

MEETING AMERICA'S GLOBAL EDUCATION CHALLENGE

Expanding U.S. Study Abroad in the Arab World: Challenges and Opportunities



Institute of International Education

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In March 2008, the Hollings Center for International Dialogue and the Institute of International Education convened a workshop entitled "Expanding American Study Abroad in the Arab World: Challenges and Opportunities" at Al Akhawayn University in Ifrane, Morocco. The workshop was supported by a grant from the Bureau of Educational and Cultural Affairs of the U.S. Department of State. The preparations for this workshop and discussions that took place in Ifrane provided the framework for this white paper on expanding capacity in U.S. study abroad. While based on the discussions that took place in the workshop, the statements and opinions included in this report reflect those of the authors and do not necessarily reflect those of the individual participants or their institutions.

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Expanding U.S. Study Abroad in the Arab World: Challenges and Opportunities

Fourth in a Series of White Papers on
Expanding Capacity and Diversity in Study Abroad

Institute of International Education, in cooperation with
The Hollings Center for International Dialogue
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By Robert Gutierrez, Amy Hawthorne, Mary Kirk, and Christopher Powers

With Foreword by Professor Rachid Benmokhtar Benabdallah,
President (1998–2008), Al Akhawayn University in Ifrane, Morocco

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U.S. Department of State

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http://clscholarship.org/home.php	Critical Language Scholarship Program
www.fulbrightonline.org	Fulbright U.S. Student Program

National Security Education Program

www.borenawards.org	Boren Scholarships and Fellowships
www.flagshipfellowships.org	The Language Flagship Fellowships
www.thelanguageflagship.org	

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FOREWORD

By Professor Rachid Benmokhtar Benabdallah, President (1998–2008), Al Akhawayn University in Ifrane

It was a great honor for Al Akhawayn University in Ifrane (AUI) to host the workshop, and we are very grateful that our university was chosen as a venue. Many thanks to the Hollings Center for International Dialogue and to the Institute of International Education for this initiative.

With study abroad specialists and representatives of institutions of higher education in the Arab world and the U.S. in attendance, this meeting focused on promoting mutually beneficial study abroad programs in the Arab world for American students. According to IIE's *Open Doors Report on International Educational Exchange*, there were no more than 2,200 American students who went to an Arab country for a study abroad program in 2006/07. The comparison with the 138,000 U.S. students who go to Europe, the other side of the Mediterranean, or to other parts of the world, is a clear indication that there is a problem that we, both Americans and Arabs, need to address. Of course, study abroad in the Arab world has made great progress in the last two or three years, and we need to congratulate ourselves on that. In 2006/07, North African countries hosted three times as many U.S. students (1,658) as the rest of the Arab world (536). In Morocco, we hosted 491 students, about 170 of whom came to Al Akhawayn. But a lot more remains to be done, and that is what this meeting was about.

Mutual Benefits of Study Abroad

Economically, the exchange of students between the Arab world and the United States is hugely unbalanced. Compare the 2,200 figure with 22,549 Arab students who were in the United States for their education in 2007/08. The imbalance is a lot greater when we take into consideration the fact that U.S. students generally go for one semester or less, whereas Arab students go for a much longer time.

As we understand that the target for U.S. study abroad is one million students a year, the economic interest for Arab institutions becomes more important. But of course, there is much, much more than economic interest that brings all of us to this table. International education has always been not only a desirable dimension of education but a necessary one. If education is about expanding one's horizons, how can it be complete without the international dimension? In our "globalized" world where markets as well as security concerns are shared, international education becomes even more vital. We are sharing more and more information, technology, goods, and even outer space; we are facing the same challenges of climate change, environment destruction, nuclear risks, water and energy shortages, old and new disease pandemics and endemics. Thus the human dimension becomes essential for living together and finding appropriate and sustainable solutions. In our region, young people usually know more about the United States than Americans know about our countries. Promoting better knowledge of each other would help avoid misunderstanding and aggressive attitudes.

U.S. students come to our universities to learn Arabic. This remains for now the biggest attraction and the main motivation for study abroad in the Arab world. At Al Akhawayn, we have learned that it is not easy to teach Arabic to non-natives. It takes a different approach, a different methodology, different materials, and different classroom styles and attitudes compared with teaching Arabic as a first language. That has been a useful learning process for us at least since we have learned how to innovate and become more creative in teaching our own native speakers how to use the Arabic language more efficiently and more usefully in academic as well as in professional environments.

American students and researchers are interested mostly in the humanities and social sciences. They take those courses out of real interest, in addition to taking them to fulfill their curricular requirements back home. These fields are not fully developed in the Arab world. This is another benefit for us in the

sense that it helps us develop the teaching and research of social and cultural issues without which our societies cannot develop. We are convinced that human development in our country cannot be promoted if we do not address the problems of literacy and education, the low production of knowledge, the problems of the Arabic language, the issues of gender equity, and the issues of governance at all levels of society. All of these are areas where humanities and social science have top priority.

Study Abroad at Al Akhawayn University

The most important benefit of study abroad for us can be illustrated by the creation of this university, by its mission, by its founding charter, and by the vision that we have developed for it throughout its young but rich existence. Our founding charter, an inspiration of His Late Majesty King Hassan II, reminds us of the “historical and cultural vocation of the Kingdom of Morocco, an Arab-African land enjoying a privileged geo-strategic position, belonging to the Arab-Islamic civilization and open to Europe, America and Asia.” And it sets as part of our mission to consolidate “our country’s vocation as a land of encounters, liberty, and tolerance, a fact in which our country takes deep pride;” to serve as “a framework for cooperation and understanding among peoples and civilizations;” and to train students who are “imbued with the values of human solidarity and tolerance.” We have always thought that these objectives cannot be attained without making this campus a place of encounters of tolerance of intercultural and interfaith communication and understanding.

Our student population has always had a proportion of international students that we would like to increase very significantly. Currently, this semester we have 71 international students. This population increases significantly in the summer because of our summer programs, including the intensive Arabic and North African Studies program. We have always encouraged our students to go abroad for an international experience. And our faculty are, in large part, international. At present, 40 percent of our faculty are non-Moroccan. We do not distinguish in our faculty between Moroccan and international. They have the same basic work contract. AUI is an international institution that shares and disseminates universal values while prizing indigenous cultures starting from the rich and long Moroccan heritage. We offer our international students what we hope is a real opportunity to learn from adapted curricula, campus life, and activities as well as from the discovery of a unique countryside, a paradise of biodiversity, a paradise of geology, a melting pot of cultures and traditions where Europe, Africa, and the Orient are like the background in an impressive painting. They are always present somewhere behind the scene at home, at work, in the street, in formal as well as informal settings. So, in summary, study abroad activities on our campus help us fulfill our mission and be what we strive to be: an international, multicultural environment where difference is respected.

International Education and Globalized Education

One last word on what some observers have been calling international education versus globalized education. Many American universities have been establishing branches in other parts of the world. They have been invited by the various countries to do that, and they render a great service to higher education in the Arab world. Our wish is that they avoid merchandizing higher education. They should promote study abroad and international education among Americans by encouraging as many American students as possible to enroll in their international branches. I am sure that this approach would serve the dual objectives of reinforcing the quality of education in those international campuses and promoting study abroad in the Arab world.

I would like to reiterate my thanks to all the workshop participants for giving us the opportunity to know you and to introduce you to the world of Al Akhawayn University.

EXECUTIVE SUMMARY

To succeed and prosper in a global economy and an interconnected world, U.S. students need international knowledge, intercultural communications skills, and global perspectives. The number of American students receiving credit for study abroad annually exceeds 240,000. However, with a total higher education enrollment of nearly 18 million, there remains a huge unmet need to expand American students' international experience, and an even greater challenge to ensure that access to study abroad is available to all, including students of diverse backgrounds, low incomes, and underrepresented fields of study.

As U.S. campuses seek to make study abroad more widely available, many challenges are being intensely discussed at the campus level and by policy makers at every level. Targeted goals to greatly expand the number of U.S. students abroad will compel administrators and educators to make efficient use of existing resources and ensure that access to education abroad is available to all. With the overarching goal of addressing these challenges, the Meeting America's Global Education Challenge series explores the challenge of substantially expanding the numbers and destinations of U.S. students studying abroad and, for this white paper, looks to the Arab world as a destination.

Growing numbers of U.S. college and university students are choosing to study the Arabic language and to study abroad in the Arab world. The Modern Language Association reports that between 2002 and 2007, the number of Arabic language enrollments in U.S. higher education rose by 127 percent; and, according to the latest data from the Institute of International Education's (IIE's) *Open Doors Report on International Educational Exchange*, between 2004 and 2007, the number of U.S. students receiving academic credit for study in Arab countries grew by 43 percent. Yet the numbers are still very small; the Arab world attracts only 2,200 American students a year, or less than one percent of all Americans who study overseas annually. More than half study in one country, Egypt, and more than 80 percent of American students go to one of three countries: Egypt, Jordan, or Morocco.

In March 2008 the Hollings Center for International Dialogue and IIE convened a workshop at Al Akhawayn University in Ifrane, Morocco, to explore the challenges and opportunities in expanding American study abroad in the Arab world. The purpose of the workshop was to examine the issues that will arise as more U.S. students seek to study in the region. Is there enough capacity in the region to accommodate more students? Are there opportunities in countries and universities that are currently underrepresented? What challenges will U.S. and Arab-world educators face if more young Americans are to study in the region?

The Hollings Center and IIE invited 33 senior-level administrators and faculty from U.S.- and Arab-world-based higher education institutions, program provider organizations, and Arabic language centers. Participants represented 11 Arab countries and the United States.

Plenary sessions and small group discussions focused on the following issues that will affect the future of study abroad in the region, including

- Credit issues and academic standards,
- International partnerships,
- Cross-cultural issues,
- Safety and security,
- Resources and marketing capacity of host institutions, and
- Arabic language study.

Findings

The workshop found great enthusiasm among both U.S. and Arab-world educators for increasing the number of U.S. students in the region. Recognizing the challenges that exist in each of the areas listed above, workshop participants were able to identify strategies to address these complex issues. They also cautioned that any growth must be managed well, with programs developed carefully; students well oriented to the region and particular country where they will study; and thoughtful consideration given to the impact of growth on the experiences of the students, the host institutions, and the communities in which they are located.

As American students continue to learn Arabic and seek study opportunities in the Arab world, U.S. and Arab-world educators must continue to work together to define the issues and strategies that will lead to positive study abroad experiences for students in the region. At the institutional level, administrators on both sides must address issues of credit transfer and academic standards, maintaining quality while ensuring effective cultural learning experiences. Both sides must understand that resource limitations, more than limitations of will, may temper enthusiasm for growth, forcing both sides to work in creative ways to overcome barriers. At the student level, educators in the United States and the Arab world must ensure that students properly understand the challenges involved in studying in this region. Educators must develop a comprehensive knowledge of the unique cultural, historical, and linguistic context that each study abroad opportunity in the region provides and advise students accordingly.

There are many ways in which these challenges can be met. To begin to address them, and as a direct result of the workshop, the Hollings Center and IIE have made the following commitments:

1. To issue this white paper on U.S. study abroad capacity in the Arab world to broaden the conversation and reach a wider audience.
2. To compile and publish an inventory of the Arab-world programs represented by participants, including specific information on how U.S. students may participate (included as Appendix D).
3. To provide complimentary membership in IIE Network, IIE's institutional membership program, for all Arab-world-based participants.
4. To issue small grants provided by the Hollings Center to further U.S.–Arab world university dialogue and to promote U.S. study abroad in the region.

Additional recommendations that could facilitate increased study abroad in the region include

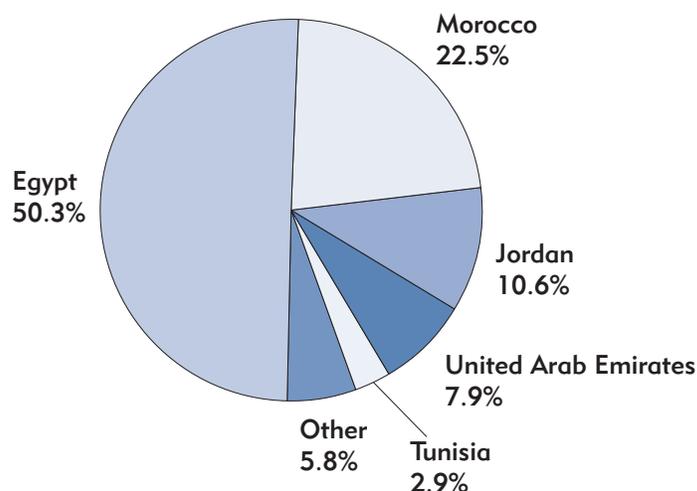
1. Preparing an expanded inventory to include all institutions in the region.
2. Creating an organization of like-minded Arab-world institutions to address issues of common concern, including academic quality, credit transfers, and institutional collaboration.
3. Expanding Arabic teacher training and development of supplemental teaching materials.
4. Awarding study abroad scholarships for U.S. students to study at any institution in the region.
5. Organizing U.S. campus study tours for underrepresented Arab-world institutions.
6. Sustaining ongoing dialogue between U.S. and Arab-world participants on the issues raised at the workshop through follow-on workshops and seminars.

I. INTRODUCTION

In March 2008, the Hollings Center for International Dialogue and the Institute of International Education (IIE) convened a three-day workshop at Al Akhawayn University in Ifrane, Morocco, on the topic of expanding U.S. study abroad in the Arab world. See Appendix A for the workshop agenda.

Reflecting the rising interest in Middle Eastern politics, Islam, and the Arabic language in the United States, more U.S. college and university students are studying abroad in Arab countries than ever before. Between 2004 and 2007, the number of U.S. students who studied abroad for academic credit in Arab countries grew by 43 percent.¹ This is an encouraging trend, as living and studying in the Arab world is perhaps the best way for young Americans to understand this strategically vital region. Yet the actual number of participants is still very small; the Arab world attracts less than one percent (2,185 students in 2006/07) of the nearly quarter million Americans who study overseas each year. Study abroad in the Arab world is also geographically concentrated. More than half of all American students who study in the region go to Egypt, with another 33 percent studying in Morocco and Jordan (fig. 1). The challenges ahead are to increase the number of students going to the region and to develop a geographically diverse base of high-quality programs that can host them.

FIGURE 1. Arab-World Destinations of U.S. Study Abroad Students, 2006/07



Source: Rajika Bhandari and Patricia Chow, *Open Doors 2008: Report on International Educational Exchange* (New York: Institute of International Education, 2008).

Workshop Objectives

The objective of the workshop was to launch a dialogue among U.S. and Arab-world institutions to explore the following key questions:

- What are the opportunities for, and challenges associated with, establishing new study abroad programs in the region and expanding existing programs?
- How can Arab institutions attract and accommodate more U.S. students?
- How can a more geographically diverse base of study abroad programs be developed?

¹ Rajika Bhandari and Patricia Chow, *Open Doors 2008: Report on International Educational Exchange* (New York: Institute of International Education, 2008). Figures cited are for 2004–2007, the last year for which such study abroad data are available.

Workshop Participants

The Hollings Center and IIE selected a diverse group of 33 participants with first-hand experience in these issues. Participants represented institutions in Egypt, Jordan, Kuwait, Lebanon, Morocco, Qatar, Saudi Arabia, Syria, Tunisia, the United Arab Emirates, the United States, and Yemen. The 19 Arab-world participants came from 16 institutions and represented the diversity of study abroad opportunities in the region, including universities with long-established programs that host American students; new and experienced study abroad program providers; and underrepresented institutions. IIE ensured that the institutions that host the most significant number of federally funded U.S. scholarship recipients participated, as well as those who are well-positioned to increase the number of U.S. students they host. See Appendix B for a list of workshop participants.

Several of the institutions that host the most U.S. students, including the American University in Cairo, the University of Jordan, and Al Akhawayn University in Ifrane, participated alongside institutions that host fewer U.S. students, such as Cairo University and Effat College in Saudi Arabia. Well-established private language institutes, such as the Arabic Language Institute in Fez and the Yemen College of Middle Eastern Studies, provided an important non-university perspective. Third-party providers, including the Council on International Educational Exchange (CIEE) and the School for International Training (SIT), were represented, as well as emerging partnerships such as the Middlebury College–Alexandria University program and the Mohammed V University–America-Mideast Educational and Training Services (AMIDEAST) program. Participants from American-style institutions in the region, such as the American University of Sharjah and the American University of Kuwait, attended, as well as a representative of the Qatar Foundation, which has provided funding for six U.S. branch campuses located in Doha’s Education City.²

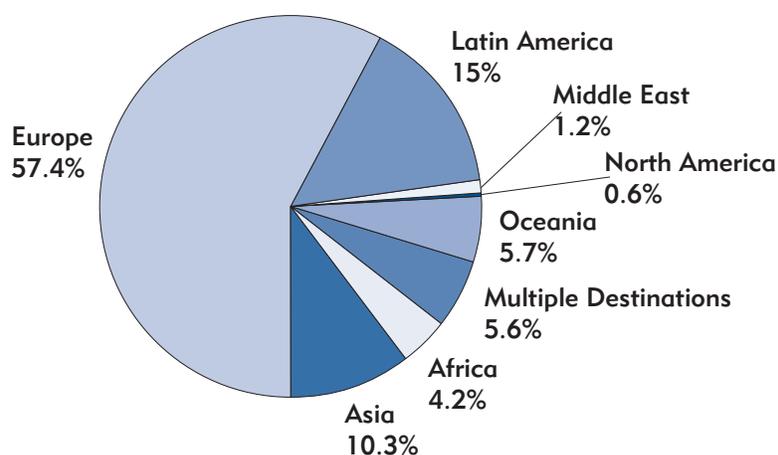
The 14 U.S. participants included those managing programs for CIEE and AMIDEAST, two organizations that develop and administer study abroad programs for students from many different U.S. colleges and universities, as well as study abroad deans and directors, from public and private institutions, with a variety of experiences and perspectives on study abroad in the region. The group included representatives of institutions that encourage their students to take part in a wide array of study abroad programs throughout the region, as well as those that limit enrollment to institutions with which they have formal relationships. Such a diversity of viewpoints was vital to ensuring that the workshop could address both the opportunities and the challenges involved in expanding study abroad in the region.

² The branch campuses are Carnegie Mellon University in Qatar, Georgetown University School of Foreign Service in Qatar, Northwestern University in Qatar, Texas A&M University at Qatar, Virginia Commonwealth University in Qatar, and Weill Cornell Medical College in Qatar.

Pre-Workshop Survey

Prior to the workshop, the Hollings Center and IIE administered a survey to participants to learn more about their programs and perspectives on growth.³ Most of the U.S. institutions surveyed reported that they send 20 students or fewer to the Arab world each year—more than in the past, but this number is still minuscule compared to the numbers of students going to Europe and other traditional study abroad destinations (fig. 2). U.S.-based respondents cited concerns about safety, students' lack of advanced Arabic skills, and cost among the key factors limiting student numbers. They reported that offering more courses in Arabic and Middle East studies at their own institutions, developing faculty support, and forging relationships with quality Arab universities and programs would encourage more of their students to go to the Arab world.

FIGURE 2. Destinations of U.S. Study Abroad Students, 2006/07



Source: Rajika Bhandari and Patricia Chow, *Open Doors 2008: Report on International Educational Exchange* (New York: Institute of International Education, 2008).

All participants from the Arab world reported that their institutions want to receive more American students. Factors driving this recent and notable interest—in the past, some Arab campuses were reluctant to host large numbers of Americans—include a regional trend toward the internationalization of higher education, student “demand” from the United States, the financial incentive of additional tuition and fees, and an interest in promoting cultural understanding. Interestingly, more than 80 percent of Arab-world respondents indicated that local political sensitivities posed no challenge at all to expanding U.S. study abroad in the region. Respondents pointed to resource constraints (especially in the areas of student housing and support services), lack of awareness in the United States of their programs, and high cost as the main factors hindering their institutions from receiving more U.S. students. A summary of the survey results is included in Appendix C.

³ The pre-workshop survey was administered among the 33 workshop participants, and the results do not reflect findings of a representative sample. Rather, they are meant to provide a general snapshot of the key issues and give context to the opinions and ideas expressed at the workshop.

II. A SNAPSHOT OF U.S. STUDY ABROAD IN THE ARAB WORLD

While most Americans who study abroad continue to do so in traditional destination countries such as the United Kingdom, Italy, and Spain, a growing number are choosing to study in less traditional locations, including the Arab world. Nearly 2,200 American students studied abroad for credit in the Arab world in 2006/07, the most recent academic year for which data are available. Students were concentrated in four Arab countries. More than half (1,100) studied in Egypt, whereas 491 studied in Morocco, 231 studied in Jordan, and 173 studied in the United Arab Emirates. Fewer than 200 U.S. students studied in all other Arab countries combined (fig. 3).⁴

FIGURE 3. Leading Destinations of U.S. Study Abroad Students, 2006/07

WORLD TOTAL		241,791
1	United Kingdom	32,705
2	Italy	27,831
3	Spain	24,005
4	France	17,233
5	China	11,064

TOP ARAB-WORLD DESTINATIONS		
1	Egypt	1,100
2	Morocco	491
3	Jordan	231
4	United Arab Emirates	173

Source: Rajika Bhandari and Patricia Chow, *Open Doors 2008: Report on International Educational Exchange* (New York: Institute of International Education, 2008).

In addition to U.S. students, Arab-world institutions are hosting an increasing number of international students from other countries, most notably from elsewhere in the Arab world but also from Europe, Asia, and other regions throughout the world. Data from the United Nations Educational, Scientific, and Cultural Organization (UNESCO) indicate, for example, that 21,509 international students studied in Jordan in 2006, an increase of 36 percent since 2003; 17,199 studied in Lebanon in 2006, an increase of 41 percent since 2003; and 6,049 studied in Morocco in 2006, an increase of 18 percent since 2003.⁵

⁴ Rajika Bhandari and Patricia Chow, *Open Doors 2008: Report on International Educational Exchange* (New York: Institute of International Education, 2008).

⁵ International Flows of Mobile Students at the Tertiary Level (ISCED 5 and 6) (Montreal: UNESCO Institute for Statistics, December 2008); <http://stats.uis.unesco.org/unesco/ReportFolders/ReportFolders.aspx>, path: Education, Table 18).

To accommodate U.S. students, as well as the many students from other parts of the world, the Arab world boasts a growing number of study abroad programs, with additional programs in the planning stages. These include traditional study abroad programs managed by U.S. universities in partnership with Arab-world institutions; U.S. faculty led programs (often short-term) either affiliated with an Arab-world institution or unaffiliated; study abroad programs managed by “third-party providers,” organizations that administer programs in partnership with host institutions, and provide support services to students, often including cultural enrichment activities; and direct enrollment opportunities in traditional Arab-world universities as well as private language institutes. Some programs allow students to take classes with local Arab students; others include only American or other international students. It is still rare for American undergraduates to enroll directly in Arab universities without American partnerships because few such students have the Arabic fluency required to take all courses in Arabic and because support services for foreign students are often lacking.

Some programs, such as those run by SIT, focus on experiential learning outside of the classroom and therefore may not have an affiliation with a local host institution. Intensive Arabic language programs for non-native speakers at universities and language institutes can also be found throughout the region. Some of these programs, such as Middlebury College’s new program at Alexandria University in Egypt, are immersion programs for intermediate and advanced students. Short-term programs, such as study tours over holiday breaks, are increasingly popular options in the region, reflecting the general trend of American students’ preferences for shorter overseas programs.

Americans choose to study in the Arab world for many reasons, as this range of program options suggests. The rise in interest in Arabic language study in the past six years is a major factor. Career considerations are important, as students seek to gain language skills and regional experience that they see as useful for future employment, particularly in the fields of national security, foreign policy, and business.

An increase in U.S. government-funded scholarships for Arabic language study is also drawing students to the region. The rising number of Americans studying in the region is matched by increases in students applying for the National Security Education Program’s Boren Scholarships and the U.S. Department of State’s Gilman Scholarships and Critical Language Scholarships. (The websites for these and other scholarship opportunities are listed on page 2.) Some students have family ties to the Arab world that lead them to study in the region. Still others are simply adventurous, wanting a non-traditional “out of the box” overseas experience, and curious about a region that is vitally important in world affairs and poorly understood among the U.S. population in general. As one Arab-world participant noted, few U.S. students go to the region for purely academic pursuits. Instead, they are seeking to experience life outside the classroom, which is where the real cultural learning takes place. Within the Arab world, this type of learning is highly dependent on the program and country selected by the student. Whether students travel to the region to study Arabic language, politics, or culture, they have their own set of motives, which sending institutions and administrators of the programs hosting them should assess on an individual basis.

III. CHALLENGES TO EXPANDING AMERICAN STUDY ABROAD IN THE ARAB WORLD

Most workshop participants agreed that more needs to be done to encourage more U.S. students to study in the Arab world and to make it easier for them to take part in programs that currently host few U.S. students. Participants identified several key issues associated with these goals:

- Credit issues and academic standards,
- International partnerships,
- Cross-cultural issues,
- Safety and security issues,
- Resources and marketing capacity of host institutions, and
- Arabic language study.

Credit Issues and Academic Standards

Students must be able to receive academic credit for their study abroad coursework in order to fulfill the degree requirements of their home campuses and to use financial aid toward the costs of their overseas programs. Yet many U.S. colleges or universities will only grant credit for, and therefore allow their students to participate in, a few study abroad programs in the Arab world: those that they directly manage or are closely affiliated with other U.S. institutions. While there are many academic and non-academic factors that define quality programs, a university's decision to accept credits from a study abroad program or to develop a formal partnership with an Arab institution often rests, at least in part, on an assessment of the potential partner's academic rigor. As one U.S.-based participant commented, some U.S. institutions tend to define "rigor" as meaning "exactly like us." Because Arab universities cannot (and should not) be exactly like U.S. universities, such a conception of quality can set unattainable standards.

U.S. colleges and universities do have the responsibility to ensure that overseas coursework will meet their standards, and certainly, academic standards in the Arab world are different. Although some Arab countries are reforming their higher education systems, few Arab institutions offer liberal arts curricula or have obtained U.S. accreditation. The academic culture tends, by and large, to emphasize memorization and deference to instructors far more than critical thinking and independent research. Nonetheless, expectations that a "quality" study abroad program must exactly match U.S. curricula are unrealistic and further undermine the core goals of study abroad. Such expectations work to limit student choice and undervalue the most beneficial part of going to the region: exposure to a very different way of life. Some might view the establishment of study abroad programs that use only American faculty or that take place on branch campuses of American universities as solutions to the quality "gap." The risk is that such programs, if not sufficiently attentive to the need to expose American students to local culture and language in a meaningful way, will function as small, isolated, American islands that will not contribute much toward cross-cultural understanding. Nonetheless, issues surrounding perceptions of what is academically respectable are extremely important, and a coherent effort is needed to address such concerns.

To address credit transfer issues, workshop participants recommended the following:

- A campaign to help faculty and staff of U.S. colleges and universities develop a better understanding of the unique offerings of Arab-world-based institutions, including Arabic language, non-traditional curricula, and cultural learning.
- The development of programs that not only emphasize opportunities for U.S. students to interact with local students and experience the culture but also offer supplementary courses that meet U.S. requirements.
- Accreditation for Arab-world institutions by a regional or an international body to certify academic quality.
- The formation of an Arab-world-based organization that could represent multiple institutions and respond to U.S. questions about academic quality jointly.

International Partnerships

The development of U.S.–Arab institutional partnerships can help address the issue of academic standards. An increasing number of partnerships are helping to expand American study abroad in the Arab world. Such partnerships can take the form of bilateral agreements to host students from American campuses or programs, or direct (one-to-one) exchanges of students between universities. Arab campuses also can join consortia of U.S. institutions, which offer opportunities to collaborate across departments and institutions. Workshop participants spoke enthusiastically of the value of such international partnerships. Several Arab participants remarked that forming partnerships with U.S. institutions had many benefits for their universities beyond study abroad programs per se, such as enabling the creation of new programs and pedagogical approaches on campus and opening up their institution to global educational trends.

Nevertheless, several Arab participants also expressed frustration. They shared stories of time-consuming exploratory discussions with visiting U.S. educators that ultimately resulted in no agreements, leading to disappointment on both sides. Participants described the difficulties in maintaining reciprocal exchanges, which depend on an even match between the number of U.S. students and Arab students going to and coming from the partner institutions each year. Other participants observed that U.S. institutions tend to forge relationships with a limited set of Arab universities. One host program reported that it alone had agreements with some 60 U.S. institutions. Despite the benefits of institutional partnerships, the reluctance of U.S. institutions to forge partnerships with new institutions limits growth opportunities in the region and contributes to the development of more isolated, but popular, short-term U.S. faculty-led programs.

The unproductive investment of time and resources by U.S. and Arab-world educators could be reduced by a clearer understanding of the conditions necessary for success. Participants agreed that successful partnerships can form only when the objectives of both institutions are mutually beneficial and when certain factors are in place, including

- High-level institutional support, reflected in the participation or acknowledgement of the institution's leadership in the partnership;

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- A shared willingness to be flexible and creative in meeting each institution’s objectives (this is particularly important in credit transfer issues); and
 - An objective self-assessment of the feasibility of the potential partnership, including both its nature and dimension, prior to discussions taking place and thorough follow-up through mutual campus visits by prospective partner institutions.

Cross-Cultural Issues

Participants discussed ways in which to promote genuine cultural learning by American students. Study abroad administrators’ attention to cross-cultural issues will become even more important as study abroad programs expand to include locations not accustomed to hosting Americans and students with little knowledge of the world beyond the United States. Preparing students adequately prior to departure for the many cultural differences they will encounter—especially with respect to the conservative nature of Arab society and public opinion toward U.S. policies in the region—is crucial.

The consensus among Arab-world participants was that most U.S. students arrive lacking basic information and operate on the basis of stereotypes. “American students are woefully unprepared,” remarked the representative of one host program. Another participant reported that she must explain to new U.S. students that although her country “is like Syria and Morocco, it is not Syria or Morocco.” Participants, exchanging tales of American students’ cultural missteps, also underscored the need to give students ongoing cross-cultural training and support once in country; as one participant commented, “No matter how much information we provide them before they depart, most won’t absorb it until they arrive.” One participant remarked that students should “prepare themselves for challenges that they cannot foresee.” Students should not expect that survival strategies that they have employed in other challenging situations will necessarily work well for them to adjust to life in the Arab world.

Participants also discussed the challenge of designing culturally “authentic” activities for American students, especially in those programs in which students have little regular contact with their Arab contemporaries. A few programs offer homestays with local families, which give students a unique cultural and linguistic immersion experience.

Workshop participants offered the following recommendations to aid American students’ cultural adjustment and cross-cultural learning:

- Faculty and advisors in both the U.S. and the Arab world should pay as much attention to cross-cultural issues as they do to the academic curriculum.
- U.S.- and Arab-world-based educators should collaborate to develop regionally specific orientation materials, including up-to-date information on Arab culture and what students should expect when they study in specific countries in the region.
- U.S.-based educators should develop and use state-of-the-art pre-departure orientation materials and programs.
- Arab-world-based educators should develop and use effective post-arrival orientation programs and provide ongoing support using trained, full-time (ideally residential) bilingual and bi-cultural staff.

The administration of homestays is labor intensive, however, and the arrangement is not appropriate for all students or for all destinations. Furthermore, the concept of homestays is not widely accepted in Arab culture, and cross-cultural challenges can be daunting, especially for female students whose host families expect them to abide by local norms. Other approaches designed to compel interaction, such as housing American students with Arab students on campus and organizing regular meetings and joint activities for U.S. and Arab students, were seen as more practical. Participants highlighted the immense value of such encounters and recommended that all programs seek to incorporate them into the curriculum to the greatest extent possible. As a participant from Yemen commented, “American students tend to have a lot of trouble meeting and making friends with ordinary Yemenis; we have to generate opportunities for them to do so.” Participants emphasized that short-term programs and study tours should not be expected to do more than give students a quick, and usually superficial, glimpse of the Arab world, while in-depth cultural understanding can only develop over longer periods.

Safety and Security

Concern on the part of U.S. students, parents, and sending institutions about safety and security in Arab countries is a leading reason why relatively few American students study in the region. The issue of security is complicated to address, however, because Americans and Arabs often perceive it differently. Indeed, the pre-workshop questionnaire indicated a striking gap in perceptions of safety between U.S. and Arab-world participants. All of the U.S.-based participants indicated that student and parent safety concerns about Arab countries hindered their institutions from sending more students to the region, and nearly three-quarters of these participants identified this issue as a “great challenge.” By contrast, more than half of the Arab-world respondents stated that actually ensuring the safety of more Americans would not present a challenge at all.

The workshop discussions confirmed this perceptual disconnect. American participants explained that many U.S. students and parents, along with some university officials, tend to view the Arab world as monolithically dangerous. Many Americans have a limited understanding of the Arab world—its diversity of geography, cultures, and political and social climates—and therefore make assumptions about safety and security based on incomplete knowledge. Many U.S. campuses are concerned about liability issues and therefore do not allow travel to countries under U.S. State Department Travel Warnings. There is no consensus among U.S. institutions about how to use Travel Warnings; many do not rely on the Travel Warnings alone to dictate where their students can study. However, U.S. participants felt strongly that issues of safety and liability need to be recognized and addressed appropriately by all those involved in study abroad, including the students, the home institution, and the host institution or provider.

Arab-world-based participants joined the debate, noting that political and security conditions can vary tremendously from one Arab country to the next and even from one city to the next, with the actual number of “hot spots” being limited. They also noted that crime rates, especially violent crime rates, are far lower in every part of the region than they are in many parts of the United States. Some participants argued that Arab students going to the United States have more to fear than Americans going to the Arab world. It was clear that Arab-world participants saw students’ security through the lens of their own communities and day-to-day lives, in which most feel quite safe.

Yet, the reality is that politics in the Arab world can be volatile, and violence against Westerners is a possibility—if a statistically remote one—anywhere in the region (as it is in other regions of the world). Workshop participants discussed strategies for addressing security concerns—both real

and perceived—and emphasized the need to be proactive. One U.S.-based institution that conducts programs in the region noted that it “meets misperceptions head on, coordinating information activities to reassure parents and utilizing a security counseling firm to help address their fears.” Both U.S.- and Arab-world-based participants encouraged U.S. institutions to use a nuanced approach with respect to Travel Warnings. Several participants recommended that U.S. institutions should continue to consider Travel Warnings but should analyze them carefully, assess them on an individual basis, and use other sources of information to determine whether it is acceptable to allow students to study in any particular country. It was noted that most Travel Warnings do not categorically state that Americans cannot—or even should not—travel to a particular country. Rather, each Travel Warning is individual, elaborating on the safety and security situation in that country or in specific parts of the country.

Whatever the approach taken, it was strongly suggested that Arab-world institutions plan ahead and thoroughly for potential crises by employing internationally recognized best practices in health, safety, and security. All host institutions should establish well-documented emergency response plans and ensure that their students understand the local safety and security situation as well as the institution’s policies. Arab-world participants discussed how they could share best practices and learn from one another through ongoing informal communication and periodic regional meetings of host study abroad advisors.

Resources and Marketing Capacity of Host Institutions

Many Arab-world institutions lack the necessary resources—the facilities, the staff, and the faculty—to develop new and thriving programs for U.S. and other international students or to expand their existing programs by significant numbers. The primary goal of most Arab higher education institutions is to educate local students; many institutions are not sufficiently funded to meet this goal, let alone to support an influx of American students. While some institutions do have the resources to support expanded U.S. study abroad, many do not. Workshop participants pointed to the necessity of “smart growth” and recommended that institutions expand only when they have a clear sense of the resources required. Several Arab participants remarked that human resources are at least as important as facilities in creating quality programs; as compared to Europeans and other foreign students, American students (and their parents) are especially demanding and expect extensive support. Others pointed out that quality and student satisfaction are often closely linked to small program size, and therefore small programs should think carefully before scaling up too quickly.

Many institutions that have the capacity to host U.S. students still lack the resources or expert knowledge and connections needed to market their programs to students from abroad. Although this issue defies easy solutions, workshop participants identified a few steps to meet this challenge:

- Creating an inventory of all Arab-world institutions that can serve as a resource to U.S. students and their advisors about the types of programs available in the Arab world;
- Forming a consortium of Arab-world institutions that could share expertise and resources, offering U.S. students the opportunity to visit or live in several countries as part of one study abroad experience; and
- Organizing study tours of U.S. campuses, or carefully targeted institutional visits with the assistance of U.S. partners, for representatives of Arab-world institutions that are under-represented in U.S. study abroad.

U.S.- and Arab-world-based participants also noted that costs to both the host institution and student may limit growth in study abroad. U.S. educators should understand that American students, especially given the support services they expect, can often tax host universities beyond the income generated by increased tuition and fees. At the same time, high costs associated with some programs make studying abroad difficult for some U.S. students, especially financially needy or non-traditional students who must work to support themselves or their families. U.S.-based educators should make sure that as much financial aid as possible travels with the student and also make sure that students are aware of the significant funding opportunities available, such as grants of up to \$8,000 provided by the Gilman Scholarship Program and of up to \$20,000 provided by the Boren Scholarships.

Arabic Language Study

A surge in the popularity of Arabic among U.S. students, combined with increased funding to study the language, is a key driver in the expansion of study abroad in the Arab world. According to the Modern Language Association's 2007 survey, Arabic enrollment in U.S. colleges and universities has increased by 127 percent since 2002 and is now among the 10 most popular foreign languages taught in U.S. colleges and universities (fig. 4).⁶ Many more scholarships, including several that are funded by the U.S. government, are available for Arabic language study in the United States and overseas.

FIGURE 4. Top 15 Language Enrollments in the U.S., 2002–2006

		2002	2006	Change
1	Spanish	746,267	822,985	10.3%
2	French	201,979	206,426	2.2%
3	German	91,100	94,264	3.5%
4	American Sign Language	60,781	78,829	29.7%
5	Italian	63,899	78,368	22.6%
6	Japanese	52,238	66,605	27.5%
7	Chinese	34,153	51,582	51.0%
8	Latin	29,841	32,191	7.9%
9	Russian	23,921	24,845	3.9%
10	Arabic	10,584	23,974	126.5%
11	Greek, Ancient	20,376	22,849	12.1%
12	Hebrew, Biblical	14,183	14,140	-0.3%
13	Portuguese	8,385	10,267	22.4%
14	Hebrew, Modern	8,619	9,612	11.5%
15	Korean	5,211	7,145	37.1%
	Other languages	25,716	33,728	31.2%
	TOTAL	1,397,253	1,577,810	12.9%

Source: Nelly Furman, David Goldberg, and Natalia Lusin, *Enrollments in Languages Other Than English in United States Institutions of Higher Education, Fall 2006* (New York: The Modern Language Association of America, 2007).

⁶ Nelly Furman, David Goldberg, and Natalia Lusin, *Enrollments in Languages Other Than English in United States Institutions of Higher Education, Fall 2006* (New York: The Modern Language Association of America, 2007).

Arabic is an unusually difficult language for foreigners to master. Not only are the alphabet, grammar, and vocabulary extremely complex, but Arabic is diglossic—it comprises a formal, written language (Modern Standard Arabic, or MSA, understood by all educated Arabs and spoken in certain situations) and informal, oral dialects used in everyday life (which can differ markedly from country to country). An Egyptian, for instance, would have great trouble understanding the Moroccan or the Iraqi dialect. To become fully competent in Arabic, foreigners must master MSA along with at least one dialect and know how to combine MSA and a dialect in the way that educated Arabs do in certain situations. Gaining such competency typically takes years of intensive study of written Arabic as well as sustained exposure to the spoken language. Becoming fully fluent can be a lifelong pursuit.

Because Arabic rarely is offered at the K–12 level in the United States, most students do not begin Arabic study until college and thus arrive at their study abroad destination with only beginning language skills (if they have studied Arabic at all). Complicating the picture is the fact that on U.S. campuses, most students learn only MSA; dialects usually are taught as a distinct, and secondary, aspect of Arabic study. This means that even students with a few years of formal Arabic study enter the region unable to communicate effectively with Arabs. (A different challenge exists for many heritage learners, who may know how to speak but not how to read or write in Arabic.)

In recent years a few U.S. universities, along with some programs in the Arab world, have begun to offer dialect courses or to teach MSA and dialects simultaneously in an integrated approach that acknowledges the close relationship between MSA and dialects as well as the centrality of dialects to Arabic study. But this approach is not widespread; the dominant pedagogical paradigm in the United States and the region still is to teach MSA as the “real” Arabic and to introduce dialects only several years into Arabic study, if at all. For this reason, serious students of Arabic face a dilemma when they study in the region. If they concentrate on MSA, they will be more likely to obtain language credit from their home institution and be able to stay on track with its language curriculum when they return, but they also will miss out on the rare chance to learn a dialect and will have difficulty communicating with the local community.

Workshop participants had different perspectives on whether MSA or dialect learning should be the priority in study abroad programs. Several Arabic linguists in the group emphasized that knowledge of MSA is the only solid foundation upon which Arabic competency can be built; others argued that dialects are more essential for foreigners. But many participants agreed that study abroad programs should seek to expose participants to dialects as much and as soon as possible and to integrate MSA and dialect instruction.

Drawing on these considerations, workshop participants emphasized the need for students and their sending institutions to make strategic choices about Arabic study in the region. What is a student’s motivation for learning Arabic, and what are his or her short- and long-term language goals? Does he or she want to read the Quran, conduct scholarly research, read the news media, or converse with Arabs? If the latter, which dialect will be most useful? How is the language taught differently in different study abroad programs, and upon their return, will students be able to build on the skills they acquire in academic or professional activities?

For the small but growing number of students with advanced Arabic skills, there are now several options for full immersion programs, including The Language Flagship’s graduate-level program at Damascus University in Syria and its undergraduate program at Alexandria University in Egypt, the Center for Arabic Study Abroad (CASA) programs at the American University in Cairo and Damascus

Participants pointed to several long-term needs in Arabic language instruction that should be addressed by U.S. and Arab institutions if study abroad programs in the region are to expand successfully:

- New resource materials should be developed, especially for teaching dialects. One solution offered to the challenge of teaching both Modern Standard Arabic and regional dialects was to incorporate more supplemental learning methodologies in the classroom and to make Arabic language accessible in a cultural context, so as not to divorce language entirely from culture.
- To help narrow the gap between the way Arabic is taught in the United States and in the region, interaction and coordination between Arabic programs in the United States and the Arab world should be expanded, for example, through teaching exchanges and observation visits.
- Better assessment and testing tools should be developed, as Arabic pedagogy is weak in this area.
- Teacher recruitment and training is vitally important, as the supply of certified Arabic language instructors is unlikely to meet the growing demand. Programs such as the U.S. State Department's Foreign Language Teaching Assistants Program could help alleviate the problem on U.S. campuses in the short term, especially in elementary Arabic language instruction. A major effort to attract new language instructors to the profession is needed.

skills should have no opportunity to benefit from carefully designed programs in the Arab world that can provide strong incentives for students to begin their study of the language after their return to the United States. Perhaps the area with the greatest growth potential is in programs designed to teach Arabic while providing non-Arabic instruction in English. Such programs, especially those designed as semester or academic year programs, offer the most promise to attract and serve the largest number of American students—most of whom will not become Arabic specialists—with the substantive, transformative results that only long-term study can deliver.

As Arabic language study continues to grow in the United States and as more U.S. students study in the Arab world, both U.S.- and Arab-world-based Arabic language faculty and study abroad administrators should constantly revisit these issues to ensure that programs best meet the rising demand of students.

University, and the Middlebury School in the Middle East at Alexandria University. In such programs, students can take advanced language classes and enroll in university-level courses in Arabic. There are also many intensive language programs available for all levels of students, such as the new intensive summer language institutes associated with the U.S. Department of State-funded Critical Language Initiative and administered by the Council of American Overseas Research Centers (CAORC). Some beginning and intermediate students may want to concentrate on language study during their time abroad, while for others, Arabic will be a small part of their overseas experience, with only a few hours a week of instruction. One participant boldly asked whether it was realistic that language study should be such a focal point of study abroad, especially for students who are not able to continue their language studies upon return to the United States.

Participants stressed that whatever their merits, “island” programs and campuses where English is the medium of instruction will offer students little exposure to Arabic outside the classroom and that students should be well aware of that fact when selecting a program. However, it is cause for concern to think that students without Arabic language

IV. OUTCOMES AND RECOMMENDATIONS FOR NEXT STEPS

The workshop found enormous enthusiasm among U.S.- and Arab-world-based educators for the expansion of U.S. study abroad in the region. But, as described throughout this report, a number of challenges remain. The Hollings Center and IIE remain committed to addressing these issues and have taken the following concrete steps to continue to support the development of capacity and thoughtful expansion of study abroad in the Arab world:

1. Disseminating this report to broaden the conversation and reach a wider audience.
2. Creating a profile of the Arab-world programs represented by participants, including specific information on how U.S. students may access their programs (included as Appendix D).
3. Providing complimentary membership in IIENetwork, IIE's membership program with over 1,000 institutions, for all Arab-world institutions represented at the workshop.
4. Awarding small grants to further U.S.–Arab world university dialogue and promote U.S. study abroad in the region from the Hollings Center to
 - The University of Jordan to assist in the establishment of an Arab Association for International Education, to serve as a regional organization to address issues of common concern, and
 - The C.V. Starr–Middlebury School in the Middle East at Alexandria University in support of a conference on the teaching of Arabic dialects to U.S. college students.

Longer-range outcomes that could facilitate increased numbers of Americans studying abroad in the region include

1. **Preparing an expanded inventory to include all institutions in the region.** An expanded inventory that would include all institutions in the region plus additional information, such as participation by faculty and students in all international mobility activities, would prove useful for U.S. institutions looking for institutions with which to partner and to send students. Widespread dissemination of the inventory would provide Arab-world institutions with a means to market their programs to U.S. students and institutions.
2. **Creating an organization of like-minded Arab-world institutions to address issues of common concern, including academic quality, credit transfers, and institutional collaboration.** Such an organization could prove indispensable in expanding capacity in the region, identifying crucial issues, sharing best practices, and providing a vital link to U.S. and other international organizations and institutions. As noted above, with assistance from the Hollings Center, the University of Jordan has begun the initial process of establishing such an association.
3. **Expanding Arabic teacher training and the development of supplemental teaching materials.** Commonly developed training and supplemental teaching materials will allow U.S.- and Arab-world-based language faculty to approach the teaching of Arabic, including dialects, from a common perspective. In the long term, such a common approach would improve the integration and articulation of language teaching in the United States and the Arab world.

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4. **Awarding study abroad scholarships for U.S. students to study at any institution in the region.** Additional direct scholarships will allow students, rather than home institutions, to identify the best overseas programs for their particular learning needs. Scholarships can help overcome institutional limitations on study abroad choice.
 5. **Organizing U.S. campus study tours for underrepresented Arab-world institutions.** Such study tours will allow faculty and administrators from underrepresented Arab-world institutions to establish strong bonds with key contacts on U.S. campuses, thus increasing exposure to their institutions and programs. At the same time, the study tours would focus on practical capacity issues that the Arab-world representatives could implement upon their return. The ultimate goal of the study tours would be to open study abroad opportunities on Arab-world campuses where, for the most part, they currently do not exist.
 6. **Sustaining ongoing dialogue between U.S.- and Arab-world-based participants on the issues raised at the workshop through follow-on workshops and seminars.** Further communications, meetings, and workshops devoted to the topics raised in this workshop will allow U.S.- and Arab-world-based educators to continue to address these topics, offer new solutions to old problems, identify new challenges that arise, and provide new opportunities for collaboration, all with the continued goal of increasing capacity for U.S. study abroad in the Arab world.

The workshop found that capacity does generally exist, but that growth must be managed carefully, addressing challenges as they arise, to ensure that the student experience, including both academic and cultural learning, remains positive. More conversations of this type should take place to develop understanding and trust among institutional representatives. Parties on all sides need to understand that the management of growth, especially by Arab institutions, is key. Rapid expansion can tax faculty and administrations and can be difficult, if not impossible, to sustain in the event of political or other crises affecting program viability.

AFTERWORD

“The Americans Are Coming”

by Ahmad Y. Majdoubeh, Dean, Faculty of Foreign Languages, University of Jordan

(as originally published by *The Jordan Times*, March 14–15, 2008)

No, I am not talking about the American military presence in Iraq or elsewhere in our part of the world, at present or in the days ahead. Nor am I talking about the spread of American economic influence through mighty corporations and franchises of all sorts, from IBM or Macintosh to McDonald’s and Kentucky Fried Chicken.

And I am not talking about the dramatic increase of American universities in the region, both those that call themselves American and those which really are. Rather, I am talking about something more positive and interesting: the increase of American students coming to the region.

Last week, I had the pleasure of taking part in a gathering at Al Akhawayn University in Morocco, organized by the Hollings Center for International Dialogue and the Institute of International Education, and attended by representatives of several American and Arab universities and educational organizations for the purpose of discussing programs available in the Arab world for American students, in light of the increasing demand by the latter, especially in the aftermath of September 11, for Arabic language and knowledge of Arab culture and Islam.

Traditionally, American students—on their own as well as on study-abroad programs—have not been coming to our region in significant numbers. At present, they are. Of course, the majority of American students (about 60 percent) still go to Europe. Many go to Latin America and the Far East. An increasing number (about 1 percent), however, has started coming to our region.

After September 11, Arabic (and, by extension, Arab culture and Islam) has become more important to study in America. Presently, it occupies 10th place among the languages most studied in the U.S. The demand for Arabic in the U.S. increased by 127 percent. This is all radically different from what it was less than a decade ago.

We at the University of Jordan have seen the number of American students coming to study Arabic and Arab culture double, triple and quadruple in less than four years, both with respect to longer and short-term programs.

Such a development is not only positive but historic, I would say. While not long ago many of us in the Arab world thought a lot and worried a lot about Americans not having an adequate understanding of our culture and our causes—Palestine, Iraq, Lebanon, etc.—because of the scarcity of opportunities of close encounter, at this point in time we have reason to rejoice somewhat in having American students come all the way to experience our language and culture firsthand.

We are not naïve to believe that a total understanding will materialize and a total transformation of American (political and otherwise) position will happen, but we are certainly hopeful that many of the

students who come to our world will convey a more accurate picture about Arab causes, Arab culture and Islam when they go home.

What we are after is not Americans loving Arabs, or vice versa, but Americans having a better understanding of our part of the world. In my opinion, no matter how small the numbers are compared to those American students who go elsewhere, they will be able to make some good impact.

The key issue, or challenge, for Arab universities, in light of such a positive development, is to make students' study experience worthwhile, and to make them keep coming. There is, in other words, a need for solid, quality programs for these students, tailored to suit their needs. The U.S. institutions sending the students make it clear, since most of these students will be studying courses for credit, that they want quality programs with detailed syllabi, reading material, clear intended learning outcomes, and assessment criteria. These students are not coming as tourists (though they certainly benefit from tourist packages built into the programs) but for academic purpose.

It was made clear during the meeting that many American and Arab institutions collaborate on a bilateral basis, tailoring programs to mutually benefit. We, at UJ, certainly have an excellent program which has been receiving students from America and elsewhere since 1979.

Such bilateral programs, however, need to be strengthened to meet the changing demands and requirements, as well as the growth of the number of students coming at present.

The bigger challenge, however, is not at the bilateral, but at the multilateral level. It was made clear throughout the various sessions of the meeting that while some students may want to come to one Arab country, many want to be able to study in more than one. This requires Arab providers of programs for American students to develop general or specific programs in language and culture which make student mobility and credit transfer possible. In other words, in addition to the special, separate programs which exist at Arab universities, there is need for shared, closely coordinated programs among Arab universities. While this is somewhat difficult to do, it appears to be necessary.

After long anticipation and expectation, the Americans are finally coming. How prepared are we for them? That is the question.

APPENDIX A: WORKSHOP AGENDA

Day 1 – Friday, March 7, 2008

9:00–9:45 am	Workshop Opening and Welcome Address by Dr. Rachid Benmokhtar, President of Al Akhawayn University in Ifrane
9:45–11:00 am	Workshop Overview and Participant Introductions
11:00–11:15 am	Coffee/tea break
11:15 am–12:00 pm	Trends and Perspectives from the United States on Study Abroad
12:00–1:45 pm	Lunch with U.S. students at Al Akhawayn University in Ifrane and local students recently returned from studying abroad
1:45–3:30 pm	U.S. Institutions/Programs: Approaches and Priorities
3:30–3:45 pm	Coffee/tea break
3:45–5:15 pm	Arab Institutions/Programs: Approaches and Priorities
6:30 pm	A special evening of Moroccan food and music

Day 2 – Saturday, March 8, 2008

9:00–9:15 am	Review of Day 1 and Overview of the Day's Program
9:15–10:30 am	The U.S. Student in the Arab World
10:30–10:45 am	Coffee/tea break
10:45 am–12:00 pm	Arabic Language Study
12:00–1:15 pm	Lunch
1:15–2:30 pm	Breakout Sessions/Small Group Discussions <ul style="list-style-type: none">■ Orientation and Student Services■ Arabic Language Study■ Non-Arabic Language Curriculum■ Increasing Student Opportunities■ Managing Growth
Evening	Dinner in Fez

Day 3 – Sunday, March 9, 2008

9:00–10:15 am	Study Abroad in the Arab World: What Are the Elements of Success?
10:15–10:30 am	Coffee/tea break
10:30 am–12:15 pm	Next Steps in Expanding American Study Abroad in the Arab World

APPENDIX B: WORKSHOP PARTICIPANTS

Dr. Mahmoud Abdalla, Director, Middlebury College School of Arabic, and Assistant Professor and Coordinator of the Arabic Language Program, Michigan State University

Dr. Haifa Jamal Allail, Dean, Effat College, Saudi Arabia

Dr. Per Anderson, Chair, Division of Global Education, Concordia College, Minnesota

Dr. Mohammed Baghdadi, Program Coordinator, the Arabic Language Institute in Fez, Morocco

Dr. Wael Barakat, Professor and Director, Language Institute, Damascus University, Syria

Dr. Abdallah Bazaraa, Professor, Cairo University, Egypt

Dr. Jerome Bookin-Weiner, Director of Study Abroad and Outreach, America-Mideast Educational and Training Services, Washington, DC

Dr. Mohammed Dahbi, Dean of Social Sciences and Humanities, Al Akhawayn University in Ifrane, Morocco

Dr. Richard Detweiler, President, Great Lakes College Association, Michigan

Dr. Jane Edwards, Associate Dean for International Affairs, Yale University, Connecticut

Dr. Mohammed Ezroua, Professor, Department of English, Faculty of Letters, Mohammed V University–Agdal, Morocco

Ms. Amy Fishburn, Director, Office of International Programs, Al Akhawayn University in Ifrane, Morocco

Mr. Geoffrey Gee, Director of Study Abroad, Office of International Programs, University of Pennsylvania, Pennsylvania

Dr. Ahmad M. Hasnah, Associate Vice President for Higher Education, Qatar Foundation, Qatar

Ms. Amy Hawthorne, Executive Director, Hollings Center for International Dialogue, Washington, DC

Dr. Nehad Heliel, Director of the C.V. Starr–Middlebury School in the Middle East at Alexandria University, Egypt

Ms. Allison Hodgkins, Resident Director, Jordan Language and Culture Program, Council on International Educational Exchange, Jordan

Dr. Marjorie Kelly, Director of the Gulf Studies Center and Professor, American University of Kuwait, Kuwait

Dr. Mounir Khelifa, Professor, University of Tunis and Director, School for International Training, Tunisia

Ms. Mary Kirk, Vice President, Student Exchanges, Institute of International Education, New York

Ms. Melody Knutson, Regional Director for North Africa and the Middle East, Universitywide Office of Education Abroad Programs, University of California, California

Dr. Moncef Lahlou, Director, Language Center, Al Akhawayn University in Ifrane, Morocco

Dr. Ahmad Majdoubeh, Dean of the Faculty of Arts and Director of the Office of International Programs, University of Jordan, Jordan

Dr. James Miller, Associate Professor, Department of History and Geography, Clemson University, South Carolina

Dr. Abdelhay Moudden, Professor, Mohammed V University–Agdal; Academic Director of the Morocco Program of the School for International Training; Academic Director of the Center for Cross Cultural Learning, Morocco

Dr. Tarek Na'was, Dean of Students and Professor, Lebanese American University, Lebanon

Dr. Norman Peterson, Vice Provost for International Programs, Montana State University, Montana

Mr. David Plack, Special Assistant to the Deputy Assistant Secretary for Academic Programs, U.S. Department of State, Washington, DC

Mr. Christopher Powers, Director, Education Abroad Programs, Institute of International Education, Washington, DC

Mr. Sabri Ahmed Saleem, President, Yemen College of Middle Eastern Studies, Yemen

Dr. John Swanson, Associate Provost and Director of the Core Curriculum, American University in Cairo, Egypt

Dr. Winfred Thompson, Chancellor, American University of Sharjah, United Arab Emirates

Dr. Mariët Westermann, Professor and Vice Chancellor, New York University Abu Dhabi, New York

Key Staff

Robert Gutierrez, Program Manager, Research and Evaluation, Institute of International Education (workshop rapporteur)

Susanne Pohlmann, Assistant of the Department of Communication and Development, Al Akhawayn University in Ifrane, Morocco

Abdelouhab Taoufiq, Events Coordinator and Web Content Coordinator, Department of Communication and Development, Al Akhawayn University in Ifrane, Morocco

Emily Weedon, Assistant to the Director, Hollings Center for International Dialogue

APPENDIX C: PRE-WORKSHOP SURVEY

Prior to the workshop, the Hollings Center and the Institute of International Education (IIE) administered an online survey of workshop participants. Conducted in February 2008, the survey was targeted to all 33 participants representing U.S.- and Arab-world-based institutions who were planning to attend the workshop. Overall, 23 of the participants responded.

The aim of the survey was to collect data from senior-level faculty and administrators representing higher education institutions, study abroad providers, language institutes, and organizations in both the United States and the Arab world to better understand the challenges of and opportunities for increasing the number of U.S. students at Arab-world institutions. Findings were collected to provide workshop participants and other educators with snapshot data and attitudes regarding U.S. study abroad in the Arab world.

Key Findings

- Overall, 55 percent of the respondents were from the Arab world and 45 percent were from the U.S., representing higher education institutions, language institutes, and other non-university-based programs.
- All of the U.S. respondents indicated that there was growing interest in sending more students abroad to the region. Likewise, all Arab respondents indicated that they were interested in increasing the number of U.S. students at their institutions, and 85 percent of the Arab-world-based participants indicated that they had capacity to do so.
- Within the Arab world, U.S. institutions reported that they sent their study abroad students primarily to Egypt (30 percent of respondents), Morocco (26 percent of respondents), and Jordan (22 percent of respondents).
- Seventy-one percent of respondents identified the following factors as important for allowing U.S. institutions to send more students to Arab-world countries: increasing faculty interest, expanding Arabic language courses and Middle East studies, and developing partnerships with institutes in the Arab world.
- All of the U.S. participants indicated that student and parental concern about safety presented a challenge to sending students to Arab countries, and more than 70 percent identified safety concerns as a great challenge. By contrast, more than half of the Arab respondents stated that actually ensuring the safety of more Americans would not present a challenge at all.
- U.S. respondents also noted that students' Arabic language skills, the lack of faculty and institutional support, and cost were factors that presented challenges to further growth.
- Eighty-five percent of Arab-world-based respondents indicated that space limitations presented the greatest challenge to further growth, followed by the need to raise awareness of their programs in the U.S. (77 percent), limited staff and resources (73 percent), and cost (69 percent).
- Strong majorities of Arab-world-based respondents indicated that more scholarships and funding opportunities for U.S. students were important factors that would help increase the institutions' capacity to host more students. Raising the visibility and reputation of Arab-world institutions and forging more linkages between U.S. professors and teaching/research exchanges were found to be very important aspects as well. Offering more programs in English and Arabic, however, were considered to be less important factors to drive this increase, with nearly 70 percent indicating that they were not important.

APPENDIX D: INVENTORY OF PARTICIPATING ARAB-WORLD INSTITUTIONS

Al Akhawayn University in Ifrane

Al Akhawayn University in Ifrane (AUI) is a comprehensive degree-granting university located in Ifrane, Morocco. It opened in 1995 and has an annual enrollment of about 1,300 students. All instruction is in English, though the university stresses Arabic language instruction for students of all levels. U.S. students may apply to the university directly, through the College Consortium of International Studies (CCIS) at Montana State University, or through certain U.S. institutions affiliated with AUI.

To apply directly to the university, contact

Mr. Mohammed Amine Kendoussi, Admissions and Outreach Officer
Enrollment Services
Al Akhawayn University in Ifrane (AUI)
P.O. Box 104
Ifrane 53000, Morocco
Tel.: +212 35 86 20 86
Fax: +212 35 86 21 77
Email: admissions@au.ma
Website: www.aui.ma

To apply through CCIS, contact

Study Abroad Coordinator
Montana State University, Office of International Programs
400 Culbertson Hall
Bozeman, MT 59717
Tel.: (406) 994-7151
Fax: (406) 994-1619
Email: morocco@montana.edu or studyabroad@montana.edu
Website: www.montana.edu/international or www.ccisabroad.org

AUI is affiliated with several U.S. institutions. U.S. students should see their study abroad advisors for more information.

Alexandria University

Alexandria University is a public institution committed to interdisciplinary research and education. With an urban campus in Alexandria, Egypt, it was founded in 1938 and is now the second largest university in Egypt. U.S. students may apply directly to the university or through certain U.S. institutions affiliated with Alexandria University.

To apply directly to the university, contact

Alexandria University
22 Al-Guish Avenue
El Chatby, Alexandria, Egypt
Tel.: +20 3 591 1152
Fax: +20 3 591 0720
Email: alex@alex.edu.eg
Website: www.alex.edu.eg

U.S. students may apply through the C.V. Starr–Middlebury School in the Middle East program by contacting

William Mayers
Office of International Programs, Sunderland Language Center, Middlebury College
Middlebury, VT 05753
Tel.: (802) 443-5745
Fax: (802) 443-3157
Email: wmayers@middlebury.edu
Website: www.middlebury.edu/academics/sa/middleeast

American University in Cairo

The American University in Cairo was founded in 1919 as an English language institution in the Middle East. Today, it has an enrollment of more than 5,000 students and contains an Arabic Language Institute that offers courses for students of all levels. U.S. students may apply directly to the university or through certain U.S. institutions affiliated with the American University in Cairo.

To apply directly to the university, contact

The American University in Cairo
Office of Student Affairs
420 Fifth Avenue, Third Floor
New York, NY 10018-2729
Tel.: (212) 730-8800
Fax: (212) 730-1600
E-mail: aucegypt@aucnyo.edu
Website: www.aucegypt.edu

The American University in Cairo is affiliated with a number of U.S. institutions. U.S. students should see their study abroad advisors for more information.

American University of Kuwait

The American University of Kuwait is a private liberal arts institution in Kuwait City, Kuwait. It opened in 2004 and has an enrollment of over 1,000 students.

U.S. students may apply directly to the university by contacting

Maher Dabbouseh, Admissions Director
Tel.: +965 2 224 8399
Fax: +965 2 572 4947
Email: admissions@auk.edu.kw
Website: www.auk.edu.kw

American University of Sharjah

The American University of Sharjah is an institution of higher education based in Sharjah, United Arab Emirates (UAE). It was founded in 1997 and has an approximate total enrollment of 5,100 students. It offers Arabic language instruction at introductory and intermediate levels. All other instruction occurs in English. U.S. students may apply directly to the university or through certain U.S. institutions affiliated with the American University of Sharjah.

To apply directly to the university, contact

Study Abroad Department
Office of the Vice Chancellor for Student Affairs
American University of Sharjah
P.O. Box 26666
Sharjah, United Arab Emirates
Tel.: +971 6 515 5555
Fax: +971 6 515 2150
Email: studyabroad@aus.edu
Website: www.aus.edu

The American University of Sharjah is affiliated with a number of U.S. institutions. U.S. students should see their study abroad advisors for more information.

Arabic Language Institute in Fez

The Arabic Language Institute in Fez is an institution that specializes in the teaching of Arabic at all levels. Located in Fez, Morocco, it was founded in 1983 and has an annual enrollment of 650 students. U.S. students may apply directly to the institute, through Amerispan, or through certain U.S. institutions affiliated with the Arabic Language Institute in Fez.

To apply directly to the institute, contact

Linda Bouchard
B.P. 2136
Fez 30000, Morocco
Tel.: +212 35 62 48 50
Fax: +212 35 93 16 08
Email: info@alif-fes.com
Website: www.alif-fes.com

To apply through Amerispan, contact

Amerispan Headquarters
1334 Walnut Street, 6th Floor
Philadelphia, PA 19107
Tel.: (800) 879-6640
Fax: (215) 751-1986
Email: info@amerispan.com
Website: www.amerispan.com

The Arabic Language Institute in Fez is affiliated with many U.S. institutions. U.S. students should see their study abroad advisors for more information.

Center for Cross Cultural Learning

The Center for Cross Cultural Learning (CCCL) is a language institute located in Rabat, Morocco. Founded in 1995 and with an annual enrollment of 300 students, it specializes in the instruction of Arabic as a second language at all levels. U.S. students may apply directly to the center, through the School for International Training (SIT), or through certain U.S. institutions affiliated with CCCL.

To apply directly to the center, contact

Ms. Bouchra Sahimda
Center for Cross Cultural Learning
P.O. Box 6291 Rabat Instituts
Rabat 10101, Morocco
Tel.: +212 37 20 23 65
Fax: +212 37 20 23 67
Email: cccl@cccl.ma
Website: www.cccl.ma

To apply through SIT, contact

SIT
P.O. Box 676
Brattleboro, VT 05302-0676
Tel.: (802) 258-3212; Toll Free Within the U.S.: (888) 272-7881; TTY: (802) 258-3388
Fax: (802) 258-3296
Email: studyabroad@sit.edu
Website: www.sit.edu/studyabroad

The Center for Cross Cultural Learning is also associated with several U.S. institutions. U.S. students should see their study abroad advisors for more information.

Damascus University

Damascus University is the largest university in Syria, with an annual enrollment of over 85,000 students. Founded in 1923, the university has an institution that specializes in teaching Arabic to foreigners.

U.S. students may apply directly to the university by contacting

Rahaf Ajouka
Office of Registration and Students' Affairs
Arabic Language Center – Language Institute
Damascus University
Mezzeh Highway “Fayez Mansour St.” – Campus of Humanities
Tel.: +963 11 212 9494
Fax: +963 11 212 0164
Email: inquiries@arabicindamascus.edu.sy
Website: www.arabicindamascus.edu.sy/English.html

Qualified U.S. students (advanced-level speakers at the post-baccalaureate level) may apply through The Language Flagship by contacting

Ridha Krizi
Arabic Flagship Program
University of Maryland
3215 Jimenez Hall
College Park, MD 20742
Tel.: (301) 405-7492
Fax: (301) 314-9752
Email: flagship-arabic@umd.edu
Website: www.languages.umd.edu/AsianEastEuropean/arabic

Effat College

Effat College is an all-female college located in Jeddah, Saudi Arabia. It was founded in 1999, and all classes are held in English. U.S. students may apply directly to the college or through certain U.S. institutions affiliated with Effat College.

To apply directly to the college, contact

Effat College
Office of Admissions and Registration
P.O. Box 34689
Jeddah 21478, Kingdom of Saudi Arabia
Tel.: +966 2 636 4300, Ext. 5101/5102/5103
Fax: +966 2 637 7447
Email: admissions@effatcollege.edu.sa
Website: www.effatcollege.edu.sa

Effat College collaborates with several U.S. institutions. U.S. students should see their study abroad advisors for more information.

Lebanese American University

The Lebanese American University is a multi-campus career-oriented institution based in both Beirut and Byblos, Lebanon. It was established in 1924 and now has an annual enrollment of more than 6,000 students. All courses are taught in English, and the university offers Arabic language courses for all levels.

U.S. students may apply directly to the university by contacting

Mrs. Nada Badran, Director of Admissions
Lebanese American University
P.O. Box 13-5053
Chouran/Beirut 1102-2801, Lebanon
Tel.: +961 1 786456
Fax: +961 1 867098
Email: admissions.beirut@lau.edu.lb
Website: www.lau.edu.lb

Mohammed V University–Agdal

Mohammed V University–Agdal is located in Rabat, Morocco. Founded in 1957, it has an annual enrollment of 30,000 students. It offers Arabic language instruction at all levels. U.S. students may apply through America-Mideast Educational and Training Services (AMIDEAST).

To apply through AMIDEAST, contact

AMIDEAST
1730 M Street, NW, Suite 1100
Washington, DC 20036
Tel.: (202) 776-9629
Fax: (202) 776-7029
Email: edabroad@amideast.org
Website: www.amideast.org/abroad

University of Jordan

Established in 1962, the University of Jordan was the first university established in the country, and it is located in the capital, Amman. With an annual enrollment of more than 35,000 students, all sciences are taught in English, while the humanities are taught in Arabic. The university offers Arabic language instruction for students of all levels. U.S. students may apply to the university through its language center, the Ministry of Higher Education and Scientific Research, or the Council on International Educational Exchange (CIEE).

To apply for admission to the Arabic for Speakers of Other Languages program, contact

Director, Language Center
University of Jordan
Amman 11942, Jordan
Tel.: +962 6 535 5000, Ext. 23701/23707
Fax: +962 6 533 8179
Email: asol@ju.edu.jo
Website: <http://ujlc.ju.edu.jo>

Admission of foreign students to any of the Jordanian universities is processed, screened, and handled by the Jordanian Ministry of Higher Education.

The ministry can be reached at

Ministry of Higher Education and Scientific Research
P.O. Box 35262
Amman, Jordan 11942
Tel.: +962 6 534 7671
Fax: +962 6 533 7616
Email: mhe-gs@amra.nic.gov.jo
Website: www.mohe.gov.jo

CIEE offers two programs at the University of Jordan: Language and Culture, for students who have an interest in Jordan and the Middle East, and Arabic Language, for students who already have a solid foundation in Modern Standard Arabic and seek to attain proficiency in the language.

To apply for admission to the CIEE programs, contact

Council on International Educational Exchange
Victoria Fletcher, Enrollment Officer, Africa and Middle East
300 Fore Street
Portland, ME 04101
Tel.: (800) 407-8839
Fax: (207) 553-4299
Email: studyinfo@ciee.org
Website: www.ciee.org/study.aspx

Yemen College of Middle Eastern Studies

The Yemen College of Middle Eastern Studies, located in Sana'a, Yemen, was founded in 1989. It has a total enrollment of 550 students annually and offers Arabic language instruction at all levels, as well as a variety of courses in English. U.S. students may apply to the college directly, through the National Council on U.S.–Arab Relations, or through certain U.S. institutions affiliated with the Yemen College of Middle Eastern Studies.

To apply directly to the college, contact

Assistant to the Dean (General Admissions) or YLC Program Officer (Arabic Language)
P.O. Box 3671
Sana'a, Republic of Yemen
Tel.: +967 1270 200, Ext. 101
Fax: +967 1270 127
Email: admissions@ycmes.org (General Admissions) or ylc@ycmes.org (Arabic programs)
Website: www.ycmes.org

To apply through the National Council on U.S.–Arab Relations, contact

National Council on U.S.–Arab Relations
1730 M Street, NW, Suite 503
Washington, DC 20036
Tel.: (202) 293-6466
Fax: (202) 293-7770
Email: info@ncusar.org
Website: www.ncusar.org

The Yemen College of Middle Eastern Studies is affiliated with multiple U.S. institutions. U.S. students should see their study abroad advisors for more information.

Additional Programs Represented at the Workshop

Additional programs represented at the workshop included America-Mideast Educational and Training Services (AMIDEAST), New York University (NYU) Abu Dhabi, the Qatar Foundation, and the School for International Training (SIT).

AMIDEAST

America-Mideast Educational and Training Services is a U.S.-based private, nonprofit organization that aims to strengthen understanding between Americans and the people of the Middle East and North Africa. Its study abroad program operates in various countries in North Africa and the Middle East, including Egypt, Kuwait, Jordan, Morocco, and Tunisia.

U.S. students may apply directly to AMIDEAST at

AMIDEAST
1730 M Street, NW, Suite 1100
Washington, DC 20036
Tel.: (202) 776-9629
Fax: (202) 776-7029
Email: edabroad@amideast.org
Website: www.amideast.org/abroad

New York University Abu Dhabi

NYU Abu Dhabi is a new initiative to develop a comprehensive liberal arts campus in a major gateway city to the Middle East. NYU Abu Dhabi will be a full-scale liberal arts college, with select graduate programs driven by advanced research. The first class of students will be admitted for the fall of 2010. Both a paper and an electronic application for admission will be available soon on the NYU Abu Dhabi website.

To join the mailing list to receive admissions publications and emails, visit

<http://nyuad.nyu.edu/admissions/information.request.html>

The Qatar Foundation

The Qatar Foundation for Education, Science, and Community Development is a private nonprofit organization. It was founded in 1995 and aims to advance research and education through cooperation with a variety of international institutions, including six U.S. institutions: Carnegie Mellon University, Georgetown University School of Foreign Service, Northwestern University, Texas A&M University, Virginia Commonwealth University, and Weill Cornell Medical College.

The foundation can be contacted directly at

Qatar Foundation

P.O. Box 5825
Doha, Qatar
Tel.: +974 492 7000
Fax: +974 480 1971
Email: info@qf.org.qa
Website: www.qf.edu.qa

To apply to these U.S. programs in Qatar, contact the offices below directly.

Carnegie Mellon University in Qatar

Office of Admissions
P.O. Box 24866
Education City
Doha, Qatar
Tel.: +974 454 8400
Fax: +974 454 8410
Email: ug-admission@qatar.cmu.edu
Website: www.qatar.cmu.edu

Georgetown University School of Foreign Service in Qatar

Admissions Office
P.O. Box 23689
Doha, Qatar
Tel.: +974 457 8100
Fax: +974 457 8241
Email: sfsqadmissions@georgetown.edu
Website: <http://qatar.sfs.georgetown.edu>

Northwestern University in Qatar

Admissions Office
Room 225, TAMU-Q Building
P.O. Box 34102
Education City
Doha, Qatar
Tel.: +974 454 5000
Fax: +974 454 5180
Email: nu-qadmissions@northwestern.edu
Website: www.qatar.northwestern.edu

Texas A&M University at Qatar

Admissions and Records
Texas A&M Engineering Building
P.O. Box 23874
Education City
Doha, Qatar
Tel.: +974 423 0043
Fax: +974 423 0011 (main)
Email: admissions@qatar.tamu.edu
Website: www.qatar.tamu.edu

Virginia Commonwealth University in Qatar

Office of Admissions
P.O. Box 8095
Doha, Qatar
Tel.: +974 492 7238
Fax: +974 480 5432
Email: vcuqadmissions@qatar.vcu.edu
Website: www.qatar.vcu.edu

Weill Cornell Medical College in Qatar

Admissions Office
P.O. Box 24811
Education City
Doha, Qatar
Tel.: +974 492 8500
Fax: +974 492 8555
Email: admissions@qatar-med.cornell.edu
Website: www.qatar-med.cornell.edu

The School for International Training

The School for International Training's study abroad programs in the Middle East offer study and research possibilities in Jordan, Morocco, Oman, and Tunisia.

U.S. students may apply directly to SIT at

SIT

P.O. Box 676

Brattleboro, VT 05302-0676

Tel.: (802) 258-3212; Toll Free Within the U.S.: (888) 272-7881; TTY: (802) 258-3388

Fax: (802) 258-3296

Email: studyabroad@sit.edu

Website: www.sit.edu/studyabroad

About the Hollings Center for International Dialogue

The mission of the Hollings Center is to promote dialogue between the citizens of the United States and predominantly Muslim countries, with the goals of opening or reinforcing channels of communication, deepening understanding, expanding people-to-people contacts, and generating new thinking on important issues.

The Center was established through legislation enacted in 2004 and 2005 by the U.S. Congress, particularly through the efforts of now-retired Senator Ernest F. Hollings, a Democrat from South Carolina who served in the U.S. Senate for 40 years. While its official name is the International Center for Middle Eastern–Western Dialogue, the organization is widely known as the Hollings Center in recognition of Senator Hollings’s role in its creation. The Center, a nonprofit, nongovernmental organization, is supported by a trust fund. The Bureau of Educational and Cultural Affairs of the U.S. Department of State serves as the fiduciary agent for the interest which is disbursed in the form of an annual grant.

The Center’s core work is to convene seminars, workshops, and conferences on a wide range of contemporary issues. The Center also provides small grants and fellowships to selected participants for collaborative projects related to program topics.

The 2008 workshop on “Expanding Study Abroad in the Arab World” was the third program in the Hollings Center’s U.S.–Muslim world universities dialogue series, which aims to promote closer ties between higher education institutions in the United States and predominantly Muslim countries. At the first two conferences, held in 2005 and 2007, participants identified study abroad as an important topic for further dialogue.

The Center’s programs typically are held in Istanbul, a city whose unique character as an international hub and as a cultural, historic, and geographic crossroads makes it an ideal setting for international dialogue. The Center maintains staff in Istanbul and currently is headquartered in Washington, DC. For more information, please see www.hollingscenter.org.

About IIE

The Institute of International Education is a world leader in the international exchange of people and ideas. An independent, nonprofit organization founded in 1919, IIE has 27 international offices and representatives around the world. IIE designs and implements programs of study and training for students, educators, and professionals from all sectors with funding from government and private sources. Programs that IIE administers for the U.S. government and other sponsors—such as the Gilman Scholarships and the Fulbright Fellowships, the National Security Education Program David L. Boren Scholarships and Fellowships, the Whitaker International Fellows and Scholars Program, and the NSF-funded Central Europe Summer Research Institute—send U.S. students abroad in growing numbers, preparing a new generation for global citizenship. IIE’s Regional Office in Cairo houses the Center for Leadership Excellence, which implements programs that identify and support results-oriented leaders with support from the Ford Foundation and in partnership with the Egyptian Future Generation Foundation, the Stuart Family Foundation, and USAID.

The Institute is also a resource for educators and institutions worldwide, publishing *IIE Passport: Academic Year and Short-Term Study Abroad* and operating www.IIEPassport.org, the search engine for study abroad programs, as well as www.StudyAbroadFunding.org. IIE conducts policy research and program evaluation and provides advising and counseling on international education and opportunities abroad. IIE’s survey of student mobility is published annually in the *Open Doors Report on International Educational Exchange* (www.opendoors.iienetwork.org), supported by the Bureau of Educational and Cultural Affairs of the U.S. Department of State. For more information, please see www.iie.org.

INSTITUTE OF
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New York, NY 10017-3580
Tel: 212-883-8200 www.iie.org