

**Making the Connection:**

**International Education and Careers in a Global Society**

Regional Forum hosted by University of Utah

November 9, 2011

# MAKING THE CONNECTION: INTERNATIONAL EDUCATION AND CAREERS IN A GLOBAL SOCIETY

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*2nd Annual* UTAH INTERNATIONAL HIGHER EDUCATION SUMMIT

A REGIONAL FORUM HOSTED BY UNIVERSITY OF UTAH WITH SPONSORSHIP FROM  
THE ASSOCIATION OF INTERNATIONAL EDUCATION ADMINISTRATORS (AIEA)

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A DESIGNATED  REGIONAL FORUM  
Association of International  
Education Administrators



# INTRODUCTION

“Internationalization” has become a common theme on campuses across the nation, reflecting growing recognition that the futures of individual countries and the world as a whole are deeply intertwined, and that the creation of globally competent citizens is a key goal of higher education.

Utah university and college students have strong ties to countries throughout the world. Many possess strong second language skills. A significant number have lived overseas. In many cases though, students do not take the “next step” in terms of connecting language and cultural skills to practical job skills. Humanities students, for example, focus on further development of language skills but fail to develop credentials connecting them to areas where they are more likely to be hired (business, for example) following graduation. Students with language and cultural skills, who focus on developing professional credentials in areas like business or engineering, often fail to improve upon (and even maintain) those language and cultural skills that will make them more attractive to future potential employers.

stronger communication networks and a deeper understanding of ways to promote programmatic crossing of disciplinary boundaries.

This report summarizes a gathering of internationalization leaders from across Utah. Jointly sponsored by the Association of International Education Administrators (AIEA), discussions facilitated the sharing of effective organization—both internally within individual institutions and externally through cooperation among higher educational institutions, government and business. Attendees discussed ways to expand and deepen comprehensive internationalization in ways that invite higher education, government, and business to participate collaboratively and mutually benefit. The Forum included a keynote address on the challenges and opportunities of advancing international programs, panel discussions on connecting international education with global careers and on faculty involvement in internationalization efforts, a poster session on internationalizing campus, and a lunch keynote on international careers.

While most Utah universities and colleges have made some headway in providing international programs that address this deficit, a clear model and best practices have not yet emerged. Rigorous discussion and planning to address this issue in intentional ways must expand beyond the confines of the academy and include business and government leaders. That expanded conversation will result in the development of



The Association of International Education Administrators (AIEA) is composed of institutional leaders engaged in advancing the international dimensions of higher education. It was formed in 1982 and is based at Duke University.

*Participating Institutions*

Brigham Young University  
Dixie State College  
Salt Lake Community College  
Snow College

Southern Utah University  
University of Utah  
Utah State University  
Utah Valley University

Weber State University  
Westminster College  
World Trade Center Utah





## SESSION SUMMARIES

### Conference Opening

President Lorris Betz opened the summit, warmly welcoming attendees to the University of Utah. He noted that this 2nd Annual Utah Higher Education Summit and AIEA Regional Forum builds on the foundation of cooperation between institutions of higher education in Utah set at the 1st summit held in 2010 at Utah Valley University. The 2nd Annual Summit and Regional Forum focuses on connecting international education experiences more closely with the needs of a global economy. Dr. Betz noted that the futures of individuals and the world are intimately entwined. Given that reality, institutions of higher education must be in the business of preparing globally competent citizens.

### Keynote Address: “Challenges, Opportunities & Examples in Advancing International Programs”

During his keynote address, Dr. Gene Allen highlighted the importance of internationalization and the leadership challenges associated with that endeavor. Drawing on his experiences as Senior International Officer (SIO) at the University of Minnesota Twin Cities (UMTC), he traced the key components of an effective internationalization process. He then highlighted common opportunities for advancing and deepening campus internationalization and concluded with lessons learned as a SIO.

Allen noted that leaders must clearly address the question, “why internationalize?” Addressing this question with stakeholders across campus will

promote cross-disciplinary collaboration and help build support for international endeavors that are inherently administered in “rows” rather than in traditional “columns.” Because international

### \* DEFINING INTERNATIONALIZATION

“the process of integrating international and multicultural perspectives and experiences into the learning, discovery and engagement (outreach) missions of higher education”  
(Knight 1994)

programs are interdisciplinary and administered across disciplines, SIOs will need to find ways to create legitimacy and support from the faculty, departments, and colleges. That legitimacy and support is essential as they “borrow” faculty from departments, often operate outside the faculty reward system, and work to involve faculty in activities that transcend traditional disciplinary lines.

Dr. Allen shared his SIO experience at the University of Minnesota as a concrete example of movement toward a campus-wide internationalization effort that increased visibility, demonstrated university commitment, and supported faculty and student international engagement. Noting that even when there are lots of things going on internationally, a university is not really internationalized until those activities are coordinated and grounded in an internationalization strategy that transcends and connects individual department and college

imperatives. When Allen began his tenure as SIO at UMTC, he found that faculty were involved all over the world but involvement was “an inch deep and worldwide,” with little coordination and communication. In response, Dr. Allen led an effort to coordinate more carefully, communicate more effectively, and develop collaborative frameworks that supported campus internationalization. These efforts included centralizing on-campus program locations, increasing staff support, upgrading resource infrastructure, consolidating services to reduce cost, improving access and increasing visibility across campus and on the web, increasing financial support for faculty and staff, developing a stronger international education support framework, establishing stronger student financial aid programs, and increasing the number and profile of international program staff.

In addition, Dr. Allen discussed the twin goals of making study abroad relevant to all majors and increasing study abroad enrollment to 50% of each graduating class. These goals were accomplished through a program of curriculum integration that included close collaboration with faculty and students, development of additional study abroad scholarships, increasing the number of faculty teaching Global Seminars, developing “Study Abroad Advising Sheets” for a majority of majors, and establishing partnerships between study abroad professionals, faculty & advisers through workshops and site visits. In addition to enhancing the relevance of study abroad and increasing participation, the Curriculum Integration Project

resonated on campus yielding great administrative and faculty support, reduced time to graduation and higher GPAs for education abroad participants, increased participation among students of color, and increased support from Admissions, Registrar & Financial Aid offices.

From his experience in leading UMTC through the internationalization process, Dr. Allen noted several vital components to any internationalization process effort:

- the president and key administrators must “Walk the Talk” of internationalization;
- a full-time SIO with a meaningful budget is critical on any sizeable campus;
- a current strategic plan for the university and each college is helpful and increases accountability;
- ideally, all central international units should report to the SIO, who should report to the provost or a senior vice president;
- the SIO should identify major challenges and opportunities and provide options to address each;
- the SIO should identify the most obvious things to “fix” and then fix them; and
- the SIO should pursue only a few major campus initiatives to demonstrate seriousness about internationalization. These initiatives should involve as many units and faculty/staff as possible.





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In advancing internationalization, SIOs should look for collaborative opportunities, outside their home college or university, in which to participate. These may include statewide consortia like the Committee on Institutional Cooperation (CIC), governed by University Provosts and consisting of Big Ten Universities plus the University of Chicago. CIC participating institutions have reported saving \$11m through collaborative purchases in 2009-10, sending increasing numbers of students abroad, increasing student access to special courses, sharing instruction for 120 Less Commonly Taught Languages through CourseShare, etc. International collaborative opportunities may also include participation in institutions like the International Knowledge Center, providing member universities with on-site physical facilities and staff.

Dr. Allen concluded his presentation with lessons learned as SIO. It is a given that to make major advances on internationalization, the SIO must have the support of the president and central officers both in words and in budget. Even with that verbal and financial support, SIOs will still have to carefully address the problematic issues in advancing internationalization on an on-going basis. The lack of sufficient budget to make meaningful advances in multiple areas will mean making strategic choices about which components of internationalization to emphasize. Turnover of key administrative positions, from deans to the president, will mean ongoing advocacy for the value of internationalization while also building campus “social capital” and learning when to push

advances and when to consolidate and strengthen existing international programs. Part of the effort to build social capital will likely include reducing travel abroad and increasing participation in on-campus activity that consolidates stakeholder support. Overall, creating and sustaining an internationalization infrastructure that simultaneously supports the faculty and the mission of the colleges is crucial.

SIOs have to be careful about what they want to control. Their primary mission is to work with the colleges. SIOs have to encourage international engagement but not get caught up in trying to control activity and to protect turf. You cannot antagonize the colleges in their international efforts but simply support them.  
— Gene Allen

### **Panel: “Making the Connection: International Education and Careers in a Global Society”**

This session, facilitated by Eugene Allen (Dean Emeritus and Distinguished Teaching Professor at the University of Minnesota Twin Cities) aimed to develop a dialog between institutions of higher learning, business, and government. International educators feel strongly about the value of substantive international experiences and acquisition of a “global competence” skill set. This session provided opportunities for both business and government to provide feedback on whether the “international skill set” students graduate with meets business needs and how state government can increase support for universities working to prepare students for a globally connected business world. Panelists from business (Jeff Wright—Struck/Axiom Integrated Marketing Agency), higher education (Karen Gunn—Salt Lake Community College, Bridgett Newell—Westminster College, and Hiram Chodosh—University of Utah), and government (Eric Hutchings—Utah State House of Representatives, 38th District), offered observations and examples of the potential for a strengthened tripartite relationship and the value of international education training in today’s globally connected world.

### **Business**

International experience is critical to a business career. It is not an option. It is not acceptable to be in a management position in a global economy without that experience. Universities need to reach into the high schools and even elementary schools

to encourage international focus. In the job market, competition is fierce. Without international experiences, students will not be prepared for the global challenge they will face upon graduation.

### **Education**

At Westminster College global learning has been identified as one of the core components of the campus learning goals. In addressing what global learning means, Westminster has chosen to focus on power relations and diversity at the personal, national, and international levels. Because student lenses are partial and biased at each of these levels and because some groups enjoy privileged power positions in society, Westminster is committed to broadening student perspectives. That broadening must include acquisition of global skills: preparing students to interact more effectively with and in cultures other than their own. Of particular concern at Westminster in the area of global learning is the issue of financial affordability. In addition to providing education abroad opportunities, Westminster has responded to that concern by developing a number of local experiences that provide global learning opportunities while keeping student costs low.

Community colleges face a unique set of opportunities and challenges in the international arena. First and foremost, the student population is transient and workforce-based. For most community college students it is very difficult to have a “live” international experience abroad. International partnerships provide Salt Lake



Students need to be prepared for  
the dynamic forces out there,  
rather than simply expecting a linear  
development of an international career.  
– Hiram Chodosh

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Community College (SLCC) students with opportunities to have “virtual” international experiences. Effective international partnerships for SLCC have included three essential components: (1) partnerships must meet the needs of both SLCC and the partner, (2) partnerships must be economically feasible and sustainable, and (3) partnerships must include a meaningful project for students and faculty, providing a tangible, resume-building outcome. SLCC’s student-managed export-import company in India, for example, meets those criteria. With origins in the Business School and Communications the project included collaboration with and financial support from community partners. It provided opportunities for students to participate in efforts providing unskilled, disadvantaged women in Mumbai with entrepreneurial education and training.

We need to be careful to help our students understand that putting an international foot first must follow the acquisition of skills. For example, a good international tax attorney has to be a good tax attorney first. The acquisition of global competence will most likely include more intangible and less quantifiable “international” attributes. The challenge as educators is to identify those international attributes that result from student international experiences and that are most attractive to potential employers in business, government, etc. A list of international attributes and experiences leading to their acquisition might include:

We have an obligation as stewards of higher education in the state to see that all of our students have some international experience. – Karen Gunn

- Awareness of conflict: when students are exposed to (cultural, social, value, and economic) differences they become more aware of conflicts that arise when those differences interact.
- Empathy and appreciation for diversity: when students more intensely engage with a different community they begin to identify with and understand that community. Identity goes beyond heritage and includes experience.
- Creative resourcefulness: when students are shown how to carefully examine (cultural, social, value, and economic) differences and resulting conflicts, they often find creative solutions that transcend and mitigate those conflicts.
- Leadership: when students directly experience service, they more deeply understand and become committed to its value and impact.
- Entrepreneurship: – when the social assumptions of the prevailing perspective are exploded, students see opportunities that they could not otherwise see.

The remaining enduring questions are, can we engage with government and business in ways that promote these attributes in our students? Are these the special attributes that allow our students to contribute to their world?

**Government**  
Currently, state legislators do not operate regularly in the international realm and therefore know less than they should about the value of international education and international engagement. Because “all politics is local,” state legislators need relevant arguments and supporting data about the importance of international engagement to the state and to their local constituencies. The (economic) value of international students to the state is one example of the kind of information that resonates with state legislators. With additional advocacy on the part of higher education and business, the legislature can become more convinced of the value of international engagement. Higher education and business must make a stronger and more overt

understand what higher education needs to meet the demands of international business and how legislators can be involved.

Following the panelists’ presentations, discussion between the panelists and attendees focused on advocacy promoting deeper and more lasting connections between education, business, and government and on international education program development.

- In making internationalization a part of Utah’s trajectory, particularly in regard to Utah 2020, higher education institutions need to more closely align internationalization priorities with state and state education priorities. This will include finding ways to support state efforts to develop a stronger underlying structure for education in Utah. It will also include making overt connections between international education and basic reading, writing, and math priorities. Finally it will include a message that cultural understanding and international experience (in all forms) enhances national security and state prosperity.
- In pursuing the identification and programmatic support for student development of international attributes that are of value to business, higher education institutions will need to build a stronger coalition with business leaders and government. Stronger working

In working with state legislators and other government officials, progress can be made when gentle pressure is applied relentlessly. – Eric Hutchings

effort to connect with state legislators. Higher education and business need to regularly invite legislators to participate in their international events. They need to make the legislators aware of the vital role international business plays in the state. They need to help legislators better



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coalitions will likely force higher education to examine its “DNA structure” and require adaptations that reflect a coalition of partners. Resulting educational and training tools will fit more closely with differing levels of preparation students bring to international experiences, better prepare all students for the post-graduation working world, and provide dynamic information exchange and feedback between the three partners.

- In taking advantage of the international infrastructure Utah enjoys (second language priority in the K-12 system, university student second language skills, Sister City program, international business activity and experience, and widespread international experiences among the state’s population), education, business, and government should explore a second language high school graduation requirement and the development of “major-specific” and pre-baccalaureate study abroad and other international experiences.
- A strong rationale highlighting the value international students bring to Utah needs to be shared with government and business. That rationale would include arguments like: because we do business with those we know, having international students in Utah is a basis for future business relationships; and international students make a significant economic impact on the Utah economy. International students are

key to helping domestic students build the kind of networks critical to their post-graduation success. Higher education institutions will also need to develop and share a rationale for increasing the number of international students in Utah. That rationale must address the question of non-resident tuition. Possibilities for helping mitigate non-resident tuition costs may include developing stronger connections between Community Colleges and 4-year universities, developing 1+2+1 or 2+2 programs, and finding creative ways to promote more international exchanges.

- Participants shared several ideas focused on how to help get information out to a broader constituency regarding the value of international experiences and the importance of building a statewide strategy. Universities and colleges need to help their students see connections between the education path to global competence and their school’s mission. Student acquisition of global skills can then be used as a tangible “product” to be shared with other university constituencies, inviting buy-in. Business leaders can “nudge” government and education leaders to better meet their industry needs in terms of graduating students. In turn educators, by developing regular dialog and collaboration with industry can more actively support industry in that “legislative nudge.” Legislators will



respond most positively not just to great ideas shared passionately but rather to ideas that are supported by solid data and that help them accomplish their legislative commitments.

- An on-going strategy of international education advocacy must include the development of performance measures that can help demonstrate the added value of international education training. Higher education institutions need to begin tracking their students after graduation, particularly in regard to internationally connected careers. Another performance measure not well developed is cross-cultural communication. With an increasingly interconnected world, students proficient in this skill area will have a competitive advantage. Curricular development and tracking students who receive this training are both areas where business and education can collaborate. Developing tracking measures to see how incoming students maintain and enhance global and linguistic skills over the course of their education career and beyond is another area of opportunity. Finally, education, business, and government need to explore the question, what sort of academic programs best promote international engagement? In pursuing curriculum internationalization the answer to that question will be crucial.

## Poster Session: “Internationalizing the Campus: Administrator, Faculty, and Student Perspectives”

Focusing on internationalizing the campus, poster session presenters addressed four themes: (a) preparing students for education abroad (field research, work, study abroad, internships, etc.), (b) integrating international experiences into the curriculum, (c) enhancing campus internationalization, and (d) internationalization of the curriculum. Presenters and Forum participants interacted informally and discussed approaches to internationalizing the campus for an hour following the morning panel.

## A Cost-Effective Internationalization Tool: Global Academy at Utah State University

Authors: Mary Hubbard; Karin DeJonge-Kannan; Ann Roemer; Shelly Hernandez; Kay Forsyth; Carlos Munoz; Allyson Shirley; Melanie Conrad; Eric Simm, Utah State University.

## Examining the Relationship Between Study Abroad Participation, Time to Graduation and Academic Achievement

Author: Mark St. Andre, Assistant Dean of Undergraduate Studies, University of Utah

## Global Pathways/Enhancing Campus Internationalization

Author: Anjali P. Hallett, Director, Global Pathways, University of Utah





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## How to Establish an International Internship Program

Author: Courtney H. McBeth, Assistant Director, International and Academic Affairs, Hinckley Institute of Politics, University of Utah

## The International Center Ambassador Program

Authors: Emily Edmonston, Coordinator, International Students and Scholars; Jacqueline Fogel, International Student Advisor; Robin Cole, Student - International Orientation Assistant, University of Utah

## International Diplomacy Program

Author: Nancy Fillat, Director of International Student Services, Salt Lake Community College

## Internationalization of the Curriculum: Empowering Women Worldwide Through Entrepreneurship

Authors: Ann Mackin, Director, Women's Business Institute; Karen Gunn, Associate Provost & Dean, School of Professional and Economic Development & School of Applied Technology, Salt Lake Community College

## Internationalizing the Social Work Curriculum: Implementation and Assessment

Authors: Caren Frost, Director, International Social Work Research; Helane Leta, Director, Graduate International Social Work Education & M.S.W. Field Education; College of Social Work, University of Utah

## The Role of Language(s) in U.S. University Internationalization Efforts: A Critical Perspective

Author: Kristin Hiller, PhD student, Department of Linguistics, University of Utah

## Stimulating Social Integration Through Off-Campus Activities

Author: Dennis Faatz, Student Services Director, Center for Global Engagement, Snow College

## University of Utah Global Health Initiative (GHI)

Authors: DeVon C. Hale, Assistant Dean for International Medical Education; Preston Burchett, University of Utah

## Viet Nam Study Abroad

Author: Donna Thompson, Nursing Professor, Salt Lake Community College

## Lunch Speaker

Omar Kader talked about his experiences as a son of Palestinian immigrants, growing up in Provo, Utah. At every important juncture in his life, he was able to find success because of a mentor. Mentors can help teach people as they grow up to learn how to make choices. Being a mentor is part of what it means to contribute to building a democratic society in the United States and what it means to be an educator.

Omar also emphasized the importance of understanding the world outside the United States. That understanding comes from habits like reading the newspaper. For him, the best way to teach a student is to have them read *The New York Times* every day. The increased awareness of others who are different from our experience will lead to greater tolerance.

Dr. Kader expressed concern about prevailing religious illiteracy, particularly against Muslims in the U.S. In the United States, we need to find a way to educate about tolerance of others, particularly tolerance of other religions, so that our identity is not threatened by differences we encounter.

## Lifetime Achievement Award

Lew Cramer, President and CEO of World Trade Center Utah presented Erlend “Pete” Peterson, Associate International Vice President at Brigham Young University, with the Lifetime Achievement Award for his service in promoting international education in Utah throughout his career.

## Panel: “Faculty Involvement in Internationalization”

This panel chaired by Mary Hubbard (Vice Provost of International Education at Utah State University) provided practical examples of faculty contributions to campus internationalization.

Stephen C. Alder, who currently serves as chief of the Division of Public Health at University of Utah, noted that his program takes seriously the mission to bring the best of what is understood about global health to the local community and to the international communities it serves. Faculty involvement in global health is integrated with research, service, and scholarship. Faculty are encouraged to promote engaged, collaborative scholarship with partner sites.

Karin deJonge-Kannan serves as Co-Director of the Master of Second Language Teaching program at Utah State University (USU). Programs like the Sandwich Program where doctoral students from Indonesia study in the U.S. for three months and work with EFL students augments USU's internationalization efforts. The Global Academy also supports those efforts, providing intensive immersion experiences for international students during the summer. Finally, successful grant applications have resulted in programs that bring students from around the world for an 8-week immersion program, and teachers from around the world for teacher training.





## WRAP UP/LOOK TO THE FUTURE

Adam Blaszcak, director of the InnoBio program in the Biotechnology Department at Salt Lake Community College (SLCC), closely involves students in hands-on research for biotech businesses. Part of that experience includes a 3 month research experience in Poland where SLCC students work closely with graduate students. This program is supported by local Utah companies who donate 50% of airfare cost. Students offset remaining costs through work for the Biotech Business Connection at SLCC.

Spencer Magleby, Associate Dean of the Fulton College of Engineering and Technology at Brigham Young University (BYU), described his college's internationalization efforts. When the College decided to make global leadership for engineering a strategic priority, it planned to have 50% of its engineering students to have a global experience before graduation. Rather than making that global experience an extra thing, the college moved toward and met that goal through integrating global competence into the students' academic programs. Part of that effort also included identifying ways for faculty to "generate credit" for their supportive involvement.

Following the four panelists' presentations, a question was asked regarding how to integrate faculty international activity into the RTP process. One panelist noted that his college credits international activity to the extent that it is scholarship based. For his college, international activity has to produce something, either scholarly

work or credit bearing coursework that helps students meet major requirements.

A question was asked regarding student cost to participate in international education experiences. Attendees and panelists noted that those costs can and should be mitigated. Raising and providing financial aid through donor money, scholarship programs, and other funds is one way. Articulating the value of participation in international experiences in a way that help students put "skin in the game" is another. This will in turn, make students more committed to the program. Students will then play an active role, holding the program accountable for promises articulated during the recruitment process.

If you are not developing your faculty you are not developing an international culture....you are just developing culture on the side. – Spencer Magleby

Dr. Gene Allen presented a summary of issues discussed during the Summit.

- Importance of reaching out – collaboration, business support, networks, etc.
- Interdisciplinary programs – the most important thing for a student going on a study abroad is thinking about more than just their major. They need to study other parts of the culture in which they are immersed. The major global problems we face are interdisciplinary and international programs need to reflect that issue.
- Promotion and tenure should not be at the top of the internationalization agenda. Tweak the system at the college level rather than at the university level.
- Addressing global problems ("The Globally Competent Engineer") requires a multiple perspective approach.
- Setting internationalization goals are crucial for stretching the institution to achieve. They may be unreachable but they push the institution to move forward and to measure that forward movement. Goals should be set at the campus level and be widely shared, inviting the campus constituency to participate.
- Different disciplines, especially in the professional fields, offer fruitful internationalization models. In developing an internationalization strategy, it is best to first find out what is happening across campus rather than simply prescribing what should happen. Learning what the different schools and disciplines are doing across campus creates opportunity to capitalize on the different strengths offered.
- Too many universities prioritize student participation in their own study abroad programs at the expense of student participation in general. Universities should look for ways to increase student participation in study abroad both through the home university's program offerings and through other institutions' offerings. Rather than relying solely on individual program development (a significant expense) institutions should look for ways to collaborate with other universities thus creating economies of scale.
- Finances, for many students will remain an obstacle to study abroad participation. Students often view airfare as a primary obstacle to participation. Whenever possible, scholarships should cover airfare.
- Study abroad advisors need to be aware of and develop ways to address lower study abroad participation as a result of separation from friends.
- Faculty involvement internationally leads to networking which leads to internationalization of curriculum and programs.
- Be very careful about offshore degree programs. 1+3/2+2 programs in both directions are a more proven way to internationalize.

## OUTCOMES

The growing network of educators, business leaders, and state government officials must continue to develop a stronger strategic vision for international education in Utah. Conversations about this and other pressing issues will likely continue throughout the year. These conversations will promote effective changes in connection, advocacy, and ultimately internationalization strategy and program administration to the extent more formal networks are established, connecting the three groups in meaningful ways. With two statewide summits completed, educators, business leaders, and state government officials now need to draft a white paper outlining common interests and ways to develop those common interests. The white paper will then serve as a roadmap for both future summits and for supportive workshops, training, and strategic plan development and assessment.

*The Third Annual Utah International Higher Education Summit will convene in late 2012 at Salt Lake Community College.*



*Host:*  
University of Utah  
Office of International Education/Study Abroad,  
Mark Bean, Associate Dean and Director  
International Center, Sabine Klahr, Director

*2011 AIEA Forum Planning Committee:*  
Mark Bean  
Associate Dean and Director, Office of International Education  
University of Utah

Danny Damron  
Director, International Center  
Utah Valley University

Nancy Fillat  
Director, International Student Services  
Salt Lake Community College

Loredana Haeger  
Dean, School of Health Science  
Salt Lake Community College

Mary Hubbard  
Associate Provost, International Education  
Utah State University

Sabine Klahr  
Director, International Center  
University of Utah

Chalimar Swain  
Associate Director, International Center  
University of Utah

*Report written by Danny Damron.*



## BIOGRAPHIES

**Stephen C. Alder** currently serves as chief of the Division of Public Health at University of Utah where he is an associate professor of Family and Preventive Medicine. He teaches coursework in biostatistics and global health. His primary academic focus is in global health with a focus on health disparities. He has several active projects, among American Indian communities in the Intermountain West (with the Huntsman Cancer Institute and the Sletten Cancer Center), with the Barekuma Collaborative Community Development Project in Kumasi, Ghana (with the Komfo Anokye Teaching Hospital and the Kwame Nkrumah University of Sciences and Technology) and as part of the Community Engagement Core of the Center for Clinical Translational Sciences.

**Dr. Gene Allen** is currently Dean Emeritus and Distinguished Teaching Professor at the University of Minnesota Twin Cities (UMTC). A native of Burley, Idaho, Gene Allen's distinguished 43-year academic career at UMTC included serving as professor, Dean of the College of Agriculture, Vice President of the Institute of Agriculture, Forestry, and Home Economics, Provost for Professional Studies, Director of Global Outreach, and Executive Director, Associate Vice President for International Programs. His research, teaching, service and administrative contributions have been recognized by several organizations. The international program foundation he established during his tenure as head of International Programs was a major factor in the recognition of UMTC with NAFA's prestigious Paul Simon Award for Campus Internationalization in 2009. In retirement, Dr. Allen continues to participate in national organizations and other forums advocating and promoting university internationalization.

**Dr. Lorris Betz** is Interim President of the University of Utah. During his time at the University, Dr. Betz served as Senior Vice President for Health Sciences, Dean of the School of Medicine, and Chief Executive Officer of the University of Utah Health Care. He holds faculty appointments in the Departments of Pediatrics (Professor with tenure), Neurobiology and Anatomy (Adjunct Professor), and Physiology (Adjunct Professor). In 2004, he received the Utah Governor's Medal for Science and Technology and in 2010, the Utah Hospital Association Distinguished Service to Health Care Award and the Utah Business Magazine Health Care Hero for Lifetime Achievement in Health Care. Dr. Betz was recently named by Utah Business Magazine as one of the 100 Most Influential People in Utah.

**Adam Blaszcak** directs the InnovaBio program in the Biotechnology Department at Salt Lake Community College. Adam did graduate work at the University of Gdansk where he conducted research on the heat shock response in *Escherichia coli*. Adam has also worked as a research associate at the Institute of Biophysics and Biochemistry, Polish Academy of Sciences (IBB PAN) Warsaw/Gdansk, Poland. He received his Ph.D. in Molecular Biology from the University of Gdansk in 1998. Adam conducted research for over ten years on transcriptional gene regulation in cancer cells at the Huntsman Cancer Institute before coming to Salt Lake Community College.

**Hiram Chodosh** is S.J. Quinney College of Law Dean and Professor of Law at the University of Utah. Dean Chodosh served as a Senior Fulbright Scholar in India and as an adviser to the UNDP in Asia, the World Bank Justice Reform Group, the IMF Legal Department, the State Department, and many supreme courts, ministries, and commissions in the Middle East and Asia. He currently directs the Global Justice Project: Iraq, an advisory think tank in Baghdad. Dean Chodosh is known for designing and implementing innovative educational models to expand leadership experiences for students, interdisciplinary skills training, the use of technology, advanced research, and global legal education. In recognition for his advocacy of mediation as a method of resolving disputes, Dean Chodosh was recently named as the recipient of the 2011 Gandhi Peace Award.

**Lew Cramer** is the President and CEO of World Trade Center Utah, focused on enhancing Utah's international expansion by assisting Utah firms in connecting with global business opportunities. During the first Bush administration, Lew served as director general of the U.S. Commercial Service, directing the activities of 1,400 commercial officers at over 150 embassies worldwide, as well as in 65 offices throughout the United States. Lew has also worked with US WEST International in developing major telecommunications projects in over thirty countries and served as a White House Fellow, as a Deputy Assistant Commerce Secretary, and as the Assistant Secretary of Commerce for International Trade, during the Reagan administration. Lew has also practiced corporate law in Los Angeles and in the San Francisco Bay area. For many years, he taught at the business schools of the University of Southern California and Georgetown University.





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**Karin deJonge-Kannan** came to Utah State University in 2000, where she has served as Co-Director of the Master of Second Language Teaching program since 2003. While training second-language and foreign-language teachers, she emphasizes the role of culture in language teaching and learning. An avid traveler and culture learner herself, Dr. deJonge-Kannan has lived in the Netherlands, France, the USA, Mexico, China, and India, and traveled to a number of additional countries. Through the Office of Global Engagement at USU, she has hosted and trained various groups of international teachers, students, and scholars. Most recently, she was involved with two grant projects funded by the US Department of State, one that brought international students to the USU campus for 8 weeks of English immersion, and one that brought high school teachers from around the world to USU for 6 weeks of professional development.

**Karen Gunn** is the Associate Provost for Business Partnerships and Dean of the School of Professional and Economic Development at Salt Lake Community College. She oversees program development for eight divisions focused on workforce development, entrepreneurial advancement, lifelong learning, and global partnership development. With over 30 years experience as an educator, corporate manager, and entrepreneur, Karen represents Salt Lake Community College as a member of several international initiatives and has participated in developing exchange programs in Ukraine, Brazil, India, and China.

**Mary Hubbard** is the Vice Provost of International Education at Utah State University. As a Professor of Geology she has conducted research in many of the world's highest mountain ranges. She has served administrative positions in the role of Department Head for Geology at Kansas State University and Dean of Science at Utah State University prior to moving into her current position. She holds a BA degree from the University of Colorado and a PhD from MIT, both in geology.

**Eric Hutchings** has served in the Utah State House of Representatives since 2001, representing the 38th District. He is the co-chair of the Utah International Relations and Trade Commission and serves on the Utah House Judiciary Committee and Revenue and Taxation Committee, as well as on the Joint House and Senate Subcommittee on Executive Offices and Criminal Justice Appropriations. Representative Hutchings is a financial services professional and is actively involved in a variety of community organizations. He is a former Eagle Scout and a graduate of Brigham Young University with a degree in Asian Studies.

**Omar Kader** is Chairman and Owner of Paltech®, Inc. a metropolitan Washington, DC-based company he founded in 1987. With more than 250 employees, the company maintains U.S. government contracts providing services to various government agencies including the Department of State, Department of Defense, Department of Health and Human Services, U.S. Agency for International Development (USAID) and the U.S. Coast Guard. Since 1993, over 500 college students have interned at Paltech, experiencing government first-hand with Dr. Kader as their mentor. Active in Arab-American affairs, Omar has served as the Executive Director of two major Arab-American organizations. On six occasions he has served as a member of US Delegations observing and monitoring international elections: Morocco (1996), Yemen (1997), Indonesia (2004), Palestine (2006), Pakistan (2008) and Afghanistan (2009). He is a member of the Board of the Middle East Policy Council (Washington, DC) and the Board of Georgetown University's Institute for the Study of Diplomacy (Washington, DC).

**Spencer Magleby** is the Associate Dean of the Fulton College of Engineering and Technology at Brigham Young University. Prior to his appointment at BYU, Spencer worked in the private sector in the military aircraft industry developing tools for advanced aircraft design and manufacture, concurrent engineering methods, and interdisciplinary design teams. At BYU he has pursued research in design of products that use new mechanism technologies, design tools and processes that bridge engineering and business, and engineering team formation and management. He teaches design at the graduate and undergraduate level, and is interested in educational partnerships with industry. He has helped oversee more than 200 undergraduate and graduate design projects through his involvement with the Capstone and Interdisciplinary Product Development programs. Dr. Magleby has been nationally recognized for his contributions in engineering design education.

**Bridget M. Newell** is the Associate Provost for Diversity and Global Learning at Westminster College and has been a member of the Westminster faculty since 1996. Specializing in feminist theory and ethics, she has taught numerous courses in philosophy, diversity, and gender studies. She has also worked as a writing consultant and professional writer and taught undergraduate and graduate courses in writing and professional communication. A strong advocate for diversity and inclusiveness, Dr. Newell has played a significant role in developing Westminster's Diversity Lecture Series, Gender Studies program, and Diversity Council, and for many years has led the College in conversations about enhancing its focus on diversity-related issues. Her current role integrates her focus on diversity with internationalization of campus.

**Erlend “Pete” Peterson** is the Associate International Vice President at Brigham Young University and the Utah International Higher Education Summit International Education Achievement Award recipient. Since 1973, Pete has been involved in BYU's international efforts. With his gifts of diplomacy, vision, and leadership, Pete has established several successful international programs at BYU, such as the university's Scandinavian Lecture Series, international scholarship programs, and the BYU Ambassadorial Lecture Series. In 1997, the King of Norway recognized Pete for his lifelong service by giving Norway's highest commendation to a non-Norwegian and knighted him as a Knight First Class in the Royal Norwegian Order of Merit. Pete has also been recognized for his work on behalf of the University and the State of Utah to establish ties with the leaders of several Middle Eastern countries. In 2001, the Days of 47 Committee designated Pete as a “Pioneer of Progress.” He also received the International Award of Utah 2005, presented by the World Trade Association of Utah.

**Jeff Wright** is a founding partner of Actium and a principal and founder of Struck/Axiom Integrated Marketing Agency, headquartered in Salt Lake City. In addition to his work at Struck/Axiom, providing advertising and marketing services to a variety of companies, Jeff is an active venture investor with experience in a range of industries, including biotechnology and reinsurance. He is a past member of the Board of Trustees of Southern Utah University and past chair of the Guadalupe Schools Board of Directors. He is a current member of the Board of Visitors for the University of Utah.

*Further Resources:*

Links to readings and resources used for the Forum are located at:  
<http://ic.utah.edu/summit/>

More information on the Association for International Education Administrators can be found at:  
<http://www.aicaworld.org/>



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