

CHALLENGES AND OPPORTUNITIES OF US STUDENT MOBILITY:
THE CASE OF THE STUDY IN PORTUGAL NETWORK

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Project submitted as partial requirement for the conferral of
Master's in International Management

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October, 2016

Executive Summary

This case study aims to analyze the political, institutional and academic background regarding student mobility, specifically from the US to Portugal, which allowed the creation of a study abroad program – The Study in Portugal Network (SiPN), managed by Luso-American Development Foundation, a Portuguese non-profit institution.

While an increasing numbers of international mobility students move to Portugal, the interest from North American universities/students is still residual. Therefore, it is both pertinent and challenging to design a program that articulates Portuguese universities with the academic and bureaucratic framework of US higher education. The success of such a program would contribute to place Portugal as a serious destination for North-American students.

With this in mind, this case:

- Provides a brief assessment of existing international mobility programs (Erasmus, North American mobility) and how Portugal stands as a destination for incoming international student mobility (ISM);
- Presents the first two years of the Study in Portugal Network (SiPN) led by the Luso-American Development Foundation, in partnership with four Portuguese universities, to attract North American students;
- Proposes a framework that may inspire the design of similar international mobility programs;
- Provides a tool for international relations offices and other decision making authorities at universities, education policy makers, and similar, to design policies that suit their institution's missions, specifically when trying to bridge US and Portuguese higher education systems.

This case has been prepared through formal and informal contact with local administrative and organizational mobility program stake-holders and in consultation with scholars and officers in Portugal and in North American schools. It aims at contributing for further research that serves the mutual academic interests of all partners in international mobility.

Keywords: International Student Mobility, Higher Education, Study Abroad

Acknowledgments

Thank you to my family for the unconditional love.

I also would like to extend my gratitude to ISCTE Business School and its Dean José Paulo Esperança that also played the role of my thesis supervisor.

A big appreciation to my friend Michael Baum and to the rest of the Study in Portugal Network/Luso American Development Foundation (FLAD) team for having given me the opportunity to collaborate with them in this auspicious project in which I truly believe in.

"International educational exchange is the most significant current project designed to continue the process of humanizing mankind to the point, we would hope, that men can learn to live in peace – eventually even to cooperate in constructive activities rather than compete in a mindless contest of mutual destruction....

We must try to expand the boundaries of human wisdom, empathy and perception, and there is no way of doing that except through education." [From remarks on the occasion of the thirtieth anniversary of the Fulbright Program, 1976]

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1) Introduction

Student mobility is at the core of public policies worldwide. While countries such as Australia and New Zealand have designed comprehensive strategies to attract foreign studies, others like Germany have abolished tuition fees altogether for German and international students alike, while other countries, such as the UK, have come to regard student mobility as a Trojan horse leading to uncontrollable flows of new immigrants.

Worldwide student mobility has expanded at a high rate rising more than 84% in less than a decade. In 2012 more than 4.5 million students engaged in mobility programs, either to obtain an entire degree, or to earn academic credits in a non-degree seeking format.

Scholar research has followed suit. Lulle et al. (2016) conducted a study on the interface between supply and demand of educational services in order to access the willingness to pay by the applying students. Findlay et al. (2011) suggest the global appeal of well-known university brands. In order to achieve such brand recognition, universities have partnered up, either at the national level and/or have engaged in larger networks. Boyd (2009) mentions that networks play a particularly important role in overcoming barriers to migration, such as reducing the uncertainties related to finding opportunities and accommodation, and negotiating administrative and bureaucratic procedures (Boyd, 1989).

Alongside this trend for global hierarchisation, universities have moved on to standardize and internationalize their curricula, subsequently making them more marketable globally and less shaped by national perspectives and examples. (Lulle et al., 2016).

From the prospective employer point of view, as the business landscape internationalizes, so do the expectations businesses of their prospective employees and their level of international education (Albers-Miller, Prenshaw and Straughan,

1999). The concept of international experience and competency is a unanimous aspiration on the business sector. This rise in globalization has led to the practical inevitability of most companies operating internationally in one capacity or another (Crossman and Clarke, 2010). Being equipped to fulfill the desires of modern businesses has translated into educational institutions themselves, often by highly encouraging, or even requiring an international experience, commonly in the form of a study abroad program or experience (Presley et al., 2010). According to Dr. Allen E. Goodman, President and CEO of The Institute of International Education, a world-leading international education and training organization founded in 1919, "International experience is one of the most important components of a 21st century education. Studying abroad is one of the best ways undergraduate and graduate students gain the international experience necessary to succeed in today's global workforce. And studying in another country prepares students to be real contributors to working across borders to address key issues in the world we share."

This study is organized as follows: chapter two presents the higher education context and international mobility trends, with a global scope, followed by an analysis of Europe, the US, and Portugal, with a focus on incoming US students to Portugal. The third chapter will analyse the role of language on host country selection by US students. The strengths and weaknesses of Portuguese universities are discussed in chapter 4, aiming to identify some potential reasons of why hasn't Portugal been able to attract more students from the US. Chapter 5 presents the various models of University cooperation and students exchange. The case of the Study in Portugal Network (SiPN), its new management approach, its value proposition, implementation year and first results will be presented in chapter 6. Finally, chapter 7 presents a summary and conclusions for the stakeholders engaged in student mobility activities.

2) Recent Trends and Explanations of International Student Mobility (ISM)

Driven by a broad and growing research literature, governmental authorities, academic departments, and international studies offices at universities all across the globe have increasingly examined the most effective ways to position themselves as attractive destinations to welcome international students and scholars willing to study/teach/research abroad. By excelling in these fields, institutions typically improve their rankings as “global” institutions, and thus their brand value tends to be able to attract even more talent – students and scholars, and other important sources of external funding. Concurrently, institutions help to promote and support their students’ (outgoing and incoming) abilities “to grasp how local communities and peoples are connected to broader processes of global economics, commodity production (including intellectual and commercial production) [and how] knowledge is generated” (UNESCO, 2013). These are increasingly seen as crucial features for student success.

International Student Mobility (ISM) is reciprocally linked to the globalization of higher education; it is both a product of globalization and an underlying mechanism of that same process. Higher education, both globally and within the European setting, has become a booming business with a clear market, and increasingly marketised features. Supply and demand are likewise recursively related. Higher education products and services (university degrees or the overall ‘student experience’) are supplied to ‘customers’ (students) who ‘demand’ them and are willing to pay a certain price. (Lulle, Russel, Morosanu & William, 2016)

In the reverse relationship, the supply of students, particularly the international students, is a scarce resource demanded, competed for and consumed by the increasingly stratified global higher education system. Hence the notion of ‘world class universities’ (Findlay, King, Smith, Geddes & Skeldon, n.d.) emerges as a powerful symbol of this progressively globalized, neoliberal market for higher education. Alongside this hierarchisation of universities globally, another process sees

them standardize, and internationalize their curricula, subsequently making them more internationally marketable and less shaped by national perspectives and examples. (Lulle et al., 2016)

**Growth of Internationalization of Tertiary Education
(1975-2012, in millions)**

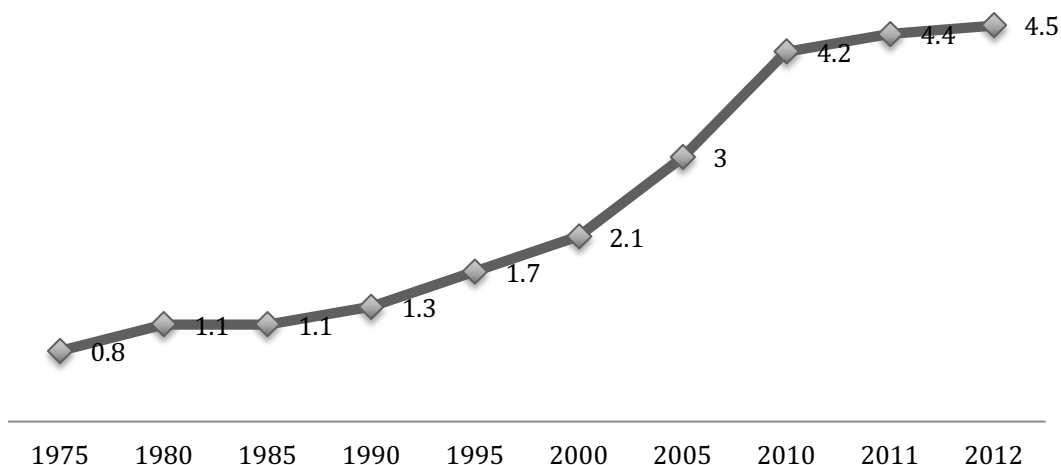


Figure 1 - Long-term Growth in the Number of Students Enrolled Outside Their Country of Citizenship

Sources: OECD, 2011 and UNESCO, 2012

Conceptual frame for ISM considers it as part of youth mobility cultures, whereby travelling, living and studying abroad is seen as a rite of passage, and therefore more of an ‘act of consumption’ than an economic strategy aimed to improve an individual’s human capital and, thus, income and career prospects. The key objective is not so much academic achievement in and of itself (although it is important not to ‘fail’), but the cultural experience of living in another country, with its different climate, scenery, historical heritage, recreational opportunities, food and music traditions, and opportunities for new cross-national social encounters. Murphy-Lejeune (2002) proposes the appealing term ‘mobility capital’ as accruing to the mobile student a form of capital which enriches the individual’s life experience and which can perhaps also be parlayed into an improved CV and job credentials (Murphy-Lejeune, 202AD). As the business panorama also rapidly internationalizes, so do the expectations businesses have of their prospective employees and their level

of international education (Albers-Miller, Prenshaw and Straughan, 1999). The concept of international experience and competency is a unanimous aspiration on the business sector. This rise in globalization has led to the practical inevitability of most companies operating internationally in one capacity or another (Crossman and Clarke, 2010). Being equipped to fulfill the desires of modern businesses has translated into educational institutions themselves, often by highly encouraging, or even requiring an international experience, commonly in the form of a study abroad program or experience (Presley et al., 2010). According to Dr. Allen E. Goodman, President and CEO of The Institute of International Education, a world leading international education and training organization founded in 1919, "International experience is one of the most important components of a 21st century education. Studying abroad is one of the best ways undergraduate and graduate students gain the international experience necessary to succeed in today's global workforce. And studying in another country prepares students to be real contributors to working across borders to address key issues in the world we share."

Thus the mobile and intercultural experienced student distinguishes him/herself from the routine modernities of a static student life world by celebrating the international stage on which their study history and personal, individualized biography have been built (Beck & Beck-Gernsheim, 2001).

2.1) US Higher Education Context

The educational and intellectual development is an obvious reality in the US, a growing number of people, who increasingly have access to school and ultimately to higher education, stimulates the knowledge and displacement increasing the numbers related to studying abroad. Students in the US, and elsewhere, are now much more aware of the general benefits of social, intellectual and cultural exposure obtained when studying far from their homes and home-universities.

In the US, and according to the National Centre for Education Statistics, there were an estimated 11.2 million college students in the fall of 2007 and 2,629 four-year degree granting institutions in the United States. From these, 1,633 had campuses of over 2,500 students.

Type and control of Institution	Enrollment Size								
		<499	999	2,499	4,999	9,999	19,999	29,999	>30,000
Total									
Total number of institutions	4,253	1,099	605	916	657	484	311	126	55
Public	1,675	66	91	328	382	384	263	113	48
Private	2,678	1,033	514	588	275	100	13	13	7
Total enrollment of institutions	17,487,475	264,916	435,812	1,521,898	2,347,306	3,397,028	4,292,326	3,057,138	2,171,051

Table 1 – Number of Higher Education Institutions in the US, Private and Public, and their Enrollment Size.

Source: National Center for Education Statistics, 2006

In the US, the university/college industry hit \$425 billion (405 billion Euros) in data from 2008. It is a mature industry in a steady growth that at that time predicted a steady growth with revenues of around \$500 billion (475 billion Euros) in 2012.

University College Industry Revenue and Growth, 1997-2013 (projected beyond 2008), in Billion \$

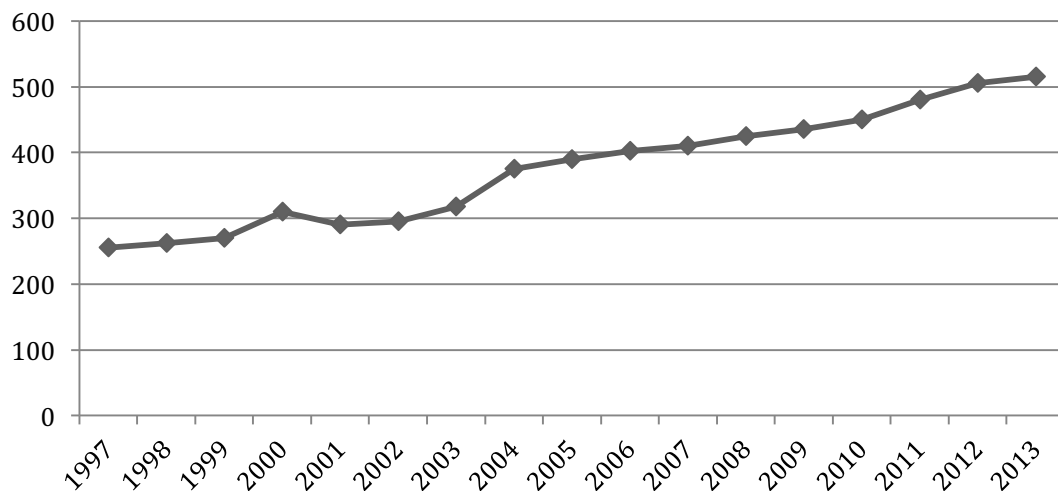


Figure 2: University College Industry Revenue and Growth, 1997-2013

Source: Open Doors Report, IIE (2015)

2.1.1. Study Abroad – An academic trend in the US Higher Ed System

In later years, the tradition of the educational value of travel facilitated the development of study abroad as a legitimate component of tertiary education in Europe and later in the United States.

While the prevalence of students studying abroad has raised globally, students studying abroad originated from the United States is relatively very low. The United States ranks only 15th globally in terms of the number of students studying abroad (OECD, 2011). In fact, polling has showed that while an upwards of 55% of college-bound students demonstrate a desire to have a study abroad experience, with 26% demonstrating a strong desire (Green, Hestel and Bartini, 2008), less than 3% of these students actually end up participating in any study abroad program (Institute of International Education, 2011), suggesting a strong disconnect between prospective study abroad students' intent and execution.

Open Doors 2015 Report On International Educational Exchange produced by The Institute of International Education reveals that for the academic year of 2013/2014 there were only 304,467 U.S. students who received any academic credit from abroad, which demonstrates only a 5.2% growth from the previous year (Institute of International Education, 2015).

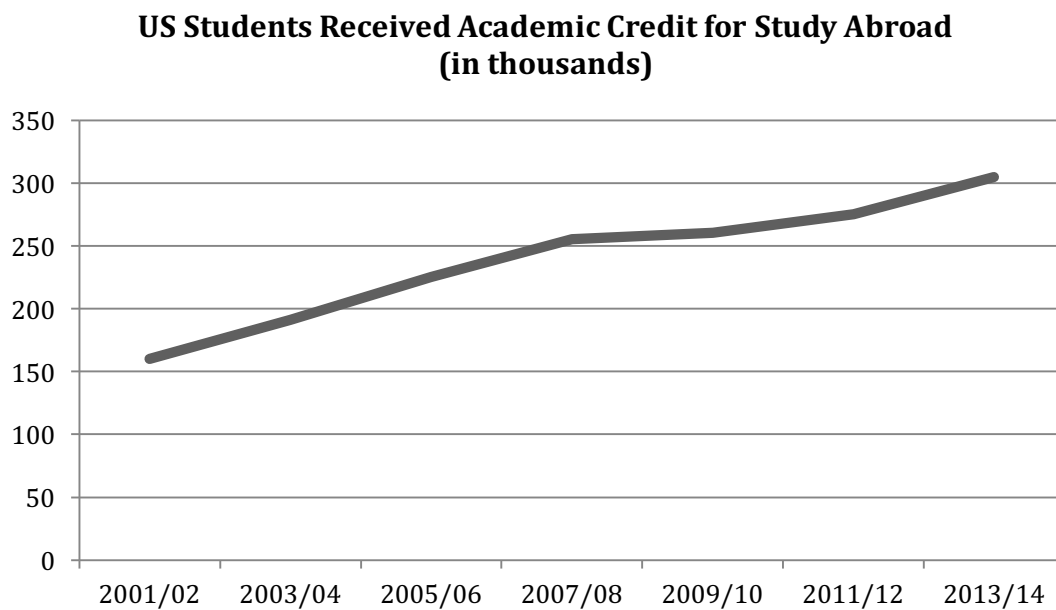


Figure 3 - Number of U.S students who have studied abroad per year for academic credit

Source: Open Doors Report, IIE (2015)

While these numbers might sound impressive, they represent less than 10% of the 2.6 million students graduating with associates or baccalaureate degrees each year, meaning that there is still room for these figures to grow.

The number of U.S students studying abroad grew by 2% (comparing 2012/2013 with 2011/2012 academic year). Year after year the number of US students going abroad sets a new record.

According to the Open Doors Report regarding data from the 2012/13 academic year, 304,467 US students obtained credits performing academic efforts abroad.

From these, 53% (162,282) chose European countries to develop their studies.

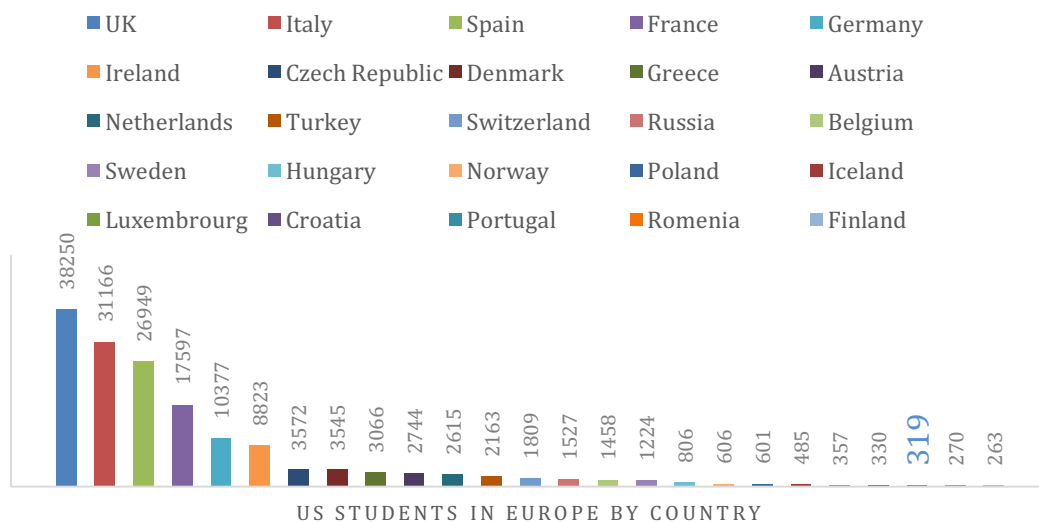


Figure 4: US students in Europe, by country

Source: (Education, 2014)

The top three leading destinations were United Kingdom, Italy and Spain. These hosted 53.6 % of students that choose Europe, or 32% if considering the entire US student population who went abroad. (Education, 2014).

Portugal scored only a residual number of 319 US students, one of the last positions of this ranking, meaning that it is one of the least desired European destinations for US students. Even though this number lacks any sort of positive strength at first, it was an “all-time record” for Portugal in terms of incoming students from US.

Brazil, the largest Portuguese speaking country, hosted 4226 students, it ranks second in South America, being Argentina the country that was able to attract few more, 4301 US students.

2.2) European Student Mobility Context – The Erasmus Case

The European Union has underlined the importance of higher education and suggested three main internationalization strategies:

- Promoting international mobility of students, teachers, researchers and non-teaching staff;
- Promoting the development and internationalization of curricula and e-learning;
- Fostering strategic cooperation, partnerships and institutional capacity building.

Source: (European higher education in the world, 2013)

The way the internationalization of higher education is perceived and addressed differs greatly from country to country. In some cases, the internationalization of higher education is viewed mainly as a service for export, whilst in other cases the focus falls on the acquisition of knowledge and capacities, the promotion of the country’s economic development, or furthering the social responsibility of the higher education institutions.

Since its launch in 1987, the Erasmus Program, the EU international mobility flag program, has seen not only a constant increase in the number of students taking part, but also in the quality and diversity of the activities proposed. Erasmus mobility, with its core focus on skills development, is a central element of the European Commission’s strategy to combat youth unemployment, featuring prominently in the Europe 2020 strategy for growth and employment.

According to the European Union, student mobility contributes to individuals’ personal development and equips them with a wide range of competences and skills increasingly valued by employers. Students do not only improve their foreign language skills and develop greater intercultural awareness, as they also become much more able to quickly adapt to changes and new situations, solve problems, work in teams, think critically and communicate more efficiently (European Commission, 2014).

The academic year 2012-13 was an exceptional year marked by a key milestone: the 3 millionth student went abroad with Erasmus that year. Erasmus was part of the EU’s Lifelong Learning Program, with a budget of € 3.1 billion for the period 2007-13. During the academic year 2012- 13, some 33 countries took part in the Program: the 27 EU Member States, Croatia, Iceland, Liechtenstein, Norway, Switzerland and Turkey. (European Commission, 2014).

In 1987, 3,244 students from 11 countries spent a study period abroad under the Erasmus Program. In 2012-13 nearly 270,000 students from 33 European countries spent time abroad with an Erasmus grant. (European Commission, 2014)

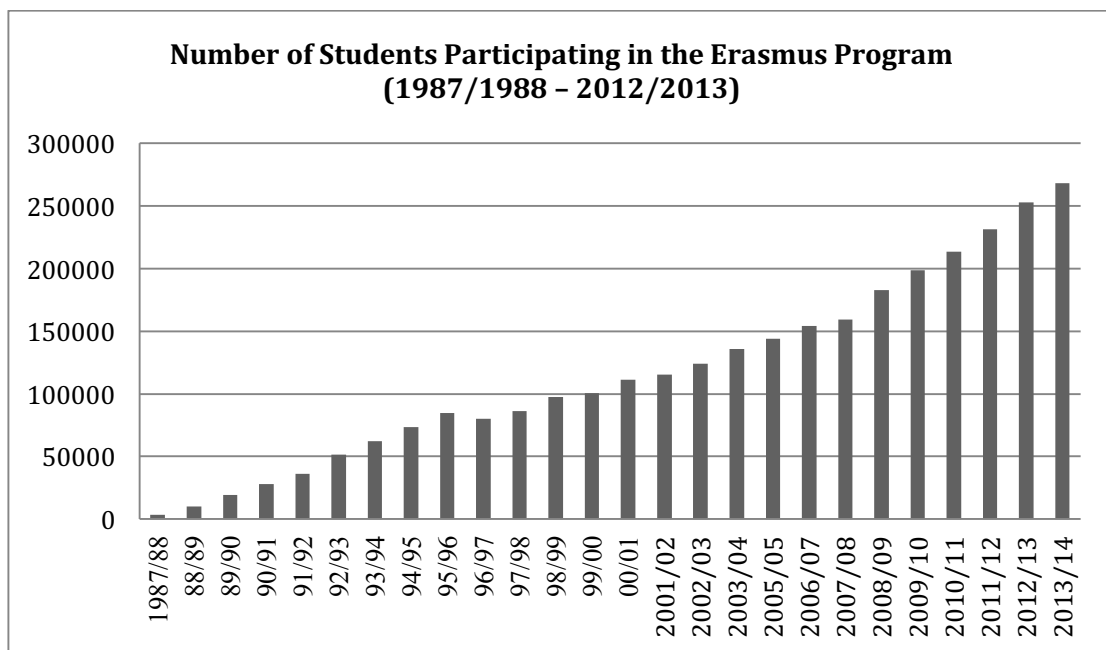


Figure 5: Number of Students Participating in the Erasmus Program (1987/1988 – 2012/2013)

Source: Erasmus Program – “Reaching the Three Million Student Mobility Target (European Commission, 2014)

The Erasmus exchange program as one of the greatest culture and “European character” and identity builder has evolved to Erasmus+ - the new program combining all the EU's current schemes for education, training, youth and sport, which was started in January 2014, reinforcing EU’s intention to strengthen and reinforce student mobility within the EU setting.

2.3) Portuguese Higher Education – International Student Mobility Context

The Portuguese Higher Education system benefits from especial conditions that stem from the major international arenas in which Portugal is integrated: The European Union and the Community of Portuguese Speaking Countries (CPLP). In addition, the country has strong historical, cultural and civilizational links with other parts of the globe that could easily become potential partners.

In the academic year 2013/2014, Portugal welcomed 31,000 international students (GRUPO DE TRABALHO MADR/MEC, 2014) — this number includes the students taking part in the Erasmus exchange program. Students from EU Member States and CPLP countries accounted for 85% of the total number of international students enrolled in Portuguese Higher Education institutions. The present scope of the internationalization of Portuguese Higher Education appears to be diffuse and fragmented. Moreover, when taking into account the efforts and resources invested by the stakeholders, it displays modest results. Most higher education institutions tend to develop their own internationalization projects without taking advantage of existing competences and aptitudes that could be mobilized to that effect.

Mobility is another area whose development is considered to be crucial. It is envisaged to double the current number of visiting international students by 2020.

The recent adoption of the International Student Status Law is an important first step in that direction (Diário da República, 2014), it creates ambit for universities to enroll

international students more easily and have them paying the real cost of education for that certain degree obtainment.

2.3.1) Portugal – As an Incoming student destination (Erasmus Vs. USA)

Portugal, and particularly Lisbon, has become an ever-increasing higher education destination, especially in regards to attracting international students for both temporary (Erasmus, semester abroad, etc.) and permanent studies. Several key factors have attributed directly to this occurrence.

Firstly, the level of university education is steadily rising while also offering more and more classes/programs in English. While this university related combination is in itself alluring to prospective international students, it is the attractive attributes of the city of Lisbon that make it a truly desirable study destination. According to Worx (Lisbon based real-estate consultancy firm) CEO Pedro Rutkowski (2013), “student life is good in a foreign country where the cost of living is relatively much lower than in other European capitals and there are still more advantages, such as security, good food and wine, climate, beaches close by, cultural programs and night life” (p. 1). This ever-growing attractiveness that Lisbon is experiencing is an excellent opportunity/selling point for helping to shepherd international students, particularly Americans, to Portugal.

Whereas the Erasmus program already attracts thousands of European students to Portugal (according to European Commission data, in the 2012/2013 academic year, Portugal was the destination of choice for 9.894 students through Erasmus), making Portugal entering in the top 10 of Erasmus recipient countries, a solid position considering the size of the country.

This favorable “incoming scenario” (Erasmus in Portugal) does change dramatically when we focus our analysis in the number of US students choosing Portugal.

Even if the number of US students going abroad, 304,467 U.S (2012/2013) surpasses the number of students participating in the Erasmus program, 268,143 (2012/2013), Portugal was only able to attract 319 US students (vs. 9,894 Erasmus).

Erasmus in Portugal vs USA 2007/08 - 2013/14

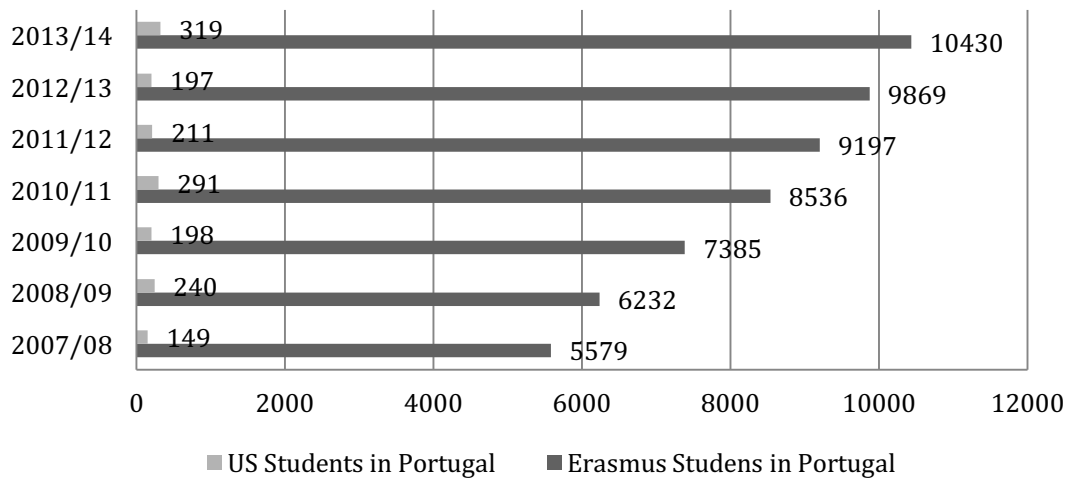


Figure 6: Number of Erasmus students vs. US students that came to Portugal (2007/08 – 2013/2014)

Source: Case author

When comparing the number of European students who chose Portugal to the number of US students who chose Portugal, two similar student populations in terms of volume, it is possible to analyze that in the best year of US students in Portugal (2013/2014), US students in Portugal were nearly 3% (319 students) when compared with the 10,430 coming via the Erasmus program.

This contradictory scenario, along with pertinence and importance of higher education internationalization, serves as the starting point in the pursuit of answers and possible solution/approaches to improve the recruitment numbers of US students electing Portugal as their study abroad destination.

3) Language and Host-Country Selection by US students

In order to be able to analyze the poor recruitment number of US students to Portugal, we need to understand what motivates the potential demand, the students, who ultimately are the ones who choose where to go.

According to the Institute of International Education (IIE), the top 10 reasons elected by students who went abroad were:

1. Learn about yourself and become self-aware
2. Boost your self-confidence and independence
- 3. Learn another language**
4. Learn about your own country
5. Expand your worldview
6. Strengthen adaptability, communications, and team-building skills
7. Enhance your career opportunities
8. Experience another culture firsthand and enhance your cross-cultural competency
9. Make new friends from around the world
10. Travel

Source: (“Top 10 Reasons to Study Abroad | IIE Blog,” n.d.)

If these motivations are examined carefully, one interpretation that can be made is the fact that only the reason ranked number 3, “learn another language”, is the one anchored to the destination chosen, all the other ones do have a broader interpretation and can be perceived as reasons that young adults usually encounter when finding themselves in the world, while trying to obtain a large scope of soft skills so valuable on a nowadays resume when looking for a job position.

The factor that can't be easily replicable when going abroad is the “Language factor”, it is common sense that if a student wants to immerse in a certain language, in French for example, he/she will most likely opt to study abroad in France or in another francophone country. In addition to the general recommendation already pointed out by a group work led by the Portuguese Ministry of Internal Administration (MADR) and the Portuguese Ministry of Education and Science (MEC):

"It is acknowledged that the Portuguese language is a major asset of the country's higher education system and should, consequently, be incorporated in the internationalization strategy of Portugal's higher education system. The language factor will attract both students from CPLP countries interested in furthering their

academic competencies in Portuguese, but also students from other geographical areas that want to develop their proficiency in a language that is fast expanding and is currently spoken by 250 million people worldwide. The integration of any country in the global economy depends heavily on foreign languages proficiency. An increase in the number of courses offered in English is, therefore, highly recommended. The multilingual skills of Portuguese Higher Education students should also be significantly improved". (GRUPO DE TRABALHO MADR/MEC, 2014).

Enrollment Data	% 2013-1986	2013	1986
Portuguese	144.82%	12,415	5,071
Spanish	92.22%	790,756	411,376
French	-28.12%	197,757	275,132
Italian	74.27%	71,285	40,904
German	-28.30%	86,700	120,920
Czech	8.29%	209	193
Greek	n.d	33	0
Polish	-9.55%	871	963
Mandarin	261.46%	61,055	16,891
Hindi	500%	1,800	300
Japanese	184.56%	66,740	23,454
Russian	-35.30%	21,962	33,945

Table 2 – Language Enrolment Data Base 2013-1986

Source: Modern Language Association, “Language Enrollment Database, 1958–2013 - Search Results,” n.d.)

By looking at the table above, accordingly to the Modern Language Association (MLA), Language Enrolment Database, Portuguese Language has steadily increase regarding levels of enrolment at US Higher Ed institutions. (“Language Enrollment Database, 1958–2013 - Search Results,” n.d.). In terms of volume, it had in more than 12,000 students taking a Portuguese language course during the AY 12/13, in terms of comparison with the data obtained by the MLA, from 1986, the enrollment increased more than 140%. This positive trend (1986 vs. 2013) in terms of percentage is only surpassed by Korean (growth of 1140%), Hindi (500%), Mandarin (261.46%) and Japanese (184.56%).

	Spanish	French	German	Italian	Japanese	Mandarin	Arabic	Latin	Russian	Greek Ancient	Hebrew, Biblical	Portuguese	Korean	Hebrew, modern	Hindi
Number of students in the US	790,756	197,757	86,700	71,285	66,740	61,055	32,286	27,192	21,962	12,917	12,551	12,415	12,229	6,698	1,800
Students Abroad, by language of host country	64,685 ¹	18,571 ²	14,100 ³	31,166	5,978	16,178 ⁴	6,189 ⁵	N/A	3,572	N/A	N/A	4,631 ⁶ (Brazil– 4,226; Portugal – 319)	3,219 ⁷	2,876 ⁸	4,583 ⁹
Correlation	0,925														

Table 3 – Number of students in the USA learning a certain language & Students going abroad by language of host country

Source: Modern Language Association, “Language Enrollment Database, (1958–2013)

¹ Spain + Mexico and Central America + South America (-Brazil)+

² France + Belgium*0.5+Switzerland*0.2

³ Germany + Austria + Switzerland*0.8

⁴ Chine + Hong Kong + Taiwan + Macau

⁵ Egypt + Algeria + Israel + Jordan + Morocco +UAU + Yemen + Iraq + Iran + Qatar + Saudi Arabia + Tunisia

⁶ Portugal + Brazil + Cape Verde + Mozambique

⁷ South Korea

⁸ Israel

⁹ India

There is a strong uphill (positive) linear relationship, 0.925, between the language being learned in the US and the host country that students end up choosing for their study abroad experiences.

The dynamic of the enrolment in Portuguese language courses in US higher education institution is of good dynamic, meaning that as the Portuguese language enrolment in the US grows, most likely students that are learning the language will choose a Portuguese speaking country for their study abroad efforts.

At the same time, it is also important to put this element (students that are learning a second language) in a greater scheme comparing Linguistics students with other areas of studies.

Foreign Languages and International Studies' students only represent a 7.8% slice of the full sample of the US higher education students going abroad, and from those, who might have some knowledge and proficiency in Portuguese would be very challenged if direct enrolling in a course taught in Portuguese alongside with Portuguese students at a Portuguese university. For a large majority it would be a problematic challenge (not to mention the different pedagogical styles).

TOP FIVE MAJOR FIELDS OF STUDY, 2013-2014	TOTAL STUDENTS GOING ABROAD	% OF TOTAL
Science, Technology, Engineering and Mathematics	68,798	22.6
Business	59,687	19.6
Social Sciences	57,067	18.7
Foreign Languages and International Studies	23,818	7,8
Fine or Applied Arts	21,191	7.0

Table 4: Top Five Major Fields of Study and the Respective Total of Students Going Abroad

Source: Open Doors Report, IIE (2015)

At the same time, it is also true that a student majoring in Business, for instance, might be taking a language course.

The vast majority of students who go abroad come from areas other than linguistics, most likely they won't be able to direct enroll in non-English speaking courses taught in foreign universities, which could be considered a potential issue for those.

These leaves us with the idea that there is an undeniable need of having a portfolio of courses available in English at the destination country to increase the attraction potential of a certain destination, not only the language students, but also students majoring in all the different areas to be able to attend classes that would allow them to progress in their academic paths.

4) Strengths and Weaknesses – Portuguese Universities

4.1) Courses taught in English at Portuguese Universities

One might say that US students don't choose Portugal because there is a lack of courses regularly taught in English offered at Portuguese institutions; however this doesn't correspond to the reality since there are already many courses available to international students whose course work is conducted in English.

The “Erasmus Effect” felt in Portugal can be seen as a responsible trigger since it created this necessity, where there is a demand usually there is a supply. Basically all the schools that receive Erasmus students already have curricula options conducted in English to properly accommodate those visiting students.

Considerable course listings of courses taught in English can now be encountered in the large majority of the International Relations Office (or similar nomenclature) at Portuguese universities.

For instance, Lisbon's top International Business Schools, such as the Católica Lisbon School of Business and Economics, NOVA School of Business and Economics,

ISCTE-International Business School, all have entire degrees offered in English at both undergraduate and graduate levels.

This reality is perceived not also at Portuguese “internationally driven” business schools but also in many Humanities and Social Sciences schools. STEM related offers in English are more commonly found in graduate degrees not so much at an undergraduate level.

4.2) Portuguese Academic Calendar Vs. US Academic calendar – A slight mismatch

For those students enrolled at US universities who have done some study effort abroad for academic credit, and according to the Institute of International Education, only 38% have done it for one semester or a complete academic year.

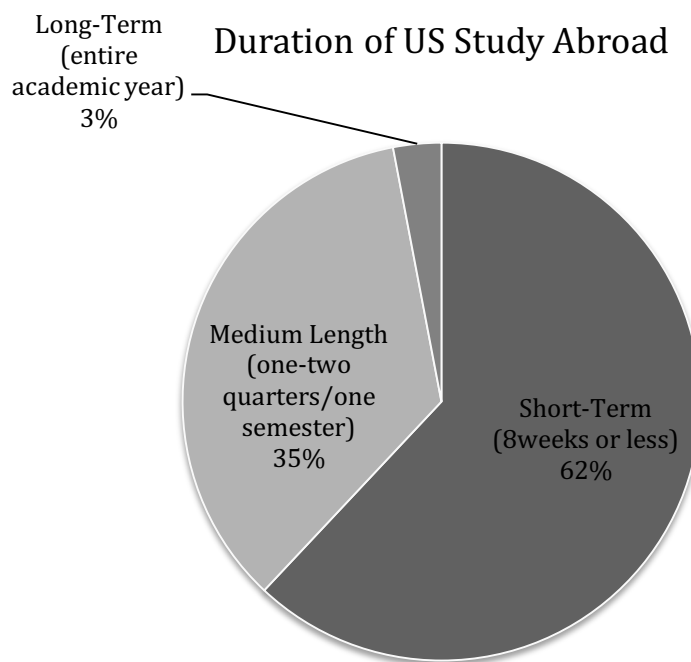


Figure 7: Duration of US Study Abroad (academic year 2012/13)

Source: Open Doors Report, IIE (2015)

Short-term programs (8 weeks or less) can have the format of a Summer session, Winter session (usually held during the first 2 weeks of January), “May-mester” (usually happens during the last two weeks of May), or other sporadic study visits whereas students are led by a faculty member who goes abroad to study certain relevant topics.

If one takes a moment to analyze:

1. The **slightly different Portuguese academic calendar** (Fall semester: September – January and Spring semester: Feb-July) **vs. the standard US academic calendar** (Fall: Sept-Dec; Spring: Feb-May) doesn’t allow for a “Winter session” nor a “May-mester”, common terms for US students and faculty to go abroad;
2. Nor Portuguese universities/Portuguese students have a **Summer program culture** embedded to their study plans, meaning that there aren’t solid offerings to tap this US study abroad market who faces Summer period just as another “semester”.

It seems quite clear that Portuguese Higher Education institutions are leaving aside approximately 62% of the US student population who go abroad.

4.3) Lack of standardized Procedures (PT/EU – USA)

In the EU, the Bologna Protocols have attempted to integrate and uniform the disparate academic and bureaucratic traditions of its signatories. European Erasmus students studying in Portugal, for example, may be challenged by cultural difference, but the exchanges take place within a centralized administrative framework.

This is not the case with the US in Portugal/EU. Local forms of grading systems, disparities in academic year length and scheduling, different institutional legal and political functioning, varying degrees of expectations for the work necessary to earn academic credits, are only some of the daily administrative issues regarding integrating mobility student programs into Portuguese Universities.

4.4) Lack of Curricular Goals and “Service – Oriented”

Working with North American international studies programs to better understand how common learning objectives are being operationalized should be also a primary responsibility of any international mobility program.

International studies offices that coordinate US Universities’ academic departmental educational goals have increasing expectations and requirements regarding students’ curricular development while they study abroad. “[C]urriculum integration of the overseas experience with what is offered on the home campus, based on universally recognized academic disciplines and interdisciplinary methodologies and pedagogies, is what most students and educators seek from study abroad” (Gordon 2014), something that Portuguese universities haven’t been able to develop, meaning that this will affect the overall perceived quality.

One problem is how well local universities and international mobility programs are able to integrate the North American curricular goals into the Portuguese academic system (which can be structurally resistant to integration or multi-disciplinary approaches); and how local partners are able to offer students a well-developed program of study with academic guidelines to assist with global learning and the development of intercultural communication skills.

There is also a lack of know-how, on how to operate and communicate under the premises of the US academia. In general, US higher education ecosystem can be seen as a more “service oriented” if compared with the Portuguese Higher Education standards. For example, in terms of lead times, the courses and schedules are known much sooner, American professors are predisposed to be much more available to students when compared to their Portuguese peers.

One important issue this brings up is the level of integration that mobility students actually have when they visit their host institutions. Portuguese universities do not offer as many student services, activities, student clubs, etc., as American and some other European universities do.

5) University Cooperation and Students Exchange

5.1 Direct Exchange Agreements

Usually, direct exchange agreements between universities work on a reciprocal basis, which means, for example, that an US student can come and study at a Portuguese university, and a Portuguese student can enjoy a certain academic period at the partner university in the US. Students pay their tuitions to their home institution (making it financially possible for a Portuguese student to attend an American university).

The problem is that these agreements have some limited vacancies, and after a couple of years, usually the Portuguese vacancies to be filled at the US partner universities are taken, but few students from US universities apply to the Portuguese partner. What happens is that after a while when the balance is noted, the US university doesn't allow the agreement to move on because it is costing the university money while close to none of its students go outbound, to Portugal. Besides that, as we have analyzed above only a small percentage of students spend one or more semesters abroad, and all Portuguese universities offer in this format are in general, semester long opportunities (no Winter courses are offered and few are during the Summer).

5.2 Host Country University Cooperation – Economies of Scope

In any production process, economies of scope are present when there are cost efficiencies to be gained by joint production of multiple products, rather than by being produced separately.

Universities in certain countries have been partnering up to achieve these premises. In Lisbon for example, The Lisbon MBA is a joint-venture between two top business schools in Portugal – Católica Lisbon and Nova SBE in partnership with Sloan School of Management. After graduating, Lisbon MBA students receive a MBA Diploma from both schools. Due to these unique partnerships in the Portuguese panorama, both Lisbon MBA International and the Lisbon MBA Executive are the top ranked Portuguese MBA programs according to The Financial Times prestigious MBA rankings. The Lisbon International MBA is the 15th best MBA in Europe and the 40th best in the world according to the 2016 Financial Times Top 100 Global MBA

Rankings. The Lisbon MBA International is also the 2nd worldwide in “Value for Money” and 4th in the “International Course Experience” category.

Another great example of cooperation between universities from a certain destination, is the recent “UNorte.pt”, a joint endeavor from three universities located in northern Portugal, the University of Porto, University of Minho and University of Trás-os-Montes.

The completion of the consortium will allow the three institutions, within their autonomy and institutional independence, to take advantage of a strengthening of joint coordination in areas considered of mutual interest, particularly in terms of educational provision, the platforms for distance learning and courses online, student mobility, research, sharing of human resources, investment in areas of common interest, databases and scientific infrastructure, joint representation in international networks, among others.

5.3 Study Abroad Program Providers – Educational Brokers

Another possible approach for universities to reach out to and maximize recruitment number would be to work with educational brokers/recruitment agencies, so called “program providers”.

By definition, “study abroad program providers” are organizations that administer all aspects of the study abroad experience (The George Washington University - Office for Study Abroad, 2016), basically what they do is to rent a nest for the program via an agreement with an university located overseas, they work on like recruitment agencies and oversee the logistics of the program alongside the partner university, which is responsible for certain administrative functions of student enrollment as well as to award credits for courses taken. Study abroad program providers allow students to matriculate abroad with minimum administrative or legal fuss.

In Portugal, there are already two “study abroad program providers” operating, both located in Lisbon, those are:

- CIEE – Council for International Education Exchange – is hosted at the NOVA University of Lisbon – Faculty of Social Sciences and Humanities
- API – Academics Program International – is operating in Portugal since 2012 at ISCTE-IUL (formerly called UMass in Lisbon and it was managed by the University of Massachusetts – Dartmouth campus before it was outsourced to API)

Both CIEE and API have operations in dozens of countries and hundreds of different cities, their know-how and awareness towards student mobility programs are of tremendous amount. Another crucial aspect that has allowed their proliferation is their marketing operations, namely in the digital platforms, which confer them huge amounts of visibility when potential students go online to search for study abroad options.

As like any other business, as more these players grow, more universities tend to cooperate with them, assuring a pipeline of recruitment that justify their multiple operations in the most exotic locations. This allows partner universities to announce to their student population that they offer study abroad options in diverse places simply by partnering up with one of these program providers that assure a plentitude of options, without spending a dime.

The only downside, according to some faculty members and study abroad experts, is that these companies, even though they are considered non-profit, operate just like a company, simply cloning their standard operation and replicate format and procedures regardless the landscape, taking away the uniqueness of each and every destination.

Even though these “sharks” are already recruiting to Portugal, they have not been able to build up strong recruitment numbers yet, and the poor reality in terms of numbers is the one shown above in chapter 1, with an all-time record of only 319 students from the US higher education system that came to Portugal.

6) The Experience of the Study in Portugal Network

6.1) The Luso-American Development Foundation (FLAD)

The Luso-American Development Foundation (Fundação Luso-Americana para o Desenvolvimento, FLAD), whose mission is to contribute towards Portugal's development by providing financial and strategic support for innovative projects by fostering cooperation between Portuguese and American civil society (FLAD, 2016). Given the nature of its structure, a non-profit private institution that on a permanent, flexible and independent basis promotes relations between Portugal and the United States, has sponsored studies and research in Portugal and in the United States, an ongoing effort to bridge both countries and respective societies that are translated with some impressive numbers of support given to the community:

- 1010 Research internships awarded;
- 355 Post-graduate scholarships;
- 268 Grants for attending courses in the USA;
- 3920 Grants to present papers in the US;
- 3980 Grants for US lectures to come to Portugal;
- 77 Visit Professors in the USA;
- 516 Scholarships for master's degrees PhDs and post-doctorates
- 31 Scholarships for MBAs
- 928 Internships in the USA

Source: FLAD, 2015

FLAD's links with US universities started spontaneously to appear as the foundation supported many of their endeavors, presently there are many protocols established with many American institutions.

In Portugal, FLAD associated itself with dozens of structural projects in the area of teaching and research. Either in the scientific, economic or cultural areas, the search for impact has always been one of the principles of FLAD.

The conjuncture described in chapter 2 is not new, this reality of poor recruitment to Portugal from US students is something that has already been identified. As a result of that, Portuguese universities have been showcased at North American Studies Association conference (NAFSA) for three years in a row (2012-2014). FLAD took the lead once again, sponsoring and triggering a Portuguese presence at NAFSA, the world's leader education conference, with a Portuguese pavilion, under the "Study in Portugal" initiative, whereas Portuguese Universities could see and be seen by the world's main academic actors.

Under those ambits, FLAD was also a founder of the "Study in Lisbon" initiative, MIT Portugal, and other similar projects that, at last, aimed to create centralities in Portugal, therefore aiming to bring talent to our universities and companies.

These 30 years of ongoing activity led to a tremendous network of institutions and professionals in the US and in Portugal, a volume of "FLAD alumni" that up to 2014 were timidly leveraged.

The institution that had the potential to build a solution that could help to put Portugal, and the Portuguese universities in the US study abroad radar was identified – The Luso-American Development Foundation. However, this time it wouldn't be through third parties' support, but FLAD and its own resources (financial and human) to mount and run the operation.

That moment came in January 2014 when an entire executive board was appointed to lead the Luso-American Development Foundation (FLAD).

The new Executive team of three (Vasco Rato, Michael Baum and Jorge Gabriel) was mandated responsible for formulating the foundation's general policy and approve its budget and annual accounts. Michael Baum, a North American academic and FLAD administrator brought nearly two decades of experience as a faculty member and administrator within the US system of higher education. This allowed a degree of access to the US study abroad "market" that foreign providers or institutions typically

do not possess on their own. The complementary background of the other two administrators and members of FLAD executive board provided an eclectic set of knowledge and know-how that allowed new ambition.

After 30 years, FLAD's main goals are more topical than ever - to contribute to Portugal's economic and social development through traditional means and new methods of cooperation through the Study in Portugal Network.

6.2) A Strong Network of Universities and Institutional Partners

The project was embraced. After having approved all the formalities at FLAD's executive board meeting according to the standard institutional conduct policies, the core idea in terms of program concept was found – a program in a format of a 4 university consortium with Lisbon's top 4 universities lead operationally by FLAD:

- Católica University of Portugal – Lisbon Campus
- ISCTE – Instituto Universitário de Lisboa
- NOVA University of Lisbon
- University of Lisbon

Knowing that the importance of creating strong institutional partnerships for such ambitious project is key, a set of crucial potential partners were identified, contacted and agreed to support the Study in Portugal Network, those were:

- The Portuguese Government, Ministry of Education and Science
- The US Embassy in Lisbon
- The Lisbon Municipality
- The Fulbright Commission in Portugal
- AICEP – Portugal Global – Trade and Investment Agency

The team of partner universities and strong institutional support made the idea of Network not only conceptual but also factual. It allowed to design a set of goals and what to make available to SiPN's audiences, namely Portuguese partner universities, potential US universities and its students.

6.3) Value Proposition

SiPN aims to offer a short term study abroad experience (not degree-seeking student) for a semester, a whole academic year, Summer program and also the ability to design faculty-led programs upon request.

It aims to provide students, at any level of Portuguese fluency, the possibility to enroll in classes from a large number of majors, taught either in English or Portuguese. Students can choose classes from any of the 4 member universities in SiPN's Lisbon network, possible due to their physical proximity.

Also, the creation of an internship program that provides academic credit for students seeking immersion in the Portuguese workforce and the chance to build global cultural competencies is one of the program priorities, based on the trend of internship programs that students are seeking, some for academic credit purposes other because their schools/majors require so.

The program concept and corresponding fees includes tuition, lodging, various tours in and around Lisbon, cultural activities, public transportation passes, a mobile phone and constant staff support by the SiPN team from the moment the students enroll until they return home, something that is completely lined up with what US universities are looking for when partnering with a study abroad program provider, and also students that this way will have access to a “turn-key solution” - a service oriented package that assure them, and their parents, all the support needed for such an academic and personal move.

6.4) SiPN's Main Goals:

- To create awareness of the universities and institutions in Lisbon, which, compared to other capital cities in Europe, still has little influence when it comes to study abroad programs;
- Aims at creating and delivering an experience that meets the specific characteristics and expectations of North American students and universities (which are distinctive from Erasmus);

- Expand the curriculum of courses that are being offered in English by offering some of its own courses and also by promoting the list of direct-enroll courses already being regularly taught in English at those schools;
- Aims to build up on the spirit of the “International student status”, increasing financial income for Portuguese partner universities while augmenting the probability of student come backs for graduate studies;
- Aims to provide global responses to the challenges facing Portugal in general and the city of Lisbon in particular, making it a pivotal point for international education and business start-ups, thanks to its central location and privileged access to other Portuguese speaking countries;
- Build critical mass for other more generic initiatives, also supported by FLAD, such as the Study in Lisbon and Study in Portugal initiatives of the Lisbon City Government and Ministry of Education, respectively.
- In the mid-long term, SiPN intends to capitalize and encourage cooperation programs between Portuguese universities and other higher education institutions that are located in Portuguese-speaking countries, also organizing these offers and making them more visible in the American academic market, therefore strengthening the Portuguese-speaking brand and the Portuguese language in North America.

6.5) The SiPN Program Implementation – A Year-long Implementation Effort

The implementation phase was of great of ambition, it needed a strong chronogram with the list of phases with all different sorts of tasks that needed to be taken care in order to guide the project implementation and in consequence for the SiPN program to be able to receive the first students in Summer 2015 – program’s first symbolic edition.

Also a different number of “Key Events”: were scheduled to trigger the communication and promotion of the program, otherwise it would be impossible to have sufficient exposure that would allow to recruit decent number of students to populate the first editions of the SiPN program.

The following chronogram translates the year project and what was ahead of the SiPN team, operated by FLAD in partnership with the partner universities and other institutional partner, from July 1st 2014 until the arrival of the first students on May 31st, 2015.

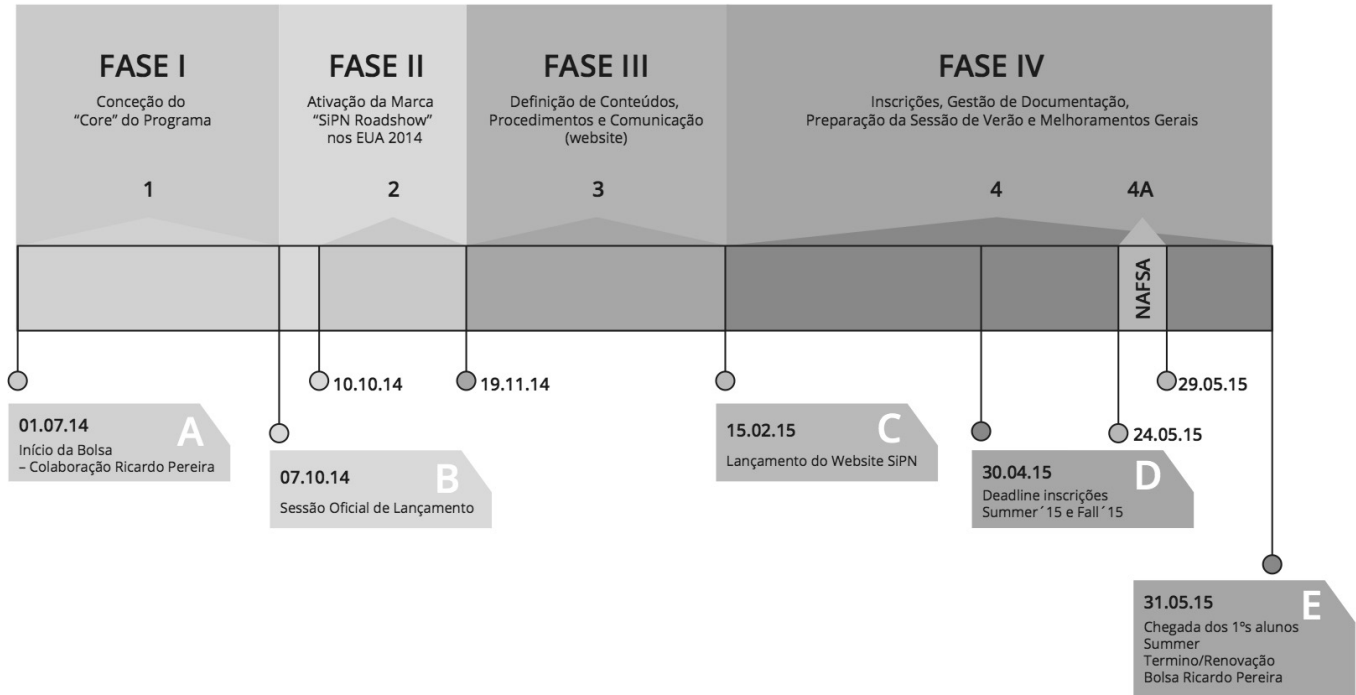


Figure 8: Timeline of SiPN's design and implementation year

Source: Case author

During the initial phase, a benchmark analyses of competitors, namely the CIEE (based at NOVA-Faculty Social Sciences) and API (based at ISCTE), and other program providers located in another countries were analyzed in order to try to make the best decisions based on state of the art concepts and policies adopted by those. Also, during this phase the governance structure was implemented, two linked governance bodies were created:

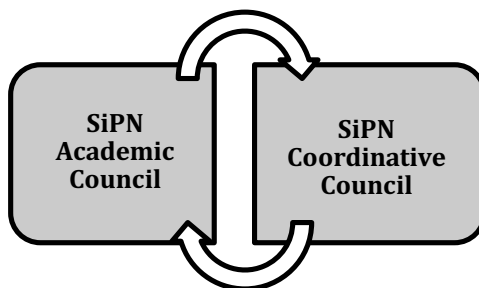


Figure 9: Two communicative governance bodies of the Study in Portugal Network

Source: Case author

SiPN's Academic Council has the mission to provide SiPN with tangible recommendations regarding academics, program policies, student issues and general programming. Each university elects one representative plus a FLAD representative, that is also the program director. See SiPN's Academic council composition.¹

It is important to have in mind that some partner universities have more than one campus and their faculties are located in different locations meaning that a more operational council had to be created, the SiPN's Coordination Council (CC) which assures the vision and the day-to-day operation established and envisioned by the Academic Council. Each school elects one representative that seats in the council along with one representative from FLAD.¹

The Study in Portugal Network was launched October 7, 2014 with the presence of the former ministers: Portuguese Prime Minister, Pedro Passos Coelho, the minister of Education and Science, Prof. Nuno Crato, the Minister of Foreign Affairs, Rui Machete, US Ambassador to Portugal, Robert Sherman, FLAD's President, Prof. Vasco Rato, SiPN's Program Director and FLAD administrator, Prof. Michael Baum, the rectors of the 4 Universities who will integrate the network, the Lisbon Municipality representatives, Fulbright Portugal representatives, AICEP (Portuguese

¹ Read more about SiPN's Governance bodies on appendix IV

Agency for foreign investments), among many other players of the Portuguese Higher Education system.

From Oct 18 – Nov 23, 2015, SiPN representatives engaged on a 5-week long roadshow to help launch the SiPN project in the USA. The primary purpose for the trip was to meet with school officials such as study abroad directors, deans, as well as faculty, who typically serve as either gatekeepers or front-line recruiters for students seeking study abroad opportunities.¹

The website was launched in February 2015, a symbolic date that represents the first day whereas a potential SiPN applicant could interface with SiPN, therefore being able to contact the program directly, read about it, and eventually start their application to become a SiPN participant.

As part of its marketing efforts to raise Portugal's profile in North America, from May 24–29, SiPN (Powered by FLAD) participated in the biggest international education fair in North America, NAFSA – Association of International Educators. More than 11 thousand education-related professionals, an all-time record for this conference.²

Symbolical arrival of the first group of 24 Summer SiPN participants represented the first set of SiPN-recruited students in Portuguese soil.

6.5) SiPN's Results after two academic year

Largely due to the marketing efforts of SiPN team, as well as the leveraged contacts of FLAD, SiPN was not only able to establish a set of partner universities in Portugal (supply), but also generated many affiliation agreements with Schools from the US so students from these peers can come study abroad with SiPN with ease, course and financial wise augmenting program's visibility in those schools.

¹ See appendix V for more details on “SiPN's Roadshow 2014”

² See appendix VI for more about “SiPN at NAFSA Conference”

In regards of SiPN's internship program, SiPN was able to generate internship positions in Lisbon, Porto, Braga and in the Azores. A total of more 120 vacancies, nearly half of them are in STEM fields, and also plenty of options in "Management, Marketing & Business", "Humanities, Arts & Design" and in "Social Science and Public Policy" related areas.¹

¹ See Appendix VII - **SiPN Internship Program – Positions made available**

6.5.1) Recruitment Sources

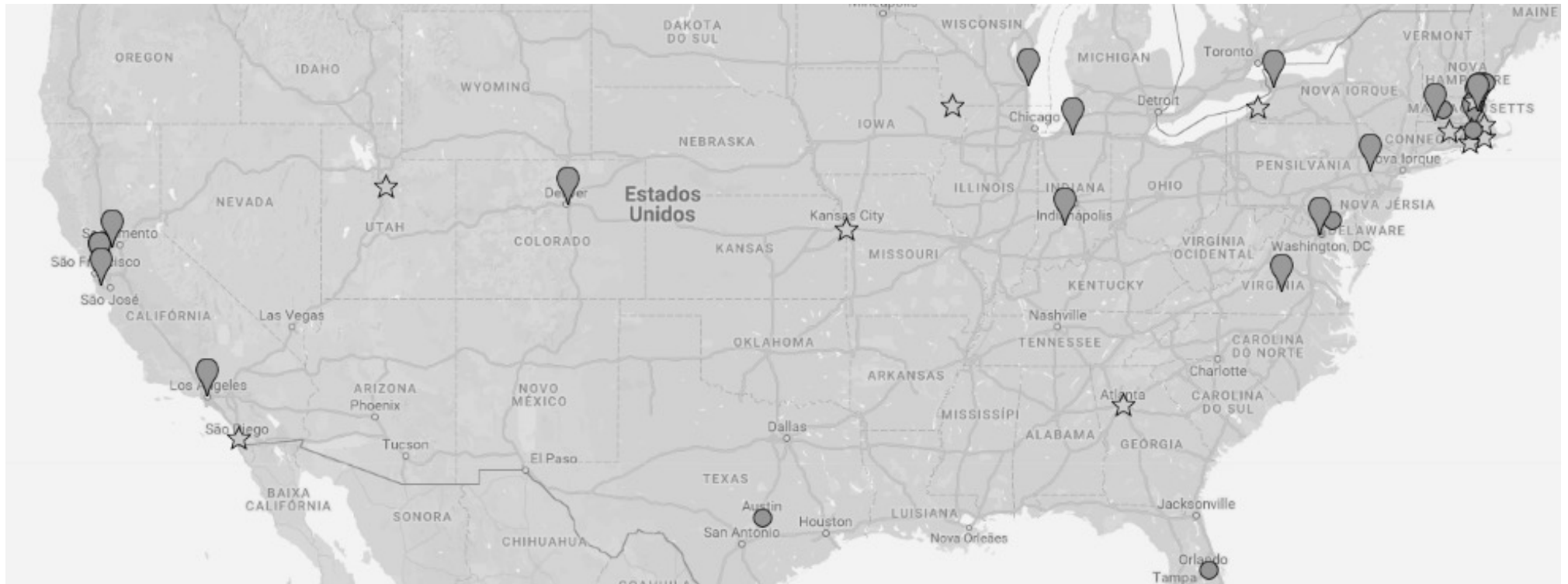


Figure 10: SiPN’s Recruitment Sources¹

- Pinpoints: Schools with whom SiPN does not have an affiliated agreement but have sent students to the program
- Circle: Schools in the process of becoming affiliated with SiPN
- Stars: Schools with an affiliation agreement in place with SiPN “SiPN partner schools”

¹ See appendix VII to read the full list of SiPN’s recruitment sources

Source: SiPN Office

6.5.2) Student Recruitment Year 1 and Year 2

Each academic year is made of regular academic editions: summer and semester (Fall & Spring) terms, and also special program, those occur in January (or Winter session) or whenever a school wants to.

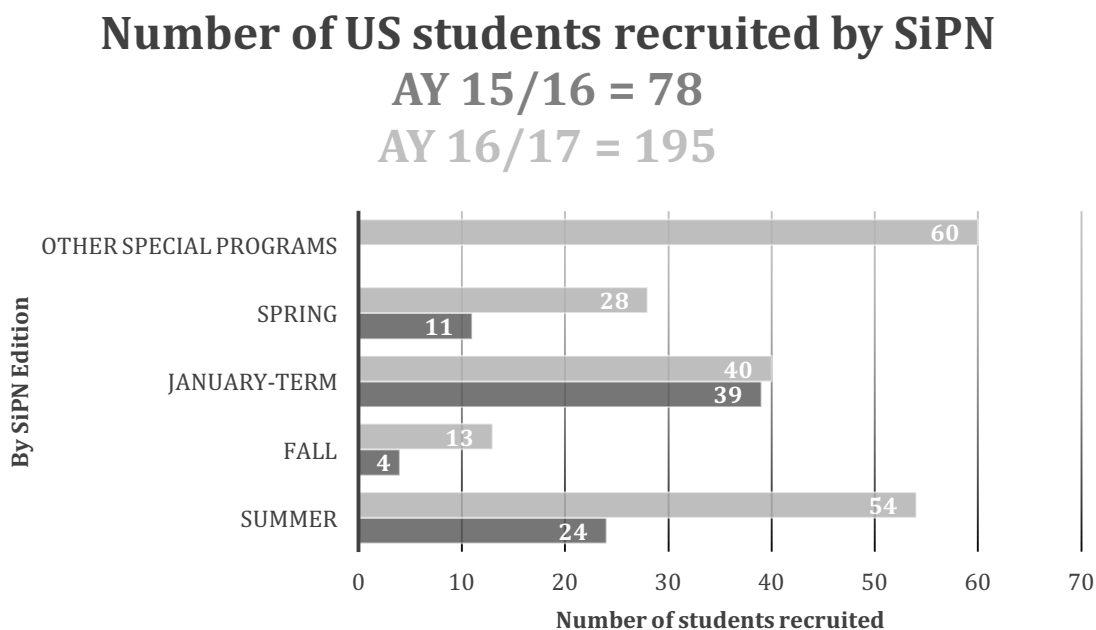


Figure 11: Number of students recruited on SiPN’s year 1 & year 2.

Source: SiPN’s Office

During the first year of operation SiPN was able to recruit 78 students. In year 2, SiPN is on track to bring nearly 195 students to Portugal¹.

From the first to the second year SiPN’s recruitment increase by 150%. Recent information makes the SiPN team believe that the program will be able to bring more than 220 students in its third year of operation. Overall, 79,5% of SiPN student population chose programs that were of 8 weeks or less, 20,5% participated in semester editions and 0 did an entire year. This data is aligned with the general US

¹ Based on student’s applications and commitments from SiPN partner schools in the USA

outgoing student behavior, proving that the most popular programs are the ones that last 8 weeks or less.

During the first two first academic years, SiPN itself will bring approximately 270 students to Portugal, more than 197 – the total recruitment that Portugal (nationwide) was able to attract during the AY of 2012/13, 197.

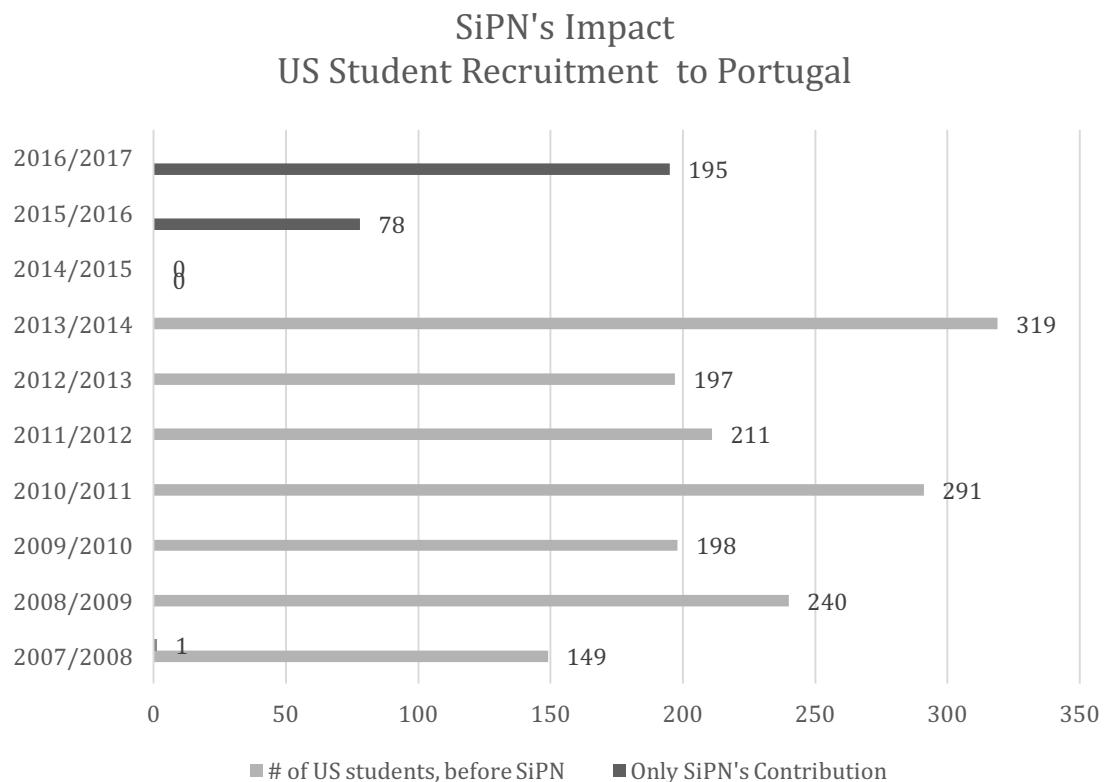


Figure 12: SiPN’s impact in terms of US student recruitment to Portugal

Source: Case Author

6.5.3) Financial Impact

Another metric worth to be analyzed, is the financial impact in terms of tuition fees paid to SiPN’s Portuguese partner universities.

SiPN brought to its partner students not only the students but also more than 140,000 EUR in a format of “tuition fees”.

	Summer 15 (Host Univ: ISCTE)	Fall 15 (Host Univ: ISCTE)	Spring 16 (Host Univ: Católica)	Summer 16 (Host Univ: Católica)	Fall 16 (Host Univ: ULisboa)	Spring 17 (Host Univ: NOVA)
NOVA University of Lisbon	0	3200	2000	0	400	50,400Eur (based on projections)
ISCTE-IUL	7000	2400	1600	1200	10,800	
Catholic University of Portugal	0	1200	8800	18,400	800	
University of Lisboa	4800	400	7600	4400	10,000	
UMinho¹	0	0	0	1200	0	
UCoimbra²	0	0	0	400	0	
UAçores³	0	0	0	4400	0	
Total per SiPN Edition (EUR)	11,800	7,200	20,000	30,000	22,000	50,400
TOTAL PER ACADEMIC YEAR (EUR)	39,000 (YEAR 1)			102,400 (YEAR 2)		

Table 5: Amount of Money Paid by SiPN to its Partner Universities

Source: SiPN's Office

¹ Through a partnership with the University of Minho, SiPN was able to place 3 interns at the Health Sciences School at UMinho.

² Through a partnership with the University of Coimbra, SiPN was able to award ECTS credit for participants in the Tróia Archaeology program. SiPN recruited one student for that program.

³ In the Summer of 2016, SiPN partnered with the University of the Azores to run two classes in Sao Miguel island. ECTS were awarded with transcripts coming from UAçores.

6.5) SWOT Analysis After SiPN's first 2 Years in Operation

At the end of the first two years of operation, a SWOT analysis will be used as a tool to summarize and provide a wider scope of analysis of the positive and negative aspects, as well as the strengths and weaknesses of the Study in Portugal Network:

Strengths	Weaknesses
<ul style="list-style-type: none"> - Know-how of SiPN's collaborators (Previous experience with study abroad programs); - Legitimacy that FLAD lends to SiPN (due to its 30 years of operation). Its contacts and resources; - Having a "SiPN School of Record" in the US – SUNY-Fredonia; - The possibility of using SiPN and other FLAD initiatives support as "trading currency", in exchange of exposure; - Leverage-in the negotiating of FLAD, together with current and potential partners; - Maturity and improvements of the Erasmus program. - Good start of the program (recruitment, established partnerships); 	<ul style="list-style-type: none"> - Insufficient information sharing of FLAD's activities with SiPN; - FLAD contact lists with very little value/profit; - Reduced human capital due to the workload; - Information is trapped in decision domes (re: SiPN Academic and Coordination Council); - No software exists that provides a uniformed management between partner universities and SiPN; - Difficult to get all of the members of SiPN governance councils to meet together; - SiPN doesn't have control of various policies and decisions of the partner universities, such as schedules, academic calendars, periods of uniform examination, etc. This hinders the operation and management of the program;

<ul style="list-style-type: none"> - Already achieved critical mass in the program (word of mouth of SiPN alums); - Existing documentation of SIPN activities (photos, promo videos, testimonials , etc.); - Available scholarships (FLAD and Fulbright); - Largest Internship portfolio in the country of its kind; - FLAD/SiPN recently bought an entire building in Lisbon to serve as SiPN’s student residence - The number of UCs offered regularly in English (>100 every semester); - Program flexibility to adopt programs/ UCs external structure of SiPN (relatively easy to approve these programs with partner Portuguese universities); - SiPN as a logistical support structure to the most diverse academic initiatives. SiPN is a blanket entity that has a scope that is able to adopt different academic purposes- Logic “plug-in”; - The possibility to turn the program to be 100% sustainable in the short-term 	<ul style="list-style-type: none"> - Unanticipated in terms of student recruitment - Huge fluctuation of students in the various SiPN editions (January and Summer programs are much more popular) - Exposure to housing rental fee fluctuations due to tourism seasons (namely during summer months)
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Opportunities

- Internationalization momentum (Universities, cities, etc.)
- Bargaining power with the Portuguese partner universities since the potential revenue and notoriety that SIPN can generate for them is large, and provide an opportunity to penetrate the very difficult to access US academic market
- Ability to expand the network to other Portuguese cities and universities (SiPN has already received a number of applications from different universities requesting a network expansion)
- Invite teachers of the US education system to offer programs via SIPN. These recruit directly and through SIPN (by including the same on the website) extends the spectrum of recruitment to other potential students in the US that have an interest in other subjects, thus justifying the provision of the program/curricular unit
- Portugal is becoming a very popular destination touristic wise and can accommodate an increased growth rate of American students to come study in Portugal that might follow this notoriety.
- SiPN acts as a door of entry to the Portuguese-speaking world

Threats

- Exposure to currency fluctuation (USD/EUR)
- Little awareness of the Portuguese education system
- The size of Brazil vs. Portugal
- Competing programs that are already operating worldwide (API, CIEE)
- Misalignment in the European model vs. American model (ECTS credits, grading scales, schools' classification - in Portugal schools don't have "divisions")
- Difficulties of some of the students that used financial aid to come and participate with SiPN
- The capacity of the accommodation in Lisbon, and its features that are not according to the desired format
- Difficulty of standardization procedures, documentation and the subsequently difficult obtaining of a student visa to come to Portugal
- Erasmus mindset vs. American students is not always understood by Portuguese institutions (universities, students doorms, etc.)

In term of Future Challenges and main questions that should be taken into account by FLAD and SiPN's Academic council:

- Capitalize all of the *affiliation agreements* that have already been or are about to be signed with partner schools from the US;
- To consider, or not consider, schools/students from other countries other than North-America;
- Consider creating SiPN hubs throughout the US has clear houses for student inquiries and applications;
- Redefine the website so it is more insightful and self sufficient
- Redefine the range of products/academic services to offer (better communicate faculty-led options);
- Expand the internship program to semester/year-long format too;
- Expansion of the network to other cities in Portugal (continental and islands), both to universities and potential host internship institutions;
- The implementation of software to create a back office for a better application process and exchange of information handling;
- Implementation and management of a systematic program for former students - "SiPN Alumni Program";
- Define global learning and intercultural outcomes, accessing results edition after edition, making sure the program has a well-defined quality management program.

7) Summary and Conclusions

The overall expansion of the number of students studying abroad has been sustained since there are records of international student mobility. This trend contrasts with the general expansion of trade or foreign direct investment as student mobility has pursued its rise, despite economic and financial crisis. However, not all bilateral relations have enjoyed the same progress. The identification of the causes for this asymmetric evolution is both an interesting research topic and a challenge for higher education institutions and policymakers. Each country needs to identify the best strategies to attract global talent and then to find ways to retain those talents after graduation.

High regulation and the fragmentation of higher education create a need for public support to fill existing gaps in student mobility. The case of the Study in Portugal Network (SiPN), proposed a new approach, led by a *quasi* “public and private partnership” (FLAD and Portuguese universities) with a common mission -- to bridge the Portuguese and American civil societies. SiPN remains a fairly unusual agent in the world of study abroad programs that are designed primarily for US students. First, the consortium model is a rarity among such designs. This may be due to the fact that very few cities have the unique spatial proximity between universities that Lisbon enjoys, making such a consortium model feasible. Second, SiPN relies heavily on idiosyncratic players in this particular place and time that may not be replicable everywhere. For example, not all countries have an organization like FLAD, a well-funded non-profit foundation whose mission is clearly germane to the project. It is a foundation that enjoys widespread trust developed over decades of grant making and program development built on both sides of the Atlantic. Third, the SiPN model was developed and led by a North American academic and FLAD administrator who brought with him nearly two decades of experience as a faculty member and administrator within the US system of higher education. This allowed SiPN a degree of access to the US study abroad “market” that foreign providers or institutions typically do not possess on their own. For all of these reasons, we must remain cautious about the generalizability of the SiPN model beyond Portugal.

Caveats aside however, after only two years of operation the results for SiPN are rather remarkable. The program recruited more than 200 students to Portugal in these first two years of operation and contributed over 120,000 EUR in tuition fees to SiPN's partner universities. Recruitment for the third year of the program indicates continued rapid growth, such that it is entirely feasible that the program will recruit around 250 students during year 3 – a 320% increase from year 1 and 78% of all US students recruited to Portugal at the time of the program's creation (IIE Open Doors Report).

After almost two complete academic years under its belt, SiPN will continue to see growth in its recruitment numbers and more importantly, Portuguese partner universities now have a better sense of the US mentality in terms of responsiveness, a more service-oriented posture, and greater exposure to students who might return for a 2nd /3rd cycle of study/research in Portugal.

FLAD also gained (and will continue to do so) from SiPN by positioning itself as a “state-of the art” education policymaker in Portugal, reinforcing its leading position when it comes to issues that link the US and Portugal. FLAD also diversified its scope of action by adopting a more “entrepreneurial” posture, running its own program and responding positively to the challenges that arose during the implementation process. Naturally, FLAD will still function primarily as a grant-making organization. Nevertheless, through SiPN's success, it has proven that its capacities do not rely exclusively on supporting outside projects developed by others. In a sense, FLAD set a new tone in terms of how Foundations can intervene directly to promote student mobility.

SiPN paved the way by identifying growing opportunities that are now public knowledge, and that certainly has been noticed by Portuguese universities that are now more capable to bring even more American students, faculty and researchers to Portugal, along with the Study in Portugal Network and the Luso-American Development Foundation.

This case illustrates the potential of cooperation between not for profit organizations and institutions that may be fiercely competitive. It also shows the potential for such

structures to become self-sustained in the long term. Moreover, this case raises the need for further research regarding the determinants of social phenomena such as international student mobility. Better understanding of such factors is fundamental for the definition of successful policies.

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Appendix I) US study abroad destinations, academic year 2012/2013?

<i>Africa</i>	13,266
Ghana	2,301
South Africa	4,968
Tanzania	1,294
Kenya	1,022
Rwanda	332
<i>Asia</i>	36,290
China	13,763
Japan	5,978
India	4,583
South Korea	3,219
Thailand	1,919
<i>Europe</i>	162,282
Austria	2,744
Belgium	1,458
Croatia	330
Czech Republic	3,572
Denmark	3,545
Finland	263
France	17,597
Germany	10,377
Greece	3,066
Hungary	806
Iceland	485
Ireland	8,823
Italy	31,166
Luxembourg	357
Netherlands	2,615

Norway	606
Poland	601
Portugal	319
Romania	270
Russia	1,527
Spain	26,949
Sweden	1,224
Switzerland	1,809
Turkey	2,163
United Kingdom	38,250
<i>Latin America & Caribbean</i>	<i>49,312</i>
<i>Caribbean</i>	<i>7,350</i>
Dominican Republic	1,698
Cuba	1,845
Bahamas	750
<i>Mexico and Central America</i>	<i>21,847</i>
Costa Rica	8,578
Mexico	4,445
Belize	2,667
<i>South America</i>	<i>20,115</i>
Argentina	4,301
Brazil	4,226
Chile	3,333
Ecuador	3,699
Peru	3,396
<i>Middle East & North Africa</i>	<i>6,349</i>
<i>Middle East</i>	<i>5,003</i>
Israel	2,876
United Arab Emirates	735
Jordan	1,085
<i>North Africa</i>	<i>1,346</i>

Morocco	1,255
Egypt	37
Tunisia	50
<i>North America</i>	<i>1,470</i>
Canada	1,470
<i>Oceania</i>	<i>11,923</i>
Australia	8,369
New Zealand	3,021
Fiji	260
<i>Antarctica</i>	<i>15</i>
<i>Multi-Destination</i>	<i>23,560</i>
WORLD TOTAL AY 2012/2013	304,467

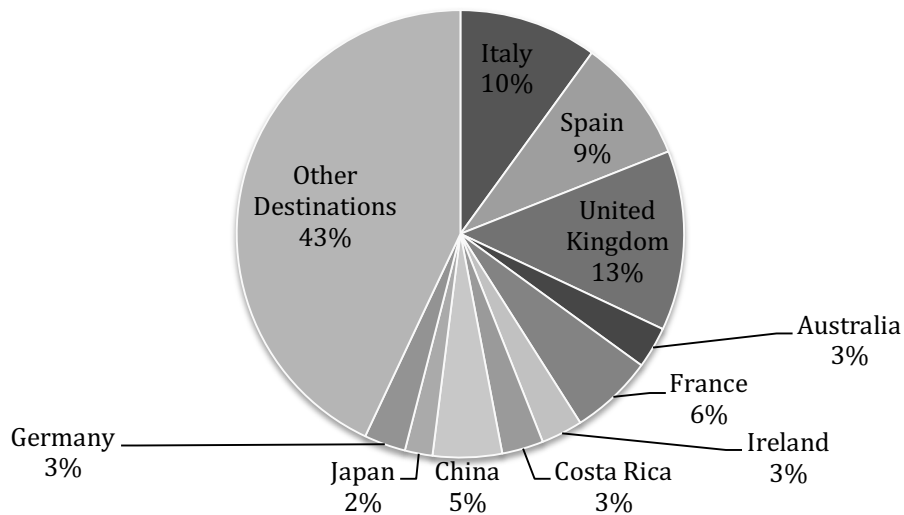
Appendix II) Host Regions and Leading Destinations of U.S Study Abroad Students (AY 2012/2013)

Host Regions of U.S Study Abroad Students	%
North America (Canada)	1
Central and South America	16
Africa	5
Middle East and North Africa	2
Europe	53
Asia	12
Oceania	4
Multiple Destinations	7

Table 3: Host regions of US Study Abroad Students

Source: (Education, 2014)

- Leading Destinations of U.S Study Abroad Students (%)



Source: Open Doors Report, IIE (2015)

Appendix III) Language Enrolment in the US Universities

Enrollment Data	% 2013-1986	2013	2009	2006	2002	1998	1995	1990	1986
Portuguese	144.82%	12,415	11,273	10,310	8,325	6,926	6,531	6,118	5,071
Spanish	92.22%	790,756	861,008	822,094	745,215	649,245	606,286	534,143	411,376
French	-28.12%	197,757	215,244	206,014	201,985	199,064	205,351	273,116	275,132
Italian	74.27%	71,285	80,322	78,176	63,899	49,287	43,670	49,824	40,904
German	-28.30%	86,700	95,628	94,147	91,100	89,013	96,263	133,594	120,920
Czech	8.29%	209	409	329	321	194	266	230	193
Greek	n.d	33	152	0	0	0	0	0	0
Polish	-9.55%	871	1,251	1,381	1,053	772	802	888	963
Mandarin	261.46%	61,055	59,876	51,381	34,153	28,456	26,741	19,427	16,891
Hindi	500%	1,800	2,173	1,962	1,430	831	694	306	300
Japanese	184.56%	66,740	72,359	65,403	52,238	43,141	44,723	45,830	23,454
Russian	-35.30%	21,962	26,753	24,770	23,921	23,791	24,729	44,476	33,945

Appendix IV) SiPN's Governance Bodies

SiPN's Academic Council

SiPN's Academic Council has the mission to provide SiPN with tangible recommendations regarding academics, program policies, student issues and general programming.

Goals

- To serve as a sounding board for current issues in study abroad, and how those issues should affect SiPN programs and services
- To provide feedback for future direction of SiPN editions
- To assess current SiPN policies
- To formally evaluate SiPN sites and programs, and provide recommendations for improvement

Intended Outcomes

- Achieving the mission and goals of the SiPN Academic Council should result in the following outcomes:
- Detailed monitoring of program learning outcomes
- Continued excellence in SiPN program offerings
- Further strengthening of SiPN's policies and student services
- Strategic improvements for stateside operations and program function in Portugal
- Promoting programmatic changes based on regular external assessment of program outcomes

Current SiPN Academic Council members

- Prof. Michael Baum, SiPN Program Director, Luso-American Development Foundation Administrator and member of the Executive Council
- Prof. António Feijó, Vice Dean – University of Lisbon
- Prof. João Sáágua, Dean of the Faculty of Social Sciences and Humanities – NOVA University of Lisbon
- Prof. Isabel Capelo Gil, Vice Rector – Portuguese Catholic University
- Prof. Nuno Guimarães, Vice Rector of ISCTE- University Institute of Lisbon

SiPN's Coordination Council

Besides SiPN's On-Site Coordinator, Ricardo Pereira, SiPN's CC assures a peer-point based strategy so SiPN interests are always physically represented at each school of the network allowing a short lead-period response for all the program and students' needs.

Members of SiPN's Academic Council:

- **FLAD (Luso-American Development Foundation)** – Ricardo Pereira (Study in Portugal Network, On-Site Coordinator)
- **UNL – School of Business and Economics** - Susy Rodrigues (Undergraduate Programs, Executive Coordinator)
- **UNL – Faculty of Social Sciences and Humanities** – Sandra Matias (Student Services Office, Director)
- **UNL – Information Management School** – Ana Sousa
- **ULisboa – FL – School of Arts and Humanities** – Ricardo Reis (Executive Director)
- **ULisboa – ISEG – School of Economics and Management**– Filomena Ferreira (International Relations Office and Public Relations Office, Director)
- **ULisboa – FA – Faculty of Architecture** – Paulo Pereira Almeida (faculty member)
- **ULisboa – IGOT – Institute of Geography and Spatial Planning** – Alina Isabel Pereira (faculty member)
- **ULisboa – ISA – School of Agriculture** – Luísa Louro (faculty member)
- **UCP (Faculty of Law, Faculty of Human Sci., Lisbon S. of Business and Economics** – Clementina Santos
- **ISCTE – University Institute of Lisbon** – Sónia Henriques (International Relations Office, Director)

Appendix V) SiPN's Road Show in the US, 2014

Prof. Baum and Mr. Pereira met with students themselves when such opportunities presented. Moreover, they visited local Portuguese Consular officials and the Embassy in DC so as to bring them up-to-speed on the initiative and how their role as visa gatekeepers could be made easier for students seeking a visa to study in Portugal. Other key actors/recruiters, such as João Caixinha of the Camões Institute in Boston, were equally fundamental to our visit to the USA for the same reasons.

Schools Visited and Number of Presentations made

Institution, State	Number of Presentations on campus
Wellesley College, MA	1
MIT, MA	2
UMass Boston, MA	1
UMass Lowell, MA	1
Univ. of New Mexico/APSA, NM	1 (to entire conference), many others in corridors
San Diego State, CA	1
UCLA	1
USC	1
UC-Santa Barbara	1
Stanford	1
UC Berkeley	3
San Jose Portuguese Church	1
San Jose Lusa Life Insurance Grp	1
San Jose + San Joaquin Radio Show	1
San José State	2
Northeastern U, Boston, MA	2
Smith College, MA	1

UMass- Amherst	1
UConn – Storrs, CT	2
Brown, RI	1
URI	1
Frank Baptista Radio Voz Emigrante interview, MA	1
Bridgewater State, MA	2
UMass- Dartmouth, MA	2
Bristol Community College	1
NB Consul + MA & RI elected officials	1
Rhode Island College, RI	1
Columbia Univ, NY	1
NYU, NY	1
Rutgers- Newark, NJ	1
Lehigh Univ., PA	1
Mt. St. Mary's, MD	1
Gettysburg College, PA	1
Georgetown, DC	1
PT Embassy in DC	1
US State Dept Fulbright Program Director Mary Kirk	1
<i>Sub-total # Site visits 36</i>	<i>Presentations 44</i>
Other Skype Presentations	
UWisconsin - Madison	2
UWisconsin - Milwaukee	1
Ohio State	1
UMissouri - KC	1
TOTAL Institutions	TOTAL Number of Presentations
40	49

These visits and presentations occurred over a period of **25 weekdays in the USA**. Each presentation took approximately 1 hour with Q & A.

The Portuguese Consuls in San Francisco, New Bedford, Boston, Newark, and the Embassy in DC were all extremely cooperative and were left with remaining copies of promotional materials.

Students were then ready to enroll and several were left waiting for SiPN to open the application page, something that was of a good sign to keep working as supposedly there were already students waiting to start their application and therefore starting to feed the recruitment pipeline as well as guarantying some recruitment numbers for the new SiPN upcoming Summer and Fall editions.

Study abroad directors and deans were generally impressed by the level of detail and thought included in the project design.

Several schools scheduled site visits for the Spring 2015, including schools not mentioned in the table above, such as BYU and Emory University, with whom SiPN representatives met at the American Portuguese Studies Association Conference in Albuquerque, New Mexico. Several partnership or consortium agreements were expected to be signed in the following weeks with schools that require these as a result of this roadshow effort.

Appendix VI) SiPN @ NAFSA Conference (Boston, 2015)

NAFSA was founded in 1948 as the National Association of Foreign Student Advisers to promote the professional development of U.S. college and university officials responsible for assisting and advising foreign students who had come to study in the United States after World War II. Since then, as awareness of the importance of international competence has grown, NAFSA's name has changed to the Association of International Educators. Its 10,000 members from more than 3500 institutions in over 150 countries lead the way in building opportunities for Americans to study abroad, participate in scholarly exchange programs, and study foreign areas and languages.

As part of its marketing efforts to raise Portugal's profile in North America, from May 24–29, SiPN (Powered by FLAD) participated in the biggest international education fair in North America, NAFSA – Association of International Educators. More than 11 thousand education-related professionals, an all-time record for this conference.

Portugal was represented at NAFSA with two stands. The Study in Portugal pavilion was represented by 7 Portuguese institutions of higher education, as well as the municipal governments of Lisbon and Porto and the Portuguese Fulbright Commission. Their stand was primarily geared to promoting exchange agreements with US institutions and promoting Portugal as a destination for degree seekers.

FLAD, via its project SiPN, funded a stand next door aimed at promoting its study abroad program in Lisbon. The US Ambassador in Portugal, Robert Sherman, also participated in the expo, greeting guests in both booths and promoting Portugal as an ideal destination for American students. With FLAD's financial support, the Ambassador and his wife Kim Sawyer offered a reception for SiPN at their home in Boston. This was attended by representatives from both booths as well as others invited by FLAD, including various US universities that have either already signed on as SiPN partners or those that may do so shortly. Together FLAD and all the other

Portuguese participants in NAFSA were aligned with a similar goal: to drastically alter the number of US students choosing Portugal as their study abroad location.

Appendix VII) SiPN Internship Program – Positions made available

Placements in Lisbon

- Banco Big
- Hovione
- Lisbon City Hall (StartUp Lisbon, FabLab, Urban Art Gallery, among many others)
- Champalimaud Foundation – Research Institute
- Institute of Molecular Medicine (Various internship positions available)
- IBM Portugal
- Fábrica de Startups
- ISCAL
- Guess What - Communication Agency
- Ministry of Foreign Affairs (Various internship positions available)
- Diplomatic Institute (number of internship positions available)
- Center for Evidence Based Medicine
- DoInn
- The Lisbon Consortium - University Católica
- Portugal Economy Probe
- INESC-ID
- Fulbright Portugal
- BizDirect
- Morais, Galvão Teles, Soares da Silva & Associados

Placements in Porto

- Institute Abel Salazar (Various internship positions available)
- Bial Portugal
- LSTs - Underwater Systems

Azores

- Novo Banco Bank

- Futurismo
- Bensaude Hotels

Appendix VIII) SiPN Recruitment Sources in the US

SiPN Affiliated Schools

- Brigham Young University
- University of Rhode Island
- San Diego State University
- Bridgewater State University
- University of Connecticut
- Emory University
- State University of New York – Fredonia
- Loras College
- Missouri Consortium (based at University of Missouri – Kansas City)
- Rhode Island College
- University of Massachusetts – Dartmouth

Schools in the US in the process of becoming affiliated with SiPN

- University of Massachusetts – Lowell
- Johns Hopkins University
- University of Texas – Austin
- Rhode Island School of Design
- University of Massachusetts – Amherst
- University of Central Florida

Schools with whom SiPN does not have an affiliated agreement but have sent students to the program

- University of California – Berkeley
- Berkeley City College
- University of Wisconsin – Milwaukee
- Hampden Sydney College
- Stanford University
- Notre Dame University
- Los Angeles City College
- Indiana University – Bloomington

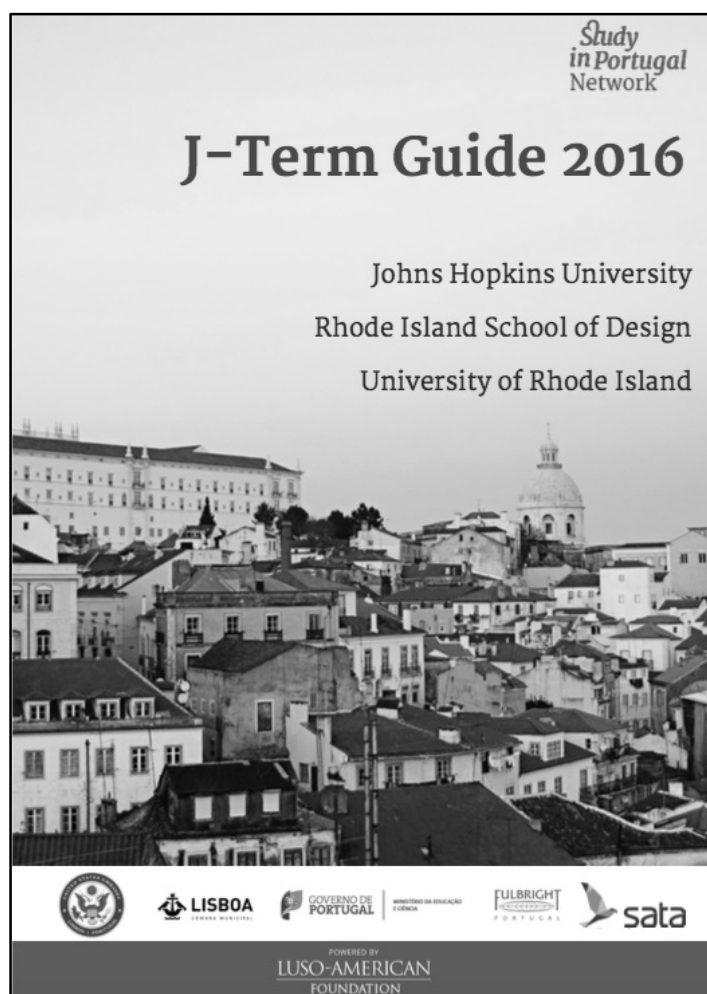
- Brown University
- Bentley University
- Tufts University
- Westfield State University
- Georgetown University
- State University of New York – Buffalo

Appendix IX) SiPN Promo Materials

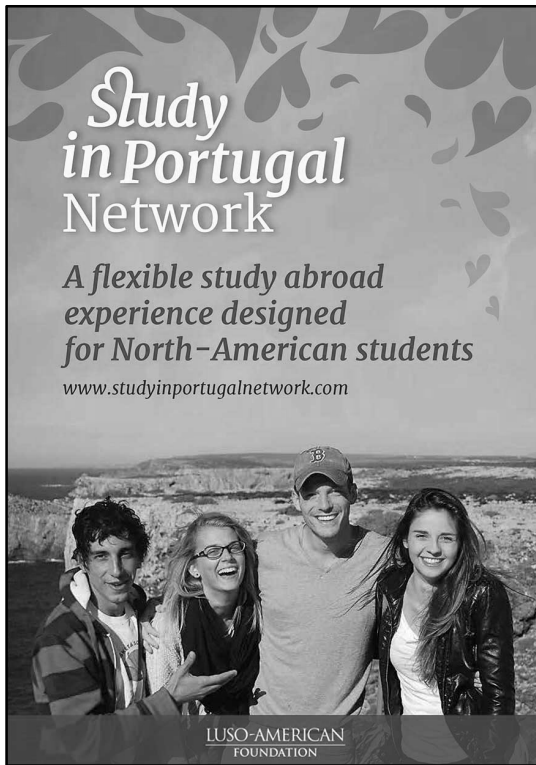


Study in Portugal Network logo

Printing Materials



SiPN – January Term Guide 2016, Booklet cover



SiPN Flyer – Front side



SiPN Flyer – Back side

Program Description

Study in Portugal Network

The Study in Portugal Network (SiPN) study abroad program is managed by the non-profit Lusó-American Foundation for Development (FLAD), with the support of the Portuguese Ministry of Education and Science, the US Embassy in Lisbon, the Fulbright Commission in Portugal, AECF, and the Lisbon City Municipality, among others. It offers North American students the opportunity to spend a semester, year or a summer in the vibrant capital city of Lisbon, Portugal.

SiPN is a 4-university consortium designed to serve many different kinds of students. For those who are not yet ready to take all of their coursework in Portuguese, they can still cover their major or distribution requirements through a wide array of offerings taught in English, while also taking whichever level they require for a Portuguese language course.

For those who are ready to direct-enroll in regular university classes taught in Portuguese, we can provide the full immersion model as well.

The schools in the consortium are all in downtown Lisbon and are fully recognized and accredited by Portuguese and European higher education bodies:

Catholic University of Portugal (CUP) > CUP is the only private university in the SiPN consortium. It was established in 1907 and it rapidly gained a reputation for excellence and high levels of internationalization. It has four campuses across the country, but the Lisbon campus where our classes are held educates approximately 5,000 students. Its AACSB-accredited business school was recently voted one of the top-25 in Europe by the Financial Times.

University Institute of Lisbon (ISCTE-IUL) > is a public university established in 1972. With approximately 9,000 students enrolled in undergraduate (54%), and postgraduate (46%) programs, 450 teachers and 220 non-teaching staff, ISCTE - University Institute of Lisbon is proud to be one of the most dynamic and innovative universities in the country. It was a highly regarded school and in percentage terms enrolls the highest number of international students of any Portuguese university.

NOVA University of Lisbon (UNL) > NOVA was founded in 1977 and is the youngest of Lisbon's three public universities. It is the only Portuguese University in the QS Top 50 Under 50 rankings, which is a ranking of the top universities in the world that are less than 50 years old. In the academic year 2009/2010, NOVA had 28,343 enrolled students. Its business school is a triple crown-accredited school with three Masters programs and Executive Education programs in the FT rankings, and classified as a Universal Business School (5 Palmet) with 11 Masters among the best in the Eduniversal rankings.

University of Lisbon (UL) > Is the largest and most recent university in Portugal, with nearly 90,000 students total. It has 18 different faculties or institutes and over 2700 FTE faculty members covering virtually every discipline. In 2013/14 the UL hosted 1693 Erasmus students and it has the country's oldest and largest dedicated program of Portuguese for Foreigners.

- > Semester/Academic year/Summer programs available;
- > During the Summer SiPN offers 3 summer sessions, June, July and August. (A student can choose to take only one session or all three sessions);
- > Summer programs open to undergraduate or graduate students;
- > Summer internships for academic credit also available; 8 weeks minimum, June & July OR July & August (both in Portuguese OR English, part-time OR full-time);
- > All programs provide ECTS/Portuguese credits from Portuguese universities; all ECTS transfer credits should be pre-approved prior to travel;
- > Design your own Semester/Year long/Summer program, hundreds of options available in English or Portuguese;
- > Portuguese language courses available at all levels, intensive and non-intensive options throughout the whole year;
- > SiPN accepts all forms of financial aid*;
- > Partial Scholarships available;
- * Federal financial aid only applies for programs of 8 weeks or longer

Costs

- > per Semester Session
 - \$10,000 for a minimum of 12 US credits (max. 18 US)
- > per 4-week Summer Session
 - \$2,500 for 6 ECTS credits (typically 3 US credits)
 - \$5,200 for 12 ECTS credits (typically 6 US credits)
- > Summer Internship Program
 - full-time internship (12 ECTS), \$5,200 for 8-week stay;
 - part-time internships (6 ECTS), \$2,500 for 4-week stay, ex. extra class add \$750.

What's included?

- Tuition fees;
- Health and Travel Insurance;
- Housing (single room, student residence downtown);
- 24/7 on-site support;
- Lisbon public transport card (metro, bus, trams);
- Portuguese cell phone and SIM;
- Airport arrival, transfer and welcome orientation package;
- Welcome and farewell dinners;
- Several cultural and social excursions with at least 2 overnight stays outside of Lisbon per semester session; at least one overnight per summer session.

Scholarships

There are partial scholarships available! Also, starting in 2016, SiPN allows you to apply to a dedicated Fulbright grant to Portugal (all areas) for those who qualify.

Housing and Meals

SiPN students are housed in single rooms in a shared international student residence located in the heart of downtown Lisbon. It is located in the Rua Perhalada, Lisbon's historical, commercial and cultural center. Buses, trams and subway stations are nearby for easy access to your classes. It is a mixed residence with 75 beds, distributed in 75 single rooms, 2 single rooms with WC and 1 studio (for 2 people). There are 5 single-sex but shared bathrooms (one on each floor), 5 shared kitchens (one on each floor), 2 living rooms, a 24-hour study room, a self-service laundry in the basement, 24-hour door security, and wifi is provided throughout the residence.

Meals can be cooked in the shared kitchen or there are inexpensive student cafeterias at all 4 of SiPN's campuses. Our students will enjoy access to any of the facilities of the schools in which they are registered for classes.

Insurance Coverage

All SiPN students are covered by an AON Travel and Health Insurance policy that is tailor-made for study abroad students.

Study in Portugal Network
www.studyinportugalnw.com

Apply Now @ www.studyinportugalnw.com

2-month info@studyinportugalnw.com
Phone: +351 212 323 3444 (GMT+1)
Phone: +1 202 323 3233 (US GMT-5)
Address: Fundação Lusó-Americana para o Desenvolvimento
Rua Sacramento 2, 1º, 1215-001 Lisboa - Portugal

LUSO-AMERICAN FOUNDATION

LISBOA FULBRIGHT PORTUGAL

Study in Portugal Network

It's a Network!

It's a Network!

What makes SiPN unique is the fact that students can choose classes from any of the 4 member universities in our Lisbon network. The infographic below gives you an idea of how close each school is to one another and the SiPN student residence*. It also shows the unbeatable institutional support that SiPN enjoys!

* The SiPN program fee includes guaranteed single room housing in an international residence (a recently renovated and refurbished building from the 18th century) alongside other international and/or Portuguese students in downtown Lisbon.

Types of classes (both during Semester and Summer)

There are two types of courses, the core curriculum and the other direct-enroll options offered from our partner institutions.

Core Curriculum

The core curriculum is composed of 4 course options each semester (typically 6 ECTS credits each). These will cover different fields of study in the social sciences and humanities, with themes that focus on Portugal, the larger Portuguese-speaking world, the European Union or Lisbon itself.

Fall 2015 (ISCTE-IUL - Host University)

- > History of Portugal
- > Music, Migration and Modernization in Contemporary Portuguese Society
- > Portuguese Art & Architecture
- > Portuguese Literature in Translation

Spring 2016 (Catholic University of Portugal - Host University)

- > European Politics
- > New Portuguese Film
- > Contemporary Portuguese History
- > Portuguese Visual Culture

Direct Enroll Options in English

Through our partnerships with local universities, SiPN also provides a tremendous range of other direct-enroll courses taught in English. Many courses are available in the areas of business and economics*, social sciences and humanities, but also in other fields.

* Catholic Lisbon School of Business and Economics and NOVA School of Business and Economics (SiPN partner universities) are both AACSB-accredited.

Direct Enroll Options in Portuguese

If a student is highly proficient in Portuguese, he/she may take any class in any of the 4 schools, so long as any required prerequisites are satisfied and space is available in the course.

Summer Internships

In the Summer we have a large number of internships for credit in either Portuguese or English, with full or part-time options!

Admission Requirements

- > Minimum 2.75 G.P.A.
- > Good academic standing at home institution.
- > Students must be currently enrolled in an accredited university/college or possess an undergraduate degree.
- > Open to sophomores, juniors and seniors (rising sophomores may apply); Graduate students may also apply for coursework relevant to their level
- > Entry requirements: valid passport with student visa (Summer program students don't need a visa, more information provided post-acceptance)

Academic Calendar

(Including the SiPN orientation sessions)

- > Summer 15 (Lisbon and three centers will coordinate sessions)
- > June (May 30 - June 12)
- > July (June 29 - July 26)
- > August (July 27 - August 23)
- > Fall 15 (Sept 5 - Dec 21)
- > Spring 16 (Jan 31 - May 31)

Application Deadlines

- > Summer and Fall editions
 - April 30
- > Spring editions
 - November 1st of the preceding year

Study in Portugal Network

www.studyinportugalnw.com

Semester/Academic Year Programs
A flexible study abroad experience designed for North-American students

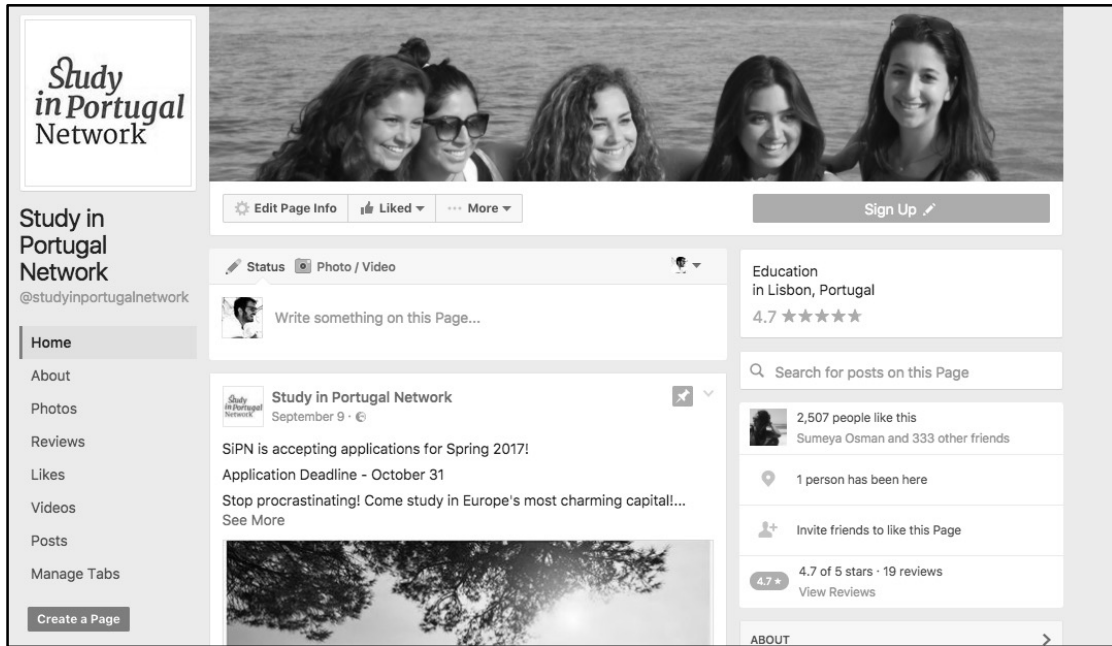
"There may be no better place on the planet to be young and bold - if only in spirit!"
- The New York Times about Lisbon, Portugal -

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SiPN Program General Brochure – Front and Back

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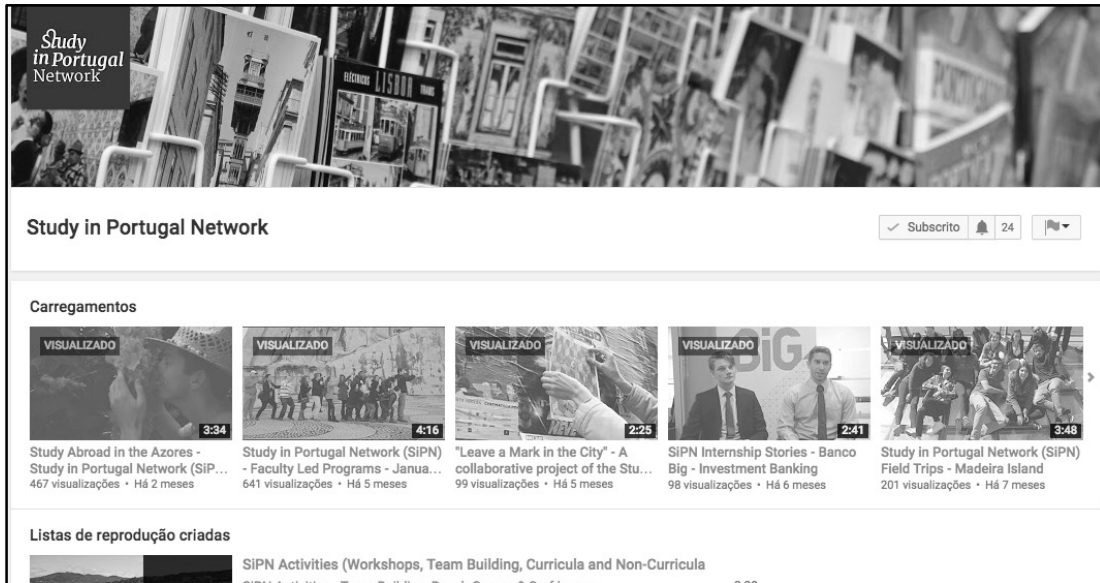
The Study in Portugal Network on Social Networks



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