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GLOBAL EDUCATION OREGON

2016-2017
Annual Report



GEO
Study Abroad

REACHING ACROSS BORDERS

At Global Education Oregon (GEO), we create pathways to international, experiential learning for students, faculty members, and university partners. Founded on the belief that international engagement is integral to developing global citizens, we . . .

- prepare students for a 21st-century workforce by creating exceptional academic and professional development opportunities abroad
- connect faculty members to cross-cultural perspectives that enhance their teaching and research
- provide institutional partners with a personalized, progressive approach to international programming and collaboration

 geo.uoregon.edu



THOMAS BOGENSCHILD

EXECUTIVE DIRECTOR
GLOBAL EDUCATION OREGON

This past year (2016-17) marks my second year as executive director of GEO. I am struck by the deep reservoir of expertise and commitment to education abroad at the University of Oregon. Our staff is experienced and well-versed in the fundamentals of international education, and effective in developing programs that are accessible, academically sound, innovative, geographically diverse, and inclusive.

UO students can choose from more than 200 international programs in virtually any major at the undergraduate level, including disciplines in the social sciences and humanities, the basic and applied sciences, and preprofessional studies. One-third of our students go abroad on short-term customized programs designed by GEO and UO faculty, typically during the summer. Students can also enroll directly in more than 40 foreign university exchange programs, or immerse themselves in a longer-term language or field study program. Research opportunities are increasingly available.

Departments throughout the university are looking to send students abroad sooner in their academic careers. This marks the second successful year of the GEO Pre-Freshman program in London; current program development projects include sophomore experiences abroad.

Statistics collected by the Institute for International Education indicate that in 2016-17 the UO continued to send nearly 25% of each graduating class abroad. We are holding steady, yet we aspire to find ways to boost that number in coming years. Nationally, we know that less than 2% of all US college students go abroad, and the reasons for low participation fall into three categories: curriculum, cost, and culture.

Student success and on-time graduation hinges on curricular integration. GEO develops close collaboration with academic departments to ensure that programs abroad satisfy major-specific and general-education credits. We worked with the new UO global health minor to make sure that our global health program in Accra, Ghana, fulfills key requirements. We have also built new field schools embedded in departments like anthropology (such as Human Osteology and Archaeology Field Studies in Kyrgyzstan) and political science (Politics in London). We're doing critical work to build programs that facilitate academic progress towards a four-year degree.

Recent data released from UO Institutional Research shows a strong, positive correlation between study abroad participation and four-year graduation rate. Looking at cohorts in 2007-12, students who participate in study abroad are more likely to complete their degree in four years than their counterparts who don't. So rather than being a detriment to graduating in four years (as some believe), a study abroad experience often contributes to academic achievement.

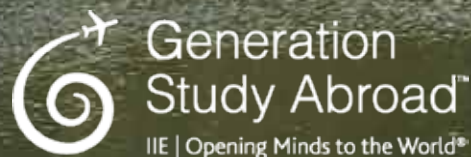
Despite this good news, the constraints of cost are real. We know that funding is key to international mobility and we continue to fund students through the Map Your Future Scholarship (a freshman planning grant), Passport Grant, Diversity Excellence Scholarship Abroad, and Ambassador Scholarship. A range of endowed funds support specialized experiences abroad, and GEO staff members guide students to apply for prestigious external awards, such as the Benjamin A. Gilman International Scholarship, Foreign Language and Area Studies Fellowship, and Fulbright Award, among others.

We also seek to encourage participation from underrepresented communities in study abroad—students of color, men, first-generation students, student-athletes, LGBTQIA+ students, and students of varying abilities. We continue to bridge the gap between traditional and nontraditional students—along with partners at PathwayOregon, the Center for Multicultural Excellence and Trio, by reaching out to students directly, and turning up the volume on their stories, letting them inspire others.

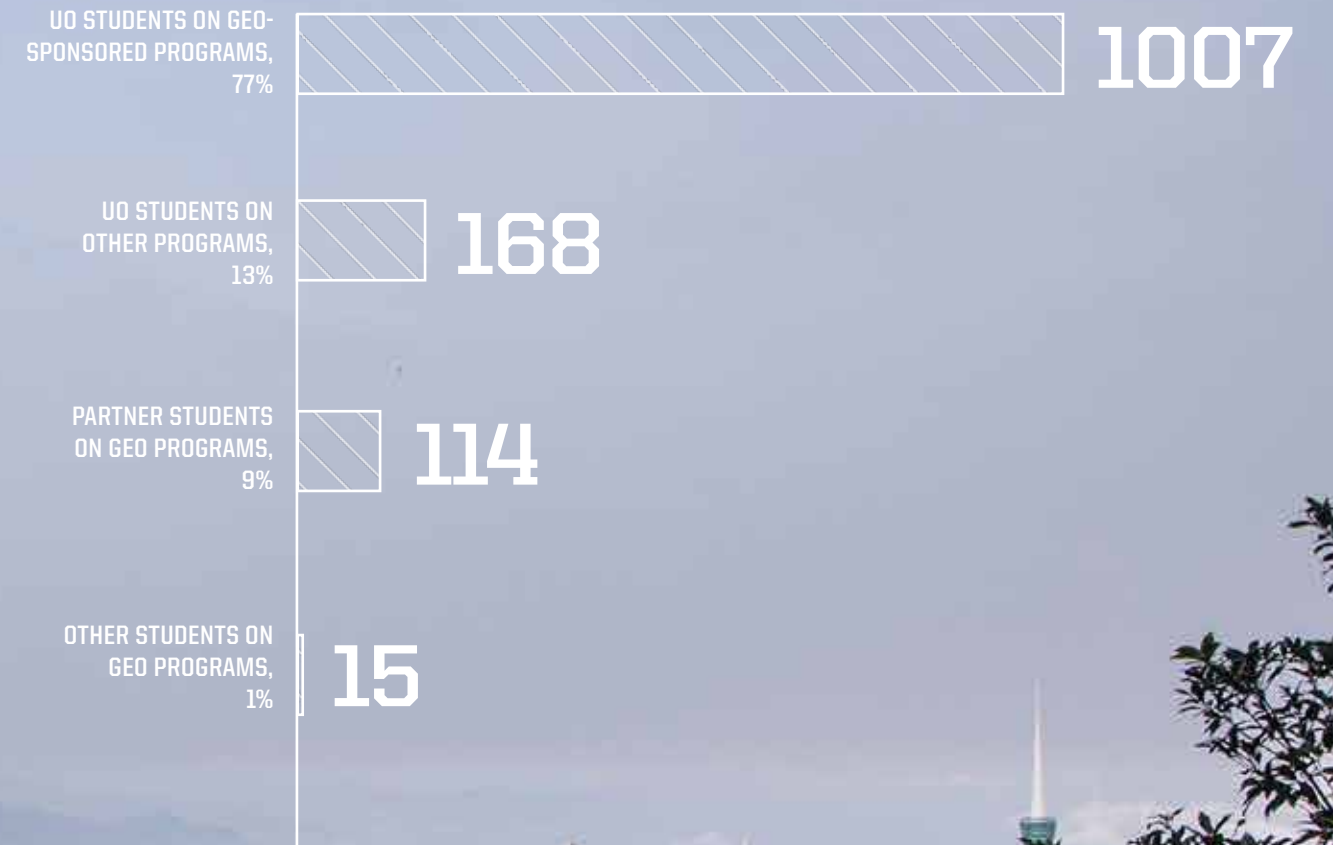
Finally, GEO not only supports UO students, but also students from our more than 30 partner institutions around the country. We play a critical role in preparing all students to succeed while abroad through orientations that help them adjust to new environments and cultures, plan financial logistics, and learn how to stay safe and minimize personal risk.

I hope this annual report provides a sense of both the short and long view, and helpful insights into why we at GEO are so passionate about international education.

With best regards,



GEO PARTICIPATION OVERVIEW



1287

TOTAL UO AND GEO PARTNER STUDENTS WHO STUDIED OR INTERNEED ABROAD

200

PROGRAMS IN 90 COUNTRIES

69%

STUDIED ABROAD DURING THE SUMMER

35%

PARTICIPATED IN FACULTY-LED PROGRAMS

17%

STUDIED ABROAD IN THE UK

6%

WERE INTERNATIONAL STUDENTS

UO PARTICIPATION BY MAJORS

TOP 5 COLLEGES*

		%**
College of Arts and Sciences	681	45
College of Business	315	21
School of Journalism	285	19
College of Design	135	9
College of Education	62	4
Other	46	3

TOP 10* UO MAJORS ABROAD BY NUMBER OF STUDENTS

		%**
Business Administration	122	8
Sports Product Management	101	7
Advertising	85	6
Public Relations	77	5
Journalism	75	5
Architecture	74	5
Psychology	66	4
Pre-Business Administration	62	4
Pre-International Studies	55	4
International Studies	52	3
All other majors	755	50

*Includes both graduates and undergraduates.

**Based on total of 1,526 participants for 2016-17. Some students accounted for multiple majors or multiple program participation in totals.

THE BENEFITS OF GOING ABROAD

GEO designs and administers programs throughout the academic year and summer for nearly 1,300 students here and around the country, enabling them to satisfy general-education, major-specific, and elective credits, and maximize cultural immersion and global engagement.

Course offerings and academic programs are rigorous and extensive, and serve a wide number of disciplines in established and emerging fields. Placements in meaningful and mutually beneficial service-learning projects and internships are also available, offering students critical intercultural competencies sought by employers in today's global economy.

UO students can feel confident knowing that their participation in a study-abroad program does not adversely affect their time to degree, since the vast majority of study-abroad alumni graduate within four years.

GEO CENTERS



As part of our commitment to offer top-notch professional services and academic programs to students and instructors throughout the US, GEO maintains an expanding network of centers throughout the world. In 2017, GEO operated center-based programs in Argentina, France, Ghana, Greece, Italy, Mexico, Spain, and the UK. These centers offer classroom facilities, small reference libraries, wireless infrastructure, faculty workspaces, and, above all, provide a springboard for cultural immersion. For example, GEO's center in Siena, located in an historic 19th century palazzo inside the city's medieval walls, allows students to participate fully in the daily rhythms of life in a Tuscan hill town.

ACCRA

The Global Health, Development, and Service Learning program in Accra is ideal for students interested in studying global health and development issues in Africa or with career aspirations in the field of community and international development, social work, or the health sector.

ANGERS

In Angers, students immerse themselves in French language, culture, and civilization while studying at the international language institute of the Université Catholique de l'Ouest (the Catholic University of the West).

ATHENS

In Greek Food and Culture in Athens, students learn from scholars as well as local food producers and purveyors who build internationally recognized sustainable food businesses that preserve and celebrate Greece's food culture.

LONDON

Journalism in London immerses students in the communications and media scene in London. Designed to take advantage of the city's global communications headquarters, excursions include visits to BBC Television and Radio and ITN News.

OVIEDO

Special Topics in Language and Culture in Oviedo offers content courses in English and several tracks of language courses such as Spanish for health-care professionals. Opportunities for service-learning are also available.

QUERÉTARO

Mexican Studies and Spanish Immersion in Querétaro offers intermediate or advanced Spanish, as well as courses in Mexican history, literature, and culture. Querétaro, a UNESCO World Heritage Site, is a beautiful colonial city that is known for its excellent universities and growing economy.

SEGOVIA

Ideal for Spanish majors and minors, Spanish Immersion in Segovia offers a wide range of content and language courses as well as service-learning and internship opportunities.

SIENA

The Wine Marketing program in Siena offers students an opportunity to explore topics such as creating value for customers, market analysis, social media marketing, and entrepreneurship through an exploration of the wine and tourism industries of Tuscany.

ROSARIO

Human Rights and Transitional Justice in Rosario is designed for students interested in transitional justice movements with an interdisciplinary perspective that includes an emphasis on law, politics, history, and culture.



GEO PARTNERS

Few other providers of study abroad can claim GEO's unique position within a large public research institution, along with its active partnerships with more than 30 colleges and universities throughout the country.

Like students and faculty members at the UO, our campus partners count on GEO for expanding, advanced programming options, faculty-engagement opportunities, and 24-7 risk management.

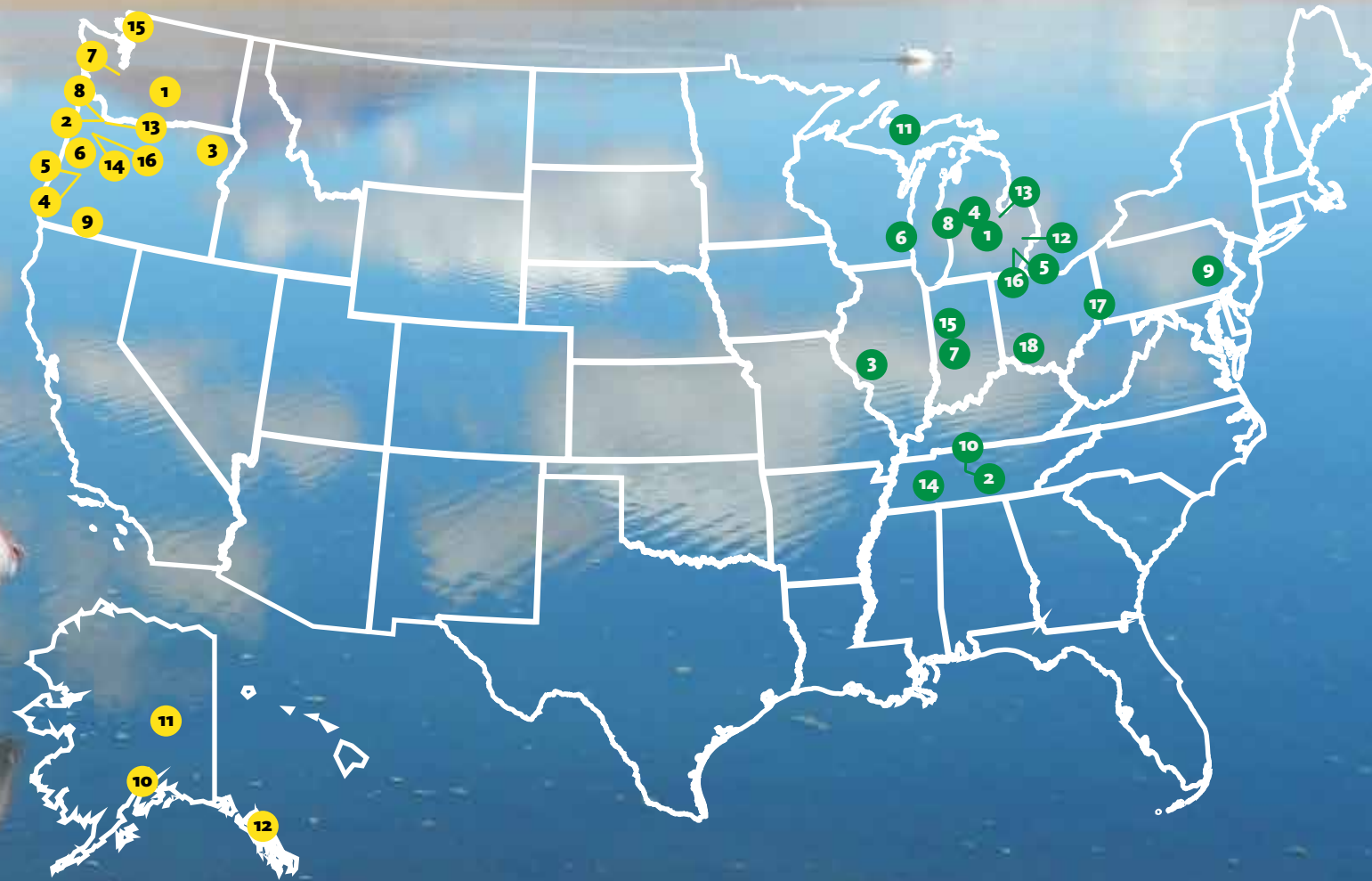
A client-focused and service-directed enterprise, GEO develops and administers high-quality academic programs customized to institutional needs and faculty interests. With every new student and institutional partner that joins with GEO, the UO gains an opportunity to enhance its reputation for excellence, both nationally and internationally.

WESTERN REGION

- | | |
|-----------------------------------|-------------------------------------|
| 1. Central Washington University | 9. Southern Oregon University |
| 2. Concordia University: Portland | 10. University of Alaska: Anchorage |
| 3. Eastern Oregon University | 11. University of Alaska: Fairbanks |
| 4. Gutenberg College | 12. University of Alaska: Southeast |
| 5. Lane Community College | 13. University of Portland |
| 6. Oregon State University | 14. Western Oregon University |
| 7. Pacific Lutheran University | 15. Western Washington University |
| 8. Portland State University | 16. Willamette University |

MIDWEST/SOUTHEAST REGIONS

- | | |
|--|-------------------------------------|
| 1. Alma College | 10. Lipscomb University |
| 2. Belmont University | 11. Northern Michigan University |
| 3. Blackburn College | 12. Oakland University |
| 4. Central Michigan University | 13. Saginaw Valley State University |
| 5. Concordia University: Ann Arbor, MI | 14. Union University |
| 6. Concordia University: Mequon, WI | 15. Wabash College |
| 7. DePauw University | 16. Washtenaw Community College |
| 8. Grand Valley State University | 17. Wheeling Jesuit University |
| 9. Lebanon Valley College | 18. Wilmington College |



FUNDING FOR STUDY AND INTERNSHIPS ABROAD

PASSPORT GRANTS

Studying in another country during a year of college can be a daunting prospect for any student. As a small step toward lowering financial barriers, GEO offers grants to cover the cost of an American passport book and first-time processing fee—extra costs that aren't in the budget of many students. The Passport Grant program conveys the idea that going abroad is a series of steps, and that obtaining a passport is simply the first of these. Along the way, GEO offers continuing guidance to give as many students as possible the opportunity to expand their global awareness.

To be eligible for this program, a UO student must be a Pell Grant recipient, first-time US passport holder, and a freshman or sophomore with a cumulative GPA of 2.25 or higher.

GEO SCHOLARSHIPS

GEO is dedicated to helping all students study abroad, and promoting the dozens of scholarship opportunities specifically designed for UO students. Two of these, the Mills Study Abroad Scholarship and the Ambassador Scholarship, are administered directly through GEO. Links to UO scholarships, as well as external resources for additional funding opportunities, may be found at geo.uoregon.edu/scholarships.

*Figures reflect the number of scholarship recipients who accepted the award and studied abroad, but do not include scholarship recipients who declined the award.

247

TOTAL NUMBER OF UO STUDENTS WHO RECEIVED A SCHOLARSHIP

77

STUDENTS WHO RECEIVED A PASSPORT GRANT IN 2016

35

STUDENTS WHO RECEIVED THE MILLS STUDY ABROAD SCHOLARSHIP

387

TOTAL NUMBER OF STUDENTS WHO RECEIVED A PASSPORT GRANT 2010-16

44

STUDENTS WHO RECEIVED THE GEO AMBASSADOR SCHOLARSHIP

2

BOREN* RECIPIENTS ENGAGED IN CRITICAL LANGUAGE STUDY

6

FULBRIGHT*

UO RANKED 5TH NATIONALLY IN GILMAN RECIPIENTS IN SUMMER 2016.*

15

GILMAN*

UO RANKED 20TH NATIONALLY IN GILMAN RECIPIENTS IN 2016-17.*



CAMERON LEWIS

MAJOR: Advertising
Studied on the Journalism in London program
GEO Ambassador Scholarship Recipient

From the moment that I met Cam, he struck me as a student actively questioning his place in the world, and thinking deeply about his role in effecting change. We met shortly after his return from GEO's summer journalism in London program. At our first meeting, he was sitting in a sea of some 75 students in a lecture hall; I was there to train the University of Oregon's campus ambassadors how to speak to prospective students and parents about the benefits of study abroad. I had been talking for about 10 minutes with what I hoped was genuine passion, when Cam's hand shot up. In the most respectful way possible he said, "Everything you're saying is great, but last summer I was sitting in a classroom in London. Looking around me, all I saw were white females. As a black man, I'd like to know what GEO is doing to diversify study abroad." His question, of course, was spot-on and merited a comprehensive answer.

I shared the ways GEO was working to diversify education abroad, including our

- annual panel discussion *Living Abroad in Your Skin*, a student-led event that examines international experience through the lens of identity
- campaign to feature more diverse students—and their stories—on our website, thereby inspiring others to follow in their footsteps
- collaboration with student and campus groups, from the Multicultural Center for Academic Excellence to Trio and PathwayOregon
- new approaches to training faculty members to support diversity and inclusion in their international curriculum
- staff trainings on implicit bias and working with Dreamers
- work being done across GEO to improve mental health advocacy
- development of indigenous exchange opportunities and programs focused on heritage
- new funding initiatives to support underrepresented students in education abroad

After the training, I approached Cam and asked if we could continue the conversation. We agreed to work together closely in the coming school year. Cam and I are now allies in our shared commitment to diversity and inclusion. As the author of a compelling digital story about his international experience, Cam received a GEO Ambassador Grant to present his work with me at the 2018 Diversity Abroad Conference, "Turn Up the Volume: Digital Storytelling of Underrepresented Students in Education Abroad." While there, he also participated in the Global Student Leadership Summit, that connected him with other students from around the country similarly focused on equity, access, and inclusion in education abroad. Cam is already a leader on the UO campus and will undoubtedly remain so in the years to come.

Lisa Calevi
GEO Assistant Director, Institutional Relations

THE STUDENT EXPERIENCE



AMANDA DI GRAZIA

MAJOR S: Sociology and Philosophy
Studied on the SIT Nepal: Tibetan and Himalayan Peoples program

Most people who study abroad come back with the difficult task of trying to transcribe this incredible experience into words. I too fall under that category—on a daily basis I grapple with the fact that I even went at all, that's how fast my time abroad went. The decision to leave for four months to a country most of my friends hadn't even heard of was one of great indecision actually. I wasn't sure I wanted to leave until probably two or so weeks into my program itself. However, my father's background with Tibetan culture and Buddhism was the first reason I wanted to travel to Nepal. Second and most important, I was encouraged nonstop by my mother, who knew how enriching this experience would be for me. Her ability to push me off the cliffs I climb up is something I will always thank her for.

Once I had arrived in Nepal, the culture shock was intense. I was incredibly uncomfortable in a culture so different from my own; adjusting took some serious time and effort. But as I learned along the way, being comfortable in uncomfortable situations is what makes studying abroad such a rewarding experience. They say that when you go through challenging times, that is when you grow the most, and I couldn't agree more. During my program I stayed with a Tibetan family, allowing me to truly immerse myself in a new culture, something you don't normally get to do when traveling. A highlight of my trip would be the 19-day trek we made through the Himalayas where we walked to five different villages making our way back to base camp. We stayed with families along the way and saw what it was like to live in one of the most isolated regions of the world. I knew right then and there that this would be one of the most unique and life-changing experiences I would ever have. All of the skills and lessons I learned while struggling to find my place in a new country is something I will carry with me and utilize for the rest of my life.

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