



INTERNATIONAL EDUCATION/STUDY ABROAD

THE UNIVERSITY OF UTAH

ANNUAL REPORT

Academic Year 2010-2011

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INTERNATIONAL EDUCATION/STUDY ABROAD

Annual Report AY 2010-2011

Who We Are

The Office of International Education/Study Abroad was created in January 2009 by combining the Office of International Education Programs, whose primary responsibility is the coordination and tracking of international activities across campus, with the Study Abroad Office, whose primary responsibility is to organize, implement, and manage education abroad programs for University of Utah students. (The Study Abroad Office was formerly under the International Center, which now focuses on international students and scholars.) The new combined Office of International Education/Study Abroad seeks to bring salient international education opportunities to students both on and off campus as “signature experiences” that help define the student experience at the University, while expanding and deepening students’ perceptions of and attitudes toward the increasingly interconnected world in which we live.

Vision

The Office of International Education/Study abroad seeks to close the gap between leadership goals for campus internationalization and their realization in institutional practices, policies, and culture. We seek to promote a shared conviction that our campus and the world are inextricably linked and to foster strengthening and expansion of mutually beneficial connections across the globe.

Mission

The mission of the Office of International Education/Study Abroad (IE/SA) is to provide University of Utah students with top quality, transformative international education opportunities, both abroad and on campus, and to promote, support, and coordinate general internationalization initiatives at the University. Working with students, faculty, and administrators at the University and international education organizations nationally and globally, our ultimate goal is to provide both the opportunity and means for all University of Utah students to learn about and directly experience other cultures and international phenomena as an essential element of their overall educational experience at the University.

Values

- Global perspectives: being a truly educated person in the contemporary era requires understanding and knowledge of multiple viewpoints from diverse areas of the world.
- Foreign language competency: the ability to speak and understand another language is increasingly becoming a key component of success in a globalized world.

- Empathy and understanding: the ability to put oneself in another's situation and understand their unique aspirations and goals, as well as challenges to achieving them.
- Exceptional student experience: intercultural experience combined with academic rigor provides transformative learning opportunities.
- Service to students: seek to enable each student to meet their individual academic and professional goals
- Service to faculty and administrators: assist them in achieving individual academic and research goals through developing and leading international education opportunities for students.
- Professional development: Continued learning to achieve self-fulfillment, better serve students, faculty and administrators, and maintain best practices.
- Community development: collaboration with other on and off-campus organizations, professional associations, and other educational institutions to promote unity, cooperation, and awareness.

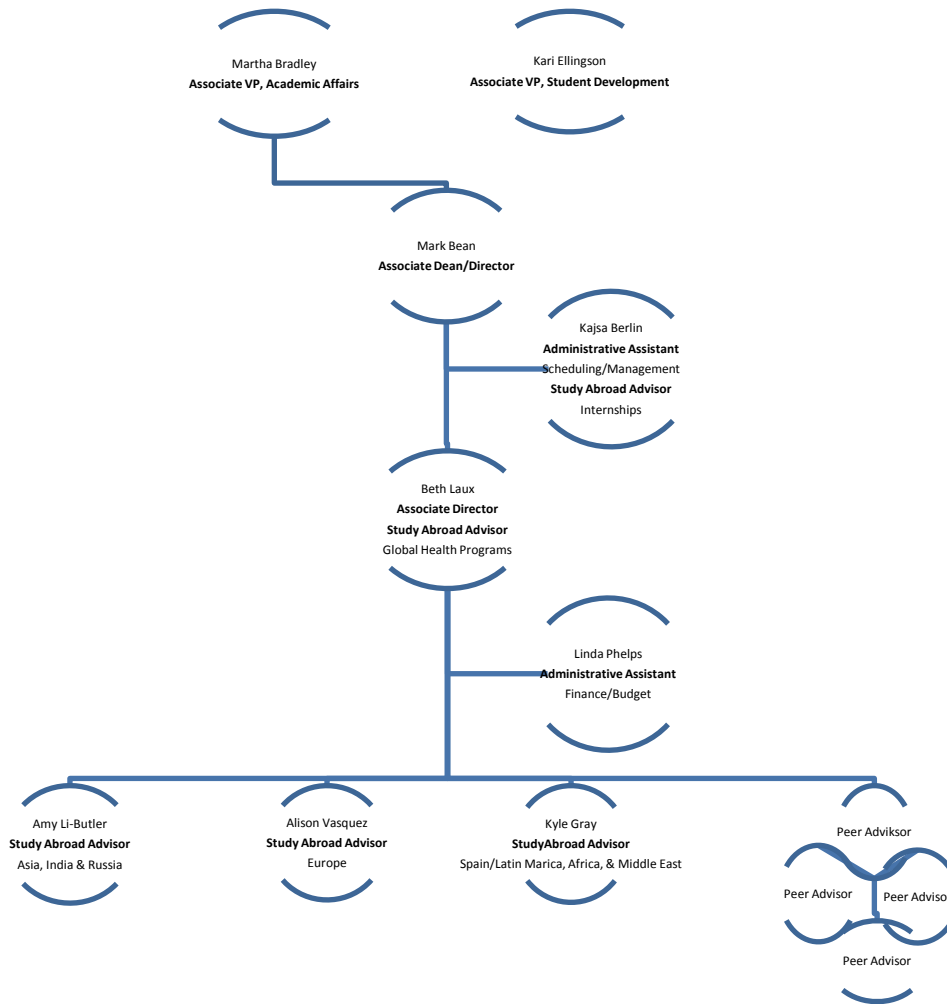
Specific Functions

- Development and management of high quality, academically focused University of Utah education abroad programs, including: program development, funding, and marketing; student advising; health and safety; scholarships and financing; curriculum integration of education abroad courses; supporting foreign exchange students at the University; training education abroad program faculty directors, and outreach to colleges and other organization on campus in support of education abroad.
- Support students seeking education abroad opportunities by providing and managing study abroad scholarships, including the Student Fee Study Abroad Scholarship and University of Utah matching funds, and other study abroad-specific scholarships.
- Oversee University of Utah international agreements, including the initial review and approval process, maintenance of existing agreements, and periodic review and renewal of agreements.
- Manage the University of Utah's international course graduation requirement for undergraduates, including: review and approval of courses that fulfill the requirement, promoting understanding of the requirement among both students and faculty, and reviewing and deciding on student petitions to have courses taken at other institutions satisfy the requirement.
- Assist the International Studies major and minor programs through management of the International Studies Board, which functions as the faculty committee for the interdisciplinary International Studies program.
- Work closely with other internationally focused organizations on campus (e.g., the International Center for international students and scholars, various regional centers and institutes on campus such as the Middle East and Asia centers, International Admissions, and other organizations that support international activities) and in the community (e.g., the Governor's Office of Economic Development, the Utah International Trade Center, and the Utah Council for Citizens Diplomacy) to enhance the international character of both campus and community life.
- Chair and/or manage several University of Utah faculty committees focused on different aspects of internationalization, including:
 - International Exchange Committee (chair/manage)
 - International Requirement Committee (chair/manage)
 - International Studies Board (manage)

- Student Fee Study Abroad Scholarship Committee (chair/manage)
- Ad hoc committees for awarding merit/need-based study abroad scholarships (chair/manage)

Organization

The Office of International Education/Study Abroad reports to both Academic Affairs and Student Affairs. With the departure of one of our four advisors over the summer and her replacement with an associate director who will start in November 2011, the office is currently staffed and organized as follows:



The Office of International Education/Study Abroad continues to work closely with the International Center, as our functions in terms of internationalizing the University are complementary and sometimes overlapping.

The following personnel changes occurred during the year:

- Casey Poe left the office in May 2011; position filled by Kyle Gray in July 2011.
- Liz Knight left the office as a Study Abroad Advisor in July 2010; position deactivated

- New Associate Director Position created and Beth Laux hired to fill position in summer 2011. Beth will start on 2 November 2011.

International Education/Study Abroad office personnel also served on numerous campus committees during the year. These include:

- Mark Bean: International Exchange Committee (chair); International Requirement Committee (chair); Student Fee Study Abroad Scholarship Committee (chair); International Studies Board;
- Kajsa Berlin: International Exchange Committee (coordinator); International Requirement Committee (coordinator); Student Fee Study Abroad Scholarship Committee (coordinator); International Studies Board (coordinator); Student Affairs Diversity Committee (starting July 2011)
- Alison Vasquez: International Exchange Committee; Student Affairs Sustainability Committee; Housing and Residential Education Go Global Living/Learning Floor Advisory Committee
- Amy Li Butler: International Exchange Committee; Student Affairs Professional Development Committee (starting July 2011), Student Affairs Action Coalition (starting June 2011)
- Casey Poe: International Exchange Committee
- Liz Knight: International Exchange Committee, International Internships Subcommittee, University Academic Advising Committee, Student Affairs Professional Development Committee (starting fall semester 2010)
- Kyle Gray: University Academic Advising Committee (starting July 2011)

Education Abroad Development and International Curriculum

International Requirement Committee (IRC)

The IRC is composed of faculty members and administrators from various departments on campus. The committee reviews courses submitted by University of Utah faculty to fulfill the international requirement for graduation. During the academic year 2010-2011, faculty submitted 13 courses to the IRC for consideration; the committee approved 6 of these and forwarded them to the Undergraduate Council for final approval. In some cases, the IRC required revisions to submitted courses before approving them. The committee approved the following courses during AY 2011-2012:

- Economics 5420-China and the Global Economy
- Geography 3640-Geography of China and Asia
- Sociology 3480-Environmental Sociology
- Sociology 3653-Global Population Problems
- Anthropology 3961-Andean Cultures
- Social Work 4100-International Community Based Research

The total number of IR courses approved now stands at 74 spread across the following colleges and schools:

- Social and Behavioral Sciences (36)
- Humanities (11)
- Honors (5)
- Health (4)
- Business (3)
- Nursing (3)
- Fine arts (3)
- Education (2)
- Science (3)
- Medicine (2)
- Mines and Earth Sciences (1)
- Undergraduate Studies (1)

End of course evaluations for IR-designated courses include two questions intended to measure whether the courses are meeting the international requirement objectives. The most recent survey results available (from fall 2010 evaluations) indicate that IR courses in general are satisfying the objectives of the program. The table below summarizes the data (averages on scale of 1-6).

Question:	3000-4999 level (12 courses)		5000-70000 level (2 courses)		Overall (14 courses)	
	Average	Responses	Average	Responses	Average	Responses
The course: Deepened my understanding of the political, economic, social, and/or cultural connections between and among nations.	5.08	1422	5.09	284	5.08	1706
The course: Provided me with new ways of thinking about contemporary international issues or the relevance of historical approaches to these issues.	5.3	1417	5.11	283	5.27	1700

Students are able to petition the IRC chair through University College if they believe a course they previously took should fulfill the international requirement. During the 2008-2009 academic year (July 2008-June 2009), students submitted 26 petitions. The IRC approved 24, and these exceptions were entered in the DARS system. Transfer courses accounted for 18 of these petitions, and the remaining 6

were University of Utah courses in which the student had individual or unique circumstances to warrant the approval of the petition.

Since any University of Utah approved study abroad program also satisfies the international requirement, International Education/Study Abroad has assumed responsibility for ensuring that students participating in these program that need the IR credit properly receive it. Since there is currently no way to enter this information through CIS/PeopleSoft, a manual update to each students DARS report is required. We entered IR DARS exceptions for approximately 200 students who participated in study abroad programs and needed the IR credit.

International Exchange Committee (IEC)

The IEC is chaired by the Associate Dean and Director, Office of International Education/Study Abroad and is composed of one representative from each of the main academic colleges plus the Senior Associate Vice President for Academic Affairs, the Director of the International Center, and a representative from the Office of the General Counsel. Additionally, each of the study abroad advisors in the Office of International Education/Study Abroad also serves as an ex officio member of the IEC for advisory purposes.

The responsibilities of the IEC are twofold:

- To regulate the process of developing and implementing new international exchange agreements and study abroad programs University-wide.
- To promotes exchange and study abroad programs among students and faculty throughout the University.

The IEC met four times in AY2010-11, twice each during fall and spring semesters. The committee reviewed 8 new study abroad proposals and approved all of them:

- China Global Health (Hainan Province)
- Communications and Public Relations in Beijing
- Health Promotion and Education in Vienna
- Bridging Borders: Burma, Thailand and The United States
- Classical Greek Language and Civilization
- India Global Health
- Communication Internships in London
- Authority and Architecture in Japan: Literary Depictions of Power in the Built Environment

With the exception of the Japan Architecture and Literature program (cancelled due to the March 2011 earthquake/tsunami), the Study Abroad Office successfully ran all of these programs for the first time in Summer 2011.

The IEC reviewed and approved 16 new international exchange agreement proposals:

- Christian Albrechts University-Kiel, Germany
- University of Peace-San Jose, Costa Rica

- Srinakharinwirot University (CSBS)-Bangkok, Thailand
- Austro-American Institute of Education-Vienna, Austria
- The Federal University of Roraima-Roraima, Brazil
- Escuela Politecnica Nacional-Quito, Ecuador
- BI Norwegian Business School-Oslo, Norway
- Zhejiang University-Hangzhou, China
- Instituto Nacional Materno Perinatal-Lima, Peru
- César Vallejo University-Lima, Peru
- Srinakharinwirot University (College of Business)-Bangkok, Thailand
- Baroda Medical College-Vadodara, India
- Ural State Medical Academy- Ekaterinburg, Russia
- Instituto Panamericano de Alto Direccion de Empresa, Universidad Panamericana-Mexico City, Mexico
- Charles Sturt University-New South Wales, Victoria, Australia
- Yunnan Province Science and Technology Department-Yunnan, China

The International Exchange Committee reviewed 7 study abroad development grant proposals. Development grants are funded by the Office of International Education/Study Abroad with the goal of aiding in the establishment of new programs in underrepresented departments or locations. The IEC reviews proposals and approves up to \$3,000 for those that promise the highest probability of increasing study abroad opportunities for University of Utah students. Each grant is intended to cover airline, accommodation, and living costs for faculty members traveling to the study abroad site, provided that proper documentations for reimbursement are submitted. Grant recipients are expected to submit a formal study abroad program proposal to the IEC following their trip to the foreign location. The IEC approved five grant proposals in AY 2010-11:

- Dr. William P. Johnson submitted a proposal targeting the exploration of perceived impacts of mining operations among operators, owners, regulators and the public in Ecuador. This proposal would be a short term summer study abroad program and was awarded \$3000.
- Dr. Fernando Rubio from the Department of Languages and Literature submitted a grant proposal to establish a summer program at the Pontificia Universidad Catolica Madre y Maestra in Santo Domingo, Dominican Republic. Dr. Rubio was awarded \$1500.
- Dr. Fernando Rubio also submitted a grant to research establishing a semester-long “hybrid” semester-long study abroad Spanish language program at the University of San Sebastian in Santiago Chile. This program would be faculty-directed in the sense that a faculty member would be in Santiago for the initial couple of weeks of the program and subsequently available here on campus. For the bulk of the semester, however, the University of San Sebastian would be responsible for the students. This potential program would be designed as a replacement for our previous semester-long faculty directed Spanish language program in Cuernavaca, Mexico. Dr. Rubio was awarded \$3000.
- Dr. Pedro Romero and Dr. Steve Burian of Civil and Environmental Engineering proposed a summer study abroad program that will expose students to the concepts and techniques used to plan, design, construct, operate, regulate, and maintain sustainable infrastructure systems

and the developments it supports in Costa Rica. This program would be run in conjunction with our existing Environmental Studies Program in Costa Rica. Dr. Romero and Dr. Burian were awarded \$3000.

- Dr. Nancy Winemiller Basinger, Assistant Director and Service-Learning Manager with the Lowell Bennion Community Service Center and adjunct professor of the MPA program has submitted a grant proposal for an study abroad which will examine the concept of relationship building between the leaders of Non-governmental organizations (NGOs) or International Non-governmental organizations (INGO's) with the leaders of governments. The program would take place in Hainan, China. This proposal was awarded \$1500.

International Visitor's Office (IVO)

The Office of International Education also serves as the interim International Visitor's Office for the University of Utah. The IVO arranges programs for higher-level international delegations desiring to visit the university. Often the purpose of such visits is to explore the possibilities for establishing or strengthening strategic partnerships, such as a faculty or student exchanges. During the report period, the IVO assisted in hosting the following international delegations:

- Yeungnam University, Gyeongsan, Korea (included university president and a senior vice president)
- Shanghai Normal University
- Srinakharinwirot University, Bangkok, Thailand
- Christian Albrechts University (Germany)
- Zhejiang University of Science and Technology Delegation (China)

During each international delegation visit, the IVO put together an agenda for the University of Utah and foreign institution participants. The IVO matched the academic interests of each partner institution to the corresponding department or center at the University of Utah. These visits involved some or all of the following university officials: various university vice presidents, the Senior Associate Vice President of Academic Affairs, Deans of various colleges, the Associate Dean/Director of International Education, the Director of the International Center, faculty involved in related research or who organize relevant student programs, directors of cultural institutes and centers, students associated with the foreign country or with the targeted program of study. Some visits also included a lunch or dinner, campus tour, and occasionally an off-campus sightseeing trip.

Student Fee Study Abroad Scholarship Committee

The Office of International Education/Study Abroad oversees a committee composed of faculty members, students, and administrators who determine guidelines for eligibility and allocations of the Student Fee Study Abroad Scholarship. Central Administration transfers the mandatory fee collected from each student (currently \$3/term) to an account managed by the Office of International Education/Study Abroad, which disburses the funds at the direction of the committee. The first collections began in summer 2008 with fees collected from freshman, sophomores, and graduate students. Collections from the other year groups were phased in gradually, and in AY 2010-11, all

registered students were paying the fee. The committee allocates scholarships to as many applicants as possible based on funds available and established amounts based on length of program.

Scholarship awardees are chosen through a random procedure. Each applicant has an equal chance of being selected. The only eligibility criteria are matriculation at the University and acceptance into an approved study abroad program.

The Student Fee Study Abroad Scholarship Committee seeks to distribute all funds collected from students from the fee during the year. For planning purposes the committee assumes that annual collections (based on current and projected future enrollment) will be in the \$200,000 to \$220,000 range. In AY 2010-11 the committee established the following guidelines for distributing the projected annual available funds among terms:

Fall Semester	20%
Spring Semester	20%
Summer Term	60%
Total	100%

The committee feels that this division provides a good balance between allocating the bulk of the funds in summer when most University of Utah students choose to study abroad and encouraging more students to consider semester or year-long programs that, in general, provide a deeper and more meaningful international experience.

The committee has established the following award amounts, based on length of program:

Short-term program less than 10 days	\$500
Short-term program 10 – 20 days	\$1,000
Short-term program 3 weeks or greater	\$1,500
Semester length program	\$2,500
Year-long program	\$3,500

These amounts are predicated on the principle of seeking to provide approximately one-third of total program costs to students, which is felt to be the “make or break” point for many students in making study abroad financially feasible.

In AY 2010-11, the committee awarded the following actual amounts to students:

Fall 2010	\$43,250	15 students
Spring 2011	\$44,000	28 students
Summer 2011	\$129,500	89 students
Total	\$216,750	132 students

At the time that the Associated Students of the University of Utah (ASUU) approved the \$3 fee for these scholarships, the university conveyed its commitment to match funds collected from students at a 1 to 3 rate. To meet this commitment university Central Administration has agreed to transfer \$65,000 per year (the amount projected to meet the 1 to 3 matching commitment) into a quasi-endowment

managed by the Office of International Education/Study Abroad. These funds may be supplemented by donor funds with a commitment of at least \$25,000 (a few donors will be allowed to a \$15,000 minimum in the first year of the quasi-endowment), which will reduce the Central Administration allocation for the year in which the donor funds are contributed by an equivalent amount.

Central Administration will continue the yearly contribution, minus donations, to the quasi-endowment until it becomes self-sustaining in generating the income necessary to meet the 1 to 3 matching commitment (currently estimated at \$65,000 per year). When this point is reached, the quasi-endowment can continue to receive donor funding to further increase the amount available for student study abroad scholarships.

Yearly income generated by the quasi-endowment will supplement the student fee collections and be allocated in the year generated along with the student fee money according to the principles and procedures established by the Student Fee Study Abroad Scholarship Committee. Central administration deposited the second annual \$65,000 matching funds tranche into the quasi-endowment at the end of June 2011. At the end of July 2011, the quasi-endowment and associated expendable account stood as follows:

Quasi-endowment account	\$138,846.65
Expendable account	\$2,210.65

The committee will begin using the amount in the expendable account to supplement student fee allocations beginning in AY 2011-12, increasing the number of student fee scholarships available.

See the Study Abroad Section below for information on other study abroad specific scholarships.

Study Abroad Office Activities

The Study Abroad Office in AY 2010-11 sought to consolidate several previous initiatives instituted to better serve students and faculty in providing education abroad opportunities, as well as undertaking some new initiatives designed to better serve our varied student, faculty, and administrator constituencies.

Ongoing Initiatives

We continued to enhance and expand the combined International Education/Study Abroad website, with the particular goal of making the study abroad portion of the site as user-friendly as possible. This included the continued integration and refinement of the software-as-a-service study abroad program management software (Symplicity Horizons). This software allows students to search and apply for all of our programs online and for Study Abroad Office personnel and faculty program directors to track and report on programs. Symplicity Corporation continues to provide software updates and enhancements, and we have worked to integrate more features of the program into regular operations.

The Study Abroad Office also continued its normal activities of training of faculty program directors, the holding of two study abroad fairs, and participation in many other University events and activities to promote international education and study abroad at the University.

New Initiatives

In fall 2010, we undertook a new initiative to serve and track students going on “independent” programs, defined as: an education abroad program not officially listed and managed by the Study Abroad Office. This may take several possible forms, including (but not necessarily limited to):

- Direct student enrollment at a foreign institution (transfer credit)
- Another institution’s faculty-directed programs (transfer credit)
- Program managed by non-University of Utah-listed third-party (affiliate) provider (transfer credit)
- Faculty-led program managed by a department or college (resident credit)
- Internship/field studies program arranged through department/college (resident credit)

Having these “independent program” students run through the Study Abroad Office benefits both the students and the university as follows:

- Student benefit:
 - Institutional awareness and monitoring of student and location in case of emergency
 - Low-cost health and security coverage, including emergency medical evacuation, repatriation of remains, and security evacuation in the event of natural disaster, political upheaval, etc.
 - Opportunity to apply for study abroad scholarships
 - Fulfillment of international course requirement for graduation, if needed
 - Ensure student receives as much information as possible on country/region of program
- University benefit:
 - Know where students are overseas and how to contact them—improves ability to manage crises, potential public relations issues, etc.
 - Reduced potential liability if health or security issues arise
 - Better reporting on education abroad participation
 - Enhanced reputation as internationalized institution

In December 2010, we switched international health insurance providers from Wallach International to Cultural Insurance Services International (CISI). The primary reason for switching is that for roughly equivalent cost, CISI provides emergency evacuation for other than health reasons (e.g., natural disaster, political upheaval) in addition to health insurance with coverage for emergency medical evacuation and repatriation of remains. Given recent political and natural events throughout the world, this addition is a significant benefit to students and to the University in terms of ensuring the maximum safety possible on our various programs. As mentioned above, this insurance is also available to students engaged in independent programs not managed through the Study Abroad Office. We are currently working with other campus organizations (Risk Management, Office of the General Counsel) to bring as

many of these independent program students as possible under the CISI international health and security insurance umbrella.

Study Abroad Programs

Overall, the Study Abroad Office offers almost 500 different approved program options for University of Utah Students, including approximately 100 University of Utah bilateral exchanges and faculty directed programs, which are generally the most cost effective for our students. Our affiliate providers add considerable variety to these offerings, albeit generally at varying degrees of increased cost.

With new programs approved during the year (see page 6), the Study Abroad Office offered 41 faculty-led study abroad programs for spring and summer 2011, of which 39 programs actually went abroad. A noteworthy addition during the year was our first Winter Break program (Health Promotion and Education in Thailand).

The 39 faculty-led programs that actually went in AY 2009-10 included eight that went abroad for the first time:

- China Global Health (Hainan Province);
- Communications and Public Relations in Beijing
- Health Promotion and Education in Thailand
- Health Promotion and Education in Vienna
- Bridging Borders: Burma, Thailand and The United States
- Classical Greek Language and Civilization
- India Global Health
- Communication Internships in London

For students interested in semester or year-long exchanges with foreign universities, the Study Abroad Office offered 54 options under University of Utah bilateral exchange agreements in 22 countries. As a member of the ISEP (International Student Exchange Program) consortium, we are able to more than 150 different options at ISEP-affiliated foreign universities.

Finally, one of the faculty-led programs, Alternative Spring Break in Costa Rica, is also a service learning program led by the Bennion Community Center.

Study Abroad Program Changes

Two programs in AY 2010-11 were cancelled due to safety and security concerns. Due to ongoing political upheaval in Egypt and information that several other institutions were cancelling programs there, we decided to cancel the Intensive Arabic program in Alexandria. We also cancelled our Japanese Architecture and Literature program in Japan due to the earthquake/tsunami there in March 2011. The earthquake/tsunami did not affect exchange students at Akita, Waseda, and Doshisha universities as Japanese institutions were on break at the time and students were either out of the country or outside the major affected areas in Japan. The start of spring term was delayed at several Japanese universities, but our exchange students were nevertheless able to complete their exchange tours. We also continued the summer Intensive Japanese language program in Osaka.

Faculty Director Training, Study Abroad Fairs, Orientations and Other Events

International Education/Study Abroad conducted two three-hour faculty director training sessions, one in fall 2010 and one in spring 2011. The fall session was focused on faculty director procedures for our online search and application system and providing information on our new international health and security insurance. Additionally faculty director experiences from summer 2010 programs were discussed, allowing best practices, “lessons learned,” and suggestions for improved administration to be shared as widely as possible among directors and study abroad staff. Several prospective faculty directors for new programs also attended the session, giving them a good idea of what to expect when they ran their programs for the first time. The spring session provided critical information on health, safety, University policies, program administration, etc. to faculty directors just prior to most of them leaving for their summer programs.

The Study Abroad Office organized the bi-annual Study Abroad Fair at the beginning of fall and spring semesters. The fall fair was held on the union patio in late September and the spring fair in the union ballroom in late January. Faculty directors and assistants, third-party affiliate providers, and the study abroad staff participate in these fairs, which generate significant student interest in study abroad programs.

The Study Abroad Office also maintained tables at many other campus events, including Student Job and Volunteer Fair, Wellness Fair, Major Explorations Fair, and Student Orientations. Individual study abroad advisors and peer advisors also made numerous targeted classroom visits during the year to promote specific programs where student interest is likely to be high.

The office also conducts three-hour fall and spring orientations for outgoing exchange students and their families, as well multiple orientation sessions for each faculty-led short-term program.

Study Abroad Scholarships (other than Student Fee Study Abroad Scholarships)

During the 2010-2011 academic year, International Education Study Abroad awarded a total of 172 scholarships assisting 110 students. The average award received was \$1556.50. These awards can be broken down as follows:

Number of Awards by Scholarship Type		
Award Title	Quantity of Awards	Total Amount Awarded
Teitelbaum	2	\$2,000.00
Board of Visitors	1	\$2,000.00
Business	4	\$5,000.00
Eskridge	6	\$8,000.00
Other	1	\$2,000.00
Honors	4	\$4,000.00
Languages	8	\$8,000.00
Sorenson	2	\$3,000.00

Student Fee	132	\$210,750.00
UGS	12	\$17,500.00
Total	172	\$262,250.00

Professional Activities

Mark Bean attended the Forum on Education Abroad Conference in Boston, MA in April 2011; this was our second year of participation in this conference since we joined the Forum, and it is clearly the most productive conference for the Study Abroad Office in terms of being directly related to the field and offering the opportunity to get to know and collaborate with people from similar offices throughout the country. Mark served on the planning committee, presented, and chaired a panel session at the 1st annual Utah International Higher Education Summit conference at Utah Valley University in November 2010 (“Achieving Quality in Education Abroad Programs”). Subsequently, he assumed chairmanship of the planning committee for planning the 2nd annual Summit to be held at the University of Utah in November 2011. The planning committee includes representatives from Utah State University, Brigham Young University, Utah Valley University, Weber State University, Westminster College, Salt Lake Community College, Southern Utah University, Dixie State College, and Snow College, as well as key community members involved with international education. Mark arranged for Gene Allen, former Associate Vice President for International Programs at the University of Minnesota Twin Cities to be the keynote speaker for the Summit, as well as coordinating the overall program and logistical arrangements for the conference.

Liz Knight served as the Study Abroad Office Representative on the University Academic Advising Committee and the Student Affairs Professional Development Committee. She also attended the 1st annual Utah International Higher Education Summit in November 2010, and the Forum on Education Abroad Conference in Boston in April 2011.

Alison Vasquez served on the Student Affairs Sustainability Committee, in addition to being a member of the Go Global Living Learning Floor Advisory Committee. She attended and presented at the 2010 NAFSA Regional Conference in Omaha, NE in November 2010 (“Why Do Students Act the Way They Do? Increase Your Understanding With Student Development Theory”; co-presented with University of Minnesota), attended the 1st annual Utah International Higher Education Summit in November 2010, and attended the Utah Board of International Educators Conference in March 2011. She completed her Masters of Education in Educational Leadership and Policy at the University of Utah in spring 2011.

Amy Li-Butler attended and presented at the NAFSA Regional Conference in Omaha in November 2010 (“China and India Rising”, co-presented with the University of Arizona, Drake University, and the Education Abroad Network; “Foreign Language Learning and Retention Through Study Abroad”, session chair and co-presented with Kansas State University and University of Missouri-Kansas City), attended the 1st annual Utah International Higher Education Summit in November 2010, attended and served as a panel member at the Utah-NASPA conference in October 2010 (“Graduate School: Innovation in Higher Education”), and also attended the Forum on Education Abroad Conference in Boston in March 2011. With Liz Knight’s departure, she replaced Liz Knight on the Student Affairs Professional Development Committee in June 2011, and starting in June 2011, served as co-chair of the Student Affairs Action Coalition. Amy also attended the University Academic Advising Committee conference in October 2010. As a student in the University of Utah Education Leadership and Policy master’s program, she served on

the Graduate Council and completed an internship in the Student Affairs Assessment, Evaluation, and Research Office during summer 2011.

Kyle Gray attended the University of Minnesota sponsored Summit on Learning Abroad in August 2011.

Kajsa Berlin attended the NAFSA National Conference in Vancouver, Canada in April 2011. She also served on the planning committee for the 2nd annual Utah International Higher Education Summit Conference, to be held in November 2011.

Assessment

A link to an online assessment survey was sent out to every student who participated in a summer or winter break faculty-led program this year upon completion of the program. Students also received two reminder emails from the Study Abroad Office. Two hundred and fifty-nine students from 44 different programs completed the survey, resulting in an overall response rate of approximately 59%. A prize drawing was used as an incentive for students to complete the evaluation; three \$50 gift cards were given away to randomly selected students who completed the evaluation.

Survey questions asked students to rate and comment on the effectiveness of International Education/Study Abroad in fulfilling its stated mission of providing students the opportunity and means to attain personal, professional, and academic goals through international opportunities. Students indicated the effectiveness of their Program Director in providing academic counseling, personal assistance, organizing out-of-class activities, and facilitating cultural appreciation. Furthermore, Students also responded to questions regarding marketing, advising, pre-departure orientation, excursions and activities, courses and workload, and housing. Additionally, the survey elicited feedback about students' financial situations, applications for study abroad scholarships, and reasons for not applying. We added an appendix for language study programs, asking students to rate their level of comfort speaking that language before and after the program, as well as their plans to enroll in additional language courses at the University of Utah.

Overall, students reported high levels of satisfaction with the services provided by the Study Abroad Office, program directors, and various aspects of their program, including excursions and activities, housing, and courses. Students expressed positive feedback for study abroad staff members' concern for their academic endeavors and overall educational goals. Generally, feedback pointed to the strengths of study abroad staff: informative, friendly, welcoming, prompt, and helpful.

On the other hand, survey responses conveyed some confusion about the roles of study abroad staff versus program directors. To address this ambiguity, we plan to provide rationale of why program directors are best suited to answer questions related to academic course content and departmental guidelines.

Last year's (2009-2010) survey results revealed that students found the newly implemented online application difficult to navigate. We addressed this issue in two ways: by frequently walking students through the online application, and by displaying a guest computer in our lobby for students to receive one-on-one guidance. This year, students indicated no negative feedback about the online application.

Based on last year's feedback about establishing a relationship with the international travel clinic, we now direct students to the University of Utah International Travel Clinic, as well as display easily accessible information about the Salt Lake Valley Health Department.

Compared to last year, more students applied for University of Utah Study Abroad Scholarships: 75% of all study abroad participants. Only 11% were unaware of scholarships. The office engages in ongoing efforts to inform students of scholarship opportunities and encourage applications.

Survey results show that students continue to learn about study abroad programs through classroom visits and advertising materials, such as flyers and the website. Compared to 2009-2010 results, more students discovered programs through "other" sources. Commonly stated "other" ways to find information are through a departmental academic advisor, a departmental email, the Honors College, the Project Go ROTC website, and through a family member. Additionally, fewer students learned about programs at the study abroad fair (10% versus previous year's 23%). To follow up on this change, we have implemented a new scholarship and prize raffle to attract students to our bi-annual fair. The preferred communication tools used by students show a general trend towards online marketing and social networking. Therefore, other initiatives include reintroducing our Facebook page and active engagement on our study abroad blog.

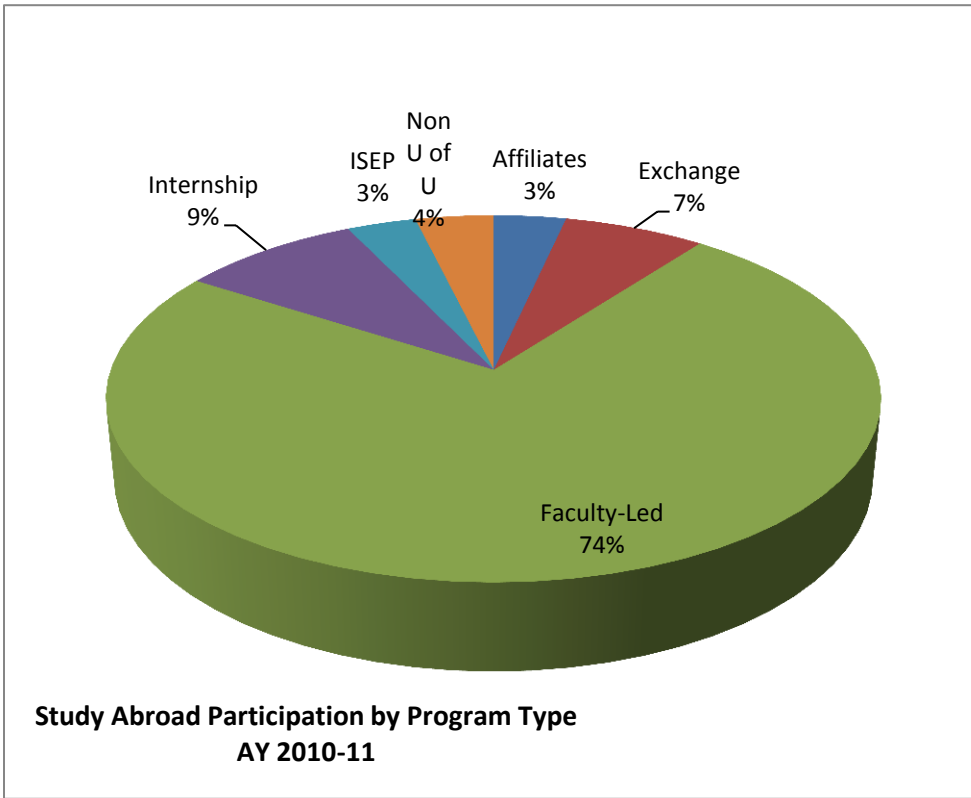
Future directions are to arrange pre-departure orientations well in advance of departure. The survey indicated a strong appreciation for in-depth cultural and academic preparation at least two months before programs start. Our office further aims to incorporate study abroad alumni for marketing and orientation functions. Based on the survey, students were proficient at articulating the value of international education. Academic coursework combined with cultural immersion abroad contributed to understanding of global differences. In summary, assessment results show moderate to high levels of satisfaction and goal attainment by study abroad students.

For detailed assessment information, contact Amy Li-Butler in the Study Abroad Office. For a summary of key findings from the assessment, see Appendix G.

Study Abroad Statistics

During the 2009-10 academic year, 684 University of Utah students participated in formal study abroad programs, including exchanges with foreign universities, short-term faculty-led programs, global health programs, internships managed by the Office of International Education/Study Abroad and the Hinckley Institute of Politics, and service-learning programs co-managed by the Office of International Education/Study Abroad and the Bennion Community Center. University of Utah students studied abroad in 38 different countries on five continents in six world regions.

The majority of our students (74%) chose University of Utah faculty-led programs for their education abroad experience (see chart below). Semester or year-long exchanges through University of Utah exchange agreements or the International Student Exchange Program (ISEP) consortium accounted for 10%, 9% chose international internships, 3% chose third-party affiliate programs, and 4% elected to independently go on non- University of Utah managed programs.



Other information and data on students and programs is contained in the following appendices:

- Appendix A University of Utah Study Abroad Student Demographics
- Appendix B Where They Went: U of U Study Abroad by Region/Country
- Appendix C Short-Term Faculty Led Programs
- Appendix D Exchanges
- Appendix E Internships
- Appendix F Affiliate Programs

Goals for the Coming Year

Office Management

- Complete new website consolidation and development, including transition to new University of Utah web development system and updated content for all sections.
- Continue working with provider (Symplicity Corporation) to full utilize appropriate features of the Horizons online search and application system to improve service to students and faculty and increase overall office efficiency.
- Improve office organization for accomplishment of important responsibilities by assigning key functions to Pan-office Teams of Study Abroad Advisors.
- Develop standard cost spreadsheets of faculty-directed programs
- Implement a professional development seminar series to promote the continuing education and training of professional staff
- Professionalize and expand the role of Peer Advisors and improve the student development components of that program
- Investigate and initiate the creation of a standardized office procedures and reference materials

Programs

- Continue expansion of study abroad program options for students, including faculty directed programs and exchanges, but especially focusing on new internship opportunities for students
- Assess and standardize the proposal process for new programs

Outreach

- Conduct outreach efforts with three target colleges: Business, Social and Behavioral Science, and Engineering. Develop tailored initiatives for each college to engage the dean's offices and faculty in developing international programs within the college. Analyze student needs and perceptions to see how we can more effectively market to students with the college and assist them in overcoming unique barriers presented by curricula and other factors within the college.
- Improve liaison and communication with other organizations that provide study abroad opportunities to students (e.g., the Hinckley Institute of Politics, Career Services, Vice President for Research) to ensure effective marketing, tracking, and cross listing of these opportunities across organizations. The ultimate goal is for the Study Abroad Office to assume the role of central clearinghouse for information on all study abroad opportunities at the University.
- Create and implement a variety of seminars or training sessions for advisors, faculty members, and other constituents that provide an introduction to Study Abroad programming and international initiatives at the University.

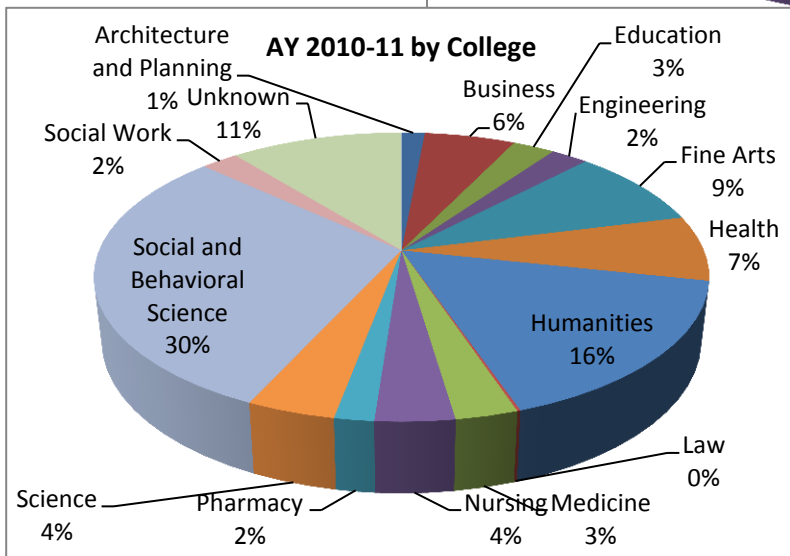
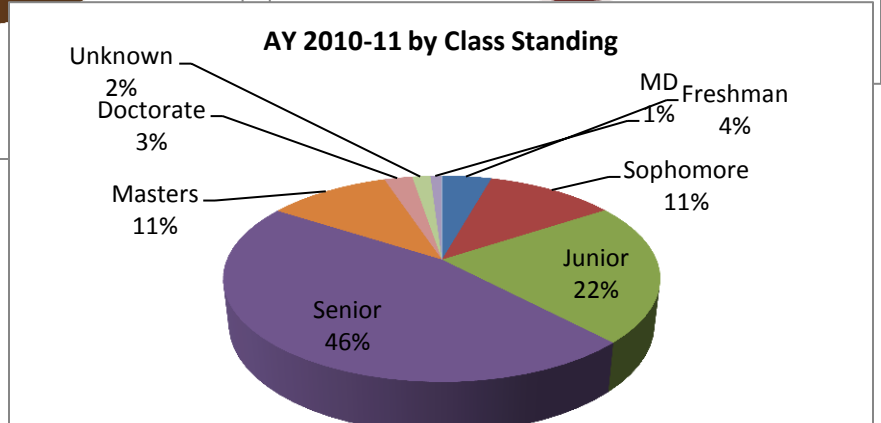
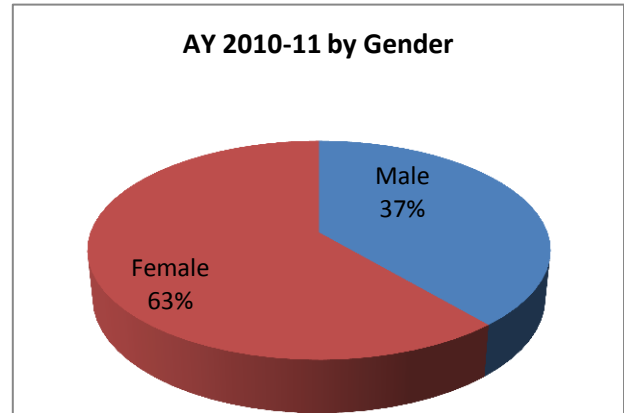
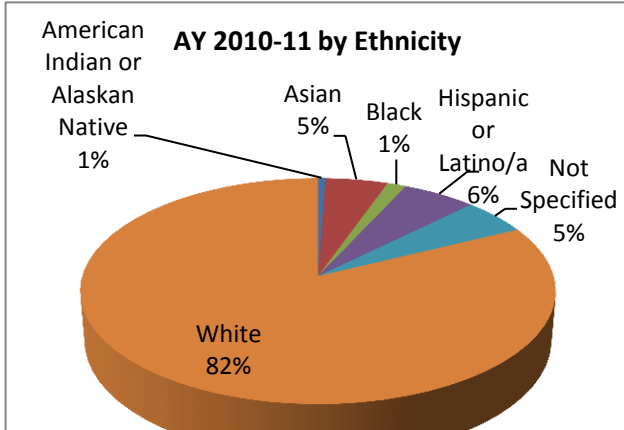
Marketing

- Create monthly faculty director newsletter to provide office updates and improve communication between the Study Abroad Office, faculty directors, and departments.
- Make better use of on-campus internal information systems (e.g., TV monitors in Union and David Eccles School of Business).
- Integrate social media and technology into marketing and recruitment initiatives

Appendices

Appendix A

Who They Are: University of Utah Study Abroad Student Demographics



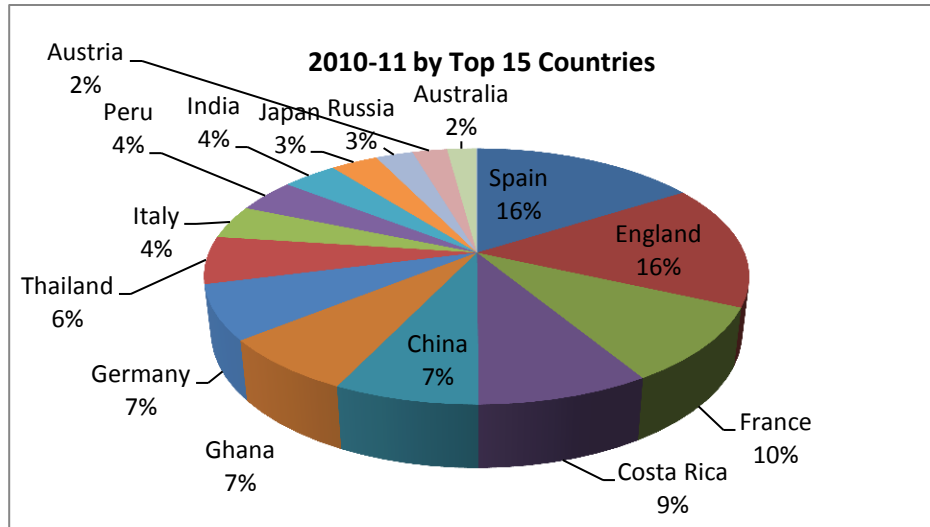
Highlights:

National average for males studying abroad is 35.8%. Our 37% exceeds this.

American Indian or Alaskan Native percentage is equal to or above national average (0.5%).

Appendix B

Where They Went: U of U Study Abroad by Region/Country



Highlights:

40% of students going to “non-traditional” study abroad destinations.

Nationally, the average study abroad participation for Africa is 5.3%. U of U more than doubled the national average by sending 12% of our students to Africa.

The national average for study abroad participation in China is 3.9%; U of U averaged 7%. This directly contributes to the success of the Obama administration’s 100k Strong Initiative.

Spain	91	Panama	4
England	89	Brazil	3
France	54	Czech Republic	3
Costa Rica	49	Guatemala	3
China	41	Jordan	3
Ghana	40	Scotland	3
Germany	39	Switzerland	3
Thailand	34	Turkey	2
Italy	24	Vietnam	2
Peru	24	Bolivia	1
India	22	Chile	1
Japan	19	Ecuador	1
Russia	15	Finland	1
Austria	14	Honduras	1
Australia	12	Hong Kong	1
Ukraine	12	Israel	1
Belgium	10	Morocco	1
Uganda	9	New Zealand	1
Ireland	8	Senegal	1
Fiji	7	Tonga	1
Greece	6		
Netherlands	6		
Denmark	5		
Argentina	4		
Kenya	4		
Korea	4		
Mexico	4		

Appendix C

Short-term Faculty Led Programs

Program	Dates	Director	Number of Students
Beijing Communications	15 May – 15 June	Kevin DeLuca	7
Berlin Summer University	15 July – 13 August	Ronald Smelser	11
British Studies	13 May- 18 June	Mark Matheson, Vince Pecora	24
Cambridge Summer University	Dates Vary	N/A	5
China Global Health	14 July- 6 August	Stephen Alder, Yuan-Chin Amy Lee	4
Chinese Language	4 June – 16 July	Fusheng Wu	19
Costa Rica Environmental Studies	9 May – 2 June	Natasha Seegert	11
Fiji Parks and Recreation	24 May – 9 June	Kelly Bricker	7
French Language	28 May- 25 June	Therese de Raedt, Esther Raschin	41
German Language	24 June – 29 July	Johanna Watzinger-Tharp	16
Ghana Clinical Medicine	15 April – 13 May	Nadia Miniclier	8
Ghana Medicine	19 July – 7 August	Devon Hale	8
Ghana Public Health	7 July – 28 July	Stephen Alder	31
Greek Language and Civilization	28 May – 27 June	Randall Stewart	6
Peru Education	10 July- 18 July	Susan Johnston	12
Italian Language	14 May – 18 June	Maya Gerig	22
Japanese Language	23 May – 2 July	Shoji Azuma	12
Russian Language	24 June – 30 July	Jane Hacking	15
Mt Kenya Heath Promotion & Education	27 June – 19 July	Nate Smith	3
Spanish in Gijon, Spain	21 May – 24 June	Gema Guevara	23
Spanish in Oviedo, Spain	21 May – 24 June	Fernando Rubio	55
Vienna Heath Promotion & Education	28 May – 29 June	Karol Kumpfer	13
Theatre in London	6 May – 18 June	Tim Slover	37
Thai-Burma Bridging Borders	2 June – 19 June	Trinh Mai, Yda Smith	12
Peru Global Health	13 June – 16 July		5
Uganda Public Health	29 May – 21 June	John Shavers	8
International Studies in Kiel	24 June – 29 July	Johanna Watzinger-Tharp	6
India Global Health	30 May – 25 June	Sharon Talboys, Tejinder P. Singh	13
Peru Nursing	1 July – 16 July	Angela Deneris	2
Ukraine Occupational Therapy	6 May – 15 May	Donna Costa	12
Costa Rica Social Work	27 June – 15 July	Christina Gringeri	6
TOTAL			454

Appendix D

Exchanges

Country	Institution	Outbound Students	Inbound Students	Organization
Argentina	Litoral	4	1	U of U
	Blas Pascal	1		ISEP
Australia	Griffith	3		U of U
Belgium	Vesalius	1		ISEP
Bulgaria	American University in Bulgaria		1	ISEP
Brazil	Fundacao Armando Alvares		1	ISEP
China	Shanghai Normal		1	U of U
	Tsingua	3	1	U of U
	Hainan	2	2	U of U
	Sichuan		2	U of U
	HKUST		1	U of U
Czech Republic	University Masaryk	1	1	ISEP
Denmark	Aalborg University		2	ISEP
Fiji	University of the South Pacific	1		ISEP
France	Universite de Picardie Jules Verne	2		ISEP
	Grenoble	1		U of U
	Universite d'Angers	1		ISEP
	Universite Pierre-Mendes	1	1	ISEP
	Universite du Maine	1		ISEP
	Universite Nice	2		ISEP
	Savoie			2
	Universite Paul Valery		1	ISEP
Germany	Heidelberg	3	1	U of U
	Christian Albrechts		1	U of U
	LMU Munich		1	U of U
	TU Berlin		2	U of U
	TU Dortmund		1	ISEP
	Philipps University	1		ISEP
	Saarland		1	U of U
	Rostock		1	U of U
Holland	Vrije	4	1	U of U
	Vrije	2		ISEP
Hungary	University of Debrecen		1	ISEP
Italy	Universita Cattolica Del Sacro Cuore	1	1	ISEP
	Universita degli Studi di Urbino		1	ISEP
Japan	Kansai Gaidai		4	U of U
	Akita	2	1	U of U
	Waseda	4	1	U of U
	Doshisha	1		U of U

	Nanzan	1		ISEP
	Ritsumeikan		1	ISEP
Korea	Yonsei	1	4	U of U
	Seoul Nat'l	3	4	U of U
	Ewha		2	ISEP
	Sogang	1		U of U
Latvia	University of Latvia		1	ISEP
Mexico	Autonoma de Mexico	1	1	U of U
	Cuernavaca	2	2	U of U
Netherlands	Copenhagen Business School	5	2	U of U
	Radboud University	1	1	ISEP
Norway	Nordland University	1		ISEP
Spain	Oviedo	1	2	U of U
	Malaga	1		ISEP
	Vigo	1		ISEP
	Murcia	1		ISEP
	Universidad Alfonso	1		ISEP
Sweden	Karlstad University	1		ISEP
	Sodertorns		2	ISEP
Switzerland	Neuchatel	2	5	U of U
Taiwan	National Taiwan University		1	U of U
Turkey	METU	1		U of U
UK	Essex	1	1	U of U
	East Anglia		1	U of U
	Hull	1		U of U
	Keele	1	1	U of U
	University of Chester	3		ISEP
	Sunderland		1	ISEP
	University of Ulster	1		ISEP
Totals		70	67	

Appendix E

Internships

Provider	Location	No of Students
Hinckley	Brazil	2
Hinckley	Belgium	9
Hinckley	Australia	4
Hinckley	India	8
Hinckley	Scotland	3
Hinckley	Peru	2
Hinckley	Ecuador	1
Hinckley	Bolivia	1
Hinckley	China	6
Hinckley	France	1
Hinckley	Kenya	1
Hinckley	Mexico	1
Hinckley	Ukraine	1
Hinckley	Cambodia	1
Hinckley	Vietnam	2
Hinckley	Honduras	1
Hinckley	Jordan	3
Hinckley	England	4
Hinckley	Tonga	1
Interac	Japan	2
EUSA	Dublin	7
U of U	London	3
IE3	Senegal	1
Total		60

APPENDIX F

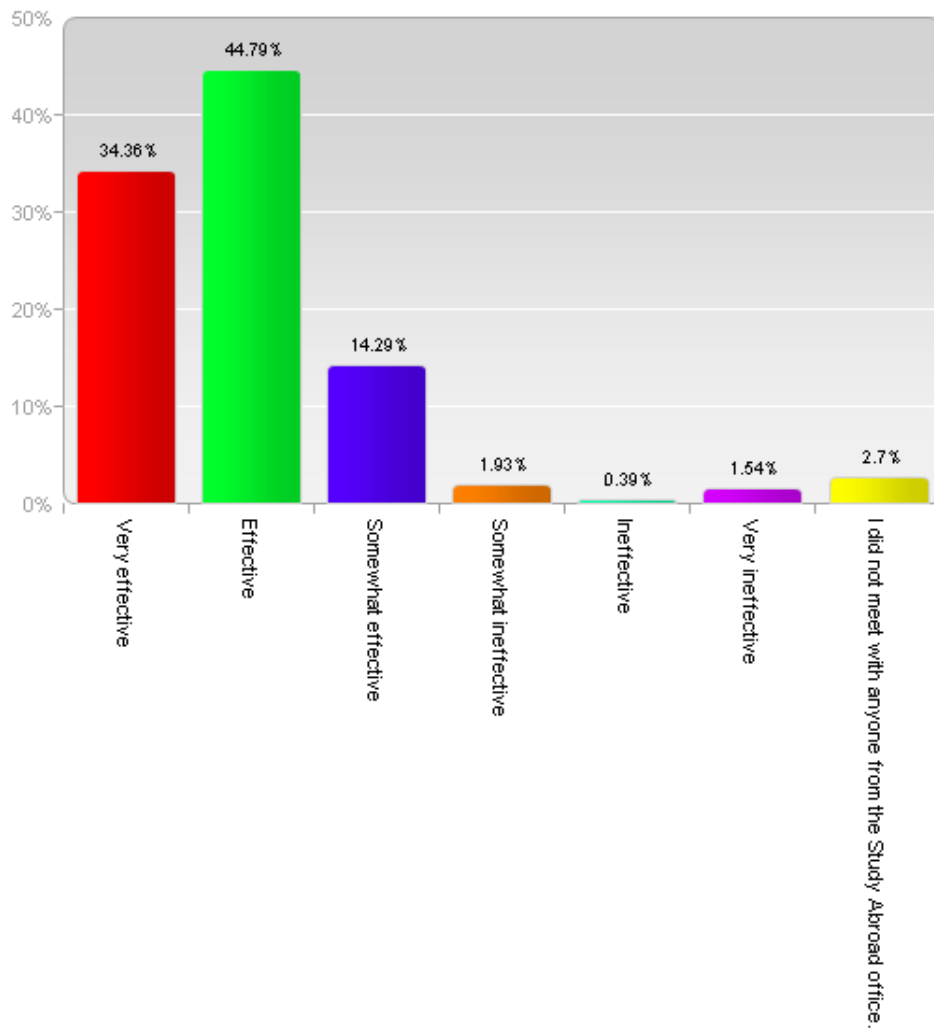
Affiliate Programs

Provider	Location	No. Of Students
API	Italy	2
API	Spain	2
API	England	1
AsiaLearn	China	1
AsiaLearn	S. Korea	1
AustraLearn	Australia	2
AustraLearn	New Zealand	1
CEA	Costa Rica	1
CEA	Czech Republic	2
CEA	France	2
CEA	China	1
ISA	Spain	3
ISA	France	3
ISA	Morocco	1
ISA	Chile	1
Total		24

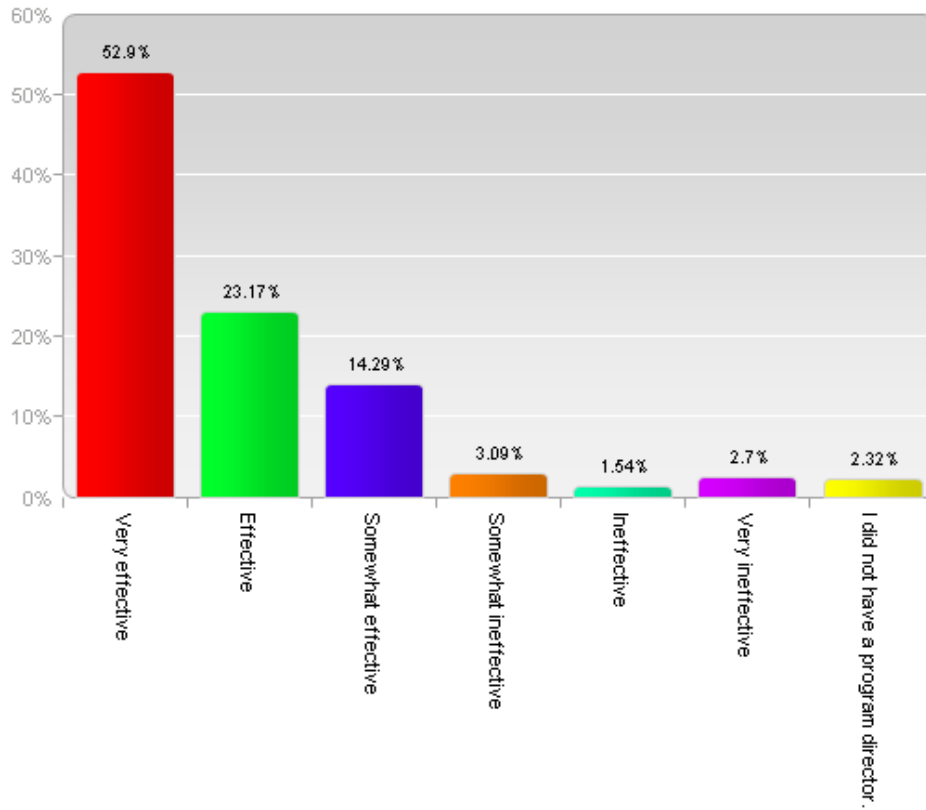
Appendix G

Assessment Key Findings

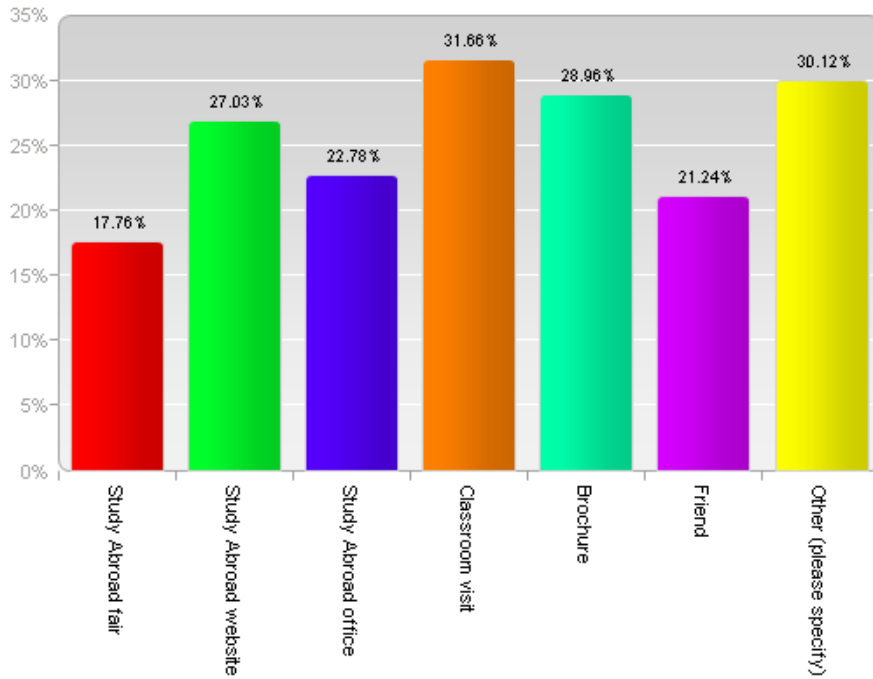
Q4. The mission statement of the Office of International Education/Study Abroad states: "Our ultimate goal is to enable all University of Utah students who desire to participate in international education both the opportunity and means to do so. In the process, we will not only assist them in the attainment of personal, professional, and educational goals, but also facilitate their acquisition of the cross-cultural knowledge, understanding, and skills increasingly necessary for success in an interconnected world." In light of this, please rate the overall effectiveness of the Study Abroad office staff members you interacted with:



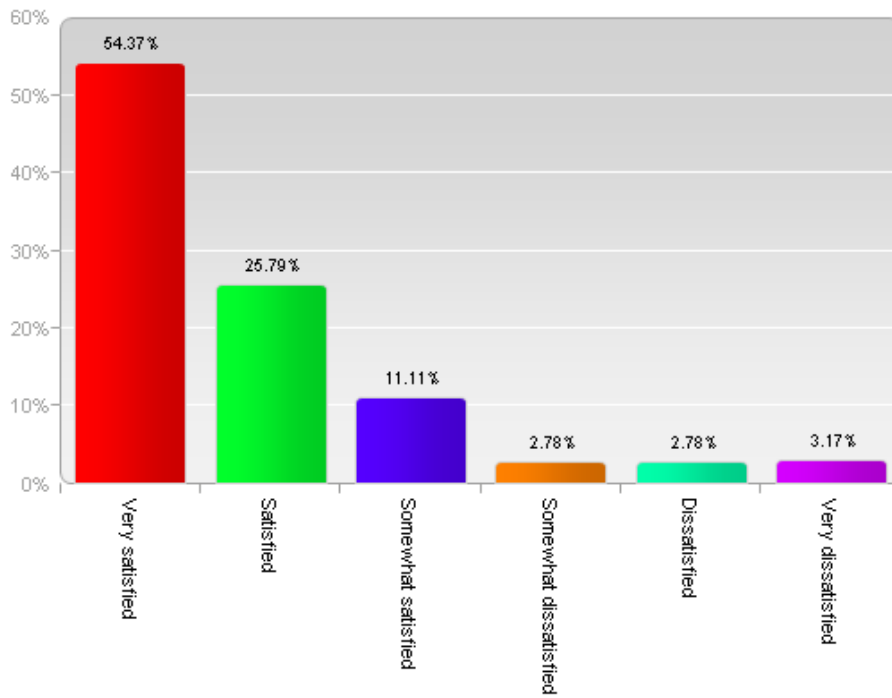
Q6. Study Abroad Program Directors are charged with assisting their students in the following areas prior to and during the program: (1) academic counseling, (2) personal assistance, (3) out-of-class activities, and (4) cultural appreciation. In light of this, please rate the overall effectiveness of your Program Director:



Q2. Where did you find information about this program and/or learn about your options? (Check all that apply)



1. Overall, how satisfied were you with the excursions and activities that were included in this program



Q15. How did the international setting of the course(s) offered on this program affect your ability to learn and apply the course material?

