University of Hawai`i at Mānoa
Program Review
Study Abroad Center
Self-Study Report
2006-2011

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Director

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# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Overview</td>
<td>1</td>
</tr>
<tr>
<td>II Research/Scholarship and Faculty</td>
<td>6</td>
</tr>
<tr>
<td>III Academic and Co-Curricular Programs</td>
<td>11</td>
</tr>
<tr>
<td>IV Students</td>
<td>19</td>
</tr>
<tr>
<td>V Staff Support and Facilities</td>
<td>22</td>
</tr>
<tr>
<td>VI Extension and Outreach Activities</td>
<td>24</td>
</tr>
<tr>
<td>VII Concluding Statement</td>
<td>25</td>
</tr>
<tr>
<td>Appendices</td>
<td></td>
</tr>
<tr>
<td>Appendix A: WASC Study Abroad Policy</td>
<td></td>
</tr>
<tr>
<td>Appendix B: Survey Results</td>
<td></td>
</tr>
<tr>
<td>Appendix C: Quantitative Indicators</td>
<td></td>
</tr>
<tr>
<td>Appendix D: Faculty RD CVs</td>
<td></td>
</tr>
<tr>
<td>Appendix E: Samples of RD Research</td>
<td></td>
</tr>
<tr>
<td>Appendix F: Excerpts of International Program Review</td>
<td></td>
</tr>
<tr>
<td>Appendix G: Committee on Program Review 2005</td>
<td></td>
</tr>
<tr>
<td>Appendix H: CV Advisors and Director</td>
<td></td>
</tr>
<tr>
<td>Appendix I: List of RD Appointments 2006-11</td>
<td></td>
</tr>
<tr>
<td>Appendix J: Course Syllabi</td>
<td></td>
</tr>
<tr>
<td>Appendix K: Pre-departure Agenda and Related Materials</td>
<td></td>
</tr>
<tr>
<td>Appendix L: Sample of Experiential Learning Activities</td>
<td></td>
</tr>
<tr>
<td>Appendix M: YIJ 2010-11 Site Report and Survey</td>
<td></td>
</tr>
<tr>
<td>Appendix N: Sample Appointment Letter</td>
<td></td>
</tr>
<tr>
<td>Appendix O: Sample of Service Learning Assignment – Course Related</td>
<td></td>
</tr>
<tr>
<td>Appendix P: SAC Grievance Policy and Procedures</td>
<td></td>
</tr>
</tbody>
</table>
Questions for Engagement

1. What is the mission of your unit? How do the mission and objectives align with the School/College, UH Mānoa, and UH System strategic plans?

Study Abroad Center’s Mission: Students in Study Abroad programs acquire knowledge through academic work in other countries and develop cross-cultural understanding through cultural immersion. Faculty in Study Abroad programs have similar opportunities for enrichment.

Mission Alignment with the School/College: The Study Abroad Center (subsequently referred to as SAC) is not a unit of a School or a College. Rather it is housed within the administrative structure of the Office of the Vice Chancellor for Academic Affairs (OVCAA).

History of Alignment Changes
In 1993, SAC was transferred to Academic Affairs from Student Affairs to align the Center’s mission with Academic Affairs. In Fall 2006, the Office of International and Exchange Programs was established in the Office of the Vice Chancellor for Academic Affairs, and a new position of Assistant Vice Chancellor for International and Exchange Programs was created to oversee five offices: SAC, International Student Services, the Office of Faculty and Scholars Immigration Services, Mānoa International Exchange, and National Student Exchange (NSE). Except for NSE, these offices share an international focus, but their functions and emphases are different.

The University of Hawai‘i at Mānoa SAC is in the process of transferring from the Office of International and Exchange Programs (OIEP) to the Office of Undergraduate Education (OUE). Both OUE and OIEP are units of the Office of the Vice Chancellor for Academic Affairs (OVCAA). The objective is to align SAC with the three OUE units specifically Honors, Interdisciplinary Studies, and ROTC programs that have campus-wide academic delivery responsibilities. The primary similarity between the three academic programs in OUE and Study Abroad is their campus-wide reach.

Alignment with UH Mānoa, and UH System Strategic Plans and SAC Meeting the Goals
Since 1997, all Mānoa Strategic Plans have endorsed Study Abroad as integral to the Mānoa curriculum as well as a strategic imperative. Defining Our Destiny, 2002–2010 Strategic Plan and Achieving Our Destiny, the University of Hawai‘i at Mānoa 2011–2015 Strategic Plan (http://www.uhm.hawaii.edu/vision/) as well as the UH System Strategic Plan (http://www.hawaii.edu/ovppp/stratplan/UHstratplan.pdf) call for undergraduate educational effectiveness, international collaborations in teaching and research for faculty, and serving as a model for a global university.

The goals of the 2011-15 Strategic Plan are:

Goal 1: A Transformative Teaching and Learning Environment (p. 10).
SAC meets goal 1 by providing: A) curricula and programs that enable students to appreciate and interpret global circumstances; B) an education that situates the United States as a part of the present global community; and C) opportunities that develop students’ abilities to make personal and public policy decisions that reflect respect of cultural differences.
Goal 2: A Global Leading Research University (p. 12).
SAC meets goal 2 by providing UHM faculty the opportunity to develop curricular, pedagogy, and research/scholarship through participation in SAC programs.

Goal 3: An Engaged University that emphasizes local, national, and international partnerships that reflect our ambition to become a global leader in scholarship of application (p. 16).
SAC meets goal 3 through its international partnerships with 24 overseas institutions in 17 locations in Australia, Asia, Europe, Latin America and Russia (www.studyabroad.org). SAC has local partnerships that include schools within the UH System and with Chaminade University of Honolulu. Through SAC website and UHM faculty networks, U.S. Mainland university students occasionally participate in SAC programs and even transfer to UHM.

The Center specializes in overseas academic program delivery, student health, safety, security, risk assessment and management through a variety of means including on-site inspection and program evaluations. As part of the Center’s standard of care, it provides training to faculty members in all these areas. The Center also offers UHM students the option of designing their own Study Abroad programs for any part of the world. The Center programs assist students in furthering or completing their degree requirements. A student who participates in a SAC program will graduate within the time frame allotted to her/his degree program. Courses completed overseas are designed to fulfill a student’s major, minor, certificate, core, foundations, diversification, language, or graduation requirements. Study Abroad courses meet current Mānoa academic standards and are articulated as Mānoa courses. Students can register for a summer, a semester, and an academic year. All these activities of the Center are based on the principles of best practices in international education as stated by both the Association of International Educators (NAFSA) and the Western Accreditation of Schools and Colleges (WASC) policy on Study Abroad (www.wascsenior.org). (Appendix A)

2. What is the vision for the next five years? Discuss how planned or pending program actions fit within the vision. How are decisions made? Is communication regarding campus and college priorities adequate?

Vision for the Next Five Years: 2011-2016
The Strategic Plan 2011-15 “Achieving our Destiny” lists four goals for the University. Three of them feature international components to be attained in pedagogy, research, and student learning. The plan also states achieving prominence within Asia and the Pacific. SAC’s vision aligns itself with these goals to

1. Develop Semester Study Abroad programs in China in addition to our current summer program. Develop semester programs in India and Korea.
2. Achieve parity in Native Hawaiian student representation in the Study Abroad student population.
3. Contribute to pedagogy and research through faculty appointments in Study Abroad programs.

How are Decisions Made?
The Council on Study Abroad guides the Center in accordance with its Bylaws and Charges (www.studyabroad.org). The Council is mandated as a permanent committee of the Mānoa Faculty Senate and members are appointed by the Faculty Senate Executive Committee. The Council works cooperatively with the SAC Director and is integrally involved in all decisions that include program policy, academic program

1 Authorizations to Plan, degree or certificate proposals, name change proposals
development, curricular changes, new program development, program assessment, and – most critically – the selection of faculty members to direct individual Study Abroad programs. Final decisions are made by the Council’s majority vote after full input from the Director, who is an ex-officio non-voting member, as well as from the three SAC Faculty Advisors and other relevant faculty/staff of the University. The Director implements Council policy and makes operational decisions. Certain decisions require more than a Council vote. The establishing or increase of Study Abroad fees, for example, requires the Study Abroad Director to forward the Council’s vote and rationale to the Assistant Vice Chancellor, who forwards his recommendation to the Vice Chancellor, the Chancellor, and finally to the President/Board of Regents. A user based fee, initially determined by SAC and the Council to meet operational costs, has to be considered at many points in the administrative structure. As a result, delays in communication can create problems in SAC planning.

3. In what ways does your program foster a climate of respect for diversity of backgrounds, ideas, and perspectives among the faculty, staff and students?

Research indicates that cross-cultural experiences and cultural immersion enable understanding, communication, self-discovery, and the cultural re-examination such discovery produces, as well as the development of empathy and tolerance. By studying abroad and participating in a new culture, one also learns that people around the world have distinct and equally valid values and moral systems.

In order to invite applicants from multiple backgrounds, the Center works with various offices that encourage and provide support to low income and first generation college bound students such as Bridge to Hope and College Opportunities Program; Kokua for disabled students; Kua`ana Native Hawaiian Student Development Services; Lesbian Gay Bisexual and Transvestite Student Services; Student Equity, Excellence & Diversity Office for minority students; and the Women's Center.

Faculty members from diverse departments and disciplines at UHM have the consistent opportunity to participate in SAC programs. UHM faculty who are selected to work at the overseas host institutions are also informed well in advance of any students needing specialized services overseas. Every effort is made to provide reasonable accommodations for those students with a documented disability as we work together with the Kokua program to provide, for example, longer and quiet testing times, magnified texts, and homework assignments for the visually impaired.

An October 20, 2011 survey independently conducted by the OVCAA found that 94.74 percent of SAC alumni agreed or strongly agreed that “the program fosters a climate of respect for diversity of backgrounds, ideas, and perspectives” (See appendix B, question #28).

4. What is the national/international reputation and/or ranking of the program? What are your areas of distinction? Please include any program rankings, and the source of ranking (e.g., National Research Council). Are faculty and staff satisfied with the level of the ranking?

SAC’s areas of distinctions are:
A) Own Programs: Among our peers, UHM leads in offering its own institutional partnership based programs, thus ensuring that all classes, regardless of their location, have the same quality and standards as the offerings on the Mānoa campus. This distinction enables many important features to remain constant and assessable for quality control.

First, SAC has direct relationships with overseas universities. These partnerships allow SAC more latitude in decision-making in curricular matters and in the nature and quality of the programs we offer. We have control and responsibility for each program, thereby ensuring that our university’s academic standards are met and learning outcomes fulfilled. It is important for SAC that the program delivers clear educational outcomes for both faculty and students alike.

Second, institutional based partnerships enable many offerings and longer durations, which has historically meant students graduating on time or earlier. (Appendix C) There is close oversight and evaluation of course credits by the appropriate departmental faculty and SAC has devised a system whereby the identical credit system can be evaluated every individual semester. Adjustments may be made on a timely basis because SAC has knowledge of the details of every course. When students are taking classes overseas, they are concurrently registered at UHM in equivalent courses under SAC sponsorship. SAC offers over 300 courses each academic year. Approximately 28 to 30 of these courses are taught by UHM faculty in UHM Study Abroad Programs. See section on Graduation rates on page 18 of this report. Our partnership based programs also allow SAC to offer long-term programs with very high academic standards. We have two year-long programs in Japan (Kobe, and Machida); 10 semester long programs (Machida, London, Copenhagen, Adelaide, Seville, Oxford, Paris, Florence, Rome, and three cities in Italy); and 12 summer programs (Mendoza, Hainan, Kobe, Copenhagen, Berlin, Annecy, Angers, Lille, Florence, Paris, Seville, and Vladivostok).

Third, SAC programs require a grade point average (GPA) of 3.0 on a 4.0 scale. These students also graduate with a higher GPA than their UHM Mānoa cohorts. Data show that SAC alumni in 2010-11 graduated with average GPAs of 3.44 while the UHM Mānoa cohorts average GPA was 3.20. (Appendix C)

Fourth, students have the option to design an independent self-designed Study Abroad curriculum for almost anywhere in the world because appropriate courses will be articulated as UHM resident credits. Students who have taken this option have studied in countries such as Costa Rica, Egypt, Ghana, India, Ireland, Israel, Morocco, Nepal, New Zealand, Russia, Tahiti, South Africa, Uganda, and the United Arab Emirates (www.studyabroad.org).

Fifth, SAC does not need to rely on third party providers. Third party providers are non-academic business entities that are purely service providers. They are a convenient way to increase the total number of programs and are often less labor intensive than developing and maintaining one’s own programs. However, home institutions have limited oversight or quality control.

B) Superior Outstanding faculty Engagement: SAC is a leader in the area of providing students with engaged, highly qualified, outstanding faculty. It accomplishes this through a rigorous vetting process for all interested faculty. Curriculum vitae of representative Resident Faculty Directors are included in Appendix D. SAC’s reputation is judged by the performance of its students, the quality and competence of its faculty members, and the level of support that ensures quality education. SAC programs are distinguished by their ability to A) include all interested faculty members from the campus to teach, develop courses and lead SAC programs, B) provide the opportunities for faculty to continue teaching while overseas without jeopardizing their benefits, tenure, promotion, and retirement schedules, C) secure approval from college deans and department chairs to consider SAC teaching activities as part of the faculty’s regular teaching responsibilities,
Study Abroad Center Program Review
Self-Study 2006-11

D) provide an environment for overseas research and professional development. (See Appendix E for a sample of research/professional productivity.)

5. Please identify peer programs at other U.S. institutions. How does the general quality of your programs compare with those of other institutions? What data support these comparisons?

According to the UH System Institutional Research Office, UHM’s peer institutions are Colorado State University, Iowa State University, Louisiana State University, Oregon State University, University of California-Davis, University of Georgia, University of Kentucky, University of Missouri-Columbia, University of North Carolina-Chapel Hill, University of Tennessee, University of Utah, and University of Virginia-Main Campus (http://www.hawaii.edu/cgi-bin/iro/maps?pbuhy09.pdf). These institutions offer a wide range of Study Abroad programs facilitated by larger staffs and the use of third party providers. For example, Colorado State University (CSU) offers programs in 76 countries. Oregon State advertises 200 programs. UNC Chapel Hill counts over 300 programs in over 70 countries. The University of Missouri-Columbia advertises 400 programs in more than 60 counties.

SAC program quality is discussed in the preceding section. Our program quality adheres to the integrity of the Mānoa curricular standards and are distinguished by the fact that A) SAC curriculum is tailor made to its Hawai‘i student demographics, and are designed for UHM degree seeking students with clear educational outcomes, and B) the involvement of faculty in all aspects of SAC programs to ensure quality and the ability to conduct continual assessment.

A “Review of International Programs and Services at the University of Hawaii at Mānoa” by external consultants, reported that “UHM study abroad participants are often first-time travelers and dependent upon financial aid, and this cohort represents a challenging demographic group for study abroad offices. The current array of UHM programs are designed to inspire confidence in both students and parents with regard to academic credit policies, faculty supervision, logistical arrangements, health and safety concerns, and affordability. Indeed, participation rates are reasonably high, and there is a fairly wide range of geographic options available. Faculty members are very supportive and heavily involved in recruitment of students and delivery of courses at study abroad sites. In fact, the resident director positions are highly valued as faculty development opportunities and are very competitive. Overall, the programs appear to meet national standards of best practices, and are well managed” (p. 5. March 3, 2006, S. Dunnett and J. McCarthy). Appendix F.

Similarly, the Committee on Program Review (COPR), while reviewing SAC in 2005 wrote that “A distinguishing feature of UHM’s practice is the inclusion of faculty resident directors from UHM itself in nearly all of its programs. SAC and the advisory council believe that this practice has multiple benefits: it enhances the academic quality of students’ study abroad by providing on-site supervision and advising not available to students from most other programs; it allows study abroad not only to offer credit for academically equivalent courses taken abroad, but also to offer UHM courses crafted specifically for UHM students in a specific location; and it has added benefits in terms of faculty development.” Appendix G.

Independent study abroad student survey results (OVCAA, October 2011), Study Abroad Center’s own program evaluation results indicate a high level of satisfaction with the quality of the Study Abroad programs. The UHM’s Committee on Program Review’s in 2005, stated that, “Student evaluations of pre-program orientations show a high rate of satisfaction with SAC’s service. Post-program evaluations by students are enthusiastic, as are the narrative evaluations and comments of resident directors. Most participants, students and directors alike, share the sense that study abroad was an extremely valuable and often transforming experience for them. (COPR 2005 see appendix G).
II. Research/Scholarship and Faculty

Introduction

UH Mānoa is a research-intensive institution. Accordingly, SAC has emphasized that the programs provide opportunities for its faculty for professional development, research, and scholarship. This section will include the scholarship productivity of the Faculty Resident Directors and the SAC core faculty to demonstrate the integration of Study Abroad within the University’s overall teaching and research mission.

Questions for Engagement

1. Outline the unit’s research and scholarship productivity relative to faculty size and identified peer programs.

The UHM Study Abroad Center Faculty

There are four core faculty of SAC, the Director and three Advisors. Our peer institutions do not have faculty appointments, and none of them can include a full faculty team. The SAC Advisors provide up-to-date academic knowledge and training from their respective disciplines.

To remain up to date in the field of Study Abroad, all three Advisors -- Vanessa Chong Kuna, Max Lee and Allison Yap -- attend regular professional training and professional development seminars. They attend conferences at the local and national levels and present papers and workshops. They also serve on UHM committees and are very actively involved in their fields. Their curriculum vitae are included in Appendix H.

The Director of the Center interacts with the broader professional community through her own research and scholarship. Dr. Sarita Rai is co-editing and writing two chapters in the book, Teaching in Study Abroad with Professor Miriam Fuchs (English Department, University of Hawai‘i Mānoa) and Professor Yves Loiseau (Pedagogy, Université Catholique de l’ Ouest, Angers, France). The prospectus has just received final approval by the Modern Language Association of America, and the volume will be published as part of its well-known ‘Teaching Languages, Literatures, and Cultures’ series. Dr. Rai’s forthcoming publications, scholarship, and paper presentations are chronicled in her curriculum vita (pp. 9-110). Her research interest is international and comparative and thus very much aligned with her work at the Study Abroad Center (p. 13) See Appendix H.

UHM Study Abroad Center Study Abroad Program Resident Directors

Aside from the core SAC team members, SAC through its Council appoints instructional faculty as Resident Faculty Directors for the Center’s summer, semester and year programs. The appointments are based on course feasibility, reasons for wishing to teach in a Study Abroad program and a rational for a research/scholarship plan that benefits both the faculty and the University. For the duration of the appointment Resident Directors are under the purview of the Director of the Center and a team member.

Since 2006, forty (40) instructional faculty from disciplines such as Urban and Regional Planning, Philosophy, Anthropology, East Asian Languages and Literatures (Japanese), Women’s Studies, Religion, Law, Library and Information Science, English, Ethnic Studies (ES), American Studies, Music, History, Economics, Political Science, Languages and Literatures of Europe and the Americas (LLEA, Spanish), and Education have taught in semester and year Study Abroad programs. See Appendix I.

Thirty-six instructional faculty members have taught in summer programs representing Nursing, East Asian languages ES, LLEA (French and Spanish), EALL (Japanese, Chinese), Philosophy, Anthropology, Geophysics, Political science, English, Molecular Biosciences, Academy of Creative Media, Biology, Hawaiian Language, Engineering, Theater and Dance, Education, Law, Mathematics, Information and Computer Science, and Russian. (See Appendix I)
A seldom noted, but extremely important, matter is the positive impact the Study Abroad program has on faculty morale and retention. Based on oral and written evaluations, we know that many faculty members return from their assignment both reinvigorated and determined to use what they have learned abroad on their future teaching at Mānoa. It is clear that the opportunity to teach abroad helps recruit and retain some new faculty at Mānoa and energizes seasoned colleagues.

Based on the groundwork and research conducted on-site since 2006, UHM Resident Faculty Directors have made remarkable progress in publication and scholarship. For example, Professor Robert Hughes’ *The Last Ride of Ryan Song* (2011, Slate Ridge Press) is based on his working with students in London (Spring 2008). Dr. Samir Khanal from the Molecular Biosciences and Bioengineering Department developed a new course in our Paris program in Bioengineering called “Sustainability – Green and Global.” The class is now taught on the Mānoa campus. (See Appendix J) Professor Noel Kent of Ethnic Studies continued to mentor two students after his Fall 2010 Semester in Paris, mentoring these student to win an undergraduate research award this past summer to continue their research in Paris.

Appendix E lists the research productivity of 25 faculty members since 2006 whose current research, course development, collaborations, or conference presentations are based from their term abroad with SAC. This is a sample of the outcomes of the Center’s mission to facilitate faculty research opportunities.

2. Please discuss efforts to generate research support, including grants, fellowships, awards, or contracts. Please explain the increase or decrease in the number of extramural grants over the last 5 years (per ORS report).

Since 2006 SAC Advisor Allison Yap received the DAAD (German Scholarship) to learn about German Higher Education; Australian Governmental Funds for professional training and site visits; Denmark Study Abroad Professional Development Funds; Indian Governmental Funds for Indian Higher Education and Advisor Vanessa Chong Kuna received the Fulbright Scholars Award for Japan in 2011.

Professional development of the Study Abroad Faculty is important. Periodic training and on-site visit opportunities are supported so that everyone can learn the details of each Study Abroad Program and develop professionally, ultimately benefiting the students, the faculty, the Center and the University. Further investing in staff development creates a greater sense of understanding and acceptance of the Mission of SAC. In the past few years, special efforts have been made to encourage and support the SAC core team to attend professional meetings and conferences. All members of the team are encouraged to make presentations of their work to the larger community and actively participate in community service.

The Director has historically worked with UH Foundation to generate funds for Study Abroad student scholarships. Hence, the Chancellor’s International Scholarship in the amount of $60,000 was allocated to female Study Abroad students in the 2006-09 academic years. The Director has worked with our Partner Institutions overseas to ensure that our students receive substantial scholarships while attending a program abroad. For example, the J.F. Oberlin University awards each of our students attending the year program a scholarship in the amount of $10,000. The Danish Institute for Study Abroad awards each student $500 for the summer, $3,000 for the semester and $6,000 for the year when they attend the Copenhagen program. In 2009, working through UH Foundation, the Director successfully received funds for our Mendoza, Argentina program for summer 2010 from Condessa Gentry.

Director Rai was recently notified by the Fulbright Commission that that she is a finalist for the India Fulbright Program for Spring 2013 and her application is in the final evaluation process.

Lastly, data show that Study Abroad Resident Faculty Directors, after their experience with the program, generate support for research and write grants, and remain consistently productive as scholars and teachers.
3. What is the average research and service workload of the current faculty? What is the average instructional and advising/mentoring work load of the current faculty?

The normal work load is 40 hours per week for the Director and the three Advisors. However, all the team members work extended hours simply to keep afloat and meet the needs of our students abroad and/or preparing them to go abroad. The Advisors work at least 50 hours a week and the Director works anywhere from 60 to 70 hours per week. Because of the labor intensive nature of Study Abroad programming, the Director and the three Advisors have a difficult time balancing the core work of the Center and have very little time for research and service. Yet in order to teach pre-departure cross-cultural training sessions for students and provide workshop/training for Resident Faculty Directors, research is a part of the job responsibilities.

Depending on the program application deadlines (February 17 for summer programs, March 1 for Japan year programs, April 1 for Fall programs and October 15 for Spring programs), advising is much more intense in the Spring term but occurs within two semesters. During the two semesters the three advisors work with 1200 walk-in students. Together with the Resident Directors they visit 150 to 200 classes per semester. Additionally, they conduct one-hour in-depth informational meetings (two per program) throughout the semester. In Study Abroad programming, advising does not necessarily lead to actual student enrollment. As a result, the advising at the intake level is approximately 400 students per advisor during the academic year. After the intake and the application process each advisor closely monitors the progress of 40 to 110 students per semester. We also conduct twelve hours of in-depth pre-departure cross-cultural training for all of the programs. Only the first half of the four-hour session is conducted jointly with all of the program participants and the Faculty Resident Directors. Remaining eight hours are conducted individually program by program. For the items covered in each of the pre-departure session please see Appendix K.

In addition to programming, the SAC Advisors and Director perform their own administrative work (photocopying, mailing, faxing, database management, reception, textbook ordering, scheduling, etc), which takes time away from our primary duties. Vanessa Chong Kuna also doubles as our fiscal support person, managing our budget/finance matters and all travel requests/completions for every member of the Center as well as the Resident Faculty Directors. We handle course articulations, student registration, and monitoring of each student’s financial account balance (entering charges/fees, tracking payments, coordinating with the Financial Aid Office, etc). All student-related paperwork pertinent to overseas institutions is also completed by the Advisors.

In conjunction with this work, the SAC team participates in service and scholarship activities within reason. From 2006 to date the Director has served on 19 committees and continues to be active. She is the Co-Chair of the 2011-15 Strategic Planning and Implementation Committee as a representative of the Mānoa Faculty Senate. September 2011, she was elected as a Board of Director for the University of Hawai‘i Professional Union. She was elected to the Mānoa Faculty Senate and served for two years as Chair of the Committee on Academic Policy and Planning. The Director also has served as a Senate representative on the WASC report team that wrote *Building a Mānoa Community in Support of Student Success* in preparation for the WASC site visit in March 2011. Since May 2006, she has been on the Academic Advisory team of Lorenzo de Medici, Florence Italy (pp. 5-6 Appendix H).

Vanessa Chong Kuna also serves on University-wide committees such as the Kuali‘i Council (Native Hawaiian Faculty Committee), the NAFSA Hawaii Chapter and teaches Spanish to those students who need some language background. Max Lee serves on the University of Hawai‘i Professional Assembly as a Faculty Representative of a cluster of academic units. He routinely participates in campus student recruitment activities,
teaches French to Study Abroad students in preparation of their departures. Allison Yap serves on the campus-wide Enrollment Management Recruitment Task Force and works with other University departments to facilitate program development.

While Resident Directors teach a minimum of two courses in semester programs, they also mentor students and monitor the progress of students throughout their time abroad. This includes keeping track of their academic progress to managing emergencies 24/7. Resident Directors are an important part of the risk management and assessment team abroad. Additionally, they are expected to fulfill their own proposed scholarship, research and professional development plan. (Appendix D)

Faculty do not teach at certain summer locations (Angers, Annecy, Copenhagen, Florence, and Kobe). In these locations Resident Directors offer experiential learning activities that reinforce students’ classroom learning. See Appendix L for a sample of experiential learning activities.

4. To what extent are scholarship and research linked to the improvement of teaching and learning? Are library resources sufficient to support research and program activities?

Each Resident Director is chosen for clear links between proposed courses/teaching and planned academic research. In the few summer programs formal teaching is substituted by proposed experiential learning activities to reinforce classroom instructions by the Faculty. These are essential along with demonstrated research relevance for the particular site. In all cases, faculty exposure to resources and personnel of the host institutions gives them new ways to teach and improve their classes. Additionally, teaching abroad has led many UHM faculty to branch off and/or find a different direction for teaching and research. Faculty members often have stated that they have become better and more empathetic teachers. Finally, each site has sufficient resources to support not only faculty research but an array of program activities. If a school does not have research materials, for example at Roehampton University, the UHM faculty members can easily access collections, from the University of London, National Archives, British Library, and museums.

5. How effectively can the faculty balance appropriate expectations for research, scholarship, and service with teaching/mentoring of students and program activities?

With the exception of the year in Japan Program in Kobe, it is reasonable to balance research, scholarship, and teaching/mentoring activities by Resident Faculty Directors in teaching classes, mentoring/monitoring students and conducting professional development activities as noted in the initial application. Partner institutions supplement other areas of student support services as negotiated by the Study Abroad Center. As a result, the outcomes are on target, and faculty members have been able to be productive and balance their work as listed in Appendix E.

The Year-in-Japan program in Kobe does not allow much time for research. Although our expectation is that the Faculty Resident Director should make progress in his/her publications, it does not match the expectations of the Administrative team at Konan University who provides support for the program. The staff at Konan University expects the Resident Director to be part of their administrative team. As a result, UHM Resident Directors at this site make less headway in their research than in other Study Abroad sites. The reduction of administrative workload and the need for the Resident Director to fulfill research activities is being addressed by the Director with the host institution personnel. If not corrected it may pose problems in attracting highly qualified teachers/researchers from Mānoa to fill the Faculty Resident Director’s position in the program (see Final Report by Professor Petrice Flowers in Appendix M).
Given the nature and volume of SAC workload, the core Study Abroad Center faculty cannot be expected to provide scholarship, programming, and community services while at the same time mentor and monitor students abroad and recruit them at home. The Center is very short staffed, so much so that the Director was tenured and promoted in 1995 and has subsequently been promoted to rank 5 but has never been able to take a sabbatical. The Assistant Specialist finally was able to take a sabbatical in 2011 but still worked on advising and maintained a certain degree of contact with the students and program people abroad.

6. To what extent are adjunct and part-time faculty used to provide support the program? How are these faculty engaged in assessment, and oriented/integrated into academic life of the department?

There are no adjunct or part-time faculty appointments to provide teaching in the program. Because the Council and the Center support the research and teaching mission of the University, the Resident Director positions are primarily open to instructional faculty members with the goal of furthering pedagogical and scholarship achievements. We also want to ensure that upon return the faculty will be able to provide tangible benefits to the University in these areas.

7. Please discuss faculty recruitment and retention efforts over the last five years. How are recruitment efforts connected to changing needs of the discipline and academic program?

Each fall term the Council on Study Abroad solicits applications from the entire Mānoa-wide faculty pool. Interested faculty submit location specific course proposals, professional narratives, and their history of course evaluations. The competitive nature of this process for summer, semester, and year programs is well understood on campus. As a result, most faculty submit new and creative course, and final decisions reflect the connections between proposals and recent trajectories of their disciplines. Application can be viewed at http://www.studyabroad.org/faculty/application/ A 2006 Report by Stephen C. Dunnett (University of Buffalo) and JoAnn McCarthy (University of Pennsylvania) upon review of international programs at UHM documents this fact: “Faculty members are very supportive and heavily involved in recruitment of students and delivery of courses at study abroad sites. In fact, the resident director positions are highly valued as faculty development opportunities and are very competitive.” (p. 5).

8. Please list any faculty awards and recognitions received between 2006-2011.

All three Advisors and the Director have received merit pay increases based on their excellent performance. See also response to question number 2 of this section.

Resident Faculty Directors are the most productive and competitive in receiving multiple teaching awards, service awards, and awards in their discipline. For example, Patrick Woo Faculty Resident Director of the Year in Machida, Japan (2007-08) received the 2007 Frances Davis Award for Excellence in Undergraduate in Campus-Wide Recognition in Teaching. Tom Brislin (Annecy Summer 2011, Berlin Summer (2009/2007) was awarded the RIAS Berlin Komission/Radio-TV News Directors Foundation Fellowship for News Directors & Managers in Germany – 2007. Eric Thau (Seville Fall 2010) received the Excellence in Teaching Award, College of Languages, Literatures and Linguistics, University of Hawaii at Mānoa. Lee Siegel (Paris Fall 2007) is a six time recipient of the Senior Research Fellowships from the American Institute of Indian Studies and Scholar-in-Residence. Peter Leong (Florence Summer 2009) received the College of Education Faculty Senate “Exceptional Contributions for Teaching” Award. John Rieder (Florence Fall 2008) is the recipient of the Science Fiction Research Association’s Pioneer Award for Best Essay of 2010, for “On Defining Science Fiction, or Not.”

9. Attach curriculum vitae for each Study Abroad Advisor.
See Appendices D and H.
III. Academic and Co-Curricular Programs

Questions for Engagement

1. What actions were taken in response to previous program review recommendations? What has transpired in the unit since submission of your one-year progress report following the previous program review?

In 2005 the Committee on Program Review made four recommendations (Appendix G). On July 15, 2005 the then Council Chair Professor Neal Milner and Director Sarita Rai met with the Vice Chancellor for Academic Affairs Neal Smatresk, Interim Assistant VCAA Kelly Aune, COPR Chair Dean Peter Garrod, and Program Officer Myrtle Yamada to discuss the COPR recommendations. Of the 4 recommendations made, recommendations 1 – 3 were directed toward the VCAA’s office to provide support for the SAC. None of the recommendations have been implemented by the Administration.

The fourth recommendation was to ensure that there was transparency in the application, review, and appointments/non-appointments of Resident Faculty Directors. An annual Study Abroad faculty application workshop “Teaching and Researching Around the World: Find How You Can be the Next Resident Faculty Director” is held each September. Returning Faculty Resident Directors and the Director of the Center present on the research and teaching components of participating in SAC programs and on the application process; new faculty members are strongly encouraged to participate in the programs. This event is jointly sponsored by SAC and the Office of Faculty Development and Academic Service (OFDAS). See youtube video of panel discussion of returning Study Abroad Faculty moderated by the Director during Fall 2011 (www.studybroad.org). According to OFDAS report, the workshop is one of the most well received and attended sessions on campus. Seven applicants who were appointed as Resident Faculty Directors for the Summer 2012, Fall 2012 and Spring 2013 terms attended the Fall 2011 panel.

Also in response to the COPR’s recommendation, once the application review and selection is completed, all faculty members are contacted by the Director to let them know the results of their application one way or another. The verbal contact is followed by a written notification. See sample of the appointment letter Appendix N.

2. How are the standards of your field changing, and what research/data support these changes?

While the genealogy of Study Abroad programs in the United States historically points to their evolution primarily from the study of foreign languages, the requirements of today’s international education have shifted considerably. We now realize that our students must incorporate more knowledge about other societies—they need to learn about their peoples, politics, economics, social institutions, etc. For that reason, Study Abroad programs across the nation have grown to encompass multiple disciplines as being integral to their mission. Concomitantly, the philosophy of UHM Study Abroad has become more inclusive (rather than exclusively language-based) working with a broad range of faculty, and SAC considers their involvement as primary to our success.

Another change in the field has been to offer short-term two- or three-week programs sandwiched in-between terms (Christmas, Spring breaks) The University of Missouri-Columbia (UM-C) during the 2009-2010 academic year sent 1,146 students abroad, or 22.8% of UM-C Undergraduates. However, 78 percent of the students participated in short term programs. Only 22% of UM-C students went on study abroad programs for a semester or longer. This trend towards short term programs is echoed in many of our other peer institutions.
the 09-10 academic year, 589 University of Kentucky students studied abroad and 66% of those participated in short term programs.

While the UHM Study Abroad Center recognizes this trend among our peers we are unique in this regard because we only have three, four-week long programs (summer programs in Annecy, Angers, and Florence), that we consider as “short-term” term. In comparison with national trends, the 30-day programs are still longer than the two or three week programs. The SAC Council and the Study Abroad team recognize that there are many ways to enrich learning, including an international trip. But going overseas is not synonymous with study abroad. The goals of SAC programs are still for the student to be able to gain academic knowledge and acquire cross-cultural understanding through cultural immersion. These goals take time and do not occur in a couple of weeks. Nor could we meet the SAC program student learning outcomes. As a result, the Center with the consensus of faculty continues to offer longer term programs. SAC does not wish to exponentially increase the number of program offerings or to increase student enrollment. Rather it takes a cautious approach to growth and seriously considers quality control, learning outcomes, accountability, utilization of resources as well as market factors. Our programs are based at particular universities overseas not because of prestige, but the compatibility of course offerings, student services, housing and cross-cultural needs, student welfare, faculty research and other support facilities and above all, a strong desire on the host institutions’ part to host our program. SAC develops long-term relationships with partner institutions with the ultimate goal of our program survival. Hence when individuals change or leave at our host institutions, our programs continue – as they are based on institutional ties.

All of our programs have different foci so that we never offer multiple programs with similar curricula in the same country. For example, we offer two year-long, one semester and one summer program in Japan. The summer program fulfills second year foreign language requirements; the year program in Kobe, fulfills two years of Japanese major and certificate requirements in one year; the year/semester program in Machida are for those students who do not have any Japanese and are non-Japanese majors, they take classes in English in a variety of disciplines with Japanese degree seeking students.

3. To what extent are scholarship, research and creative activity linked to the curricula or the department’s objectives and practices?
SAC’s programs and curriculum largely rely on innovation, creativity, active scholarship, and creative course offerings of its faculty members. The Center’s curriculum reflects the undergraduate curriculum of UH Mānoa and its objectives and practices complements innovations of the Mānoa faculty.

4. In what ways have courses and programs been modified to reflect new knowledge and/or changes in the needs of society or the field?
Since 2006 the Center’s Study Abroad curricula largely reflects the new knowledge based on the needs of society. Programs in Science, Engineering, Technology, and Math (STEM) fields are routinely offered through our partnership programs in Australia (Flinders University) and London (Roehampton University, Oxford Brookes, and Kingston). A new course was designed in sustainability specifically in the Paris Summer 2011 Study Abroad program. The course was then adapted to be offered at UHM campus in Fall 2011 as a Sustainable Engineering Course. (Appendix J) In 2009 we developed a renewable energy and product design program targeting engineering students in collaboration with the Catholic University of Lille Engineering Faculty. More faculty members from STEM fields are participating in the existing SAC programs. We have also continued to offer internships and service learning projects for our students in selected programs (Copenhagen, Florence, London, Spain) http://www.studyabroad.org/programs/independent/internships/
5 In what ways have resources been shifted to respond to these changes?
SAC does not have any resources to shift. Operational budget is largely based on student user fees, grants, and fund-raising. Therefore, it has over the years relied on and sought overseas partners who are able to offer innovative programs to meet our curricular needs. SAC is completely dependent on and draws upon energetic and talented faculty members from the Mānoa campus who are dedicated to teaching students in an overseas environment. In return the faculty members have a chance to test new courses, make pedagogical changes, and continue research/scholarship and professional development.

Assessment
6. List your program’s learning outcomes. How has the unit ensured that its programs remain rigorous and aligned with objectives?

University of Hawaiʻi at Mānoa Study Abroad Center Program Student Learning Outcomes
The Manoa Strategic Plan 2002-2010 and 2011-2015 call for undergraduate educational effectiveness and continues to endorse Study Abroad as one of the University’s strategic imperatives. Students in Study Abroad programs gain: 1) a deeper knowledge and understanding of other cultures and their environments; 2) different perspectives in regard to other nations; 3) increased capacity to analyze issues with appreciation for disparate viewpoints; and 4) increased respect and tolerance of differences – all contributing to a citizenry better able to succeed in the 21st century.

Course Student Learning Outcomes
Courses offered in Study Abroad programs fulfill major, minor, certificate, core, foundations, diversification, language, or graduation requirements. All Study Abroad courses are expected to meet current Mānoa academic standards and are articulated as Mānoa courses. Study Abroad course work is completed overseas and is taught either by a Mānoa faculty or by faculty of an overseas institution of higher education. The Center is structured to appropriately respond to the changing general education and specific programmatic needs of the Mānoa campus relative to overseas offerings.

Courses offered by the UHM Resident Faculty Director are discipline based and location specific. Instructors are encouraged to incorporate Study Abroad learning outcomes together with the course specific learning outcomes. Upon completion of a course students will achieve at least one of the following outcomes and be able to:
1. Demonstrate awareness of own cultural values and biases and how these impact their ability to work with others.
2. Demonstrate knowledge of diversity with a focus on the population or topic of interest in the specific Study Abroad program.
3. Communicate appropriately and effectively with diverse individuals and groups.
4. Demonstrate an increased capacity to analyze issues with appreciation for disparate viewpoints.

The UHM Study Abroad Center follows the WASC Study Abroad Policy. See Appendix A. There are 15 categories of standards that are prescribed including providing educational experiences related to the institution’s curriculum; selecting students according to ability and interests; providing extensive orientation; providing counseling/supervisory services on-site; and not awarding academic credits for travel/experiential learning programs. The UHM SAC by far exceeds WASC standards and expectations.
To maintain quality programming, each program is evaluated at the end of the term. Usually, the survey evaluations are completed by students, UHM Faculty Resident Directors, and the host institution personnel.

7. Where are your program’s student outcomes published? Identify all that apply, and provide URL as applicable: website; student handbook; information sheet, flyer, or brochure; Manoa Catalog (identify page number); other.

Each program’s student learning outcomes are published on the Study Abroad website www.studyabroad.org. They are listed by programs as to what the students will accomplish after completion of the program.

The pre-departure cross-cultural orientation session outcomes are also provided to the students in the form of a handbook and posted on the web based UHM platform Laulima. See Appendix B for self-reported outcomes results regarding pre-departure meetings.

The course syllabi list the outcomes and are provided to the students. They are also listed on the website under each program. A sample may be found at http://www.studyabroad.org/programs/paris-semester/curriculum/

8. Provide the program’s activity map or other graphic that illustrates how program activities and services align with program student outcomes.

SAC programs are also designed to meet the program objectives of individual departments and the Mānoa undergraduate general education requirements. SAC has helped various departments to fulfill their goals of meeting student learning outcomes. For example, the Department of Political Science requires majors to complete a three-credit course applying their knowledge and expanding it to real world settings. SAC’s course, entitled Political Science 403: Community Action Field Work, fulfills this major requirement. In the same manner SAC programs offer curricula that helps departments with their 2nd year foreign language, major, minor, certificate, focus, graduation, and elective requirements.

They additionally meet SAC’s overall program mission through its curriculum, experiential learning activities, in-country orientations, pre-departure preparations and many other channels. A paradigm of this process is illustrated below which foregrounds how all our programs meet essential SAC Student Learning Outcomes (SLO’s)

**Program Curriculum and Activities Map**

<table>
<thead>
<tr>
<th>SAC Program Outcomes</th>
<th>Program Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Gain a deeper knowledge and understanding of other cultures and their environments</td>
<td>Take at least one course from the UHM Resident Faculty Director that is site specific fulfilling SAC course SLOs; and/or participate in experiential learning activities offered by the UHM Resident Faculty Director designed to fulfill SAC course SLOs.</td>
</tr>
<tr>
<td>2. Develop different perspectives in regard to other nations</td>
<td>Enroll in classes offered by the host institution faculty member; 12 hours of mandatory pre-departure cross-cultural training, which cover site specific life and culture; academic life, climate, food habits, health and safety issues.</td>
</tr>
<tr>
<td>3. Develop increased capacity to analyze issues with appreciation for disparate viewpoints</td>
<td>Take at least three courses offered by host institution’s faculty in the student’s UHM 2nd year foreign language, major, minor, certificate, elective or graduation degree requirements.</td>
</tr>
<tr>
<td>4. Develop increased respect and tolerance of differences</td>
<td>Live with a host family in an immersion setting or live with local students in University dormitory.</td>
</tr>
</tbody>
</table>

**SAC Course Outcomes (together with discipline specific course outcomes)**

**Requirements of Geography 409: Cultural Biogeography Course (taught in Paris is an example)**
1. Demonstrate awareness of own cultural values and biases and how these impact their ability to work with others.  
   Take classes with host institution students and work in group projects

2. Demonstrate knowledge of diversity with a focus on the population or topic of interest in the specific Study Abroad program.  
   Articulate the patterns of globalization and movement of crops

3. Communicate appropriately & effectively with diverse individuals & groups.  
   Understand linkages between foods and cultural identity

4. Demonstrate an increased capacity to analyze issues with appreciation for disparate viewpoints.  
   Critically analyze the French concept of terroir through excursions to various different parts of the French agricultural landscape and environment from wine to beer producing regions

SAC has measurable indicators of SLO achievement through grades and completion rates of students in the program.

Formative feedback by students (06-07; 07-08; and 08-09) pertinent to their SLOs is included in Appendix B. The following student comment is representative: “While here, I was forced to pay closer attention to the socio-economic situations of both Japan, America and the world. As a foreigner who needed to exchange money every week, I needed to pay close attention to the exchange rates and how the overall economy was doing. We also paid really close attention to the political situations throughout the year, especially when Obama was being elected. Overall this program forced me to focus on the world as a bigger picture” (Machida participant Spring 09).

9. To what extent does the faculty regularly engage in discussing effective approaches to assessing teaching and learning within the department?

SAC faculty, Council members, Faculty Resident Directors of programs, host institution faculty members are all involved in assessment. SAC has long been evaluating its programs, courses and teaching to ensure the achievement of student centered learning outcomes.

10. Describe assessment activities for the period of June 1, 2010 to September 30, 2011.
   - What were the assessment question(s) and/or assessment goals? Please include the student outcomes that were targeted, if applicable. What did the program want to find out?

SAC assesses each program at the end of the term be it summer, semester or year programs. Assessment is individually conducted for pre-departure cross-cultural training sessions and for post-program evaluations. A final site report is provided by the UHM Resident faculty director; and another report is provided by the host institution personnel. All evaluations are designed to find out whether student learning objectives are being met at every stage. For example pre-departure assessment questions solicit self-reported responses from students stating whether they felt prepared to live and study abroad after 12 solid hours of activities.

Post-program evaluation is conducted at the completion of the Study Abroad program and is designed to assess not only the student’s overall levels of satisfaction with all aspects of the program but also to analyze and measure whether the student learning outcomes are being achieved. Objectives such as academic goals, cross-cultural goals, developing problem solving skills in a foreign setting, and the student’s ability to successfully study and live abroad are reviewed at the end of each program cycle and adjustments are made to the program
accordingly. Overarching and measurable learning outcomes for our students are done primarily through the grades earned and the completion of the program. Grades are also analyzed for direct ways of interpreting outcomes. See section on grades. It is extremely rare for students not to complete a program.

In response to the above question, the 2010-11 review and assessment of the Year-in-Japan (Kobe) will be discussed. The goal of the assessment was to determine the strengths and weakness of the program in terms of courses, teaching, homestay, excursions, support services, and scholarship of the Resident Director.

- What type(s) of evidence were gathered to answer the assessment question and/or meet the assessment goals?

A survey questionnaire was designed to elicit responses. Students were asked to complete the web based survey questionnaire, open-ended questions, and overall global questions/statements. Additionally Faculty reported on all aspects of the program. Grade reports were used as direct indicators of the learning outcomes as well.

- How many persons (e.g., students, clients) submitted evidence that was evaluated (e.g., state the sample size). If applicable, please include the sampling technique used.

41 students in the 2010-11 Year-in-Japan Study Abroad program were asked to complete the survey.

- Identify the individuals or groups that interpreted or analyzed the evidence that was collected.

Program faculty/staff; faculty/staff committee; ad hoc faculty/staff group; director or department chairperson; persons or organization outside the university; students; dean

The Year-in-Japan Study Abroad Program in Kobe, Japan is a four US University Consortium program based at Konan University. Members of the consortium are the Arizona State University, University of Illinois-Urbana Champagne, University of Hawaii at Mānoa, and the University of Pittsburgh. The data were initially analyzed by the 2010-11 UHM Resident Faculty Director of the YIJ Program Professor Petrice Flowers, Department of Political Science. All four representatives of the Consortium also analyzed the summary data. They were Dr. Kimberly Jones, Department of East Asian Languages and Cultures, Arizona State University; Dr. Brian Rupert, Head of East Asian Languages and Cultures, University of Illinois Urbana Champagne, Dr. Junko Onosaka Coordinator of Year-in-Japan Program, Department of East Asian Languages and Cultures, University of Illinois-Urbana Champagne, Dr. Sarita Rai, Director University of Hawai`i Mānoa Study Abroad Center, and Dr. David Mills, Department of East Asian Languages and Culture, University of Pittsburgh. All are faculty members.

- What method was used to evaluate, analyze, or interpret the evidence?

Survey Monkey was used to collect data from the students that summarized the responses in all areas listed above from scores ranging from 1-5 with 5 signifying highest, excellent levels of satisfaction or achievement and 1 meaning the lowest or the poorest. The Faculty Resident Director’s final site report is also an evaluation tool. A detailed report of the assessment is in Appendix M.

- Summarize the actual results. What was learned from the results?

**Japanese Language Classes:** According to the program evaluation most students were generally very satisfied with the Japanese language program. Most students mentioned that instructions from the teachers were very good and clear while a few students expressed being confused on individual class assignments. Many students did indicate that having a different teacher every day was a bit disruptive.

**Japan Studies Classes:** The classes are taught in English. The professor who taught the Japanese Linguistics course scored high on measures of competence and qualifications but low on the clarity of expectations. Low
scores were also reported on most of the other Japan studies classes (art history, literature, education, and business) on the clarity of expectations.

**Homestay**: The strength of the program continues to be the homestay feature. Most students enjoyed homestays and lived with their assigned host families for the entire year. A few students had problems with their families due to adjustment issues, financial and health concerns. Students had to be moved a few times to other homes. In general the families are kind and generous to the students. The staff feels that the adjustment needs to be made solely by the student only.

**Fieldtrips**: Fieldtrips to Hiroshima, Miyajima and Yamagata were all popular. There was sufficient time for students to explore and learn from the visits.

**Campus facilities**: The evaluations reveal that the biggest problem at Konan concerned computer access. Computers automatically shut down after 15 minutes and took a long time to boot up; the computer labs were sometime off limits because they were being used for a class or sometime they were closed. Students think that the program should provide computers for their use in the Ajisai room (lounge).

A few students did use the library for a quiet place to study, research or for internet access. The library is not very useful for the faculty’s research.

**Administrative and Support Staff**: As reported by the Resident Faculty Director, Konan International Exchange Center has a very capable staff and the YIJ program runs smoothly due in large part to their excellence and dedication. Their work involves a lot of care for the students, planning each activity and ensuring that our students have a great year in Japan. They often go above and beyond their duties.

**Teaching Load and Research/Scholarship of the Faculty Resident Director**: Although the teaching load is one course per term for the Resident Director, the teaching time for the course is longer and it is more time than teaching one course at UHM. Due to heavy administrative and student support services the position does not leave much time for research/scholarship activities.

- **State how the program used the results or plans to use the results. Please be specific.**

**Japan Studies Classes**: These classes are taught in English by Konan University professors or foreign faculty/scholars living or researching in Japan. The outgoing Resident Director Petrice Flowers discussed the issue of clarifying expectations and provided each faculty member with their evaluations. Additionally Professor Flowers provided a copy of a sample syllabus to them with an explanation that each syllabus should include a course description, course/objectives/student learning outcomes, grading and assignments, course policies (attendance). University of Illinois-Urbana Champagne, the head of the Consortium and with the help of other members will request that the KIEC Director ensure that Japan Studies professors clarify their course expectations. We will monitor and reinforce each year. Assessment will be done in January 2012 and discussed at the March 2012 annual Consortium meeting.

**Homestay**: Director Sarita Rai, during her visit to Konan University in late January 2012 will meet with KIEC administration and the host family coordinator to find common ways to manage host family living expectations for all (staff, students, and family). Homestay will be reviewed again at the end of June 2011.

**Computer Access**: As the program will not be able to change Konan University’s computer lab policies or room closures, students will be advised to use their laptops in the Ajisai room. This way we will manage students’ expectations better. Again this will be reviewed in June 2011.

**Teaching Load and Research/Scholarship of the Faculty Resident Director**: In January 2011, SAC Director discussed with the Director of KIEC as well as the staff members the need for the Resident Director to
be able to accomplish research during the academic term in Japan. She also clarified that a research proposal is very much a part of the Resident Director’s application process. She reinforced it again in April 2011 and will be reviewed again at the end of 2011-12 academic year.

- Reflect on the assessment process. Is there anything related to assessment procedures your program would do differently next time? What went well?

The assessment process is standardized in Study Abroad programming. It is very important to ensure program quality and that our student learning objectives are being met. Additionally, the faculty who teach in the programs are receiving all the necessary support so they are able to teach and produce quality work.

**Graduation**

11. What factors inhibit your students from graduating in 4 years? What data support these assumptions?

On the contrary, the comparative data provided by the VCAA’s office indicate that first time freshmen students who attend Study Abroad programs graduate faster (4.68 years) than those first-time Freshmen students who remain at UHM. (5.15 years). For example, between 2006 to 2011 Mānoa’s average time to degree of first time freshmen increased from 5.08 years to 5.15 years and transfer students from 3.68 to 3.78. During the same time period, students who participated in Study Abroad for first-time freshmen students’ time to degree shortened from 5.25 to 4.68 years. While transfer students in Study Abroad programs increased from 3.0 years to 3.18 years, this time to graduation rate is more favorable than the institutional graduation rate. (Appendix C) The Center encourages students to participate in Study Abroad programs during their sophomore year to graduate within four years. In other words, mapping out of classes in Study Abroad programs and planning ahead by the student concerning the applicability of classes toward their Mānoa degrees with the help and mentoring of an SAC Advisor facilitates a four-year graduation.

12. How does the department ensure that its programs can be completed within a timely manner? What is the rotation for required courses in your majors?

UHM Student are able to count on the classes that they wish to take for their majors, minors, certificate, foundations, focus or graduation requirements. Therefore, if a student plans well s/he will be able to complete their academic sojourn in a timely manner. The only rotation or variations in course offering per program are those offered by the UHM Faculty Resident Directors.

13. Assess the overall health of your programs.

The programs are well subscribed by both faculty and students. The quality of the programs and their delivery are in excellent shape. We are proud of our stable programs/curricular offerings that enable students to graduate on-time, and that we are supporting faculty course development, research and scholarship endeavors.

**DATA PROVIDED (as applicable), 2006-2011 (unless otherwise noted):**
- Previous program review recommendations, and one-year progress report
- Annual departmental assessment reports, 2006-2011 (per Mānoa Assessment Office)
- Number of Degrees and Certificates Earned by Major (per MIRO Quantitative Indicators)
- Program and Course Descriptions (per 2011-12 Mānoa Catalog)
IV. Students

Questions for Engagement

1. What is the unit’s overall satisfaction with the quality of your current students?
SAC students are drawn from the rest of the Mānoa campus and reflect the same characteristics. Whereas national data show that participants in Study Abroad programs are largely female students, UHM data indicate that there are slightly more male students attending the programs than female students. (See Appendix C) One trend similar to national trend is that parents today are far more involved in the lives and choices of their college-age students. For example, they show up in our offices, student orientations, and are involved in grade disputes. Overall, the general quality of the students has been maintained but they seem much more dependent on others for general care and attention.

2. To what extent is the unit satisfied with enrollment trends and the number of degrees earned, or number of participants (as applicable)?
Approximately 30 SAC in one academic year graduate from Mānoa with a Bachelor’s degree. Between the academic years 2006-07 and 2010-11, the overall Study Abroad student enrollment decreased by 109. However, during the same period a total of 2071 students studied abroad (464; 462; 433; 357; and 355). This is an average enrollment of 414 students per academic year. The data provided by the OVCAA in Appendix C does not include summer and graduate student enrollment. Given the number of personnel involved in Study Abroad day-to-day operations it is not realistic or possible to increase student enrollment without compromising quality and the standard of care for the students nor for the faculty involved in the programs. However, SAC is working toward shifting the balance of summer enrollments to semester and year programs. Appendix C show modest increases in this area.

Second, as shown in the OVCAA and Study Abroad internal data, there is a gradual increase in the participation of Native Hawaiian students in Study Abroad programs. The goal is to work toward achieving parity with the overall University undergraduate enrollment of native Hawaiian students (Native Hawaiian: 9.8 percent of 14,257 undergraduates http://manoa.hawaii.edu/admissions/undergrad/about/). For example, during 2010-2011 AY of the 355 Study Abroad students who reported their ethnicity, 15 or 4.3 percent self-reported as Native Hawaiians.

3. Describe briefly how the unit markets its programs and recruits students. What percentage of applicants are accepted, and enrolled in your programs?
SAC publicizes its programs in multiple ways including our website (www.studyabroad.org), social media such as facebook, twitter, videos, promotional films in partnership with the Academy of Creative Media, e-mail blasts to all UHM undergraduate students and selected majors, program brochures, flyers, banners, informational table booths at various locations on campus, class presentations, joint recruiting with National Student Exchange/Honors/Study Abroad, workshops for high school counselors, informational meetings and the bi-annual Study Abroad Fair, joint recruitment with UHM Study Abroad faculty resident directors and partner university personnel.

The Center practices selective admissions and the grade point requirement is 3.0 on a 4.0 scale. We accept approximately 85-90 percent of our total application pool. Of these accepted candidates, 75-80 percent enroll in the program.
2. What financial support does the unit provide for participants?
Over the years the SAC has continued to collaborate with the Mānoa Financial Aid Services. All financial aid eligible students receive funds to cover the entire cost of their study abroad program. Financial aid provided to our students includes the cost of room, board, tuition, books, accommodations, airfare and related educational expenses.

In addition to the funds solicited by the Director as noted in the earlier section of this report, SAC also has the Margaret Todd Scholarship for Study in London, an endowment fund, awarded to female students each semester. The scholarship ranges from $1,000 to $5,000 per student. The UHM French Division has several scholarships, such as the Anita Hecht, Mira Baciu-Simian, and Betsy Tan Memorial, that are set aside for students studying abroad through the Center’s programs.

3. In what ways does the unit cultivate a research-oriented culture of inquiry at the undergraduate level?
As noted in the earlier sections, UHM Resident Faculty Directors teach courses that are study abroad site specific. These courses include a research component that teaches undergraduates research methods (interview, focus group, document review or observation, participation, field log), the difference between qualitative or quantitative interpretative, content-based analysis and outcomes. Depending on the topic of interest, for example, course assignments require that students do museum interpretative analysis (how do you determine the message of the Hiroshima museum or the field visit to D-Day cemetery, or the Jewish Museum in Berlin). Students learn their roles as researchers (outsiders or insiders) depending on the type of method they use to conduct research.

Advising and Mentoring

4. To what extent are instructional faculty engaged in the advising and mentoring of students?
UHM SAC Faculty Resident Directors, as soon as they are appointed to programs, are heavily involved in student recruitment, mentoring, advising, and assist in pre-departure cross-cultural training. On Study Abroad on-site locations they teach classes including field trips that fulfill Study Abroad site specific SLOs, they mentor UHM students and help them with research projects. SAC students rely heavily on the quality of advising and mentoring provided by UHM Faculty Resident Directors.

5. Has the unit connected its programs to other co-curricular programs and services, such as development of field settings, service learning, or other similar opportunities for practical engagement? Which co-curricular activities within the AVCUE and across campus enhance learning opportunities and development for your students?
None of the co-curricular activities listed in the above question has been developed in Study Abroad programs as a stand-alone program. For clarification SAC routinely offers field work, service learning, internships, community engagement projects as part of a specific course assignment. Students receive academic credits and grades for the course. For example, a student enrolled in the “Fairies, Devils, and Fantasy,” course wrote an article on the subject as part of the publication series for her service learning project and community engagement (see appendix O). Students in the Seville program receive internship credits for working in hospitals, refugee campus, or elementary schools. These internships are monitored by the faculty and are awarded grades and academic credits. Therefore, the SAC programming mirrors the academic requirements of departments but does so in overseas locations.
6. How effectively have advising and mentoring helped students to take advantage of and benefit from available educational opportunities and resources within the unit and across campus?

An example of advising and mentoring by Professor Noel Kent from the department of Ethnic Studies was described earlier in this report. The mentoring relationship continues on and simply does not end after a term abroad. Most Study Abroad students take part in the wide range of legislative and political internships in and out of the state of Hawai`i upon their return. They participate in acquiring certificates in foreign languages, Honors programs, National Student Exchange and seek internships at home or abroad. Generally, upon return the students are motivated and are much more proactive in finding ways to enhance their degrees.

Governance

7. How does the unit define the role of students in decision-making, and how is that role exercised?

There are two student positions (one graduate and one undergraduate) allocated for membership in the Council of Study Abroad, which is the policy making body of the Center. However, it has been difficult to fill the positions on a continual basis. Students do not have the time to volunteer for committee work. Study Abroad program feedback by students is critical and is used to adjust the program accordingly.

8. What are the grievance procedures for students, and how are these communicated to them? How does the unit ensure that grievances and complaints are addressed promptly, appropriately and equitably?

SAC recognizes the right of every student to appeal any programmatic decision made by the Center. This is communicated to the students during advising and in writing through pre-departure notes. The policy and procedures have been in place since 2003. See Appendix P for Grievance and Appeals Policy and Procedures.

9. Please provide any student recognitions over last five years.


DATA PROVIDED (as applicable), 2006-2011 (unless otherwise noted):

- Number of Degrees Earned by Major (per MIRO Quantitative Indicators)
- Number of Majors (per MIRO Quantitative Indicators)
- Student Semester Hours (SSH) taught (per MIRO Quantitative Indicators)
- FTE Course Enrollment (per MIRO Quantitative Indicators)
- Number of classes (sections) offered (per MIRO Quantitative Indicators)
- Average Class Size (per MIRO Quantitative Indicators)
- FTE Faculty, Student-Faculty Ratio (per MIRO Quantitative Indicators)
Questions for Engagement

1. Assess the continuing adequacy of physical and staff resources. Identify space and equipment managed by the department that support services, research and instruction.

In 2005, the core SAC team consisted of four faculty positions (Director and three Advisors), one Program Fiscal Manager, two Student Assistants, and two Interns. In addition, the Center Director was also responsible for the various Faculty Resident Directors appointed to lead Study Abroad programs (approximately 15-18 per academic year). Today the Center has same four faculty positions. The rest of the positions have not been funded. Rather, a part-time emergency casual hire position is appointed periodically. Therefore in comparison with our peers, UHM SAC staffing is one of the smallest offices by far.

Additionally, unlike our peers, SAC personnel are faculty. The SAC Director and Advisors provide academic knowledge and training from their own disciplines that are quite rare in Study Abroad personnel nationwide. Most nationwide Study Abroad Advisor positions require a BA degree only.

Sarita Rai, the Director, is tenured and holds the rank of S-5 (full specialist). Two Advisors Vanessa Chong Kuna and Allison Yap hold the rank of S-3 (Assistant Specialist). Allison Yap is tenured and Vanessa Chong Kuna is in a non-tenure line position funded solely through Study Abroad student fees. Study Abroad Advisor Max Lee, holds the rank of S-2 (Junior Specialist) and although the position is a permanent tenure-track position, his appointment is non-tenure line. Lentina Villa, is also funded by Study Abroad student fees, was a former Study Abroad student who completed her internship in London, is now our part-time casual hire whose responsibility is to update our website, manage student data, initial student intake, and advising when needed.

Physical Space and Staff Resources: There has been no change in SAC physical facilities since the last program review in 2005. We have office space in Moore Hall Rooms, 115, 116 and 101. The 3 offices provide space for 5 personnel, storage/file cabinets, supplies, program information and in addition provide advising services to walk-in students and Resident Faculty Directors. Since the last review we have lost one program Fiscal Manager and three Student Assistants. They have not been replaced due to lack of funds. In 2006 we improved space in Moore 115/6 by installing cubicles to create offices for the Advisors. To try to alleviate overcrowding we have A) digitized all of our student records and have very few filing cabinets; B) hold advising/information tables at the Campus Center; and C) SAC program informational meetings and pre-departure meetings are held across the campus. Inadequate space will impact our future operations if the problem is not addressed. For example, the Center offers on-campus internships to UHM students – yet because we do not have sufficient space to house interns we have phased out our internship program. Our current annual enrollment of approximately 400 students dictates that we advise at least 300 students per month in our offices, at an average of 15 students per day. Chronic lack of space will not allow us to grow nor provide efficient student advising in the future.

Equipment: Except for one computer purchased in the summer of 2011 all the office equipment was purchased in 2006. Funding for equipment upgrades has been accomplished primarily through excess funds provided by the Assistant VC for International and Exchange Programs. This year, the Director requested equipment upgrades in October 31, 2011 to the Assistant VC for Undergraduate Education – but SAC has not heard back from the office if the funds will be allocated. It goes without saying that SAC staff members need the latest technology and equipment to work effectively due to the international nature of our work. Four computers at SAC do not have skyping capability. If the Director or the Advisors needs to skype overseas then they use their own computers from home.
2. In what ways does the unit support and continue to develop non-academic staff (APT and civil service personnel) in a manner that encourages their effectiveness and actively furthers the mission of the department?

SAC does not have administrative support. SAC funds can only support a part-time emergency hire for short periods of time. See above section.

The majority of our peer institutions have a much larger and more comprehensive staff and resources. Many, for example, have a dedicated fiscal manager or budget/finance position (University of Kentucky, University of North Carolina-Chapel Hill, University of Utah, University of Virginia), administrative support staff and receptionists (Colorado State, Oregon State, University of Missouri-Columbia, University of Tennessee), and technology specialists (Colorado State, University of North Carolina-Chapel Hill). Many of our peer institutions also have specialized positions that directly support their Study Abroad offices. The University of California-Davis has an Outreach Marketing and Social Media specialist. The University of Missouri-Columbia has a dedicated resource room position. The University of North Carolina-Chapel Hill has a Public Communications Coordinator Position. Many of our peer institutions also have the resources to support student peer educators which currently SAC does not have.

3. Is the ratio of APT and civil service staff in relation to faculty sufficient for the unit to achieve its mission and goals?

Not applicable.

4 Please provide a list of staff awards and recognitions, 2006-2011

No applicable

DATA PROVIDED:

- Professional-Clerical Ratio for last 5 years (per IRO)
VI. Extension and Outreach Activities

Questions for Engagement

1. Please describe any relationships the unit has with organizations/individuals in the community. In what ways do these relationships contribute to the program, student experience, development, faculty research/scholarship, or budgetary resources?

The Study Abroad Advisors are very active in the community and have ties to theaters, dance, and chamber music communities. They are involved with the local Hawaiian and Hispanic communities in Honolulu. They also periodically teach French, German, Japanese, and Spanish in the community. The Director is involved in frequent speaking engagements; visits local high schools and the high school principals’ forum; and volunteers for the Missing Children’s group. These activities have generated interest and good will in Study Abroad from the community.

2. Attach copies of newsletters, relevant brochures.

The Center’s newsletter “Study Abroad Connections” is written for a specific audience – faculty and students of this university and is listed on our website at www.studyabroad.org.

DATA PROVIDED:

- None
Questions for Engagement

1. What is your overall assessment of the unit? What are the strengths, weaknesses, opportunities and threats? Are you poised to meet these challenges in the future?

Despite the administrative shuffling since 2006, multiple administrative reports, budget and personnel cuts, it is remarkable that the Unit has managed to serve well its primary constituencies – UHM students and faculty. Its strengths come from Study Abroad as a faculty-driven program for degree seeking UHM students, which firmly integrates SAC into the UHM curriculum. Resident Faculty Directors from many departments teach, mentor students, research and develop new courses in Study Abroad programs. The Council, whose mandate is to provide oversight and guidance on policy and curricular matters, rigorously oversees decisions regarding program sites appropriate to academic goals matching UHM curricular needs and the selection of UHM Faculty Resident Directors.

A worrisome threat to programming is commercialization, with the idea that the venture will generate money with increasing number of students. As Jane Knight, a researcher from the University of Toronto said, the “international dimension in teaching/learning, research, and community engagement usually requires considerable investment of time, human resources, as well as some funding.” Bigger is not always better and there is a real danger of excessive enrollment goals and losing sight of quality and standards.

If there is support from the administration, and the Center is not being micro-managed, then based on the performance of the Center and its faculty, there is no question that we will meet challenges in the future. The Center staff is intelligent, flexible, productive and committed to providing effective venues for education within the international arena for both our students and faculty.

2. What is your assessment of how the unit fits within the Office of the Assistant Vice Chancellor for Undergraduate Education? What is your assessment of collaboration and communication across the units in the AVCUE?

The fit within OAVCUE is an awkward one. The Study Abroad Faculty and the Council had requested that the Center be moved from the Office of International and Exchange Programs to report to the Associate Vice Chancellor for Academic Affairs. This was a logical request because the Associate VCAA works directly with faculty and therefore could most effectively assist in what the Center needs to accomplish over the long term. VCAA Reed Dasenbrock disagreed, and decided effective July 2011, that the Director be temporarily assigned to report to the Assistant Vice Chancellor for Undergraduate Education. Both the Council and the Director reluctantly agreed. The formal re-organization has not been completed, and officially SAC still remains under the administrative umbrella of the Office of International and Exchange Programs.

SAC’s assessment is based on the time frame between July 1, 2011 and end of the Fall 2011 semester. Before the temporary reporting began on July 1, the members of the Council and the Director were pleased that the Assistant Vice Chancellor for Undergraduate Education was welcoming. However, shortly thereafter we realized that this was not a good fit because most of the programs in Undergraduate Education are co-curricular and academic support services, Like the strongest Mainland university programs, UHM Study Abroad has dynamic academic and curricular ties to Manoa’s departments and colleges of Arts and Sciences (from which most of the students who enroll in SAC come). At this point in the process, the SAC Council, the SAC Advisors, and the Director believe that there are compelling reasons to permanently place SAC under the four Deans of the Colleges of Arts and Sciences.
3. Please identify individuals or groups that you recommend the visiting team meet during the campus visit.

The Deans of the four Colleges of Arts and Sciences; the Council of Chairs; Faculty Senate Executive Committee; Committee on Academic Planning and Policy, Committee on Administration and Budget, Dean Edward Shultz, Dean Clark Llewellyn, Former Resident Directors (see list in Appendix I), Director of Kokua Ann Ito, Director of Financial Aid Jodie Kuba, and Study Abroad student alumni.

4. Please identify facilities that the team should tour during the visit.

Study Abroad Center Offices – Moore Hall Rooms 115 and 101 and the Office of International Student Services.