Re-Entry: Holistic Integration Back into the University Community and Beyond

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Brandeis

Study Abroad at Brandeis

Engage, Explore, Expand, Excite

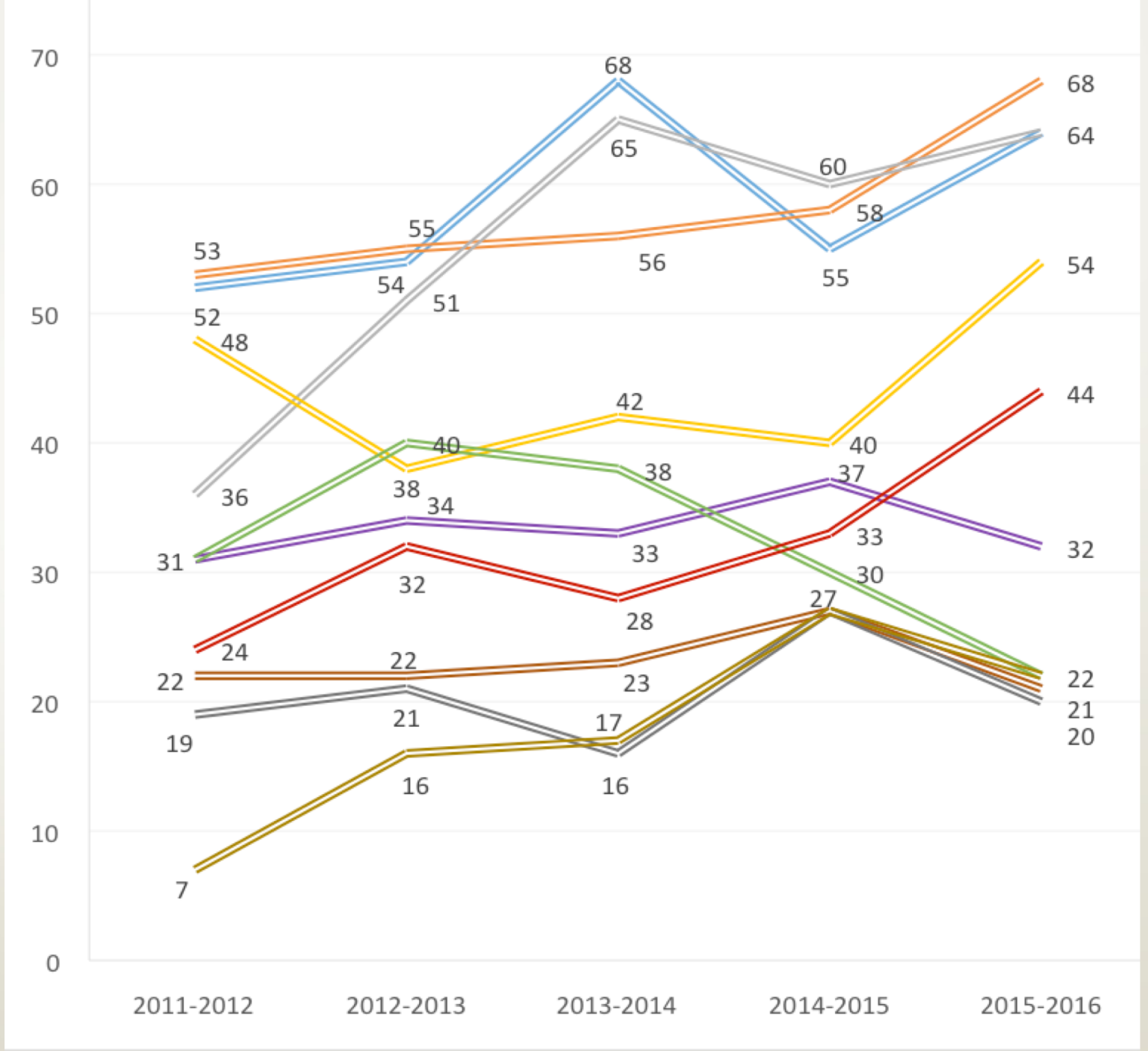
Unique Population

- Rough 40% of junior class studying abroad; 50% of graduating class with an international experience (counting non-credit options)
- Strong focus on social justice, community service and experiential learning including internships, research projects and field work
- Increasing pull toward European destinations; language interest decreasing
- A few Brandeis-Led Programs in Bangalore, Copenhagen, The Hague, and Siena
- ⅕ of all students international; uneven mirroring of the campus ethnicity makeup

Majors/ Minors

Integrating the academic experience for liberal arts students

Unique course counting pulls fewer credits in during abroad period



Fall 2015 Re-Entry Program

Business as usual...

Fall 2015

- Garnering student attention upon return; staying relevant; different durations
- Standard Re-entry Programming focusing on:
  - actively debriefing time away; connecting with fellow returnees
  - encouraging reflection both personally and academically
  - integrating your experience back into Brandeis
  - Thinking about next steps with Hiatt and Fellowships
- Offering workshops on resume & interviewing techniques
- Anecdotal Results; Feedback indicated programming lacking usefulness

Updating a Re-Entry Program

Reasons to Update

Re-entry to the University

Connect their experiences abroad to skills employers are seeking

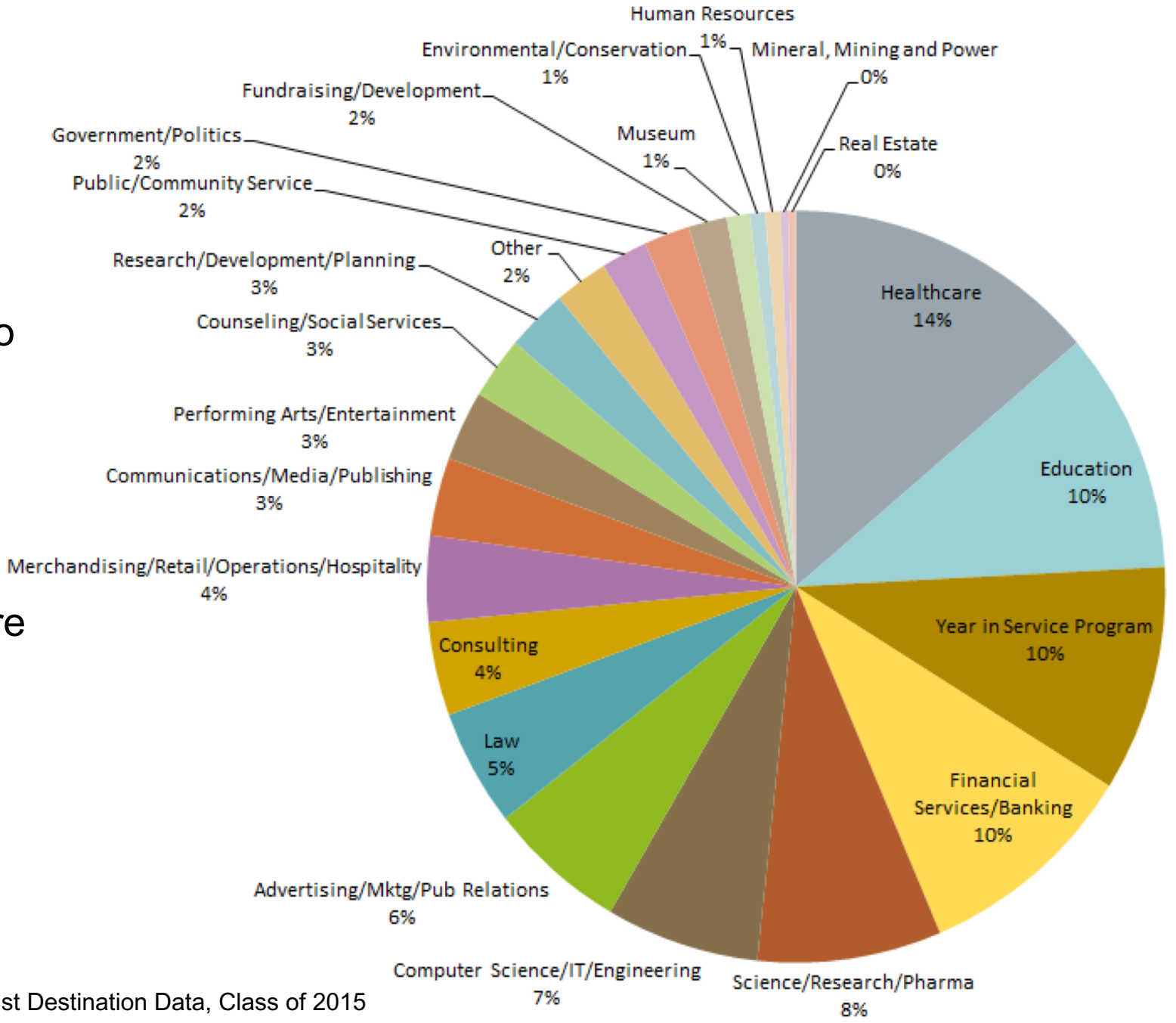
Articulate skills beyond, “It as awesome!”

Hiatt Career Center at Brandeis

Unique Population

Brandeis' curriculum allows students to double-count courses which contributes to students' choosing multiple majors and minors, which contributes to...

Brandeis' liberal arts students' career interests are as diverse as their multiple areas of study.



1st Destination Data, Class of 2015

Career Center Staffing & Roles

Career Development Team

Employer Relations Team

Alumni & Parent Engagement Team

New role: Assistant Director of Career Development: International Students

Will be able to help international students articulate the value of study abroad experience in the student's home culture and employment environment.

Spring 2016 Re-Entry Program

Spring 2016 Re-Entry Program

NACE (National Association of Colleges and Employers) annual list of attributes employers seek on a candidate's resume

Top 5: Leadership, Ability to work in a team, Communication skills (written), Problem-solving skills, Communication skills (verbal).

Communication Skills (Written & Verbal)	**Check**
I regularly communicated/interacted with others in another language.	
I learned new culturally-appropriate ways to express myself speaking or in writing.	
I had to listen and observe others in order to communicate appropriately.	

Spring 2016 Re-Entry Program

Opportunity to practice translating their skills and talking about their experiences.

Study abroad is interest to any employer creating a multi-cultural, team-oriented, flexible problem-solving workplace! Reflect on one skill set and practice providing a description with evidence for acquiring that skill and its applicability to work or school. Provide an example highlighting: location, an activity, skill(s), and outcome(s)

EXAMPLE: By studying and living ***(activity)*** in Cuba ***(location)*** I can now communicate well in Spanish ***(skill)***, I am confident about living and traveling independently ***(skill)*** and have an understanding of history, economics and politics in Latin America ***(skill)*** that will be a firm foundation for future work analyzing regional relationships ***(outcome)***.

Discussion

- How does your organization/ institution currently integrate students back into the home community?
- What key elements are necessary to assist students in integrating their overseas experiences?
- What creative approaches might you implement to reach this current generation of students in future re-entry programming?

Thank You

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