



**INTERNATIONAL EDUCATION REPORT
CUNY STUDENT PARTICIPATION IN 2009-10
STUDY ABROAD PROGRAMS**

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Introduction

This report aims to provide a snapshot of student participation in international programs at the City University of New York (CUNY) from Summer 2009 to Spring 2010.

A survey was sent to Directors of Study Abroad and International Education Liaisons at CUNY's undergraduate campuses during the Fall of 2010. As sponsors (or organizers) of study abroad, student exchange and faculty-led programs, they were asked to submit the number of students who participated in each of their programs, per term and per campus. They were also asked to submit any known information about students from their home college who studied abroad in non-CUNY programs. Study abroad directors were asked not to report on students from their specific home college who studied abroad in other CUNY colleges' sponsored programs because the respective CUNY program sponsor reported on those students. Using the information submitted by the colleges, the following charts show student participation trends in study abroad, student exchange, and faculty-led programs for that academic year.

The primary findings are that

- 1,505 CUNY students participated in study abroad, student exchange and faculty-led programs from Summer 2009 to Spring 2010, which is a 16% increase from the previous year;
- Most of the students who studied abroad came from the senior colleges;
- CUNY students who studied abroad tended to participate in short-term programs; and
- The predominant region for study was Europe.

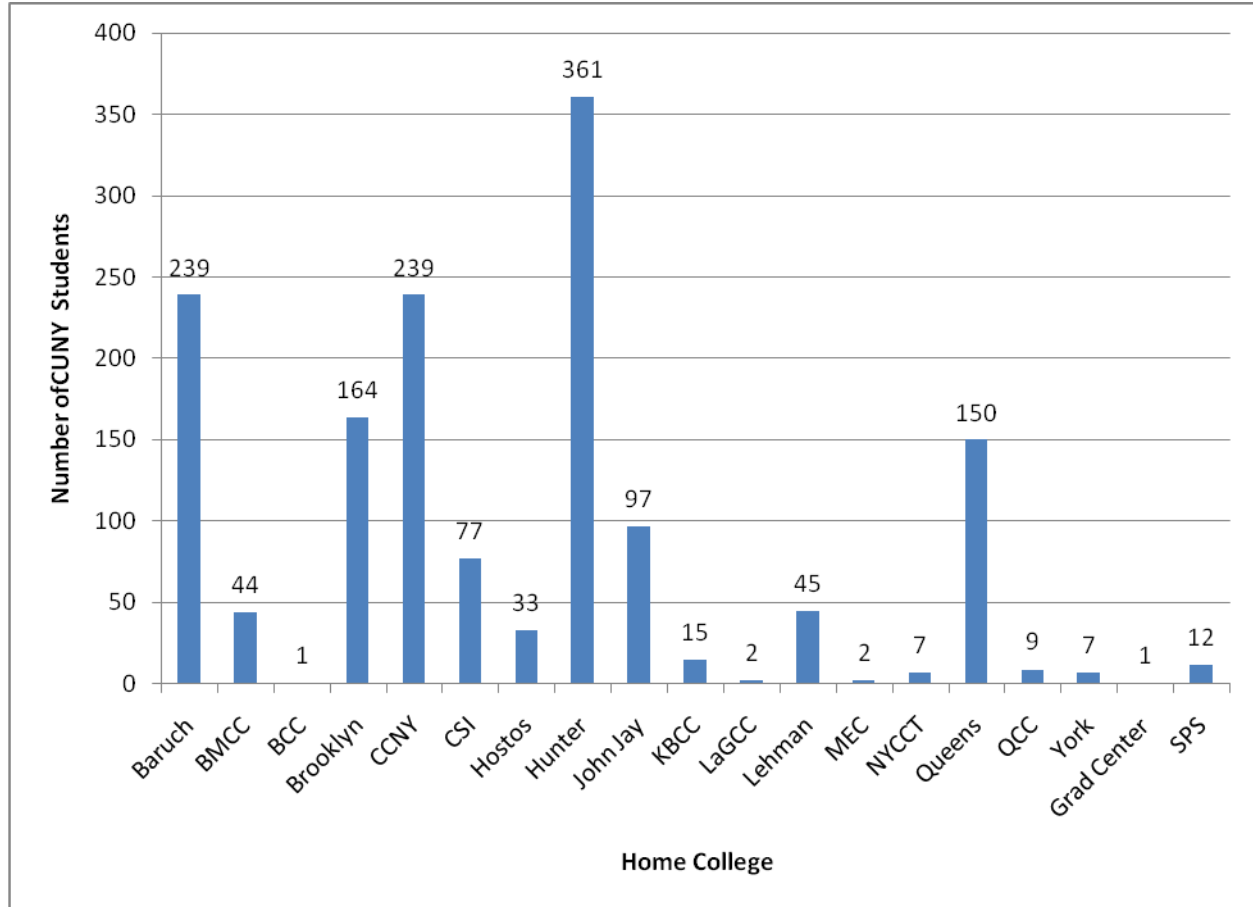
The last three findings are consistent with the conclusions from the June 2010 report that relied on data from Summer 2008 to Spring 2009.

This document also includes a summary of international education activities carried out by the Office of Undergraduate Studies in the past year to improve internal procedures and suggests areas for future investigation if the university is to grow education abroad opportunities (page 12).

A note on terminology:

“Study abroad” in normal parlance refers to any international study outside of the United States. In this report, “study abroad” will be employed in the same way for the most part. Exceptions are the discussions on pages 2, 8 and 9 in which CUNY's existing and specific policy definition for “study abroad” is explained in detail.

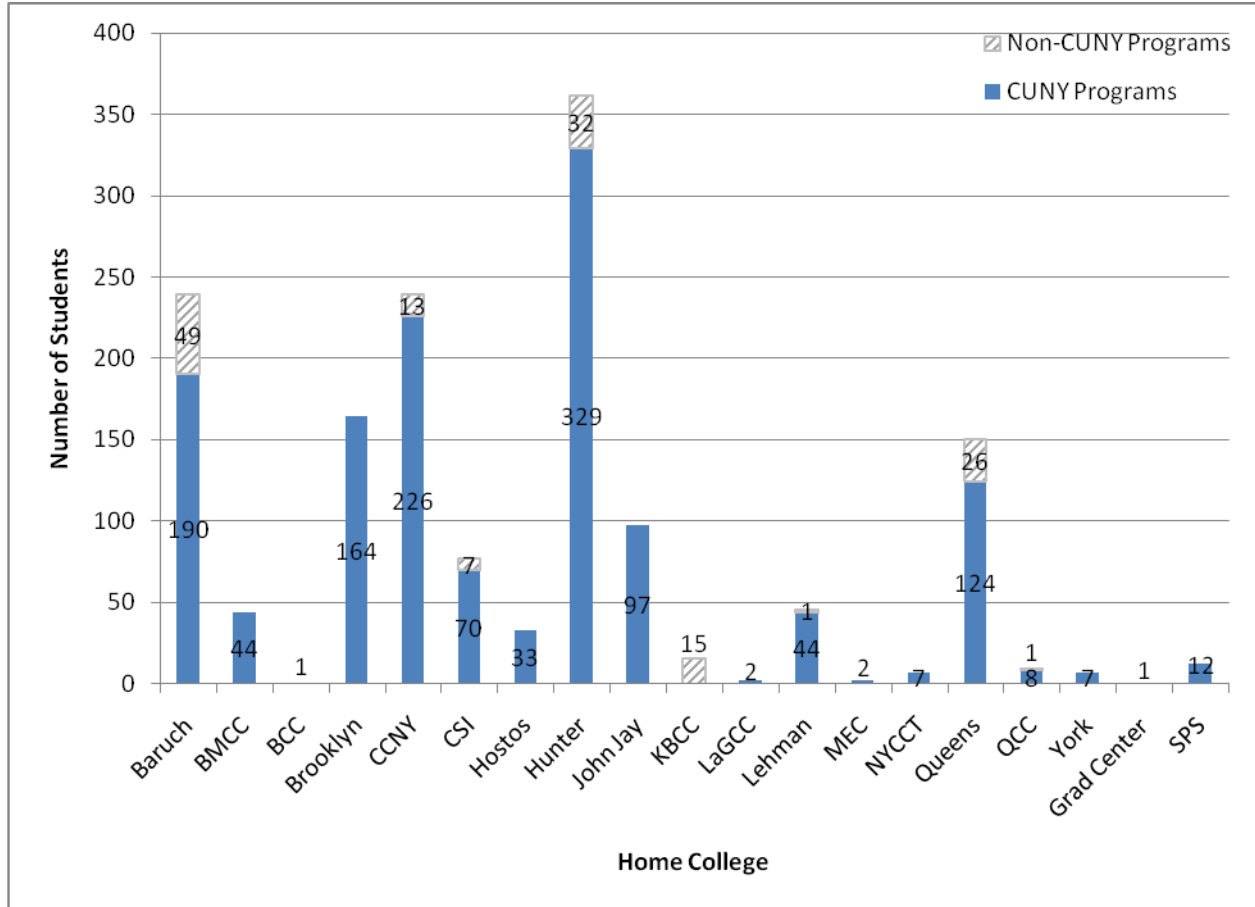
CUNY Student Participation in All Programs



This chart shows all reported student participation in both CUNY and non-CUNY programs, by student home college. There are three main types of education abroad programs offered by CUNY: *study abroad* at host institutions abroad, *student exchange* at host institutions abroad, and *CUNY faculty-led study abroad*.¹ Students also participate in non-CUNY programs. A total of 1,505 students were reported to have studied abroad in all types of CUNY and non-CUNY programs in the Summer 2009 – Spring 2010 period. Hunter College was the leading home college, with 361 students abroad, followed by Baruch and City College with 239 students each, and then Brooklyn College with 164 students. Combined, community colleges sent 104 students abroad, which is about 7% of the total number of CUNY students who studied abroad. About a dozen students from the Graduate Center and the School for Professional Studies were reported to have studied abroad in CUNY programs, as reported by CUNY program sponsors. More students at the graduate level may engage in international activities than are reported here, so the total number of CUNY students who travel abroad for a variety of purposes may exceed the numbers presented in this report.

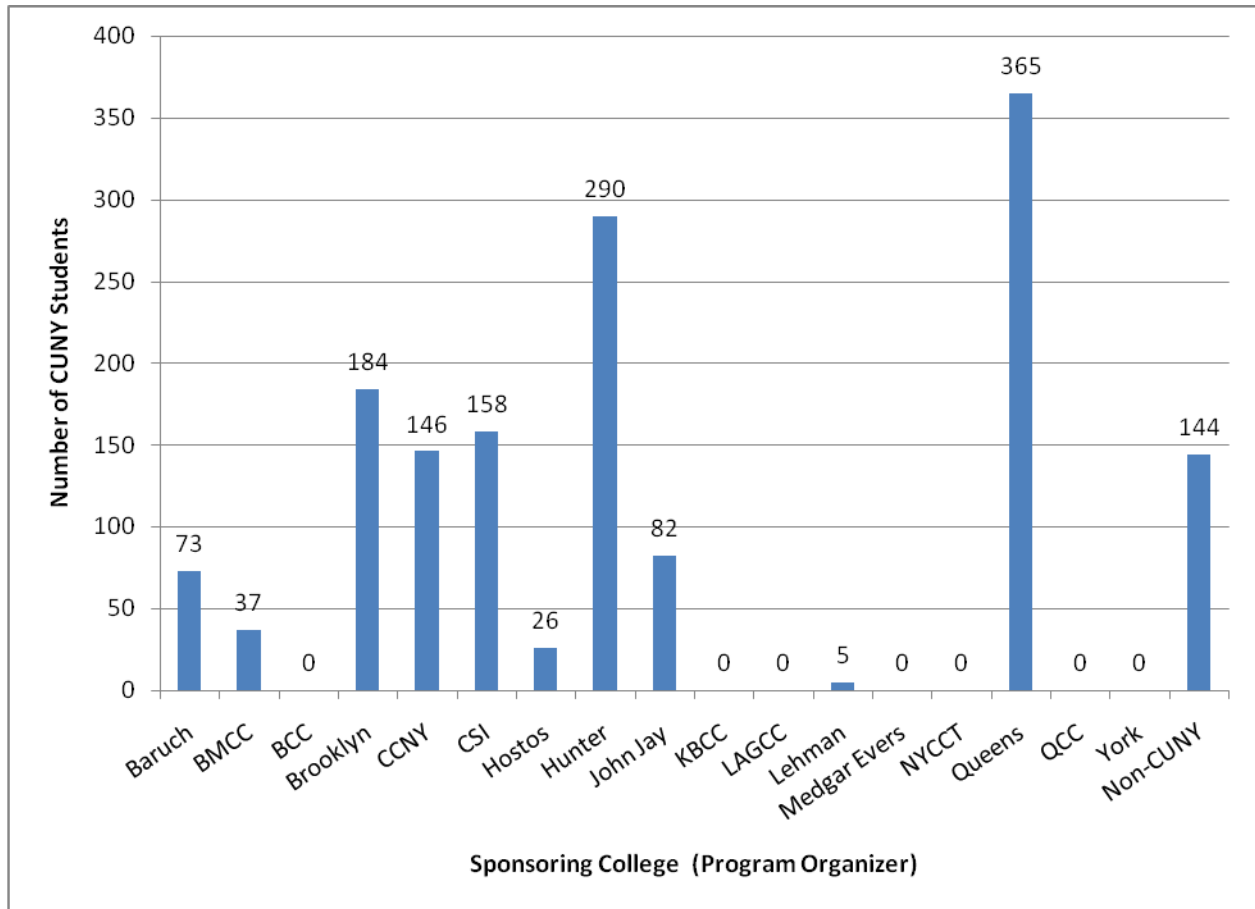
¹ CUNY Tuition and Fee Manual, Section III. Tuition Charges, G. Guidelines Governing International Programs <http://www.cuny.edu/about/administration/offices/ia/tuition-fee-manual.html>

CUNY Student Participation in CUNY versus non-CUNY Programs



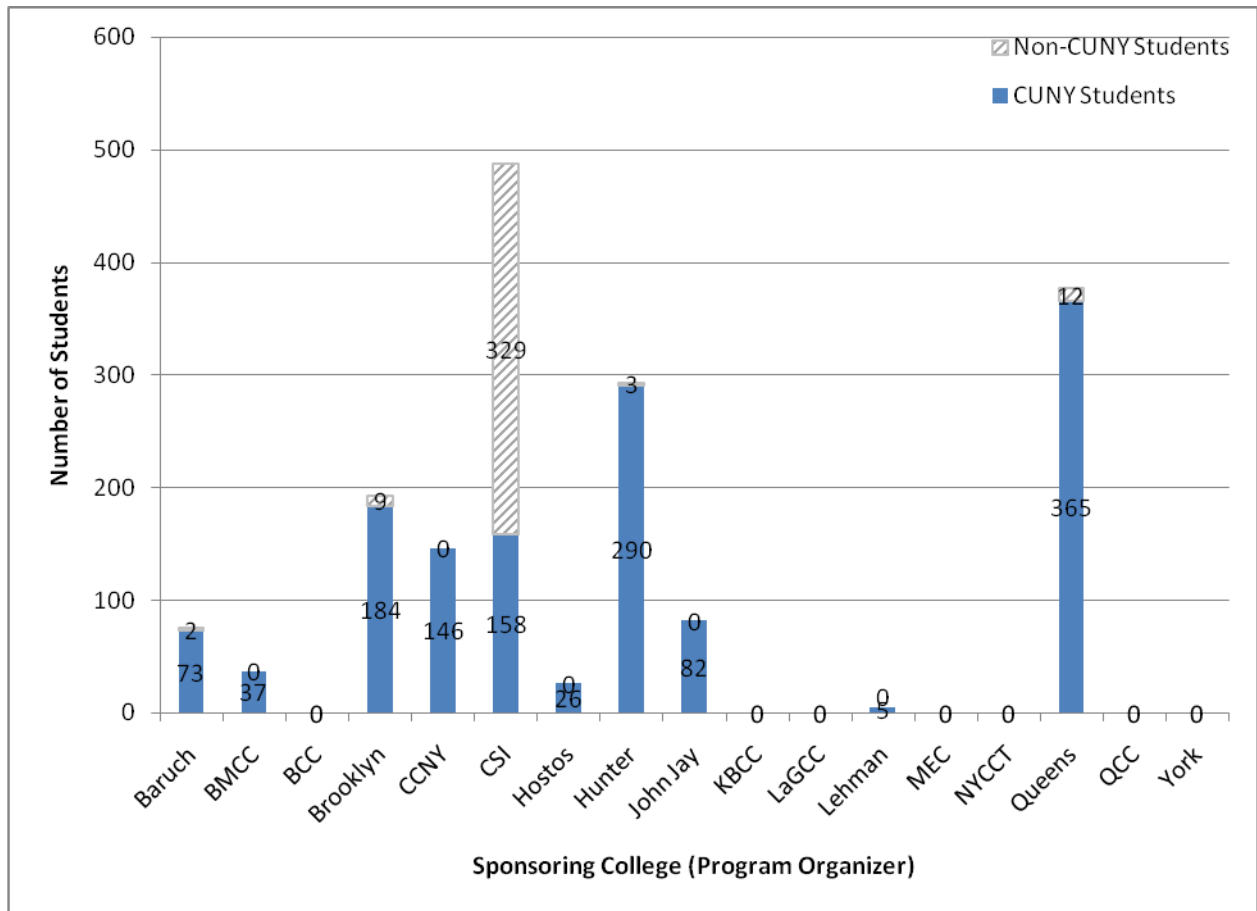
This graph enumerates the number of students who participated in CUNY versus non-CUNY programs, per home college. One hundred and forty-four (144) students participated in non-CUNY programs and 1361 students participated in CUNY-sponsored programs. Students who participate in non-CUNY programs may do so in order to study certain topics, enroll in specific institutions, travel for a certain length of time, or travel to a specific country or region that CUNY's colleges currently do not offer.

CUNY Colleges as Program Sponsors



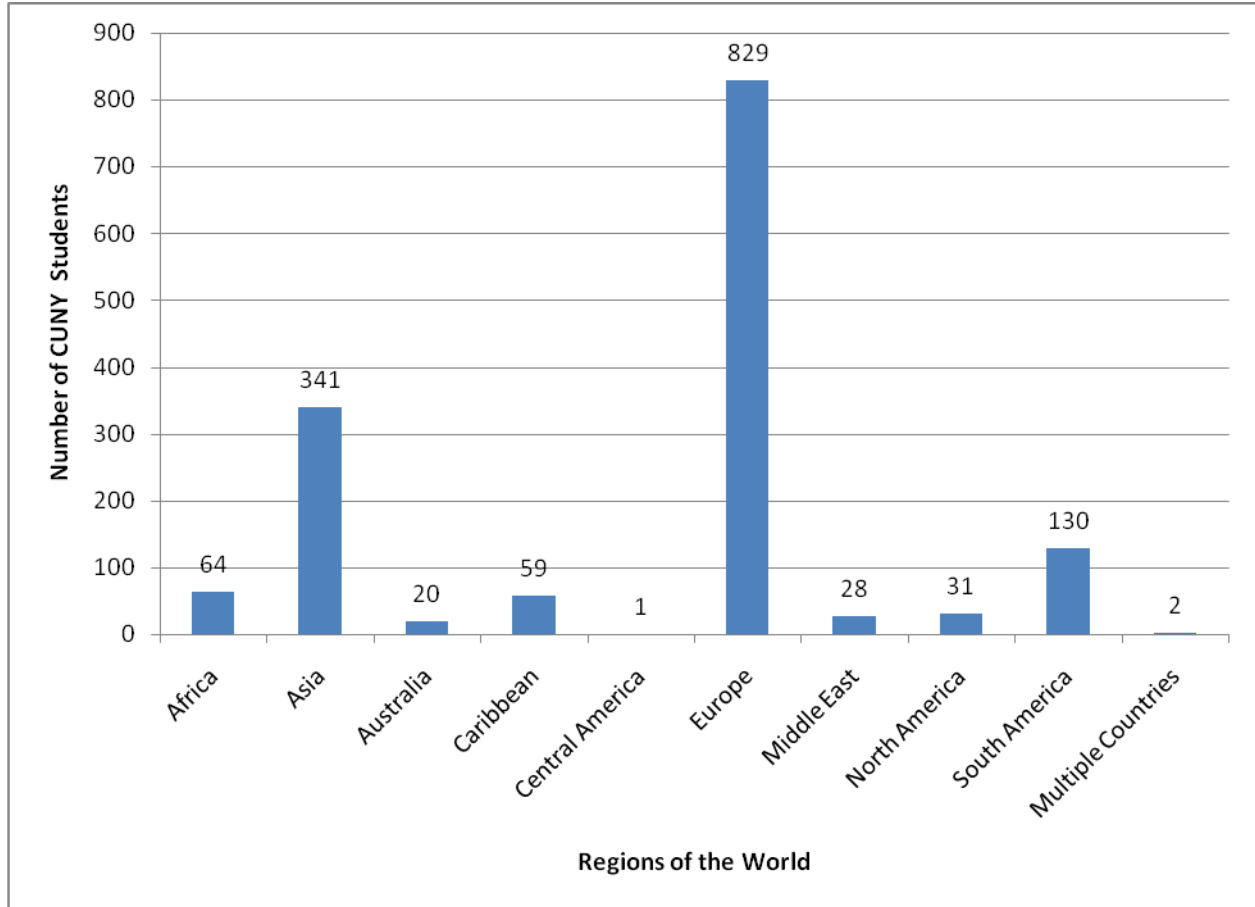
This figure shows the number of CUNY students enrolled in CUNY programs, per the college sponsor. Queens College as a program sponsor enrolled 365 CUNY students in its programs. Hunter College enrolled 290 students in its sponsored programs, while Brooklyn enrolled 184 CUNY students in its programs. As also shown on page 3, 144 CUNY students enrolled in non-CUNY programs.

As program sponsors, CUNY colleges are responsible for all aspects of program development and implementation. The colleges ensure academic and safety standards; maintain partnerships with host institutions abroad; collaborate with faculty and departments to ensure that courses offered are aligned with the curricula and that credits will transfer; perform outreach to students; prepare students to study abroad by conducting pre-departure orientations; enroll students in international insurance plans and collect all required medical and legal forms; liaise with various student services offices such as the registrar, bursar and financial aid offices at the sponsoring college and the students' home college; mobilize the college's emergency response in times of crisis; and conduct follow-up activities.



This chart depicts CUNY and non-CUNY student enrollment in CUNY programs by host college. The College of Staten Island (CSI) sponsors nearly 500 students to study abroad (158 CUNY students and 329 non-CUNY students). Twenty-six (26) non-CUNY students enrolled in programs sponsored by Baruch, Brooklyn, Hunter, and Queens Colleges.

International Education Destinations



This graph shows the general world regions where CUNY students studied abroad in the 2009-10 year. Consistent with the 2008-09 CUNY survey results, Europe remains a top destination for CUNY students. According to the Institute of International Education Open Doors Report on national study abroad trends, 54.5% of U.S. study abroad students chose to study in European countries; 15.4% of students studied in Latin America; 11.4% of students studied in Asia; and the rest traveled to Africa, countries in Oceania, the Middle East, North American and multiple regions.²

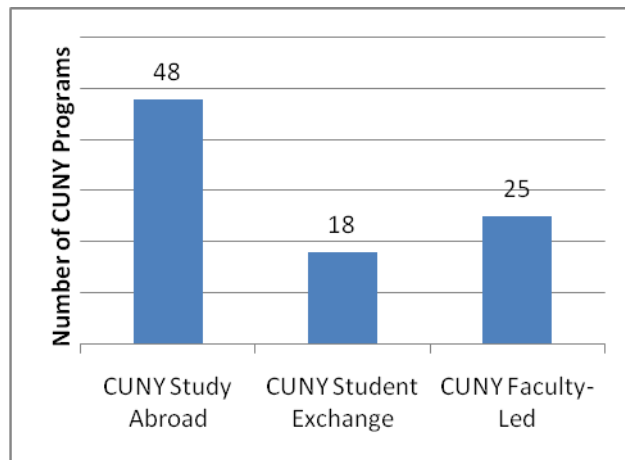
² Institute of International Education Open Doors 2010 Fast Facts: <http://www.iie.org/Research-and-Publications/~media/Files/Corporate/Open-Doors/Fast-Facts/Fast%20Facts%202010.ashx>

The table below breaks out study abroad enrollment by destination country and by CUNY vs. non-CUNY programs. Although students traveled to Europe overall more than any other region, the top five destinations include countries in Asia and South America: Italy (305), Spain (184), China (179), France (130), and Argentina (85).

Country	Number of CUNY in CUNY Programs	Number of CUNY Students in Non-CUNY Programs	Total
Argentina	82	3	85
Australia	14	6	20
Austria	1	14	15
Brazil	17	0	17
Chile	0	1	1
China	167	12	179
Colombia	10	0	10
Costa Rica	0	1	1
Czech Republic	0	2	2
Denmark	6	0	6
Dominican Republic	57	2	59
Ecuador	17	0	17
Egypt	0	1	1
Ethiopia	10	0	10
France	120	10	130
Germany	25	4	29
Ghana	25	1	26
Greece	72	0	72
India	52	2	54
Ireland	1	2	3
Israel	7	5	12
Italy	295	10	305
Japan	55	12	67
Korea, South	20	3	23
Mexico	7	0	7
Morocco	17	1	18
Netherlands	0	3	3
Poland	2	1	3
Russia	0	1	1
Rwanda	1	0	1
South Africa	3	1	4
Spain	167	17	184
Sweden	5	1	6

Country	Number of CUNY in CUNY Programs	Number of CUNY Students in Non-CUNY Programs	Total
Syria	2	0	2
Tanzania	6	0	6
Thailand	12	4	16
Turkey	13	0	13
UK	49	21	70
USA (Hawaii)	24	0	24
Vietnam	0	1	1
Multiple Countries	0	2	2
<i>Total</i>	<i>1361</i>	<i>144</i>	<i>1505</i>

Types of CUNY Programs

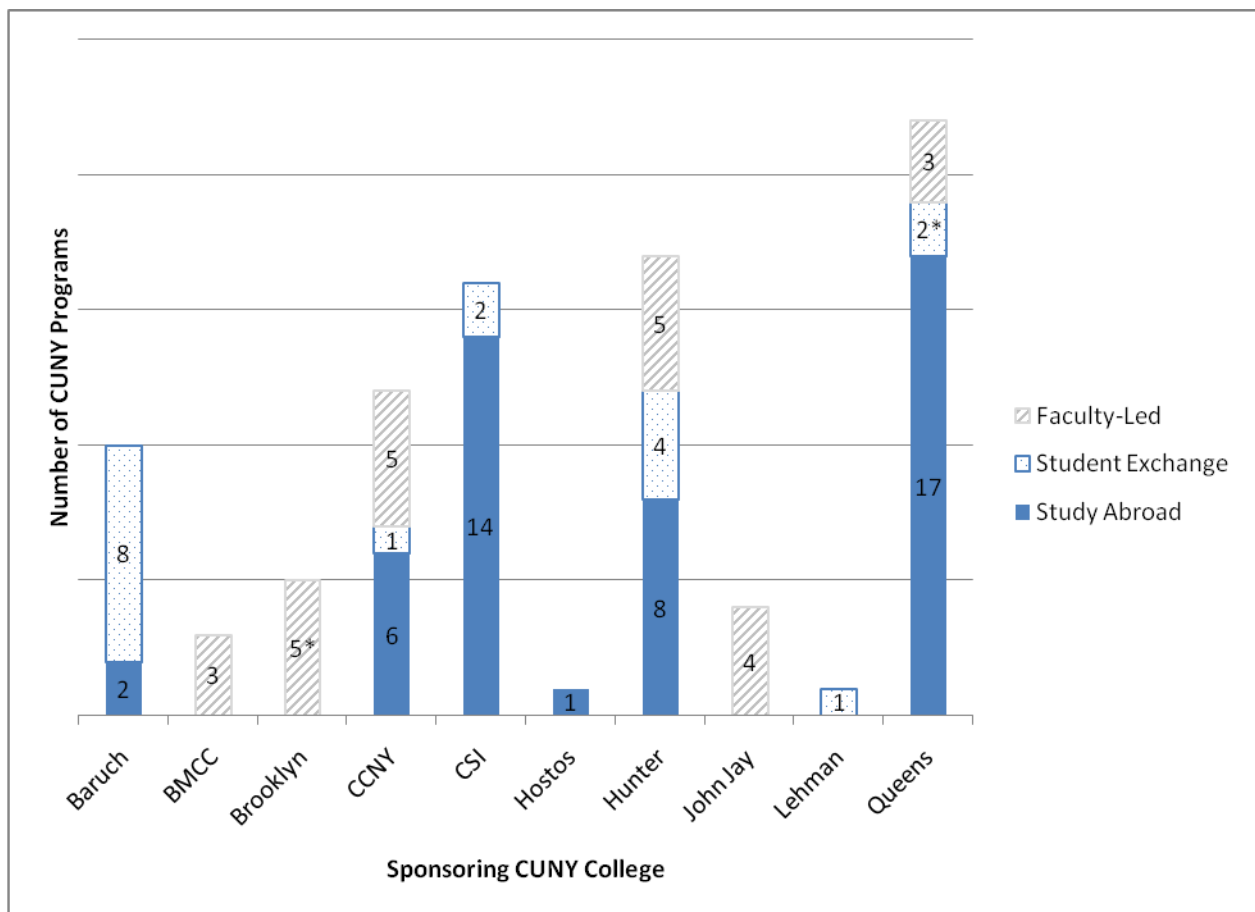


CUNY sponsored/organized 91 programs in the 2009-10 year. This graph breaks down the three types of program offerings: study abroad, student exchange, and faculty-led. As briefly described on page 2 of this report, a CUNY *study abroad program* is defined as a program that CUNY develops in partnership with host institutions abroad in which students engage in academic and cultural activities taught by local faculty and staff. In a *student exchange program* CUNY and the host institution agree to reciprocally exchange students on a 1:1 basis. Students pay home

tuition and enroll in coursework abroad with no additional instructional fees (students pay out of pocket for room, board, and travel expenses). Exchange programs are typically an entire semester or longer depending on the host institution's academic calendar. Exchange students are generally expected to develop strong language skills of the host country given that they take courses with students at the host institution and spend more time in the host country. CUNY *faculty led programs* are courses developed and taught by CUNY faculty. These programs are typically short-term and take place during the January intersession period or summer. Non-CUNY programs are offered by educational institutions and organizations outside of CUNY, and students must plan in advance to ensure that credits and grades will transfer back to their home institution and that they will maintain matriculation status if they are away for a semester or more.

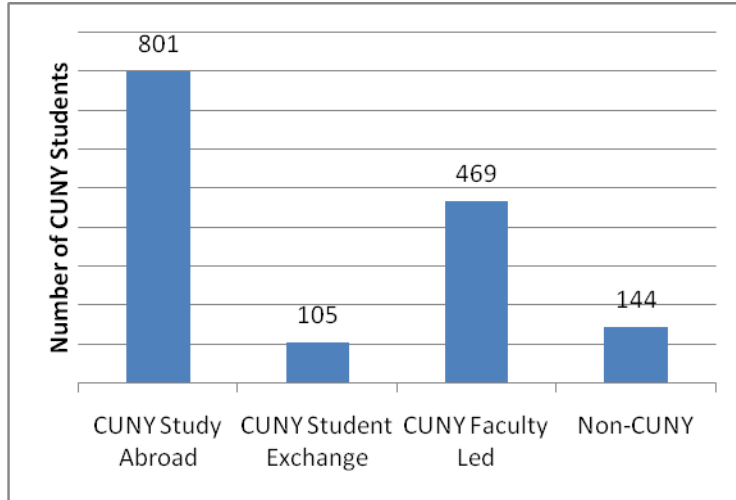
Administratively, both study abroad and student exchange programs require an international agreement and are authorized to proceed upon approval by the Board of Trustees. In a study abroad program, the CUNY college that sponsors the program collects tuition from CUNY students directly (if the student's home college is the same as the sponsoring college) or via the

student's home college (if the student attends a different college), and the sponsoring CUNY college transfers the collected tuition funds to the host institution abroad. Additional program costs are either collected by the CUNY sponsoring college or directly paid by the student to the host institution abroad. In student exchange programs, no funding is transferred between the CUNY and the host institution abroad. CUNY students pay tuition at CUNY and travel abroad to study at the host institution without further instructional costs. In faculty-led programs, CUNY students pay tuition at the home college and any additional program costs to the CUNY sponsoring college. The CUNY sponsoring college is not owed any tuition monies from students' home colleges, as the faculty-led study abroad program is treated like any other course taught at CUNY. Faculty-led programs have unique administrative constraints at CUNY. As opposed to study abroad programs, sponsoring colleges cannot collect administrative fees for faculty-led programs to offset faculty costs. Thus, colleges that launch faculty-led programs must do so with resources other than student-generated tuition or program fees.



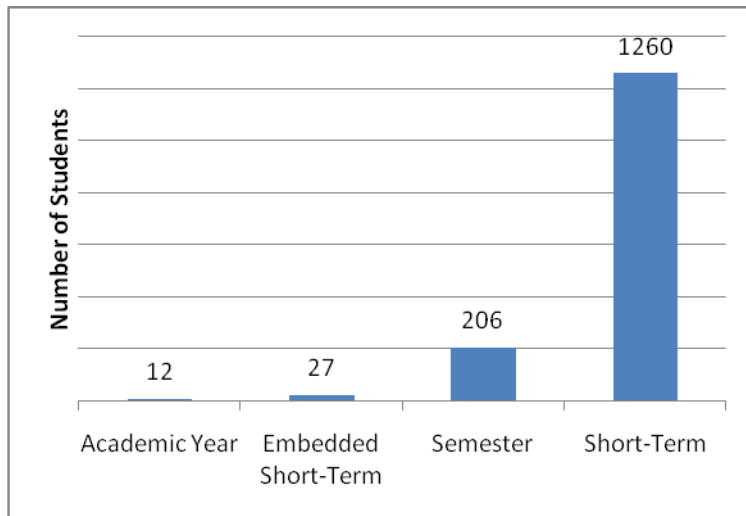
This chart breaks down the number of each type of CUNY program per sponsoring college in the 2009-10 year. Queens College has been credited for the sponsorship of two university-wide exchange programs: NY/Paris and the CUNY Italy Exchange Programs, which are administered through Queens College offices. Brooklyn College administers the CUNY-wide Program for the Study in Israel, but data from that program was not submitted in time for inclusion on this report.

Enrollment per Program Type (CUNY and non-CUNY)



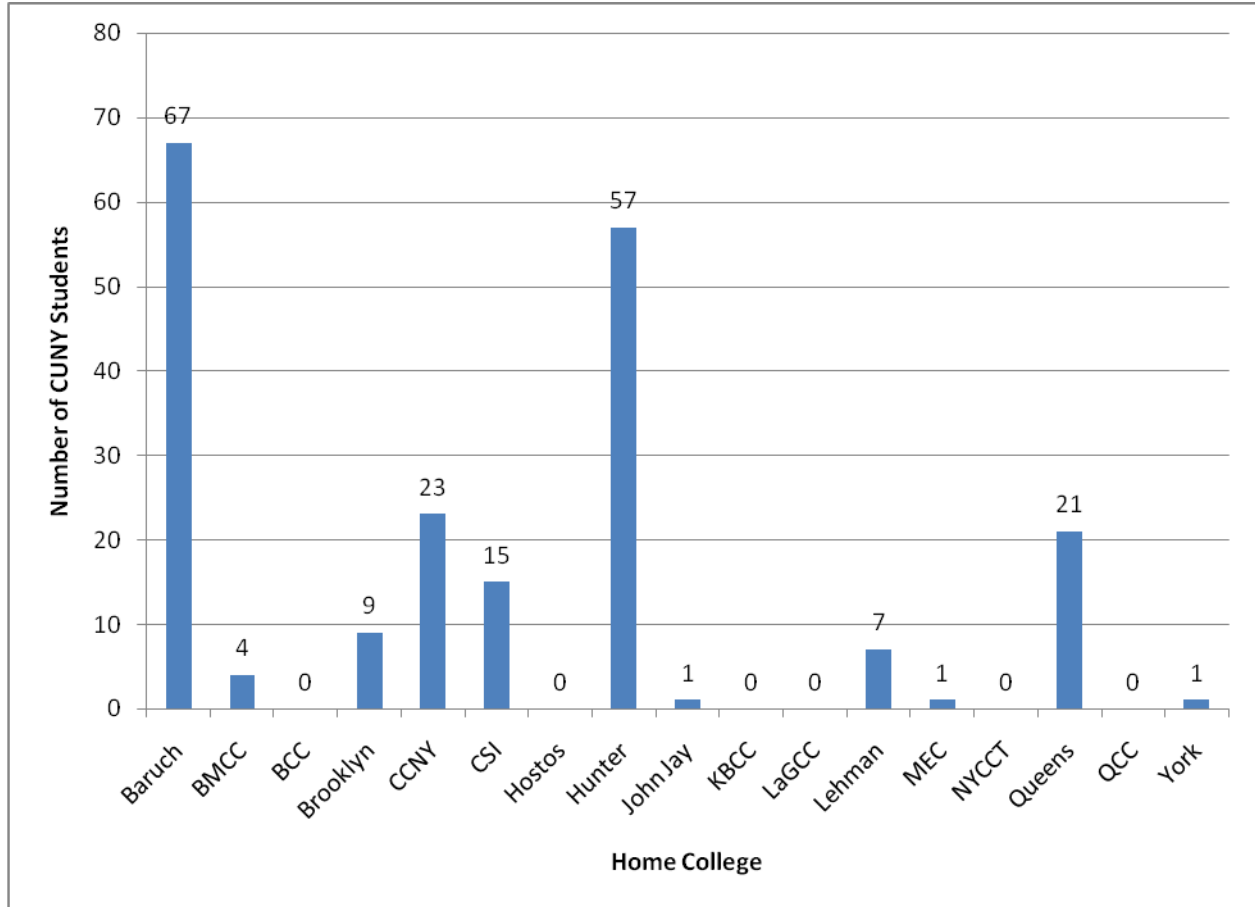
This graph shows the four main types of programs in which CUNY students participated. Over eight hundred students participated in study abroad programs facilitated by host institutions while 469 students enrolled in courses that are taught abroad by CUNY faculty.

Enrollment per Program Length



CUNY students primarily participate in programs that are shorter than a semester and typically take place during the winter intersession or summer term. Included in this graph are those short-term experiences that are embedded within the semester. Anecdotally, students tend to partake in short-term programs because 3-4 weeks is the length of time they are able to be away from work or family obligations. The commitment of a semester or more may not be feasible financially if the student must work to support himself/herself and family and where working abroad may not be an option. Also, students may not realize that studying abroad for a semester or more is allowable within their majors or degree programs.

Enrollment in Semester Programs



Out of the 206 students who did semester-long study abroad, most of them came from the senior colleges. Baruch College students led the university with 67 students studying abroad for a semester, followed by Hunter, City, and Queens Colleges.

The CUNY Master Plan for 2008-12 listed several goals for globalizing undergraduate education including “increasing the numbers of CUNY students who incorporate study and/or work abroad into their degree programs, as well as facilitating longer periods (moving beyond winter or summer break, which is when most students can currently manage the time away) for full-semester and/or year-long experiences.”³ If CUNY is to increase the number of students participating in longer-term study abroad, it may be useful for the senior colleges that send the most students abroad to analyze their practices and share techniques or concerns.

³ CUNY 2008-12 Master Plan, http://www.cuny.edu/about/administration/chancellor/materplan_08_12.pdf, pp. 75-76

In summary, during the 2009-10 year, 1,505 CUNY students participated in credit-bearing international study. The results of last year's survey that focused on study abroad activity during the 2008-09 year showed that 1,297 students participated in study abroad, exchange, and faculty-led programs, which means that the number of students engaging in international education has grown 16%. Despite this growth, it remains that less than 1% of the CUNY student population studied abroad as 259,515 students were enrolled at CUNY in Fall 2009. These figures correlate to the national data from the 2008-09 year that indicates that about 1% of all U.S. students who are enrolled in institutions of higher education study abroad.⁴

Major Projects to Improve International Education

In the past year, CUNY has increased efforts to improve administrative operations and build institutional capacity in the area of international education. The hope is that forming strong foundations in terms of policies, procedures, and resources will support the growth of additional study abroad and related activities, and in turn, an increase in students traveling abroad. A major project has been finalizing the CUNY International Travel Guidelines for review by the Board of Trustees. The purpose of the CUNY International Travel Guidelines for Safety and Risk Management is to support chief academic officers, faculty and other campus leaders in mitigating the risk associated with international trips. The document, which is scheduled to be formally presented to the University Faculty Senate, CACPPR, and Board of Trustees in fall 2011, provides a structure for international trip approval and accountability through model documents such as a proposal outline, trip approval cover sheet, and participation waivers, while also providing check-lists that address program director responsibilities and student behavioral expectations.

A second major project is underway to establish a university-wide international insurance policy. In order to safeguard CUNY students, faculty, staff and administrators who travel abroad for CUNY programs and business, the Office of Undergraduate Studies has initiated a procurement process to select a university-wide international insurance policy and provider. The selection has not yet been determined, but the proposed scope of services includes a full range of medical and accident coverage, emergency medical and security evacuation, repatriation of remains, and a variety of travel-related benefits such as for bedside visits and emergency return home.

A third major project is to purchase software to track students, faculty and staff who travel internationally. The software/vendor has not yet been selected, but one of the primary purposes of the product is to assist colleges and the university in responding to unanticipated human-made emergencies and natural disasters. The software would be web-based and available to appropriate campus authorities 24/7. The tool would also benefit international education offices by streamlining study abroad student application processes and acting as a repository for various forms and documents that students are required to submit. The software selected is likely to advance marketing and promotional efforts and may also assist study abroad offices in financial management.

⁴ http://www.nafsa.org/public_policy.sec/study_abroad_2/demographics_of_study/

Additionally, the Office of Undergraduate Studies has proposed changes to existing CUNY policy related to the collection of administrative fees for study abroad programs. With the growth and interest in faculty-led programs comes the need to ensure that our internal policy and procedures support the sustainability of such programs. The need to amend the CUNY Tuition and Fee Manual has long been voiced within the CUNY study abroad community. In June 2011 the Office of Undergraduate Studies, with the guidance of the university council of international education liaisons, submitted a memorandum to the committee revising the CUNY Tuition and Fee Manual requesting a revision of the section pertaining to international education administration. The primary change requested is to allow colleges to charge students administrative fees to cover the operational costs of faculty-led programs and to allow the charges to be put toward faculty-incurred charges such as airfare, accommodations, and other reasonable expenses. The memorandum is currently under review.

Also under review and revision are the procedures for establishing international agreements. Partnerships with study abroad providers and host institutions abroad are critical for the development and implementation of study abroad and exchange programs. Local institutions abroad and study abroad organizations provide the cultural knowledge and expertise that is the value-added component of international opportunities. To protect all sides, affiliation agreements are created to document agreed-upon roles, responsibilities and expectations. At CUNY, the international agreement protocol also provides a method for colleges to obtain academic approval from the university's governance bodies and legally protect the University and its employees. The Office of Academic Affairs and the Office of the General Counsel are currently revising the CUNY international agreement review procedure and model documents that were last examined and distributed in 2006. A revised international agreements review procedure will undergird the campuses by accommodating various types of increasingly complex arrangements.

Areas for Continued Work

Financial considerations are certainly one of the primary barriers to students taking part in study abroad. The cost of a three or four-week study abroad program averages around \$4,000 including tuition, airfare, accommodations, insurance, food, ground transportation, excursions, and other fees. Given that the cost of CUNY senior college tuition was \$4,600 per year in 2009-10⁵, securing funding to offset the expense of the program, not to mention forgone income, is difficult.

For the past 15 years, CUNY has benefitted from the generosity of an external grant funded by the Wallace Fund for Youth at the New York Community Trust. The grant provides funding for the Study/Travel Opportunities for CUNY Students (STOCS) scholarship program, which supports undergraduate students university-wide to participate in short-term study abroad programs. STOCS is a competitive program, which funds students based on financial need as well as those who demonstrate the most ability to benefit from a study abroad experience through their transcripts, personal statements, and letters of recommendation from CUNY faculty. Based on the two most recent cycles, only 25-30% of applicants are awarded a grant.

⁵ <http://www.cuny.edu/about/info/value/CUNYValue02072011.pdf>

STOCS is currently also limited in that it only awards students who study abroad for a short-term; no university-wide grant program exists to support semester or year-long study.

The Office of Undergraduate Studies continues to explore external grant opportunities by writing letters of inquiry to foundations given that the existing STOCS grant program may not exist indefinitely and does not fully meet student need. In addition to increasing financial support through external resources, there may be models for developing additional scholarship funds internally, for example, through the use of student activities fees. If each college allowed a fee of one dollar per student per semester to be put towards an international education scholarship, \$500,000 could be generated annually. At \$1,000 per scholarship, 500 CUNY students could be supported to study abroad per year. Of course, any such change would require full support from a student body that is already, like both the public and private sectors, stretched financially.

Despite what may seem like a grim financial landscape, resources do exist for students. Depending on the program, students may be able to access different types of governmental financial assistance. For example, in-state TAP aid may be applied to the tuition costs for faculty-led or student exchange programs if the program meets certain criteria toward the student's academic progress and the course offers the requisite number of credits. There are also college-specific study abroad scholarships available and funding for students in honors programs. More collaboration between the student financial assistance, scholarship, and study abroad divisions is needed to document financial aid policies and the additional private opportunities so that students can understand what options are available to them.

In addition to students' financial needs, study abroad office and program budgets also deserve attention. Beyond the proposed adjustments to faculty-led program financing mentioned earlier, all program budgets should ensure enough resource fluidity to satisfy contractual obligations with service providers and host institutions abroad. Student-generated tuition and fees may not be available for payment transfer to host institutions until months after the program has ended. Furthermore, sponsoring colleges should set aside allocations in case of emergencies or to cover budgetary deficits. Without cushions, program administrators may need to cancel programs to the detriment of students and their families who have saved and planned for the experiences. Administrators may be left to improvise solutions to a variety of unexpected financial difficulties.

The fact that students from across the university may participate in programs sponsored by other CUNY campuses highlights the complexity of the University and each campus's administrative processes. A document that would bring together and clarify all existing rules and procedures for student registration, billing, financial aid, and other services continues to be a need and one that the Office of Undergraduate Studies in collaboration with other divisions plans to spearhead.

Finally, there is the goal of globalizing undergraduate education more generally, as called for in the CUNY master plan. International education and global perspectives have never been more important. As the social, political and economic systems of nations have become more interdependent, the problems and opportunities we confront take on a global dimension, so cross-cultural communication, exchange and understanding become central. While CUNY students trace their ancestries to 205 countries, 47% speak a language other than English, and 37% are

born outside the U.S. mainland,⁶ many have never traveled abroad or even much outside New York City. Although the purpose of this report is to provide information about CUNY's study abroad activities, it may inspire university and college leaders, faculty, and staff to evaluate and expand efforts to improve students' global awareness and intercultural competence.

⁶ <http://www.cuny.edu/about.html>