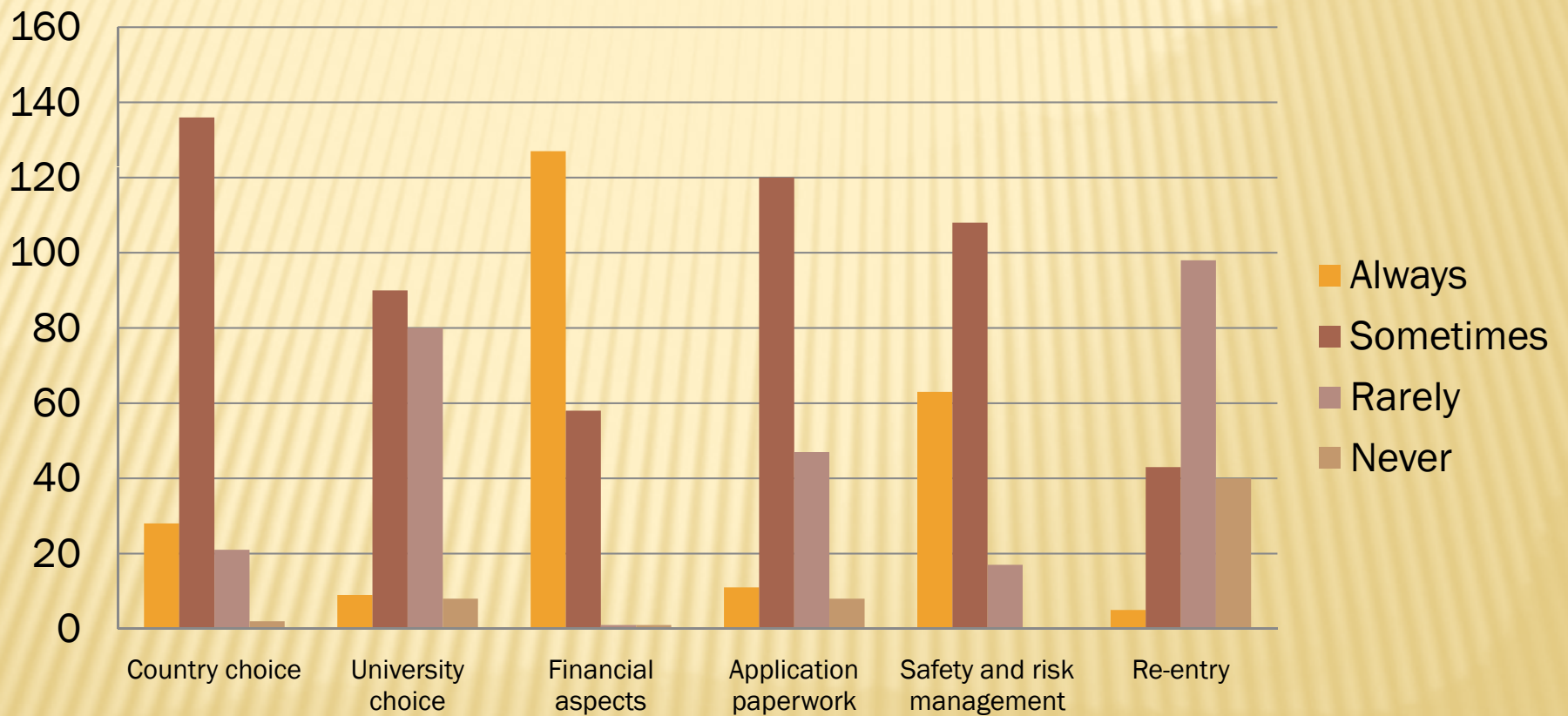
BUT PREFER TO DEAL STRICTLY WITH THE STUDENT

Tend to
Disagree
21.71%



INSTITUTIONAL RESPONSES

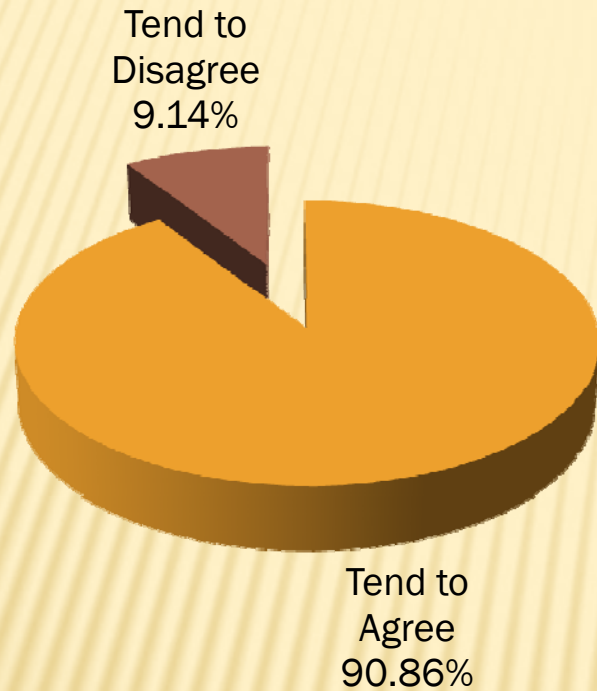
Parent involvement in aspects of International Programs



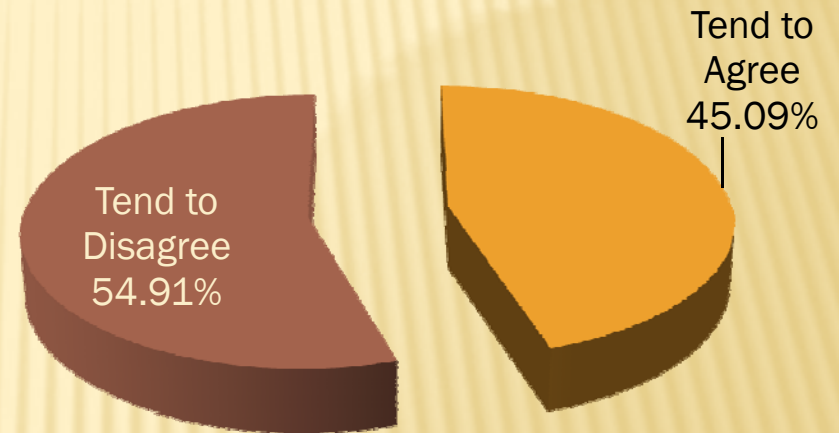
Areas in which parents become involved (hand-out)

- + Academics
- + Logistics
- + Accommodations
- + Finances
- + Issues of communication
- + Complicated situations
- + Health

GENERAL FEELING THAT STUDENTS ARE CAPABLE OF HANDLING INVOLVEMENT IN OVERSEAS STUDIES

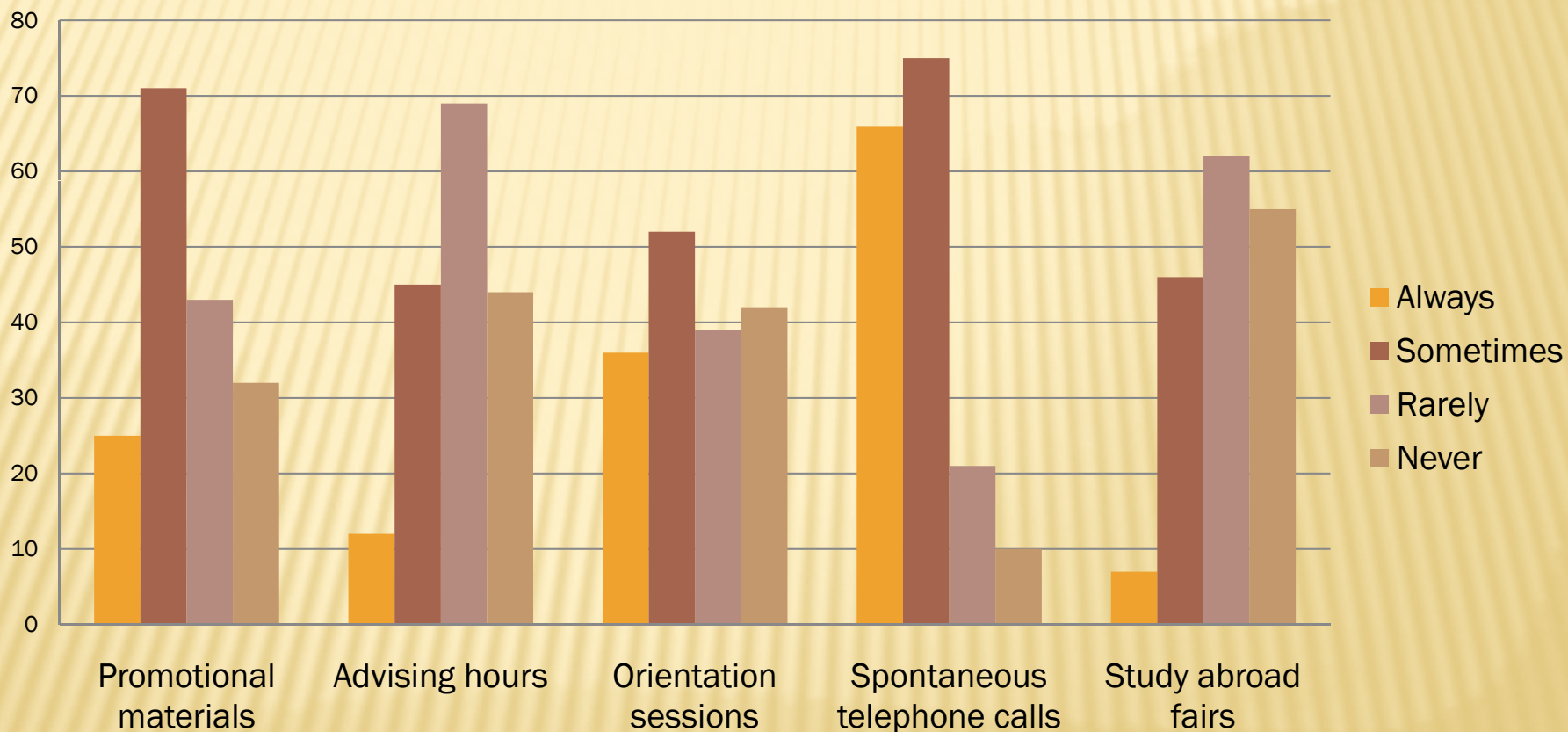


PARENT INVOLVEMENT NOT VIEWED AS CONSUMER ENTITLEMENT



INSTITUTIONAL RESPONSES

Areas in which parents have been included



Areas in which institutions seek parent involvement (hand-out)

- + Recruiting
- + Communication
- + Advising
- + No or limited parent involvement



idp

open your world

IDP's Experience with Helicopter Parents

- How often do parents contact us after student placement?



Singapore

- Parents contact at least 2 times
- Want to discuss:
 - Selection of university study options
 - Accommodation
 - General living expenses and conditions

Cambodia

- Parents contact 2-3 times
- Top 2 reasons:
 1. Can't get in touch with their student
 2. To complain about living conditions

Vietnam

- Parents contact once on average
- Top reason is to control their students in almost all aspects, such as:
 - Accommodation arrangement
 - Academic performance
 - Personal relationships

India

- The parents who contact do so 2-3 times
- Top 3 reasons:
 1. To extend the student's visa
 2. To learn student's progress as well as job opportunities
 3. Safety concerns

Saudi Arabia

- Parents contact 4-5 times
- Top 3 reasons:
 1. To hear how their student is doing with work and attendance
 2. To discuss tuition payments and reimbursements
 3. To extend visas

Thailand

- Parents contact 2 times
- Top 3 reasons:
 1. Accommodation, particularly home stays
 2. Academics
 3. Assistance in sending payment

Indonesia

- Parents don't contact often
- However, concerns are:
 - That their Muslim students will be targeted, will have to eat pork, or won't have proper prayer facilities
 - That their daughters will not be chaperoned as they are back home

Australia

- Parents typically contact Australia offices only if they too have travelled to Australia
- Top 4 reasons:
 1. Visa issues – showing appropriate/acceptable means of financial support
 2. Student is unhappy or in conflict
 3. Student is missing
 4. Follow up on app and visa process if student is off-shore and sponsor is on-shore

Extreme Examples of Helicopter Parents

- Flew to Australia to help their student settle in
- Called everyday to ask to fix problems for a student
- Blasted IDP counselors or the school when a student failed to get a job
- Contacted a host family every day to check on student's whereabouts and to make sure student wasn't associating with anyone the parent didn't approve of
- Argued on financial requirements and documentation when unable to meet criteria
- Threatened to take action when a student was not admitted

Tips

- Develop a strategy for the parents and students to keep in touch
 - Recommend they get on Facebook or some other social networking site so that students can easily update multiple people at once
- Give as much information as possible beforehand
 - Provide multiple contact points in host country
 - Review what parents should expect
- Never avoid parent inquires
- Cite rules and regulations of institutions or Department of Immigrations and Citizenships when possible

Benefit

- IDP's Malaysia director sees parent involvement as an opportunity: parents who are pleased with the experience may be more likely to send their other children to that institution.

PARENTAL INVOLVEMENT IN INTERNATIONAL PROGRAM & HBCUs

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AIEA Annual Conference
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Washington, Dc

INTRODUCTION

HBCUs, like majority institutions, have witnessed greater parental involvement in international programs. This involvement, however, doesn't exactly mirror that for parental involvement at majority institutions and varies across institutional and personal attributes.

INSTITUTIONAL ATTRIBUTES

Institutional Type, Location and Size, and History

- **State vs. Private**
- **Rural vs. Urban**
- **Land Grant vs. Non-Land Grant**

PERSONAL ATTRIBUTES

- **Parental marital status & educational level**
 - **married vs. single**
 - **some higher education or degree**
 - **high school education or less**

PERSONAL ATTRIBUTES

- **Student's Gender**
- **Student's Residential Status**
 - **in-State - out of State**

TRENDS

✓State vs. Private HBCUs

Comparatively speaking, parental involvement in International Programs at Private, Urban HBCUs tends to be greater than that for Small State supported HBCUs.

Example:

Howard University, D.C;

Morehouse and Spelman Colleges, Atlanta

Tougaloo College, Jackson, MS

TRENDS

According to administrators of int'l programs:

- **Success of student involvement in international programs at these types of HBCUs is attributed to parental support, which tends to be less intrusive.**
- **However, parents are more likely to exhibit helicopter behaviors than those at urban, state institutions.**

TRENDS

Possible explanation:

The financial investments made by parents in their children's education give them the "right" to be much more involved in directing and/or orchestrating their higher education experiences than parents of students at State Supported HBCUs.

TRENDS

➤ Rural vs. Urban State Supported Institutions

Small rural institutions are not as likely to have well developed international programs → parental involvement is not an issue.

Those that have recently undertaken more aggressive efforts to promote international education and programming often seek partnerships with parents and other community members to build viable programs (actively recruiting parental is crucial for student participation).

TRENDS

Urban state-supported or Land-Grant HBCUs have greater international education and programming experience.

Less likely to solicit parental involvement but are not anti-parental involvement.

Example:

Jackson State University, Florida A&M, Southern University and Morgan State University do not routinely seek parental involvement but, depending on programmatic and student related issues, may call upon parents to advocate for programs and/or encourage student children and other students to participate in international education programs.

TRENDS

A cursory examination of parental involvement in study abroad programs reveals a need to explore the possible relationship between level and nature of parental involvement and key demographic factors. Preliminary research indicates :

Students from two-parent households are likely to receive more support and encouragement for study abroad.

TRENDS

Students from single parent households:

Single-female parents are less-supportive for their male children to participate in study abroad programs than are single-male parents.

Single-male parents tend to be more supportive regardless of the student's gender

TRENDS

Single-female parents of female students tend to be more supportive to study abroad than single-female parents of male students are.

The relationship between parental education and support for international programs varies across gender lines but, generally the higher the educational level

TRENDS

In terms of education level:

The higher the educational level, the greater parental support for international programs.

However, parents who have less education often are extremely supportive of study abroad programs and view them as once-in-a-life time opportunity for their children.

In terms of in/out of state status:

Generally out-of-state parents exhibit high levels of support for study abroad programs. The fear factor is not as great for these parents as for those who have limited travel experience.

INSTITUTIONAL RESPONSES AND CONFLICTS

No monolithic HBCU strategy for addressing parental involvement in international programs.

However, many (regardless the institutional type) seek to involve parents in certain programs early on.

Parents of HBCU students generally seek information about study abroad/exchange programs.

INSTITUTIONAL RESPONSES AND CONFLICTS

After the student has made a decision to undertake an education abroad experience, parents typically contact us to obtain additional information about :

- country of study

- Safety measures

- cost of program

- Departure and return dates; and International communication options

INSTITUTIONAL RESPONSES AND CONFLICTS

MVSU and other HBCUs responses to parental involvement depend on behavioral factors and the type of involvement they seek.

If parents are seemingly hostile and over-demanding, the response might range from trying to calm the parent(s) in order to engage in a meaningful exchange to ignoring or finding credible ways to not address them.

INSTITUTIONAL RESPONSES AND CONFLICTS

For the majority of HBCUs parental involvement in international programs has been a positive, albeit somewhat limited, experience. Information sharing takes multiple forms:

- Parental orientation sessions
- Pre-departure receptions
- email/ regular mail correspondence
- Telephone conversations.



Parents

Kim V. Beisecker

Director

Cranwell International
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Parent involvement prior to arrival

- Written materials
 - We include parent letter (in language) in admission packet
 - Few International websites have a “parent page”
-

“ Esteemed institution... Respected madam... Excuse my questions...”



Parents as Partners

- Historically not good donors
 - Difficulty sending information
 - Easily “out of sight”
-

**“If I was there I would do this...
please take care of this for me”**

Arrival at VT

- Small number of parents travel with students
 - Phone cards
 - Many concerns for health and safety
 - Immunizations and Health reviews/tours
-

“My child has been kidnapped...”



Health and Safety morphs to Academic Success

- FERPA
 - Tax dependency
 - Culturally difficult concept
- Different Educ System/ 1st generation in US

“Why was my child allowed to fail? He never went to class? “



Why we do our job-

“Thank you”



IMPLICATIONS & RECOMMENDATIONS

IMPLICATIONS

- ✘ Parents are increasingly more involved in the students' college experience and seem to be a growing constituent for international programs
- ✘ Organizations in varying degrees are including parents to promote/support the expansion of international programs
- ✘ Parent involvement responds to parents' initiatives and the student's request
- ✘ Parent involvement may help the student's academic experience overseas

IMPLICATIONS

- ✘ Not all students have the same needs. It is important to check the organizational culture and the sub-groups being served, including family experience
- ✘ Similarly, not all parents are the same. Those who get involved, do it in varying degrees
- ✘ Patterns of parent involvement vary greatly from one country to another

RECOMMENDATIONS

- ✘ Our work consists of introducing students to international education. In this road, we are likely to find students who are not self sufficient
- ✘ International programs administrators (at least administrators based in the U.S.) are challenged to be prepared to deal with parents
- ✘ In this pursuit, administrators need to balance the culture of the institution and the goals of student development
- ✘ Institutions may need to define a strategy to ensure that parent involvement is constructive with specific outcomes that help students navigate more effectively their engagement in international programs

THANK YOU

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