

The University of Texas System Report on Global Initiatives at UT System Institutions

Executive Summary

Background. To expand the global reach and impact for students, faculty, and institutions, the 2006 -2015 Strategic Plan of the UT System laid the groundwork for a global initiative.

In July of 2007, the campuses were surveyed for the first time about the nature and scope of their global initiatives. The primary purposes of the Global Initiatives Survey were to enable the System to understand its “global footprint” and to identify areas in which the System could assist the campuses in enhancing and expanding their global activities.

The results of the survey provide a base of consistent, comprehensive information, to help in identifying strategic gaps to be filled, evaluating prospects for expansion, and recognizing opportunities to leverage resources.

UT System's Global Footprint. All fifteen campuses in the UT System are engaged in international activities. The major areas of global involvement across the campuses include study and work abroad opportunities for students; research, teaching, technical assistance, and clinical services opportunities abroad for faculty; and recruitment and hosting of international students and visitors on campus.

- The campuses presently offer more than 1,000 study-abroad programs to their students.
- In AY 2006-07, nearly 3,800 students at UT institutions participated in study-abroad programs.
- Campus-led programs are the most popular type of study-abroad experience across System institutions in terms of number of participants, but there are significantly fewer of these programs across the System than of the other types of study-abroad programs.
- Western Europe and North/Central America (mainly, Mexico) were the top geographic regions for study abroad.
- Although a majority of campuses have begun to offer internship and work abroad opportunities, such programs are still limited in number, with just over twenty-five of these programs available to students throughout the System.
- Faculty at more campuses are engaged in individual teaching abroad than in any other type of activity.
- Faculty at four of six health campuses are engaged in the provision of clinical services abroad.
- The international activities of the faculty were most heavily concentrated in Western Europe and North/Central America.
- Thirteen of the fifteen campuses engage in formal activities to recruit international students.
- Mexico is the most heavily targeted country for the recruitment of international students across the System, followed by other parts of Latin America and Asia.

Top Priorities for Expansion. As the campuses seek to become more globally oriented, they have begun to set goals for the expansion of their international activities.

- More than half of the academic and health campuses have set targets for the expansion of their global activities, ranging from quantifiable objectives (e.g., increasing student numbers abroad) to developing further activities in specific geographic regions (e.g., Asia and the Middle East).
- The academic campuses' top geographic priorities for the expansion of study-abroad opportunities were Europe and South America; the health campuses' top geographic priorities for the expansion of study-abroad opportunities were North/Central America and South America.
- Faculty exchanges and research partnerships are top priorities for the expansion of faculty global activities. Latin America (largely Mexico) followed by Asia (China and India, specifically) were the geographic areas of greatest interest for additional faculty global activity.

Top Priorities for System Assistance. In order to achieve these goals, the campuses have identified impediments and key areas where the System can provide assistance.

- The campuses most frequently cited the need for additional funding as the main obstacle to expanding their global activities; other significant impediments included the lack of availability of certain foreign language courses on the home campus and difficulties with integrating courses taught at foreign institutions with the home curriculum.
- The campuses cited assistance with the identification of resources as the chief way in which the UT System could aid them with the expansion of their global initiatives.
- Another top priority for System assistance is the development of a web-based clearinghouse of international programs available across the System.
- A third priority is identifying prospects and negotiating alliances.
- The top three priorities for System assistance by type of activity were the development of academic programs, the development of study-abroad and student exchange programs, and the expansion of research initiatives.
- Regardless of the specific focus of the activity (i.e., study abroad, faculty research, etc.), the campuses' top priorities for System assistance by geographic region were Mexico, Europe, and Asia.

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I. Introduction

To expand the global reach and impact for students, faculty, and institutions, the 2006 - 2015 Strategic Plan of the UT System laid the groundwork for a global initiative.

In July of 2007, the campuses were surveyed for the first time about the nature and scope of their global initiatives. The primary purposes of the Global Initiatives Survey were to enable the System to understand its "global footprint" and to identify areas in which the System could assist the campuses in enhancing and expanding their global activities. Without current, comprehensive information on these activities System wide, it is not possible to add value to individual campus efforts in a systematic and strategic way.

The results of the survey reported here provide a base of consistent, comprehensive information, to help in identifying strategic gaps to be filled, evaluating prospects for expansion, and recognizing opportunities to leverage resources.

II. Major Global Activities of the Campuses

UT System campuses are engaged in a panoply of global activities and initiatives, ranging from the development of joint degree programs with partner universities overseas to the inclusion of a global perspective in their on-campus curricula. The major areas of global involvement across the campuses include:

- Study and work abroad opportunities for students;
- Research, teaching, technical assistance, and clinical services opportunities abroad for faculty; and
- Recruitment and hosting of international students and visitors on campus.

Student Participation in Programs Abroad

The campuses presently offer more than 1,000 different study-abroad programs to their students. In AY 2006-07, nearly 3,800 students at UT System institutions participated in such programs. In general, study-abroad programs fall into three main types: affiliated programs, reciprocal exchange programs, and campus-led programs.

Campus-led programs are headed by a faculty member from the home campus who escorts a group of students from the home campus to a location abroad for the purpose of teaching a course that takes special advantage of the local resources present in the foreign setting.

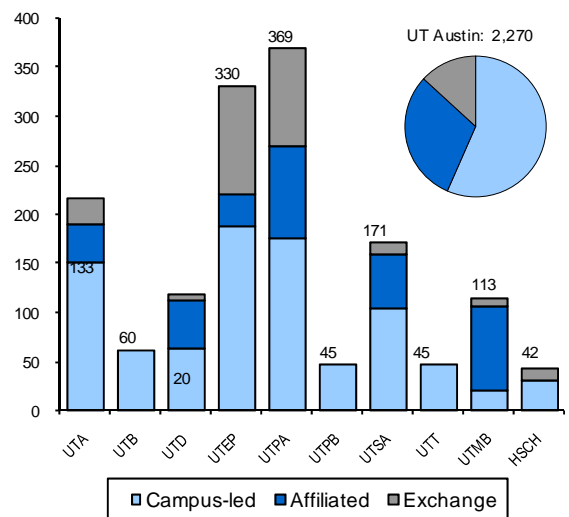
Affiliated programs are designed and administered by third parties, typically nonprofit study-abroad organizations based in the U.S., and developed specifically for American students. Campuses evaluate and approve the programs (based on academic quality and other factors), which facilitates the awarding of academic credit when a student completes the program.

Reciprocal exchange programs allow for a student at a UT System institution to trade places with a student at a partner university overseas, while still earning academic credit toward the degree.

Number of Students Participating in Study-Abroad Programs, 2006-07

	Campus-led	Affiliated	Exchange	Total
UTA	151	38	26	215
UTB	60	0	0	60
UTD	62	49	6	117
UTEP	186	34	110	330
UTPA	174	95	100	369
UTPB	45	0	0	45
UTSA	104	55	12	171
UTT	45	0	0	45
UTMB	20	85	8	113
HSCH	30	0	12	42
UTHSCSA	0	0	0	0
UTMDA	0	0	0	0
UTHCT	0	0	0	0
UTSWMC	0	0	0	0
Austin	1,285	690	295	2,270
Total	2,162	1,046	569	3,777

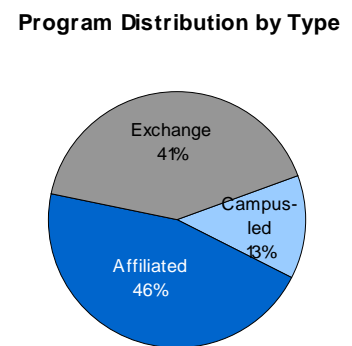
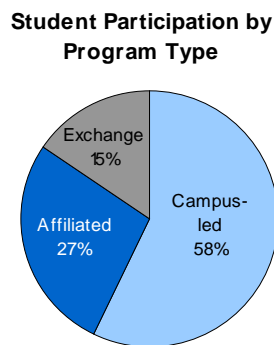
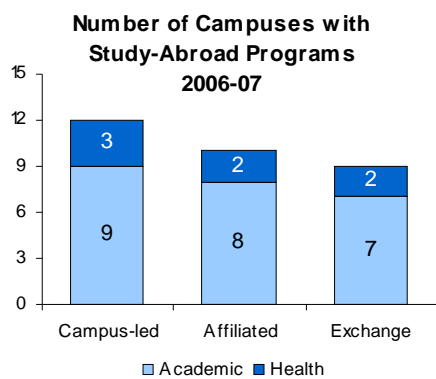
Number of Students Participating in Study-Abroad Programs: 3,777



Campus-led programs are the most popular type of study-abroad experience across System institutions in terms of number participants, followed by affiliated programs and then reciprocal exchange programs. More than 2,000 students at UT System institutions participated in campus-led study-abroad programs compared with fewer than 1,000 in affiliated programs and roughly 550 in exchange programs.

All nine academic institutions and three of the six health institutions offered campus-led study-abroad programs to their students. Affiliated and exchange options were available at slightly fewer campuses.

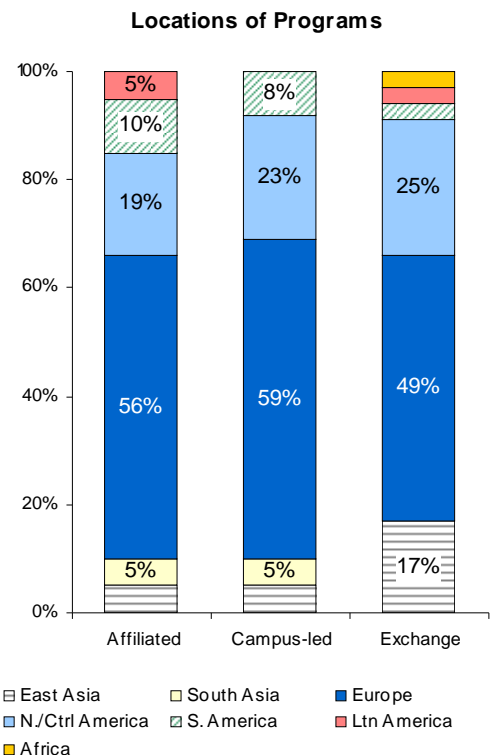
While campus-led programs attracted the greatest number of participants and were offered by the greatest number of campuses, there are significantly fewer of these programs across the System than of the other two main types of study-abroad programs: UT System campuses presently offer roughly 140 campus-led programs, compared with nearly 450 exchanges, and almost 500 affiliated options.



Overall, Western Europe and North and Central America (mainly, Mexico) were the top destinations by geographic region regardless of program type. However, Asia hosts more than twenty percent of the programs offered by health campuses.

Internships. Preparing students for globally-oriented careers is increasingly important. At the present time, seven of the nine academic campuses and four of the six health campuses offer internship or other programs abroad to help prepare students and help industry recruit graduates for globally-oriented employment opportunities. Moreover, the same number of campuses have embedded a global perspective in their co-curricular programs and activities more generally, which include Model United Nations programs, service learning programs, international business clubs and programs, and international ambassador programs.

Although the majority of campuses have begun to offer internship and work abroad opportunities, such programs are still limited in number across the System. Currently, just over 25 of these programs exist at all System institutions.



Faculty Participation in Global Activities

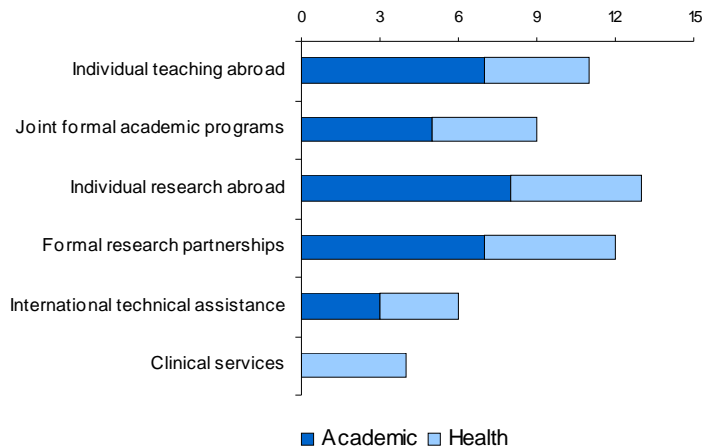
Faculty across the campuses are engaged in an array of international activities from individual teaching abroad to formal research partnerships with foreign institutions to the provision of clinical services to underserved populations overseas.

Faculty at more campuses are engaged in individual research and teaching abroad than in formal research partnerships or joint formal academic programs. In addition to research and teaching activities, faculty at the majority of the health campuses (four of the six) are engaged in the provision of clinical services abroad.

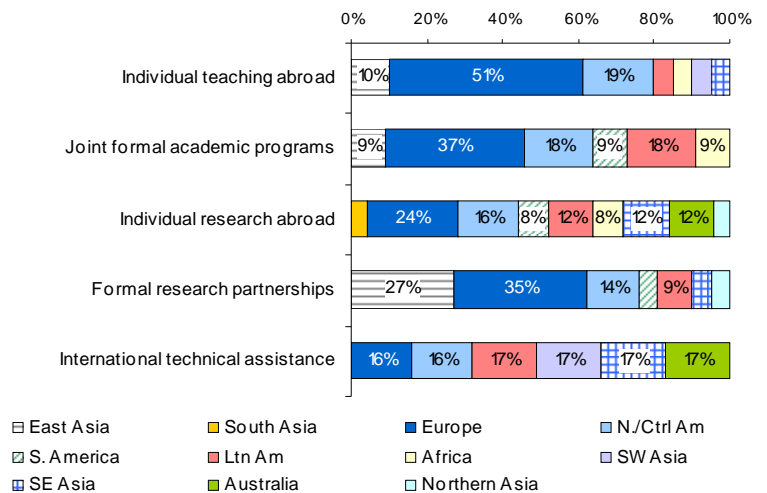
The geographic locations of the global activities of the faculty are even more diverse than the types of activities themselves. Overall, the international activities of the faculty were most heavily concentrated in Western Europe and North and Central America.

The global engagement of faculty is rich and varied, but can be difficult to track and measure. Currently, five of the fifteen UT System institutions maintain databases cataloging the global activities of their faculty, two of the academic campuses and three of the health campuses.

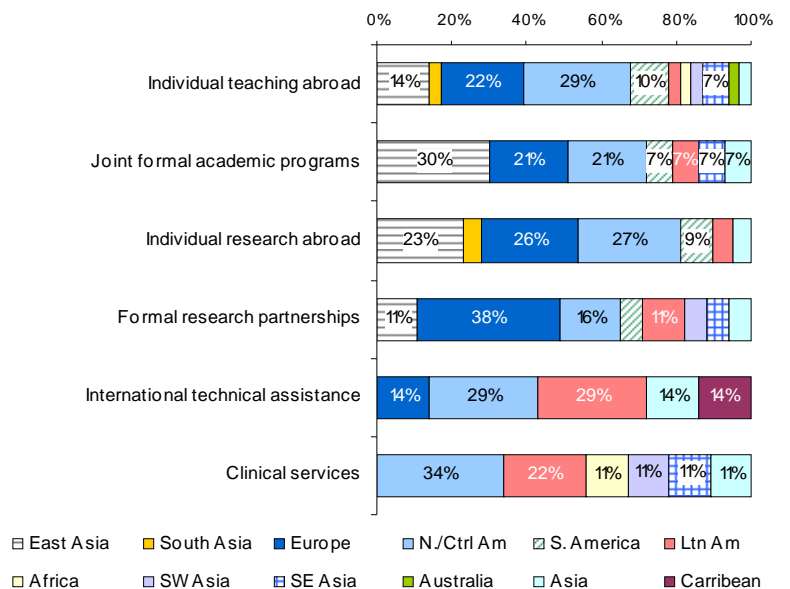
Number of Campuses Engaged in Faculty Activity, 2006-07



Locations of Faculty Activity - Academic Institutions



Locations of Faculty Activity - Health Institutions



Recruitment and Hosting of International Students and Visitors

As the campuses have sought to cultivate opportunities abroad for students and faculty, they likewise have made efforts to enhance the exposure of those who remain on campus to different attitudes and perspectives through the recruitment of international students and the hosting of international visitors.

Thirteen of the fifteen campuses engage in formal activities to recruit international students. The two most common methods of international student recruitment across the System are participation in international recruitment fairs and regular faculty visits to targeted overseas institutions.

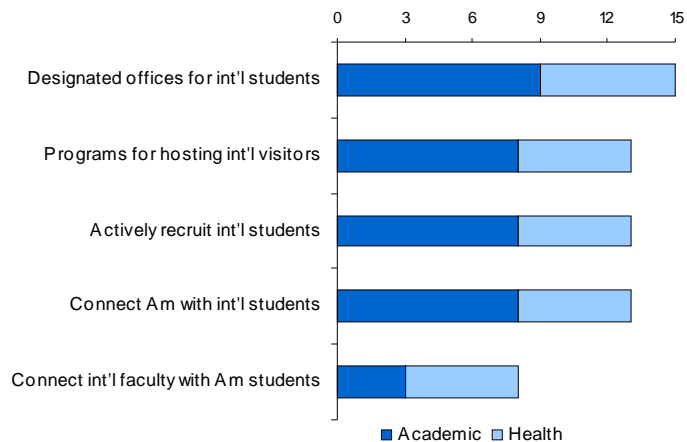
Those campuses that engage formal recruitment activities tend to focus their efforts on certain countries or geographic regions, as well as target certain academic disciplines. Mexico is the most heavily targeted country for the recruitment of international students, with six of

the campuses focusing efforts there; five campuses focus on other parts of Latin America, and four campuses actively recruit international students in Asia. In terms of academic disciplines, the sciences, including the medical sciences, are the most heavily targeted, followed by engineering and business.

Once on campus, System institutions host and support their international students and visitors through a variety of programs. All fifteen campuses have designated offices for international students, and thirteen of the fifteen campuses have established programs for hosting international visitors and delegations.

In addition, eight of the nine academic campuses and five of the six health campuses have established programs to connect American and international students on campus. And, five of the six health campuses also have such programs to connect international faculty with American students.

Number of Campuses Engaged in Activities Related to International Students and Visitors, 2006-07



III. Campus Support for Global Activities

The campuses have put in place various policies and structures to support and enhance their existing global activities. In addition, several campuses have allocated specific financial resources to help maintain and strengthen their global activities, including dedicated scholarship funds for students who seek to study abroad.

Policies and Structures

The majority of academic campuses reported that they had easily accessible policies governing study and work abroad, as well as international student and scholar issues:

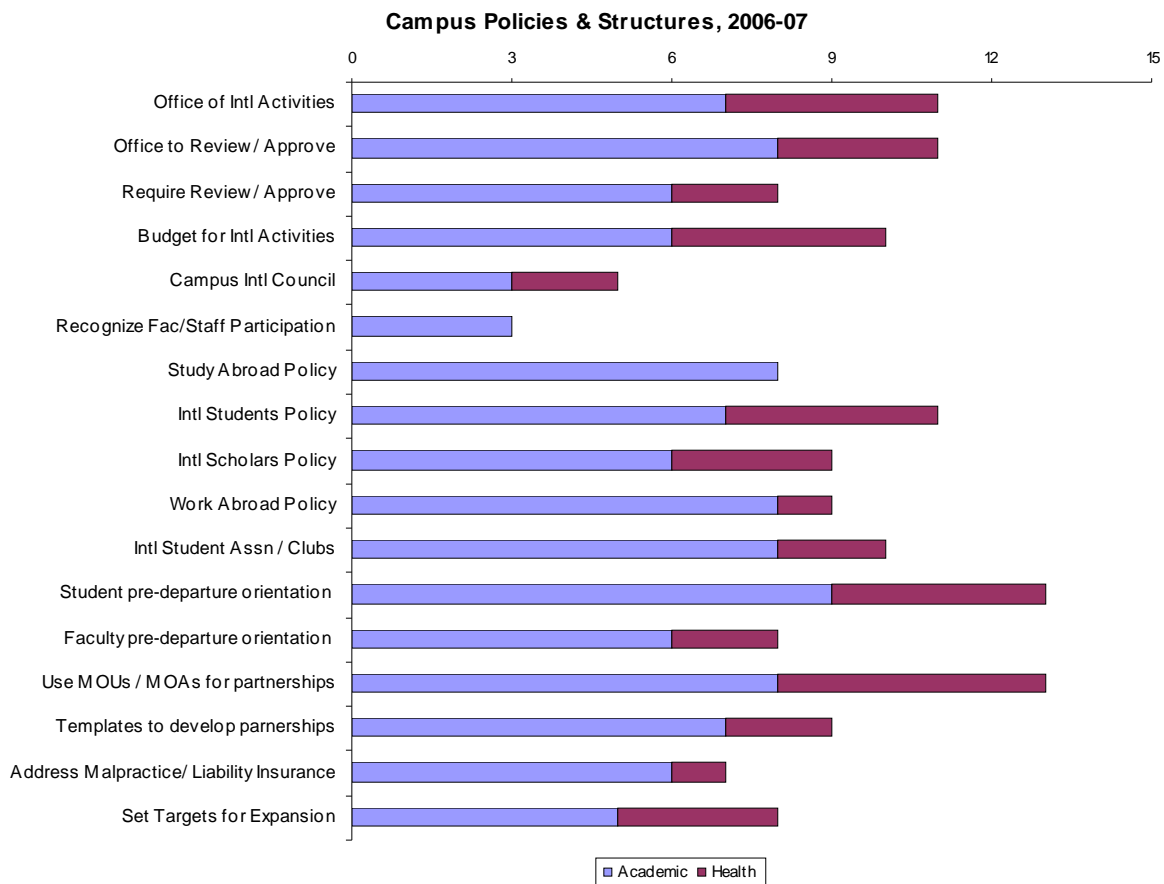
- Eight of the nine academic campuses reported having easily accessible policies on study abroad in general.
- Eight of the academic campuses also reported having easily accessible policies on eligibility requirements for work/study abroad.
- Seven academic campuses reported having easily accessible policies regarding international students.
- Six academic campuses reported having easily accessible forms for international scholars.

Such policies are less prevalent at the health campuses:

- None of the health campuses reported having easily accessible policies on study abroad in general.
- One of the six health campuses reported having easily accessible policies on eligibility requirements for work/study abroad.
- Four of the health campuses reported having easily accessible policies regarding international students.
- Three of the health campuses reported having easily accessible forms for international scholars.

Eight of the academic campuses and three of the health campuses have designated offices to review and approve international activities, but the office with the authority to review and approve a given international activity varies by the nature of the activity. Offices of international students and programs on the campuses typically provide oversight on immigration matters; provosts' offices tend to review and approve academic and research activities, though the offices of international students and programs at the campuses are sometimes involved or consulted in this area as well.

Three institutions recognize faculty participation in international activities.



Funding

Six of the nine academic campuses and four of the six health campuses have a designated budget of some kind for international activities in general. The funding sources of these budgets are heterogeneous, ranging from endowments from donors to grants to student fees.

Seven of the nine academic campuses and two of the six health campuses have some dedicated scholarship funding in place for study abroad specifically. The amounts awarded per student receiving funding range from nearly \$1,900 (UT Health Science Center at Houston) to \$380 (UT Tyler). For four of the seven academic campuses with such dedicated scholarship funding for study abroad the average amount awarded per student is more than \$1,400

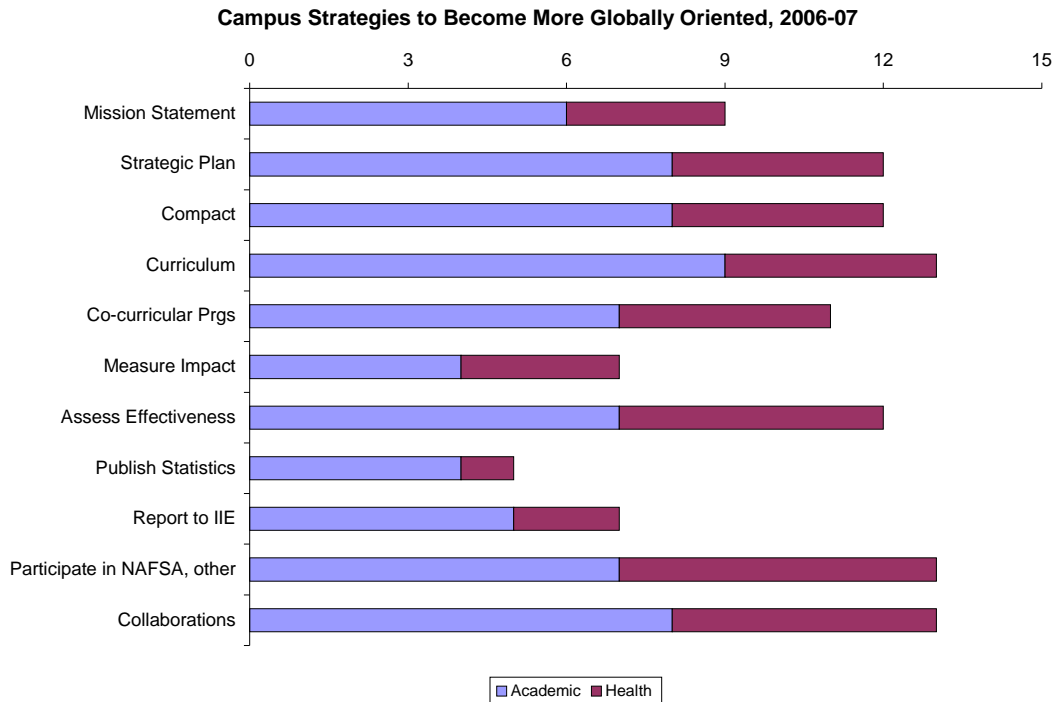
IV. Campus Strategies to Become More Globally Oriented

The campuses have taken a variety of strategic steps as they seek to become more globally oriented. Six of the nine academic campuses and three of the six health campuses have incorporated globalizing or internationalizing themes or language into their mission statements. Likewise, eight of the nine academic campuses and four of the six health campuses have incorporated globalizing or internationalizing themes or language into their strategic plans.

All nine of the academic campuses and four of the six health campuses now include a global perspective in their on-campus curricula in some way. The campuses have approached this in a variety of ways: UT Permian Basin, for example, has adopted this as a learning objective of its general education program. Similarly, UT Austin has added a global course to its core curriculum. At the health campuses, both UTMB and UTHSC-Houston have global health tracks or concentrations in certain programs, and other health campuses offer elective courses related to global health.

Funding for Dedicated Study Abroad Scholarships

	Total \$	# Students Receiving	Avg. \$ per Student
UTA	\$90,600	106	\$855
Austin	\$499,500	341	\$1,465
UTB	\$22,034	30	\$734
UTD	\$61,174	37	\$1,653
UTEP	\$284,700	163	\$1,747
UTPA	\$98,458	59	\$1,669
UTPB	NA	NA	NA
UTSA	NA	NA	NA
UTT	\$17,337	45	\$385
UTSWMC	NA	NA	NA
UTMB	\$16,500	23	\$717
UTHSCH	\$16,900	9	\$1,878
UTHSCSA	NA	NA	NA
UTMDA	NA	NA	NA
UTHCT	NA	NA	NA
Total	\$1,107,203	813	\$1,362



Assessing Outcomes of International Experience. Four of the nine academic campuses and three of the six health campuses measure the impact of their international programs and activities in some way. However, among the campuses that do measure the impact of these programs and activities, most often such efforts are not comprehensive in scope. Rather, they are confined to individual programs or courses, with the impact typically assessed through student and faculty evaluations.

With respect to study abroad specifically, seven of the nine academic campuses and five of the six health campuses assess the effectiveness of their programs. The principal tool for such assessment across the campuses is student evaluations. Four campuses utilize faculty appraisals of some type in assessing the effectiveness of their study-abroad programs, and only UT Austin currently employs site visits in assessing the effectiveness of its programs.

V. Campus Priorities for Expansion of Global Activities

Key Targets for Expansion of Global Activities

Five of the nine academic campuses and three of the six health campuses have set targets for expansion of their global activities. Some of these targets focus on quantifiable objectives; others focus on expanding activities in specific geographic regions or developing further certain types of activities.

Below is sampling of the targets the campuses have set for the expansion of their global activities.

UT Arlington aims to maintain and enhance its study abroad programs, its international student recruitment efforts, and its programs dedicated to hosting international students on campus.

UT Dallas plans to increase campus-led study-abroad programs, increase the number of students participating in international educational programs from 126 to 300 within the next three years, and it plans to offer new, customized programs with UTD faculty in Asia, Europe, and Mexico next year.

UT El Paso seeks to expand programming especially relevant to preparing students to live in a global environment (e.g., course offerings in the foreign languages and coursework relevant to international relations and security and intelligence); to increase the number of international Ph.D. and MSN students on campus; to have at least 5% of its graduates participate in some international activity during their academic careers; to host teachers from Mexico for study and research opportunities at UTEP and facilitate reciprocal opportunities in Mexico for American teachers; to expand its faculty exchanges; to

develop further its Asian Studies program; and to execute formal affiliation agreements in London and Chile.

UT Pan American seeks to increase international awareness on campus through the continued internationalization of the on-campus curriculum, and by increasing international networking opportunities through such programs as International Week, Pan American Days, the Fulbright Lecture Series, the International Speakers Series, and the Teaching Abroad Recognition Ceremony.

UT Tyler aims to expand international opportunities available to its students, and increase participation in its international programs by fifteen percent.

UT Medical Branch at Galveston aims to expand training in global health and underserved population, increase awareness and involvement, increase student interest in primary care, preventive & community medicine, and public and population health, and training to improve health care outcomes and decrease health disparities

UT Health Science Center-Houston plans for each of its six deans to identify two to three international programs for their respective schools in order to focus on sustaining existing relationships, creating new productive relationships, and hosting delegations from other nations that may be interested in future collaborations.

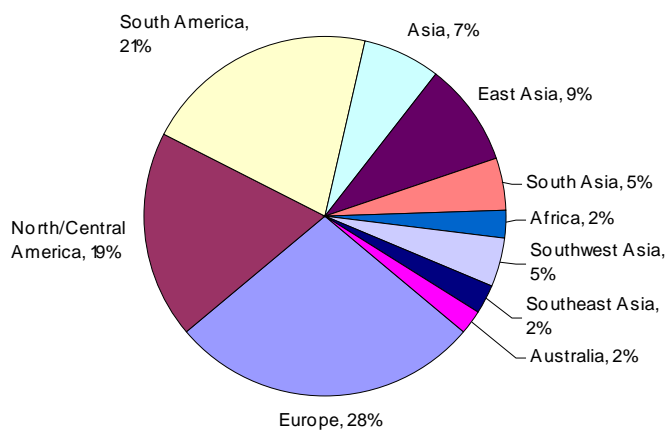
UT M. D. Anderson Cancer Center has set goals in the areas of research and clinical care and seeks to expand its international activities in Germany, Taiwan, Hong Kong, the Middle East, and Latin America.

Expansion of Study-Abroad Opportunities

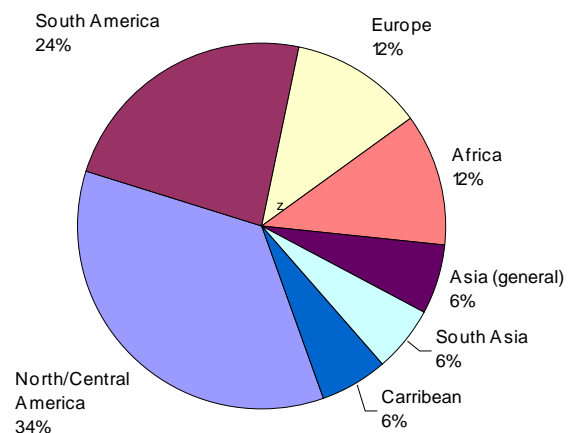
Program Type. With respect to the expansion of their study-abroad offerings specifically, the campuses identified a wide range of programs and areas of academic focus as priorities. Top priorities cited by the academic campuses included expansion of internship programs, joint degree programs, customized programs designed and implemented in collaboration with third-party affiliates, exchange programs, programs focusing on Arabic language, and programs focused on the sciences, engineering, and public health.

Geographic Focus. In terms of geographic priorities for study abroad, the academic institutions identified Europe and South America as their top two regions for the expansion of offerings.

Top Priorities, Academic Institutions



Top Priorities, Health Institutions



The health campuses identified the expansion of clinical exchange programs, research exchange programs, and programs related to public health and health care delivery systems as their top study-abroad priorities.

By geographic region, health institutions reported North/Central America as their top priority for additional study-abroad programs, expressing a strong interest for more programs in Mexico specifically.

Expansion of Faculty Global Activities

Faculty exchanges and research partnerships are top priorities for the expansion of faculty global activities. Latin America (largely Mexico), followed Asia (China and India, specifically), and Europe were reported by the campuses as the regions of greatest interest for additional faculty global activity.

VI. Identified Obstacles to the Expansion of Global Activities

Significant Obstacles to Expansion

The campuses most frequently cited the need for additional funding as the main obstacle to expanding their global activities. Six academic campuses indicated that funding considerations stood in the way of the expansion of their global activities, as did four of the health campuses.

Some campuses focused on the need for additional scholarship funding for students; others focused on the need for greater funding for faculty research and travel; and still others focused on the need for additional assistance with identifying possible sources of external funding, such as grant funding and foundation support.

In addition to funding, the campuses also identified staffing needs as an obstacle to expanding their global activities with some frequency. Two campuses, for example, articulated a need for a central administrator to coordinate, focus, and track their global initiatives, while others focused on the need for more staff to advise students and faculty about opportunities and immigration issues.

Study Abroad

Just as the campuses most frequently cited lack of funding as the main obstacle to expanding their global activities generally, they likewise cited funding issues most frequently as an impediment to pursuing their study-abroad priorities specifically. Eleven campuses indicated that lack of funding was an impediment to pursuing the study-abroad priorities they had identified.

Four of the campuses identified constraints related to foreign language training (i.e., the lack of availability of certain foreign language courses on the home campus) as an impediment to pursuing their study-abroad priorities. And, four campuses also identified curricular constraints (e.g., difficulties with integrating study-abroad courses with the home curriculum) as an impediment to pursuing their study-abroad priorities.

In addition, three campuses cited visa issues and lack of faculty and staff time as impediments to achieving their study-abroad objectives.

Two campuses identified issues related to professional licensure and malpractice insurance as impediments to achieving their study-abroad objectives

Recruitment and Hosting of International Students and Visitors

All six health campuses and four of the nine academic campuses reported that issues related to immigration regulations inhibited their ability to recruit and host international students and visitors. Processing delays (both general delays and delays related to security clearances) were cited most frequently, followed by concerns over rising processing fees. The campuses were challenged by issues relating to processing delays in particular, because such delays can affect the start date or duration of stay, causing scheduling difficulties.

In addition, two of the campuses, UT El Paso and UT Pan Am, noted certain immigration issues unique to border campuses that serve populations of international commuter students.

VII. Priorities for UT System Assistance

Key Priorities

The campuses cited assistance with the identification of resources (e.g., for study-abroad fellowships and program expansion) as the chief way in which the UT System could aid them with their global initiatives. Seven of the nine academic campuses and four of the six health campuses indicated that this was their top priority for System assistance.

The high priority given to assistance with the identification of resources is consistent with the impediments to expansion of global activities cited by the campuses: The campuses reported that lack of funding was the main obstacle to expanding their global activities in general and to pursuing their study-abroad priorities in specific.

The academic campuses identified the development of a web-based clearinghouse of international programs available across the System as their second highest priority for assistance; the health campuses cited help with identifying prospects and negotiating alliances as their second highest priority.

The top three priorities for System assistance across all campuses were:

1. Resource identification
2. Maintain web-based clearinghouse of international programs available across the System
3. Help identify prospects and negotiate alliances

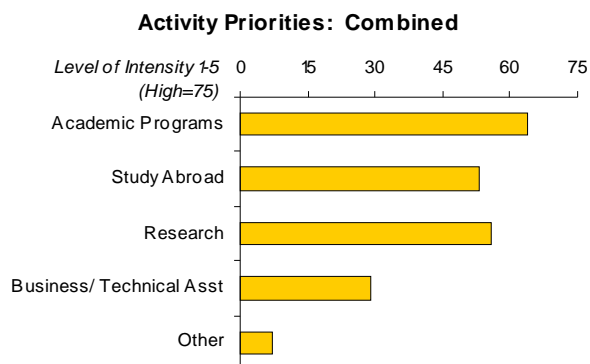
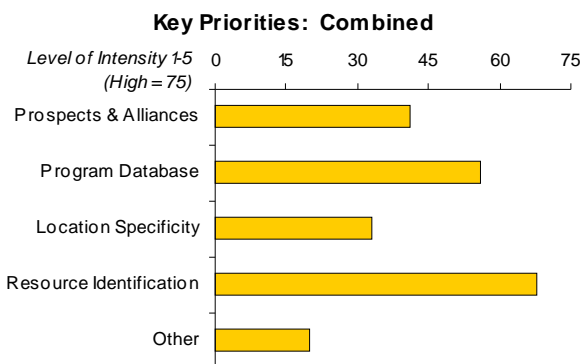
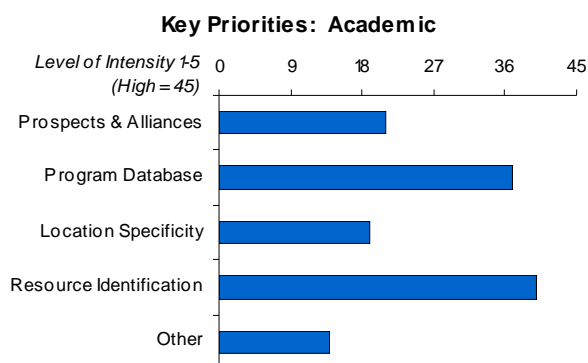
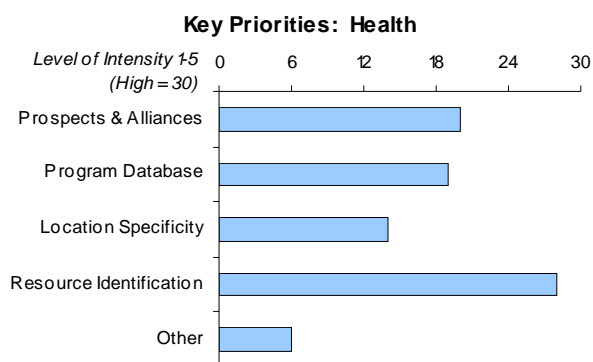
The campuses also identified the following ways in which the UT System could support their global activities:

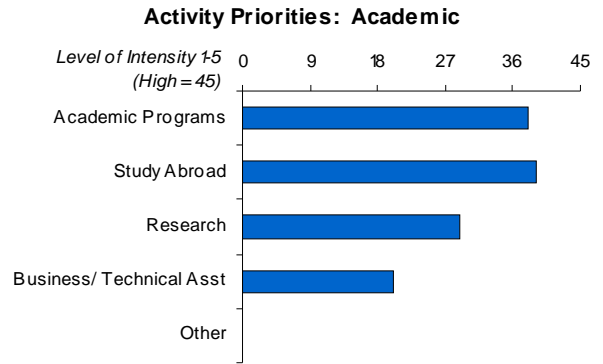
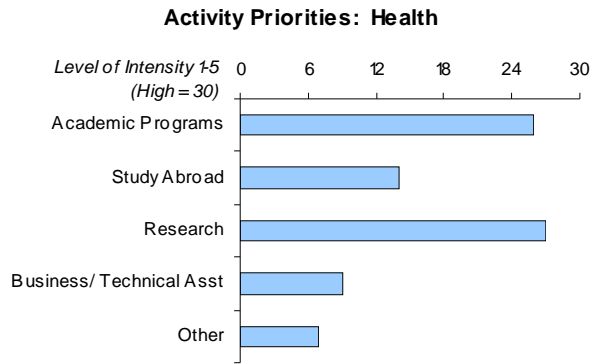
- Assistance with legal issues, including guidance on agreements and immigration issues.
- Assistance in making international programs offered at one UT campus available to students at other UT campuses.
- Guidance in selecting appropriate affiliated study-abroad programs.
- Increased financial support for doctoral and postdoctoral international students.

Assistance by Type of Activity

The campuses ranked their top priorities for assistance by type of activity as follows:

1. Development of academic programs
2. Development of study-abroad and student exchange programs
3. Research initiatives
4. Business/technical assistance



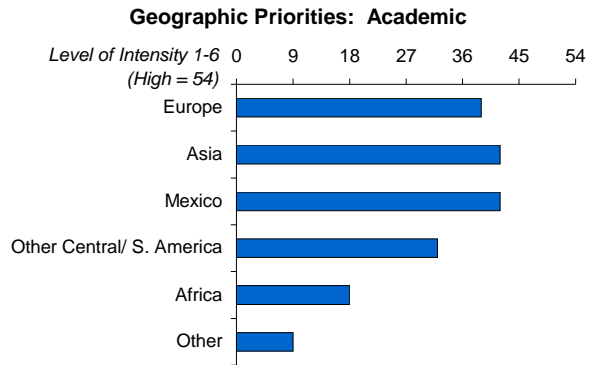
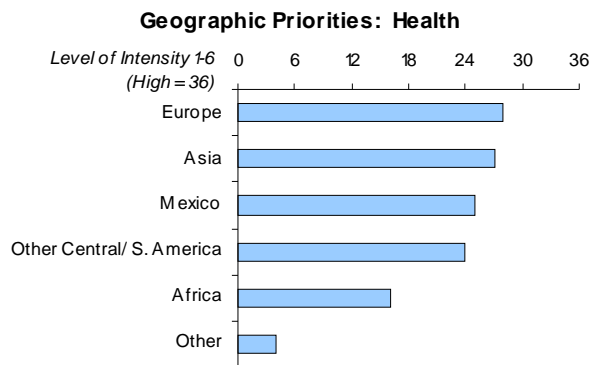
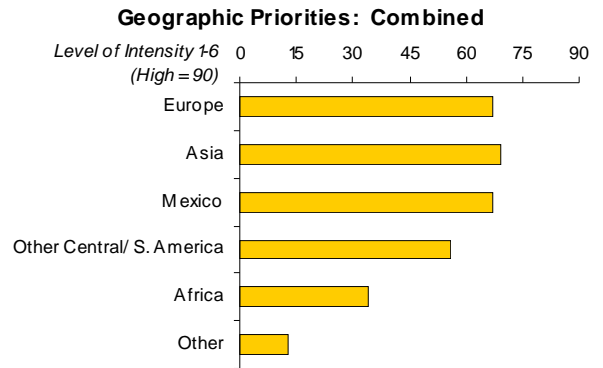


Assistance by Geographic Region

Regardless of the specific focus of the activity (i.e., study abroad, faculty research, etc.), the campuses ranked their overall priorities for System assistance by geographic region as follows:

1. Mexico
2. Europe
3. Asia
4. Other Central/South America
5. Africa

The campuses also specifically identified Canada and the Middle East as areas in which the UT System could support their global activities.



VIII. Conclusion

All fifteen campuses in the UT System are engaged in international activities.

- The campuses presently offer more than 1,000 study-abroad programs to their students.
- In AY 2006-07, nearly 3,800 students at UT institutions participated in study-abroad programs.
- Campus-led programs are the most popular type of study-abroad experience across System institutions in terms of number of participants, but there are significantly fewer of these programs than of other types of study-abroad programs.
- Western Europe and North/Central America (mainly, Mexico) were the top geographic regions for study abroad.
- Although a majority of campuses have begun to offer internship and work abroad opportunities, such programs are still limited in number, with just over twenty-five of these programs available to students throughout the System.
- Faculty at more campuses are engaged in individual teaching abroad than in any other type of activity.
- Faculty at four of six health campuses are engaged in the provision of clinical services abroad.
- The international activities of the faculty were most heavily concentrated in Western Europe and North/Central America.
- Thirteen of the fifteen campuses engage in formal activities to recruit international students.

The campuses have adopted and implemented various policies, structures, and strategic measures to support and enhance their global activities.

- Six academic campuses and four health campuses have a designated budget for international activities in general.
- Seven academic campuses and two health campuses have dedicated scholarship funding for study abroad specifically.
- All nine academic campuses and four health campuses include a global perspective in their on-campus curricula.
- Eight academic campuses and four health campuses have incorporated globalizing or internationalizing themes or language into their strategic plans.
- Four academic campuses and three health campuses measure the impact of their global programs and activities in some way.

As the campuses seek to become more globally oriented, they have begun to set goals for the expansion of their international activities.

- More than half of the academic and health campuses have set targets for the expansion of their global activities, ranging from quantifiable objectives, such as increasing student numbers abroad, to developing further activities in specific geographic regions, for example Asia and the Middle East.
- Europe and South America are the top geographic priorities for the expansion of study-abroad opportunities at the academic campuses.
- North/Central America and South America are the top geographic priorities for the expansion of study-abroad opportunities at the health campuses.
- Faculty exchanges and research partnerships are top priorities for the expansion of faculty global activities. Latin America (largely Mexico) followed by Asia (China and India, specifically) were the geographic areas of greatest interest for additional faculty global activity.

In order to achieve these goals, the campuses have identified impediments and key areas where the System can provide assistance.

- The campuses most frequently cited the need for additional funding as the main obstacle to expanding their global activities; other obstacles included the lack of availability of certain foreign language courses on the home campus and difficulties integrating courses taught at foreign institutions with the home curriculum.
- The campuses cited assistance with the identification of resources as the chief way in which the UT System could aid them with the expansion of their global initiatives.
- Another top for System assistance is the development of a web-based clearinghouse of international programs available across the System.
- A third priority is identifying prospects and negotiating alliances.