

Bringing It Home: Designing Re-Entry for STEM Education Abroad Programs

HANDOUT 9 — Institutional STEM Re-Entry Blueprint

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PURPOSE

Sessions 6–8 explored how intentional re-entry can help students move from global learning to opportunity recognition, entrepreneurial thinking, workforce competencies, and action. This session shifts from student experience to institutional design.

You will identify existing institutional assets, design a feasible STEM re-entry pathway, identify campus and external partners, and address implementation challenges related to staffing, funding, institutional buy-in, assessment, and sustainability.

PART I. DEFINE YOUR INSTITUTIONAL GOAL

Return to the institutional priority you identified at the beginning of the workshop.

Our Re-Entry Goal

What should intentional STEM re-entry help students accomplish at your institution?

Which institutional priority could this support? Select up to two.

- ☐ Student learning and success
- ☐ Workforce readiness
- ☐ Career development
- ☐ Career Services engagement
- ☐ Retention and persistence
- ☐ Global learning/internationalization
- ☐ Innovation and entrepreneurship



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- ☐ Employer/industry engagement
- ☐ Undergraduate research
- ☐ Community engagement
- ☐ Continued STEM participation
- ☐ Equity and access
- ☐ Alumni engagement
- ☐ Other: _____

Why does this matter at your institution?

PART II. MAP EXISTING INSTITUTIONAL ASSETS

Before designing something new, identify what you can build upon.

Potential Asset/Partner	What Already Exists?	Potential Role in Re-Entry
Education Abroad / International Programs		
STEM Faculty / Departments		
Career Services		
Innovation / Entrepreneurship Programs		
Undergraduate Research		
Community Engagement		
Employers / Industry Partners		
Alumni		
Student Organizations		
Other		

Asset Check

- Which existing asset provides the strongest starting point?
- What important connection is currently missing?

PART III. DESIGN THE STUDENT RE-ENTRY PATHWAY

Using what you have learned throughout the workshop, identify what students should experience after returning.

Our STEM Re-Entry Pathway

Stage	What Should Students Do?	Who/What Could Support It?



1. Describe	Capture experience and evidence	
2. Examine	Interpret community knowledge, context, disciplinary and professional learning	
3. Articulate Learning	Identify learning and workforce competencies	
4. Career Connection	Translate competencies into professional narratives/evidence	
5. Opportunity Recognition	Identify questions, needs, or possibilities	
6. Application	Connect opportunities to research, innovation, entrepreneurship, public service, industry, or other pathways	

Keep It Feasible: Which elements are essential for a minimum viable re-entry program at your institution?

Select three or four:

- ☐ Structured reflection
- ☐ Community/context examination
- ☐ Workforce competency translation
- ☐ Career narrative / résumé / portfolio activity
- ☐ Career Services engagement
- ☐ Employer/alumni engagement
- ☐ Opportunity recognition
- ☐ Innovation/entrepreneurship connection
- ☐ Research connection
- ☐ Community engagement
- ☐ Student showcase/presentation
- ☐ Other _____

PART IV. BUILD THE PARTNERSHIP STRUCTURE

Effective re-entry should not depend on one individual or office.

Who Needs to Be Involved?

Partner	Potential Contribution
Education Abroad / International Programs	
Faculty / Academic Programs	



Career Services	
Innovation / Entrepreneurship	
Research Programs	
Community Engagement	
Employers / Industry	
Alumni	
Students	
Other	

Partnership Priorities

- Who should lead or coordinate the program?
- Which two partnerships are most important to establish or strengthen?

PART V. IMPLEMENTATION CHALLENGE CLINIC

Breakout-Room Activity

Identify one major implementation challenge your institution is likely to encounter.

- ☐ Staffing/time
- ☐ Funding/resources
- ☐ Faculty/staff buy-in
- ☐ Leadership/institutional buy-in
- ☐ Student participation
- ☐ Coordination across units
- ☐ Employer/partner engagement
- ☐ Assessment/data
- ☐ Competing institutional priorities
- ☐ Sustainability/continuity
- ☐ Other _____

Our Challenge

The implementation challenge is:

Diagnose the Challenge

What is contributing to this challenge?



What existing asset or partnership could help address it?

Clinic

Share your challenge with your breakout group. Group members suggest one feasible strategy.

Strategy suggested by the group:

How could we adapt this strategy to our institutional context?

PART VI. DEVELOP AN IMPLEMENTATION STRATEGY

Move from the full vision to something your institution could realistically begin.

- What is the smallest meaningful version of the program your institution could implement?
- Who needs to be involved initially?
- What existing resources could you leverage?
- What additional resources would be most important?

First Steps

Action	Who Leads?	Resource/Partner Needed
First step		
Second step		
Third step		

PART VII. ASSESSMENT AND EVIDENCE OF IMPACT

A sustainable program needs evidence that it creates value for both students and the institution.

Select three indicators that would provide useful evidence.

Student Outcomes

- ☐ Quality of reflective learning
- ☐ Ability to identify workforce competencies
- ☐ Career narratives/résumé/portfolio evidence
- ☐ Career confidence/readiness
- ☐ Participation in research or innovation
- ☐ Entrepreneurial thinking/opportunity recognition



- ☐ Employment/internship outcomes
- ☐ Continued community/global engagement
- ☐ Other _____

Institutional Outcomes

- ☐ Student participation
- ☐ Cross-campus partnerships
- ☐ Career Services engagement
- ☐ Employer/industry engagement
- ☐ Faculty/staff participation
- ☐ Student retention/persistence
- ☐ Program continuation or expansion
- ☐ Institutional visibility/value
- ☐ Other _____

Our Three Priority Indicators

Indicator	What Evidence Could We Collect?
1.	
2.	
3.	

PART VIII. SUSTAINABILITY CHECK

Consider what would allow the program to continue beyond a single workshop, champion, or funding cycle.

Where could the re-entry program become embedded?

- ☐ Existing education abroad programming
- ☐ Academic course/program
- ☐ Career Services programming
- ☐ Innovation/entrepreneurship programming
- ☐ Undergraduate research
- ☐ Student success programming
- ☐ Institutional policy/process
- ☐ Other _____

Who could become a long-term institutional champion?

What recurring resources will be needed?

How could evidence of student or institutional impact help sustain the program?

PART IX. INSTITUTIONAL STEM RE-ENTRY BLUEPRINT

Bring the pieces together into a **one-page institutional blueprint**.

Blueprint Component	Our Institutional Plan
Re-Entry Goal	
Priority Student Outcomes	
Student Re-Entry Pathway	
Existing Assets to Leverage	
Key Institutional Partners	
Minimum Viable Program	
Primary Implementation Challenge	
Strategy for Addressing It	
Assessment Indicators	
Sustainability Strategy	

Our Re-Entry Program in One Sentence

Our institution will strengthen STEM re-entry by _____
so that students can _____
while advancing our institutional priority of _____.

PART X. PLENARY SYNTHESIS

Post **three items** from your institutional blueprint in the shared virtual workspace:

1. One feature of our proposed STEM re-entry pathway:
2. One partnership or existing asset we will leverage:
3. One strategy for making the program sustainable:

SESSION 9 DELIVERABLE

Institutional STEM Re-Entry Blueprint

