



UNIVERSITY OF GEORGIA

2015-16 GLOBAL ENGAGEMENT REPORT



Study Abroad | International Research & Partnerships | International Students & Scholars

2015-16 Global Engagement Report

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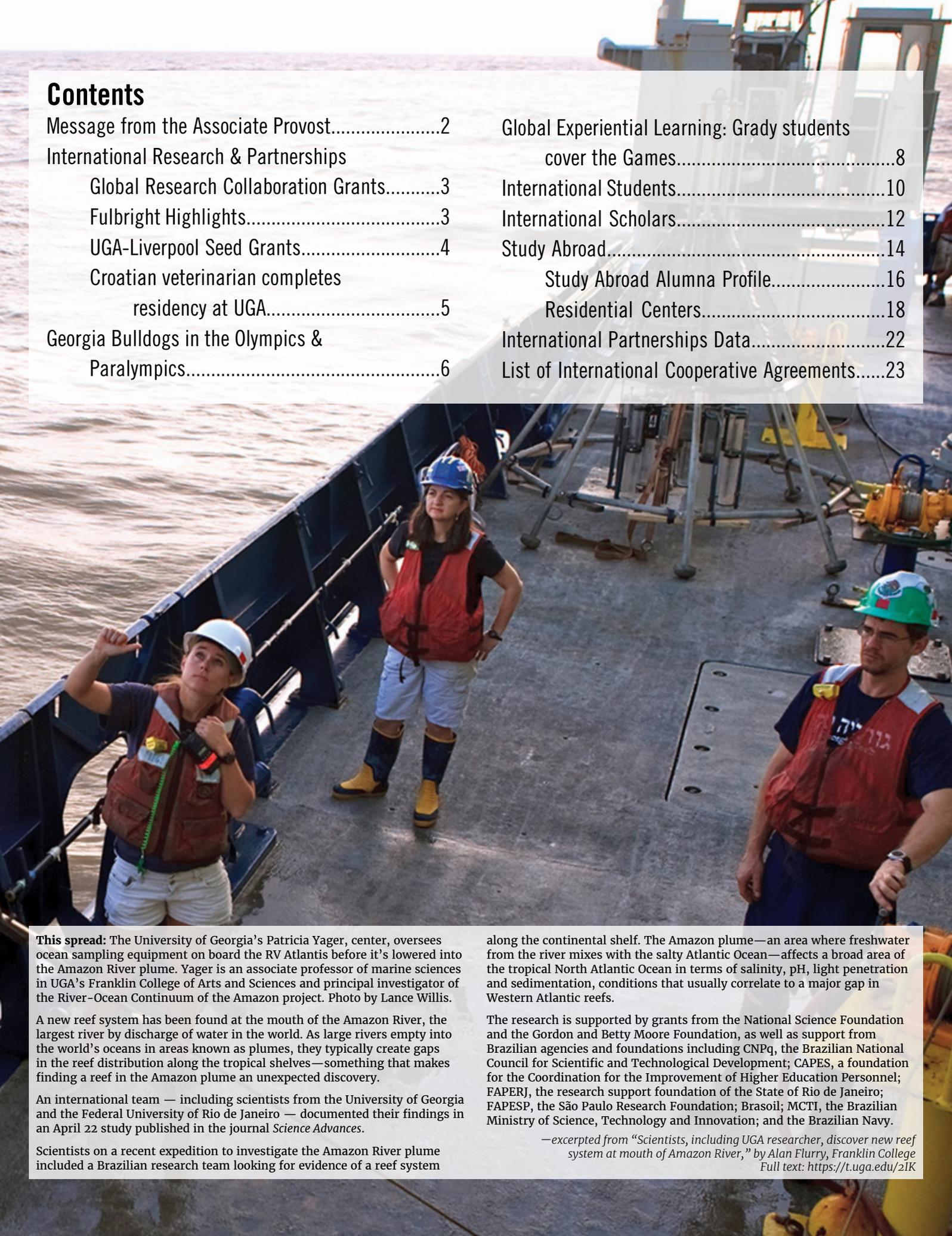
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This spread: The University of Georgia’s Patricia Yager, center, oversees ocean sampling equipment on board the RV Atlantis before it’s lowered into the Amazon River plume. Yager is an associate professor of marine sciences in UGA’s Franklin College of Arts and Sciences and principal investigator of the River-Ocean Continuum of the Amazon project. Photo by Lance Willis.

A new reef system has been found at the mouth of the Amazon River, the largest river by discharge of water in the world. As large rivers empty into the world’s oceans in areas known as plumes, they typically create gaps in the reef distribution along the tropical shelves—something that makes finding a reef in the Amazon plume an unexpected discovery.

An international team — including scientists from the University of Georgia and the Federal University of Rio de Janeiro — documented their findings in an April 22 study published in the journal *Science Advances*.

Scientists on a recent expedition to investigate the Amazon River plume included a Brazilian research team looking for evidence of a reef system

along the continental shelf. The Amazon plume—an area where freshwater from the river mixes with the salty Atlantic Ocean—affects a broad area of the tropical North Atlantic Ocean in terms of salinity, pH, light penetration and sedimentation, conditions that usually correlate to a major gap in Western Atlantic reefs.

The research is supported by grants from the National Science Foundation and the Gordon and Betty Moore Foundation, as well as support from Brazilian agencies and foundations including CNPq, the Brazilian National Council for Scientific and Technological Development; CAPES, a foundation for the Coordination for the Improvement of Higher Education Personnel; FAPERJ, the research support foundation of the State of Rio de Janeiro; FAPESP, the São Paulo Research Foundation; Brasoil; MCTI, the Brazilian Ministry of Science, Technology and Innovation; and the Brazilian Navy.

—excerpted from “Scientists, including UGA researcher, discover new reef system at mouth of Amazon River,” by Alan Flurry, Franklin College
Full text: <https://t.uga.edu/2IK>



MESSAGE FROM THE ASSOCIATE PROVOST

Greetings!

My specialist field as a scholar and UGA faculty member is the study of medieval and Renaissance chivalry, and the study of medieval manuscripts. One might well ask how this could possibly connect with international education and my current role as associate provost. Well ... please bear with me and read on.

When I show students medieval manuscripts in UGA's Hargrett Rare Book and Manuscript Library, someone always asks: "How did they make the ink back then?" The answer is that the ink was made from pigments. The most common mixes were black and red, and still today black is the default color for written documents, with red as a close second for titles, etc.

The rarest and most expensive pigment was ultramarine blue. Illuminations in manuscripts that show people wearing blue garments are intended to make a bold statement about the wearer's wealth, power or influence, such as this image (right) from a medieval Spanish gradual in the Hargrett Library. In the image, the abbess of the convent of Tórtolos de Esgueva and a priest are praying to the Virgin Mary, who as you might expect is dressed in ultramarine blue robes.

Blue pigment was made from a precious stone called lapis lazuli, and in the Middle Ages this was only available in Persia (modern-day Iran and Afghanistan). Western European merchants had to cross land and sea in order to trade for lapis lazuli and bring it back to the powerful courts where manuscripts were commissioned and

made. Their journeys lasted for months and were high-stakes, with threats from marauding bandits, wild animals, infectious diseases, and natural disasters, to name but a few. These travelers valued education and placed a high premium on the study of languages, culture, business trends, and scientific knowledge related to humans, animals, health and nutrition. They also valued loyalty and the notion of close and enduring friendship, and formed intellectual and professional guilds with which they were affiliated for life — to this day the Worshipful Company of Armorers & Brasiers and the Society of Antiquaries, founded in the Middle Ages and Renaissance, have premises in central London, and allow limited membership by secret ballot.



For the many UGA students who travel and study abroad most of the dangers faced by the brave seekers of lapis lazuli are either easier to predict or they no longer exist, though a high premium is still placed on the international education experience and academic rigor. Some students who enroll in our UGA faculty-led study abroad programs are traveling outside of the country for the

first time and face the exciting challenge of the unknown. We prepare our students with a thorough program of study on the UGA campus as we continue to internationalize our own curriculum, and various program-specific orientations prior to departure. On site, students' educational experiences are informed and inspired by expert UGA faculty with international reputations and research agendas. Many students tell me that they formed intellectual bonds and close friendships with fellow students and faculty on their UGA study abroad programs that have lasted for many years after their return to the States. In this way UGA is a 21st-century intellectual "guild" to which we all belong and will forever be affiliated.

If you are a student who has not yet traveled abroad, do order a passport — this is the pathway to being a global citizen, with which you can take advantage of unforgettable educational experiences and engagement with the world at large. Feel free to visit the Office of International Education anytime: stop by and talk to me or to our advisers, and browse our programs.

Please enjoy reading our magazine, which focuses on student experiences, faculty research and community service abroad as UGA expands its global footprint.

All my best,

Noel Fallows
Associate Provost for International Education
Distinguished Research Professor
Fellow of the Society of Antiquaries of London

Fulbright Highlights

The following UGA faculty traveled on Fulbright grants in 2015-16:

Fulbright Core

Phaedra Corso

UGA College of Public Health
UGA Foundation Professor of Human Health; director, Economic Evaluation Research Group

Hosted by University of San Francisco
Quito and Quito Salud Pública, Ecuador

Corso surveyed the impact of a rural nursing intervention program and evaluated the cost-effectiveness of a Quito-based program called Salud al Paso. Graduate students in an MPH internship program accompanied Corso to help complete the data collection and evaluation.

Fulbright Specialist

Carolina Acosta-Alzuru

Grady College of Journalism and Mass Communication

Associate professor

Hosted by Universidad de Chile

Acosta-Alzuru taught a graduate seminar on the links between telenovelas, culture and society, led an assignment in an undergraduate course on strategic planning and organizational communication, and taught seminars at Pontificia Universidad Católica de Chile and at the Universidad de los Andes in Chile.

UGA student Jordan Lowery (right) checks the blood pressure of a woman visiting a community mobile clinic for nutrition and health screenings in Takoaradi, Ghana. Lowery studied abroad with the Ghana service-learning study abroad program, led by Alex Kojo Anderson. Anderson's research will be conducted in the capital city of Accra, Ghana. Photo by Alex Kojo Anderson. For more on the FACS Ghana study abroad program, see page 15.



INTERNATIONAL RESEARCH

GLOBAL RESEARCH COLLABORATION GRANTS

by Sue Myers Smith

Four collaborative, international research projects housed at UGA are the first to receive seed funding under UGA's new Global Research Collaboration Grant program. Funding is provided by the Office of International Education and the Office of the Vice President for Research, and it is matched by academic departments.

Alex Kojo Anderson, associate professor in the College of Family and Consumer Sciences, is collaborating with Susan Roberts at Tufts University, and Matilda Steiner-Asiedu at the University of Ghana, on "Identifying Barriers to Healthy Weight in Women of Child-Bearing Age in Ghana." They aim to identify specific dietary, behavioral, lifestyle, and socio-cultural factors that are barriers to healthy weight control. The grant funding for this project was matched by the department of foods and nutrition.

Franklin College's Benjamin Ehlers, associate professor of history, and doctoral student David Thomson are col-

laborating with Stephen Kenny and Nicholas Fuqua at the University of Liverpool, England, on a project titled "UGA-Liverpool Collaboration: Slavery, Cotton and the 19th-Century Atlantic Economy." The goal of the project is to create a database and web portal for researchers and students to access data on pre-Civil War trans-Atlantic shipping voyages. The project is co-funded by UGA's Willson Center for Humanities and Arts and the department of history.

Ellen Neidle, professor of biology in the Franklin College of Arts and Sciences, and Melissa Tumen-Velasquez, a post-doctoral fellow in Neidle's laboratory, are collaborating with John McGeehan at the University of Portsmouth in England on "Novel Enzymes for Bioenergy." Their goal is to develop a better, sustainable method for producing bio-fuels. This project was co-funded by UGA's Franklin College and the department of microbiology.

Chad Howe, associate professor in the department of romance languages at UGA, is collaborating with Dr. Daron Ferris of Augusta University, and language consultant Elisabeth Mamani on "Women's Health and Cultural Intervention in Cusco, Peru: A Cooperative Partnership." Cervical cancer is one of the leading causes of cancer death among women in Cusco, Peru. Their goal is to develop questionnaires in the Quechua language in order to better inform, screen, and treat these women. Funding for this project was matched by the Latin American and Caribbean Studies Institute. ■

Additional reporting by Samantha Rogers. Map of Savannah image provided by Ben Ehlers.

ADVANCING COLLABORATIVE INTERNATIONAL RESEARCH: UGA-LIVERPOOL SEED GRANTS

by Farhana Rahman

The University of Georgia and England's University of Liverpool continue to fund "pump-priming" seed grants to encourage research collaborations between the two institutions.

In the last two years, the innovative funding program has supported a wide range of projects — from novel research in personalized cancer treatments to the development of phase-change textiles used for soldier combat uniforms.

A collaboration from the 2014-15 cycle between UGA's Natarajan Kannan, associate professor of biology in the Franklin College of Arts and Sciences and Georgia Cancer Coalition Distinguished Cancer Scholar, and University of Liverpool's Patrick Evers has already borne fruit in a \$1.5 million grant from the NIH. The goal of their project, "Evaluation of the Cancer-Mutated Human Kinome," is to provide cancer patients with personalized treatment strategies based on their individual genomic profile. By tackling the same critical issue — cancer — from two different approaches, their collaboration has provided a holistic approach to cancer treatment.

Among those selected in the 2015-16 cycle, Sergiy Minko, Georgia Power Professor of Fiber and Polymer Science in the College of Family and Consumer Sciences, is collaborating with Dmitry Shchukin at the University of Liverpool on "Sustainable Nanocellulose Based Phase Change Textile Coatings," with

a goal of creating "second-skin" uniforms that maintain a soldier's body temperature in different climate zones and in conditions of rapidly changing weather and physical activity.



Sergiy Minko. Photo courtesy of UGA Marketing & Communications.

The College of Engineering's Javad Mohammadpour, assistant professor, College of Engineering, is collaborating with Liverpool's Paolo Paoletti on a project titled "Embedding Robustness in Swarm Robotics Control Algorithms." Swarm robotics, consisting of large numbers of simple physical robots, have applications in areas such as disaster rescue missions, mining and foraging. This project was funded in the 2014-15 cycle.

Other 2015-16 cycle recipients include: Brett Clementz & Jennifer McDowell

(UGA) and Paul Knox (UL) on "Oculomotor Approaches to Behavioral Inhibition"; Ralph Tripp (UGA) and James Stewart (UL) on "The anti-viral function of SPLUNC1 during influenza A virus infection of normal epithelial cells"; Bingqian Xu (UGA) and Simon Higgins (UL) on "New University of Liverpool / University of Georgia Atlanta Collaboration on Molecular Scale Electronics"; John Mauer, Margie Lee, Monique Franca and Timothy Hoover (UGA) and Paul Wigley and Nicola Williams (UL) on "Defining the Mechanism Competitive Exclusion of Enteropathogens."

Recipients from the 2014-15 cycle also included: Benjamin Ehlers (UGA) and Stephen Kenny (UL) on "Slavery and the 19th-Century Atlantic Economy"; R. Benjamin Davis (UGA) and Huajiang Ouyan (UL) on "Vibrational Self-Assembly for Advanced Manufacturing Applications"; Elisabeth Sattler (UGA) and Mark Gabbay (UL) on "Unmet basic needs and health disparity in two healthcare systems: food insecurity, medication non-adherence, access to healthcare/welfare, and chronic disease outcomes in low-income adults in the U.S. and the U.K." ■

ALUMNUS DR. MARKO STEJSKAL RETURNS TO CROATIA TO TEACH

by Taylor Gordy

Croatian veterinary surgeon Marko Stejskal, DVM, PhD, recently completed his residency at the UGA College of Veterinary Medicine and earned his diplomate with the American College of Veterinary Surgeons — thanks in part to a long-standing fund that supports academic exchange and collaboration between UGA and institutions in Croatia. Now he's a senior assistant in the Surgery, Orthopedics, and Ophthalmology Clinic in the Faculty of Veterinary Medicine at the University of Zagreb.

Dr. Stejskal was born and raised in Zagreb, Croatia, and completed his undergraduate and veterinary medical studies at the University of Zagreb. He says he was inspired to pursue higher education by his grandfather, who was one of the first veterinary parasitologists in the region. Looking back on his desire to pursue a career in veterinary medicine, Dr. Stejskal says, "I don't remember dreaming of being anything else."

He had the opportunity in 1998 to visit the U.S. through the International Veterinary Students' Association. This experience opened his mind to the possibility of completing a residency outside of his home country. However, programs across Europe were full years in advance. The American College of Veterinary Surgeons is an older and larger college than its European counterpart, and as a result, most of the residency opportunities are in the U.S.

In 2010, Dr. Sheila W. Allen, dean of UGA's veterinary college, visited the University of Zagreb with other faculty and administrators from UGA, where she met Dr. Stejskal and other faculty

members. She was impressed by the desire to further advance veterinary services in Croatia through the development of specialty training at the university. In order to provide specialty training for veterinarians, the faculty members must be board-certified specialists themselves.

Dr. Allen worked with Dražen Matičić, deputy head of the clinic, and other administrators at the University of Zagreb to allow Dr. Stejskal to pursue specialty training — a residency in surgery at UGA which began in 2012, supported by the UGA-Croatia Program Support Fund. There was an adjustment period for Dr. Stejskal after he arrived in Athens.

"At the beginning times were hard, but it never crossed my mind that I should give up," he says. "There were many sleepless nights." However, he quickly developed friendships with the people he worked with on night shifts and in the emergency room at the Veterinary Teaching Hospital.

Every resident at the veterinary college has to participate in faculty-led research and publish a paper prior to taking their board certification examinations. Dr. Stejskal worked with veterinary orthopedic surgeon Dr. Steve Budsberg on the topic of gait analysis in dogs at a trot.

"I could not do gait analysis here in Zagreb because we do not have the facility and instrumentation to do that," says Dr. Stejskal. "UGA's equipment spoiled me."

His time at UGA exposed him to an entirely new set of possibilities than what was available to him in Croatia.



The residency program with the veterinary college is intensive and challenging, but he says he was "surrounded and taught by the best of the best." On the last day of his residency, Dr. Stejskal felt an overwhelming sense of accomplishment.

"I could not be happier with the program and my experience there. It was hard for me to leave," he says. "My big hope is that we [University of Zagreb] will continue to collaborate with UGA."

Dr. Allen adds, "We are proud of Marko Stejskal's accomplishments and that, as a result of the training he received at UGA, he will advance the art and science of veterinary surgery in Croatia."

Since its inception in 2005, the UGA-Croatia Program Support Fund has fostered relationships among students and faculty at UGA and their counterparts in Croatia. The fund began with a \$500,000 donation from Sarah Mae and Lawrence V. Phillips with the intention of supporting all opportunities between UGA and any Croatian institution, including study abroad programs, faculty exchanges, internships, and research. UGA's study abroad opportunities in Croatia include programs through the College of Public Health, Franklin College of Arts and Sciences, and Grady College of Journalism and Mass Communication. The vision of the Phillips family is that no student who desires to experience Croatia should be kept from doing so because of finances. ■

Georgia Bulldogs at the Rio Olympics



Photo by David Barnes

Above, middle: (L to R) Ken Harnden, Brittany Rogers and Javier Acevedo were among the Olympians recognized during the Bulldogs' game against Vanderbilt at Sanford Stadium in Athens, Ga., on Saturday, Oct. 15, 2016.

by Solyee Kim

Thirty-eight athletes and coaches with Georgia ties — including incoming and current students as well as alumni — headed to Rio de Janeiro, Brazil, for the 2016 Summer Olympic and Paralympic Games.

In addition to the 18 athletes representing Team USA, there were athletes representing their home countries of Antigua, Argentina, Bahamas, Canada, Cayman Islands, Cyprus, Estonia, Finland, Germany, Luxembourg, Puerto Rico, St. Lucia, and the host country, Brazil. The athletes' diverse nationalities are evidence of UGA's dynamic international community.

These Olympians represented the University of Georgia and their home countries in a variety of sports. While most Georgia Olympians participated in swimming events, others competed in diving, gymnastics, golf, goalball, table tennis, volleyball, sitting volleyball, beach volleyball, and track and field.

International athletes included Shaunae Miller and Tynia Gaither from the Bahamas; UGA coach César Castro from Brazil; Brittany Rogers, Javier Acevedo, Brittany MacLean and Chantal Van Landeghem from Canada; Jenny Dahlgren from Argentina; Alexandra Oquendo from Puerto Rico; Britta Buthe from Germany; Karl Saluri and Maicel Uibo from Estonia; Leontia Kallenou from Cyprus; Charles Grethen from Luxembourg; Lavern Spencer from St. Lucia; Cejhae Greene from Antigua; and Matias Koski from Finland. In track and field, Petros Kyprianou served as an assistant coach for Estonia and Ken Harnden coached for Cayman Islands. Dan Laak joined the Brazilian diving coaching staff.

UGA's American and international student-athletes and alumni won medals of every color in Rio. By the close of the 2016 Summer Olympic Games, UGA had claimed 10 medals: nine in swimming, and one in track and field. According to USA Today, UGA ranks sixth as a college with the most medals.



Photo by John Paul Van Wert



Photo by David Barnes

Top: A celebration honoring University of Georgia athletes who participated in the 2016 Rio Olympic Games was held at Butts-Mehre Athletic Heritage Hall in Athens, Ga., on Aug. 31, 2016. Middle: (L to R) Swimmers Gunnar Bentz, Chase Kalisz and Melanie Margalis were among the University of Georgia Olympic athletes are recognized during the Bulldogs' game against Vanderbilt at Sanford Stadium in Athens, Ga., on Oct. 15, 2016. Bottom: Canadian swimmer Chantal Van Landeghem poses with her bronze medal for a fan photo during the celebration at the Butts-Mehre building on Aug. 31, 2016.

Swimmer Allison Schmitt earned two medals for the United States — a gold medal in 4x200 freestyle relay and a silver medal in 4x100 freestyle relay. Gold medals also went to sprinter Shaunae Miller from the Bahamas, and American swimmers Gunnar Bentz, Melanie Margalis, and Olivia Smoliga. Chase Kalisz and Amanda Weir from the U.S. each won a silver medal in swimming. Canadian swimmers Brittany MacLean and Chantal Van Landeghem each won a bronze medal. These student-athletes and alumni demonstrated the university's strong sports heritage as the world watched the Games.

Following the Olympic Games, which took place from Aug. 5-21, the Rio 2016 Paralympic Games were held Sept. 7-18. Four U.S. athletes who graduated from the University of Georgia — Amanda Dennis, Lindsay Grogan, Jarryd Wallace and Michelle Gerlosky Schiffler — competed respectively in goalball, swimming, track and field, and sitting volleyball. Team USA's Schiffler won a gold medal in sitting volleyball and Dennis won a bronze in goalball.

More information about the athletes, their events, UGA coaches, and a list of all-time Bulldog Olympians can be found on the UGA Athletic Association website: <http://www.georgiadogs.com/ot/16olympics.html> (for a complete list of the athletes and coaches who traveled to Rio, see page 9.)

† Yomtov, J. (Aug. 24, 2016). Rio Olympics: Which college won the most medals? *USA Today*, retrieved from <http://www.usatoday.com/story/sports/olympics/rio-2016/2016/08/21/olympic-medals-college-stanford-cal-usc-pac-12/89078132/> on Sept. 22, 2016.



Photo by John Paul Van Wert



Photo by David Barnes

GRADY COLLEGE STUDENTS COVER THE OLYMPIC AND PARALYMPIC GAMES IN RIO

by Stephanie Moreno

For 11 students in the Grady College of Journalism and Mass Communication, summer 2016 goes down in the history books.

Not only because swimmer Michael Phelps' career culminated with the clinching of his 28th overall Olympic medal and 23rd gold, but because the students witnessed and reported on the Olympic and Paralympic Games in Rio as fully credentialed members of the press.

Nicole Chrzanowski and Jaylon Thompson, representing the Grady Sports Media program, were selected by the U.S. Olympic Committee to cover the Games for the USOC's various information channels, including its website, TeamUSA.org.

Over three weeks, each produced dozens of stories, breaking news alerts and short features on athletes' press conferences. It was a fast-paced, heart-racing experience that both describe as one of the most thrilling of their lives.

"To be able to cover different sports on [the] highest level is something that so many journalists aspire to do, and I was able to do that as only a student," said Chrzanowski.

Vicki Michaelis, John Huland Carmical Chair in Sports Journalism & Society and director of Grady Sports, arranged for the opportunity with the USOC and supervised the students in Rio.

"To see the Olympics through the students' eyes was to see it as if for the first time again," said Michaelis, a veteran Olympics reporter. "I'm extremely proud of them because they both handled themselves as true

professionals and just embraced it. Every day at the Olympics is a totally new learning experience — having to deal with all the various obstacles that might be thrown at you, having to get through them and get the story done."

Throughout his experience, Thompson said he relied on skills he's acquired through Grady Sports. "Deadline writing was the biggest help as I wasn't fazed by the pressure of turning a story in at the last possible minute," he said. "It was a challenge, but I felt my professors helped me be prepared for the role."

Nine other Grady College students traveled to Rio in September to cover the Paralympics for The Associated Press. They were David Barnes, Jenn Finch, Josh Jones and Casey Sykes (from Grady's visual journalism program) and Jamie Han, Emily Giambalvo, Emily Greenwood, Kendra Hansey and Kennington Smith (from Grady Sports).

By producing multimedia content for global distribution, the students helped to meet an underserved audience demand for coverage of Paralympic sports.

"They just completely knocked it out of the park," said Mark Johnson, head of the college's visual journalism program. Johnson and Michaelis supervised and edited the students' work. "The way those nine worked the situation, the way they dug deep to find great stories, poured their hearts and souls into it for all the time they were on the ground in

Rio, was just unbelievable."

In advance of the trip, the students researched the athletes and events, and talked through possible story ideas to pursue.

"When you go to a Paralympics, everyone has an amazing and dramatic story," Michaelis said. "So you have to apply a whole new standard to 'what stories are we going to tell.'"

One example was Kendra Hansey's preview story about U.S. Army veteran Melissa Stockwell, a paratriathlete from Team USA who was competing on Sept. 11. Stockwell won bronze in the women's PT2 triathlon. But the silver and gold medals also went to Americans, an incredible moment covered in an article by Emily Greenwood and captured in photos by Jenn Finch.

"Those pictures of the three women on the podium are pretty powerful to see," said Johnson, "particularly being on the fifteenth anniversary of the September 11th terrorist attacks."

Another story shared by publications around the country was Emily Giambalvo's piece about a table tennis player who was homeless as a teen.

"It quickly turned into a larger story than I expected when [the athlete] opened up about struggles during his childhood," Giambalvo reflected. "It forced me to ask some of the hardest questions I've ever asked as a reporter, all while being in the new environment of an international sporting event."



Above, left: Jaylon Thompson interviews an Olympic athlete during a press conference. Above, right: Nicole Chrzanowski at the opening ceremonies of the 2016 Olympic Games in Rio. Photos by Vicki Michaelis.

Photojournalism student Josh Jones also gained a lot from the experience. “This trip helped to advance my career goals by showing me that I can perform at a high level and on extremely tight deadlines in an international setting,” Jones said. “I’m so thrilled with this amazing opportunity Grady provided for me and the once-in-a-lifetime experience I had in Rio.”



Above: David Barnes, Jenn Finch, Casey Sykes and Joshua Jones check their gear before beginning coverage of the Paralympic Games in Rio de Janeiro, Brazil, on Tuesday, September 6, 2016. Canon USA loaned the students equipment for the games and ThinkTank Photo donated camera bags for them to use on the trip.

Below: Jenn Finch collects caption information outside of Maracana Stadium before the opening ceremony of the 2016 Paralympic Games in Rio de Janeiro, Brazil, on Wednesday, Sept. 7, 2016. Photos by Mark E. Johnson.



All UGA coaches, student-athletes and alumni who participated in the 2016 Olympic and Paralympic Games include:

Javier Acevedo, swimming, Canada; **Jack Bauerle**, swimming assistant coach, USA; **Gunnar Bentz**, swimming, USA; **Britta Buthe**, beach volleyball, Germany; **César Castro**, diving, Brazil; **Jenny Dahlgren**, track and field, Argentina; **Amanda Dennis**, Paralympic goalball, USA; **Yijun “Tom” Feng**, table tennis, USA; **Hali Flickinger**, swimming, USA; **Tynia Gaither**, track and field, Bahamas; **Cejhae Greene**, track and field, Antigua; **Charles Grethen**, track and field, Luxembourg; **Lindsay Grogan**, Paralympics swimming, USA; **Ken Harnden**, track and field assistant coach, Cayman Islands; **Kibwe Johnson**, track and field, USA; **Chase Kalisz**, swimming, USA; **Leontia Kallenou**, track and field, Cyprus; **Matias Koski**, swimming, Finland; **Petros Kyprianou**, track and field assistant coach, Estonia; **Dan Laak**, diving assistant coach, Brazil; **Jay Litherland**, swimming, USA; **Brittany MacLean**, swimming, Canada; **Melanie Margalis**, swimming, USA; **Shaunae Miller**, track and field, Bahamas; **Keturah Orji**, track and field, USA; **Alexandra Oquendo**, volleyball, Puerto Rico; **Brittany Rogers**, gymnastics, Canada; **Karl Saluri**, track and field, Estonia; **Michelle Gerlosky Schiffler**, Paralympic sitting volleyball, USA; **Allison Schmitt**, swimming, USA (team captain); **Olivia Smoliga**, swimming, USA; **Levern Spencer**, track and field, St. Lucia; **Maicel Uibo**, track and field, Estonia; **Chantal Van Landeghem**, swimming, Canada; **Jarryd Wallace**, Paralympic track and field, USA; **Bubba Watson**, golf, USA; **Amanda Weir**, swimming, USA; **Kendell Williams**, track and field, USA.

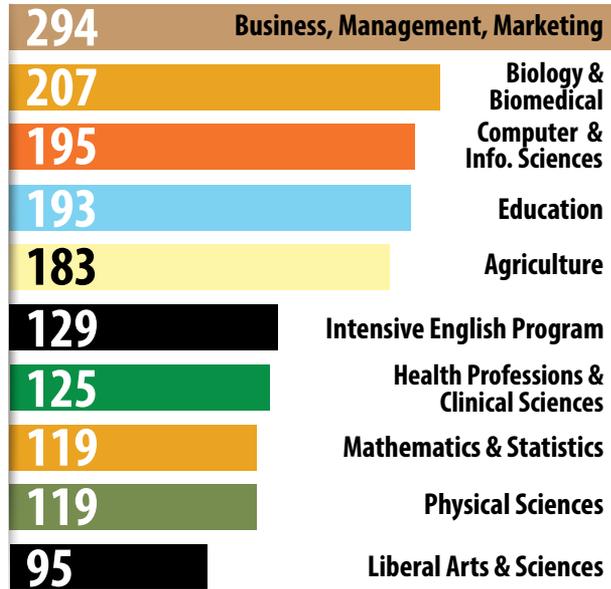
INTERNATIONAL STUDENTS

International students bring a diversity of ideas and experiences to the classroom and the campus, and provide U.S.-born students with new perspectives on global challenges and competition. Ninety-nine countries outside of the U.S. are represented on UGA's campus.

Over the past five years, there has been a steady growth in the number of international students at UGA, with 13% growth from 2014-15 to 2015-16. Approximately 70% of international students at UGA are graduate students. Undergraduate international student enrollment is increasing steadily, with 8% growth from Fall 2014 to Fall 2015. International students make up 6.6% of all UGA students.

Both degree-seeking and non-degree international students are included in these figures. In 2015-16, UGA welcomed 250 non-degree students, who spend up to a year at UGA as exchange or sponsored students.

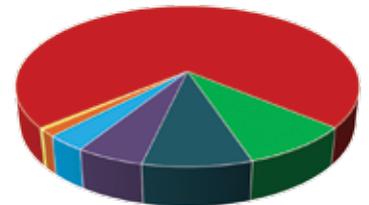
The Institute for International Education estimates that foreign students contributed \$643 million in economic benefits to the state of Georgia, and nearly \$55 million to the Athens area, in 2014-15 (the most recent figures that are available as of this publication).



Top 10 Fields of Study for International Students, 2015-16

International Students by Region and Top 10 Countries of Origin 2015-16

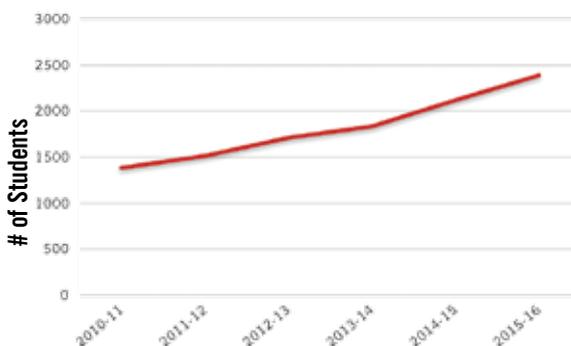
Total # of Students: 2391



Country	# of students
China	1017
India	278
South Korea	246
Brazil	116
Turkey	60
Iran	58
Taiwan	54
Saudi Arabia	48
Canada	31
Germany	30

Region	2015-16
Asia	72%
Europe	9%
Latin America & Caribbean	9%
Middle East & North Africa	5%
Sub-Saharan Africa	3%
North America (Canada & Mexico)	>1%
Oceania	<1%

International Student Enrollment, 2010-2016





Kim's photo by Sue Myers Smith. Trivedi's photo & story by Solyee Kim.

Solyee Kim

*Recent graduate & Optional Practical Training, public relations
Grady College of Journalism & Mass Communication*

Kim first came to UGA in 2014 to pursue her master's degree in public relations. Her previous work experience with UNESCO, the Special Olympics, and the international office at Chung-Ang University in Seoul, South Korea, where she earned her bachelor's degree, motivated her to study public relations. She says she has always enjoyed communicating with people from a variety of backgrounds.

During her master's program, she worked as a graduate research and teaching assistant, and with the UGA Athletic Association. In 2015, she interned with United Nations Non-Governmental Liaison Service in the summer, and with a local refugee agency in the fall. This summer she joined the Office of International Education as a public relations intern.

"CPT and OPT programs allowed me to have a diverse set of experiences at various organizations in the U.S. I was able to immerse myself in a new environment and explore my opportunities in the U.S. It also enhanced my academic and career development," said Kim.

"I cherish the experience and people I met on the journey. I learned so much from them, and they became some of my biggest supporters now." Kim is now working at a public relations agency in Atlanta.



Maulesh Trivedi

*Recent graduate, master's degree in artificial intelligence
Franklin College of Arts & Sciences*

Trivedi, originally from Vadodara, India, recently earned his master's degree in artificial intelligence. His thesis aimed to demonstrate the importance of deploying robots with human-like intelligence in highly chaotic and dangerous environments without human interference.

Before coming to UGA, he received his bachelor's degree in mechanical engineering from the Birla Institute of Technology and Science in Dubai. UGA's Institute for Artificial Intelligence is one of the first and most well-established graduate programs in artificial intelligence in the country and the world.

"The university strongly focuses on research-based education while attracting some of the brightest and most diverse minds across the globe," said Trivedi.

"This, above everything else, made me want to be part of a community that unites people from all over the world, brings them closer under hedges, and forges a bond that lasts a lifetime. UGA students, beyond their scholastic aptitudes, are driven by an instinctive desire to learn more and give back to the society. I came to the U.S. three years ago, and I can proudly say that Athens will always be home for me. The friends I made here will always be my family."

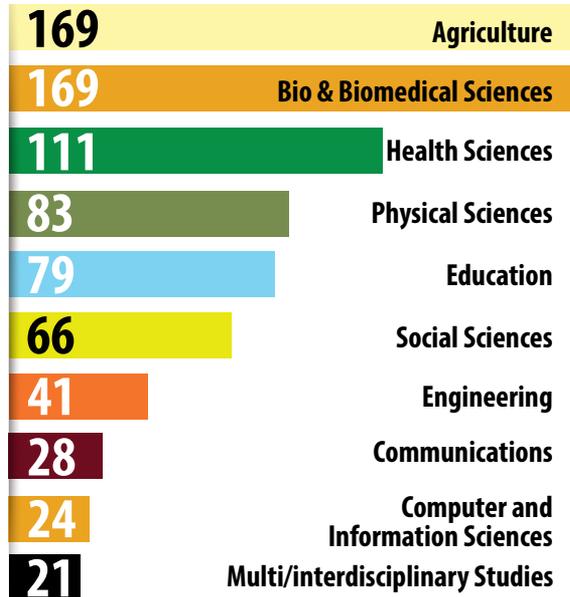
INTERNATIONAL SCHOLARS

International students and scholars are significant assets to the university community. International scholars, faculty, and staff represent the very best of the global talent pool and advance UGA's research, teaching, and service missions.

International scholars at UGA include J-1 (exchange) scholars and those on the H1-B employment visa. J-1 scholars contribute to UGA as post-docs, research scientists, and instructors. Employees on H-1B visas are hired as faculty/staff in specialty fields as defined by the U.S. government, and bring outstanding skills and expertise to the university. Every year, Immigration Services staff process about 35 permanent residency cases for long-term international employees.

Fluctuation in the number of international scholars at UGA is usually linked to the start and end of major research grants and faculty hiring initiatives. The number of international scholars at UGA grew 14% between 2014-15 and 2015-16, from 805 to 918 scholars.

International Scholars, 2010-2016

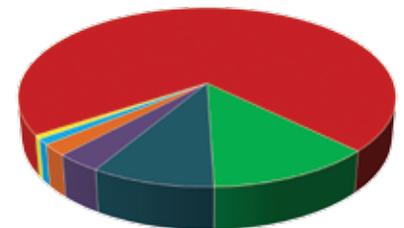


Top 10 Fields of Study for International Scholars, 2015-16

International Scholars by Region and Top 10 Countries of Origin 2015-16

Total # of Scholars: 918

Country	# of Scholars
China	434
South Korea	92
India	86
Brazil	34
Canada	19
Turkey	18
Argentina	16
Germany	15
Japan	15
Egypt	12
France	12



Region	2015-16
Asia	71.3%
Europe	12.3%
Latin America & Caribbean	9%
Middle East & North Africa	3.4%
North America (Canada & Mexico)	2%
Sub-Saharan Africa	>1%
Oceania	<1%



Dr. Roberto Palomares

*Assistant Professor
College of Veterinary Medicine*

Palomares was born in Maracaibo, Venezuela, and dreamed of becoming a veterinarian from a very young age. He studied at the University of Zulia, and later earned his doctorate at Auburn University.

While at first he was drawn to small animal medicine and surgery, he

eventually felt motivated to pursue food animal medicine and reproduction (also called theriogenology).

“I would never have imagined that the young guy that came to UGA to receive training would come back to Georgia 12 years later. UGA offered me the job of my dreams: a faculty position with my time split between research and teaching.”

Palomares’ research is focused on

immunopathogenesis, the prevention and control of infectious diseases that affect cattle production, and strategies to improve reproductive performance in dairy and beef cattle.

He provides production medicine and theriogenology services to beef and dairy farms across the state of Georgia, and consults within the livestock and pharmaceutical industries in the U.S. and South America — all while teaching veterinary students.

Palomares’ photo by Christopher B. Herron, UGA College of Veterinary Medicine. Stories and Behl’s photo by Sarah Jenkins, Office of International Education public relations intern.

Mona Behl, Ph.D.

*Associate Director and Public Service Assistant
Georgia Sea Grant*

Behl grew up in a small agricultural town in northern India. After earning undergraduate and graduate degrees in physics, she worked as an educator for a few years. Her quest for more knowledge in physical science brought her to the U.S. nearly a decade ago.

“I had never seen the ocean until I went to Florida to earn my doctorate in physical oceanography from Florida State University.”

Afterward, Behl worked as a visiting fellow with the American Meteorological Society policy program in Washington, D.C. After completing the fellowship, she directed Texas Sea Grant’s Research Program, where she developed a deep appreciation for the “Sea Grant” model.

As the associate director of UGA’s Sea Grant College Program — a unique partnership between the federal government, the state of Georgia, and Georgia’s universities — Behl works to create knowledge, tools and services to benefit the marine environment.





STUDY ABROAD

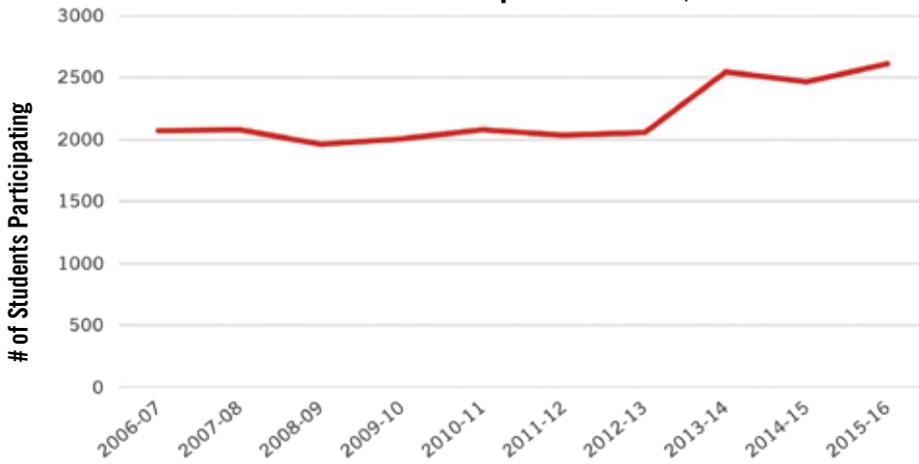
UGA offers a wide range of education abroad options — including traditional study abroad as well as exchange, internships, research, volunteer and work opportunities — in 75 countries. UGA faculty lead approximately 100 programs each year. Some of these programs, and the students they impact, are highlighted throughout this report.

OIE administers multiple scholarship funds for education abroad activities, with a total of **\$428,272 distributed** in fiscal year 2015-16. Our single largest source of funding for these awards is the Freeman-ASIA grant for the Asia-Georgia Internship Connection (\$200,000 per year). This grant was renewed through calendar year 2017. For more information visit goabroad.uga.edu. ■

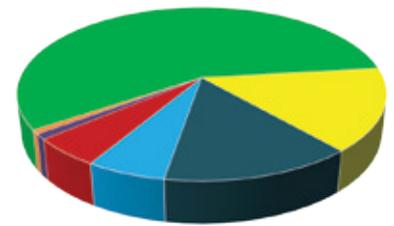
Participation by Program Type 2015-16

Program Type	2015-16
UGA Faculty-Led	1396
UGA Residential Center	616
Non-UGA	371
UGA Independent Experience	148
UGA Exchange	81
Total Students	2612*

Education Abroad Participation at UGA, 2006-2016

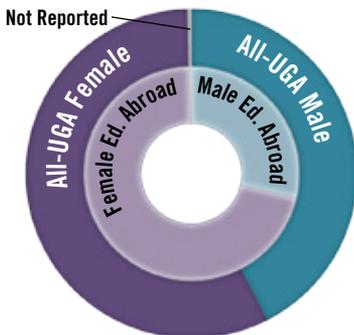


Education Abroad by Destination Regions 2015-16

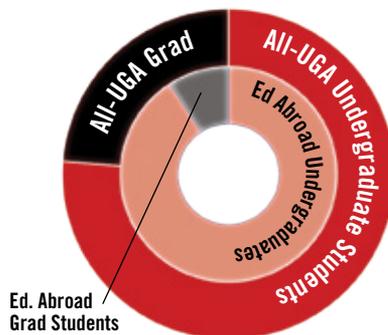


Region	2015-16
Total Students	2612*
Europe	58%
Oceania	15%
Latin America	14%
Africa	6%
Asia	5%
Middle East	1%
Other**	1%

Participation by Gender



Participation by Enrollment Level



Data on these pages obtained from 2015 UGA Fact Book, and UGA's Study Abroad Portal, GoAbroad.uga.edu.

* These figures include 156 transient (non-UGA) students
 ** Other regions include Canada, Antarctica and some island nations

SPOTLIGHT ON STUDY ABROAD

by Taylor Gordy

Ghana Service Learning — College of Family and Consumer Sciences

For students hoping to pursue a career in the medical field, real-world experience is invaluable. In the United States, the healthcare system has a wealth of resources: the best hospitals, the newest technologies and treatments, and highly trained medical professionals. However, each summer Alex Kojo Anderson opens students' eyes to the state of healthcare in other areas of the world — on his summer-term Ghana Service-Learning program in nutrition, dietetics and public health. Anderson is an associate professor in the department of foods and nutrition in FACS. Students gain real-world experience with a different country's healthcare system, while getting to jump right into the screening and treatment of patients.

Participants in this study abroad program travel to various communities around Ghana to provide free health screenings to locals.

"As I went to college, I learned that prevention is the best way to manage our health," says Anderson, who is originally from Ghana. Equipped with the results of these health screenings, students in the program are able to advise locals on nutrition practices to combat illnesses such as diabetes, anemia and high cholesterol.

In addition to working in the local communities, the group visits hospitals to observe and get hands-on experience with patients. Throughout the program, students see first-hand all that the local doctors and nurses are able to do for their patients, despite their limited resources.

"The most magical moment of the trip for me was getting to assist in a delivery [of an infant] by delivering the placenta and cutting the cord by myself. I have observed many deliveries in the U.S., but this unique opportunity was an experience I will never forget!" recalls Olivia Shealy (shown in photos below), a nutritional sciences major planning to work as a physician's assistant in obstetrics. ■



Photo by Jordan Lowery



Photo by Nicole Bisei



Modena (Italy) Study Abroad — College of Education

As the average American classroom becomes increasingly more diverse, it is paramount that future educators have experience relating to students with different cultural backgrounds.

This is why Beth Tolley, a clinical associate professor in the College of Education, takes a group of students to Modena, Italy, each Maymester to work in Italian elementary, middle, and pre-schools. Students — often with little knowledge of the language — work alongside local teachers. When the U.S. students are unable to communicate verbally with the Italian children, they find other ways to bond.

"The students come away with empathy for non-English speaking children," says Tolley. "Having the experience of being the non-native-speaking person gives them an idea of how frustrating it is when trying to communicate basic needs."

The Modena program also allows students to gain insight on how classrooms work in another country.

"My time in Italian schools encouraged me to consider the possibility of teaching in a way that isn't quite as structured, and to allow the students to have more responsibility when it comes to classroom management and assignments. This experience also sparked an interest to teach and interact with English-language learners here in the U.S.," says Emily Gwaltney (in photo above with her host family), an early childhood education major.

The Modena program is intensive, and students have ample opportunities to experience the Italian culture and lifestyle. Students stay with host families, which allows for complete cultural immersion. The students also travel as a group to various Italian cities. ■

STUDY ABROAD ALUMNA PROFILE: TORI FOODY

by Sue Myers Smith

When your last name is “Foody,” sometimes you just have to follow your destiny.

Victoria “Tori” Foody, a Tampa, Florida, native and a 2016 UGA graduate with a bachelor’s degree in food science, has already found her dream job — working as a food scientist for a major coffee company in North Carolina. Foody credits her study abroad experiences with helping her get there.

She first heard about food science on a campus tour when she came to visit UGA, and it sounded like a good fit for her interests. The introductory class she took as a freshman confirmed that it was the major for her.

“When I started my freshman year, I wasn’t sure about my career path,” Foody says. “I always really liked science — my mom is a nurse and now works in pharmaceuticals — and food has always been a big part of my family. Two of my uncles are chefs, my grandfather used to own a grocery store chain, and my dad works in sales for food companies.” She also expressed an early interest in studying abroad, but wasn’t able to go until her junior year.

The emphasis of her degree is in science, technology and engineering. Foody says she explains her major by telling people to read the ingredients on a bag of potato chips. It’s food scientists who come up with the formulation of those ingredients, and manage everything from quality control of the product to running sensory panels. They take classes in food chemistry to learn what those ingredients mean and do on a chemical level. While there

are many career paths a food science student can choose to take, one that always interested Foody was product development. In May 2015, just after her junior year, Foody traveled to UGA’s international residential center in Cortona, Italy, for the Viticulture and Enology Maymester program.



“I was trying to figure out where my career was headed, and I think that was why I was so excited to study abroad — to find out if I was interested in the wine industry,” Foody says.

After returning to campus in the summer of 2015, Foody began an internship with the Office of Undergraduate Admissions. To gain some additional food science

experience, however, she also pursued an internship with 1000 Faces Coffee in Athens, where she learned about different brewing methods and how each one brings out different flavors in the coffee. She also learned about the process of “cupping” coffee, which is a step-by-step coffee tasting process similar to the methodical tasting people do for other beverages.

“The flavor wheels [of wine and coffee] are similar, so I worked on creating a simple version of a flavor wheel for their shop,” she says. “I also did a little roasting and some deliveries. I was able to see the whole process, which was a great experience.”

Later that year over Thanksgiving break, she and 18 other students traveled to UGA’s residential center in Costa Rica for the Coffee: From Bean to Cup study abroad program, led by Ronald Pegg, a professor in the department of food science and technology. Foody received funding from the Deans’ Promise program, which is available to students in the College of Agricultural and Environmental Sciences to support experiential learning.

“I have never been to a place quite like Costa Rica; it’s a different type of beautiful,” Foody says. “You are on so much land, and the whole community there is about sustainability. Our classroom was outside, going to different farms and meeting the owners. We went to so many, but each farm was different from the one before.

(L to R): Students Tori Foody, Lizzy Isgar, Anna Torrance, and Maddison Wenzel show off the coffee cherries they picked during a farm visit. The students were in Costa Rica for the Coffee: From Bean to Cup study abroad program during Thanksgiving break in November 2015. Photos courtesy of Tori Foody.



Being able to go to the origin gave me a new respect for where my coffee comes from every morning.”

The coffee program is a short, intensive program that teaches students about the challenges and practices of growing, harvesting and processing coffee. UGA’s Thanksgiving break coincides with Costa Rica’s annual coffee harvesting season, and the students tour both small- and large-scale coffee growing operations, and witness first-hand coffee cherry harvesting, processing and roasting procedures. Lecture time focuses on the history, health aspects, sensory properties, chemistry and technologies related to coffee.

“I feel like the biggest takeaway from the program is that even with a simple thing like a cup of coffee, there are many people behind the scenes producing that cup. There’s also the science that goes into that process, and all the care that goes into every single bean.”

Going to Costa Rica for a study abroad experience entirely different from her program in Italy wound up solidifying her career goals. “Maybe wine wasn’t the right route for me, but after the coffee program, it just clicked right away in my head,” Foody says. “I thought that would be great for a career. Before then, I never saw myself in the beverage industry. I feel super lucky as a 22-year-old to already be in this field.”

With graduation just a few months away, Foody’s job search ramped up. Knowing that she wanted to pursue a position in coffee focused her efforts, so she searched for openings with companies whose values fit hers.

Being focused meant that she could put a full effort into fewer applications, and that effort paid off. Her study abroad experiences and internships proved to her company that she already had the experience they desired.

“The day after I accepted my offer, I was giving one of my last information sessions for prospective students at the admissions office,” Foody says. “We talked about study abroad, research and about the new experiential learning initiative, and I was able to say, ‘I am living proof that studying abroad, interning and networking will lead you to your career.’ You could see the parents’ faces just light up with excitement!”

For current UGA students, Foody has this advice: “Figure out what you’re good at and what you like to do, and your experiences will take you from there. If you learn more from hands-on experiences, don’t be afraid to get out of your comfort zone when applying for jobs — you never know where it will lead you. And enjoy UGA while you’re still there!” ■

STUDY ABROAD AT UGA'S INTERNATIONAL RESIDENTIAL CENTERS

UGA Cortona (Italy)

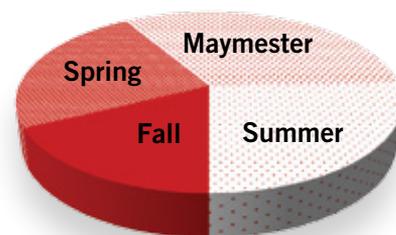
Internationally recognized for its setting, course offerings, and long-standing relationship with the city of Cortona, the center's programs uniquely cultivate enhanced experiential learning and international understanding through cultural immersion. The program's existence for nearly half a century, along with its well-developed curriculum, provides an interdisciplinary approach to research, teaching, and cultural exchange.

UGA Cortona provides a unique challenge for students who wish to combine studio arts or classroom experience with immersion in Tuscan hill town life. Cortona provides the rich experience of Italy and its arts through coursework and visits to internationally revered cities, sites, and monuments.

In Spring 2016, 21 students from Augusta University joined the UGA students in residence at the Cortona center.

More: cortona.uga.edu

Enrollment by Term
Total # of Students, 2015-16: 227



UGA Costa Rica

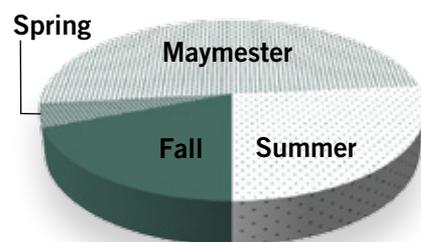
UGA Costa Rica seeks to advance our understanding of the interconnected nature of human and environmental systems, particularly the concepts of socio-cultural, ecological, and economic sustainability.

Located in San Luís de Monteverde, UGA Costa Rica offers unique education abroad programs during each academic year. Long-term research projects include moth and butterfly studies, a regional water quality monitoring

program, a reforestation program, bird monitoring, a permanent forest plot, and a meteorological station gathering climate data. Community outreach and service-learning projects include educational activities engaging the local grade school, the Virtual Classroom educational video series supporting the Georgia high school science curriculum, projects supporting the San Luís Development Association, and an ongoing cultural preservation video series.

More: costarica.uga.edu

Enrollment by Term
Total # of Students, 2015-16: 189



UGA at Oxford (U.K.)

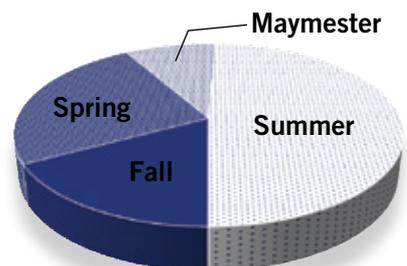
UGA at Oxford provides year-round study abroad opportunities for UGA students at the oldest English-speaking institution of higher learning in the world.

Participants take a full load of courses while on the program, choosing from more than 100 options in a variety of subject areas. One class is taught each semester by an onsite UGA faculty

member as a lecture or seminar; the remaining classes are taught by University of Oxford faculty using the Oxford tutorial method. Students meet with their professor in small groups of 1-3 students and are generally required to write at least one essay per week, per class. The individualized attention affords students a chance to work very closely with some of the world's most notable academics.

More: oxford.uga.edu

Enrollment by Term
Total # of Students, 2015-16: 234



Alec Molinaro

Computer Science major

Alec Molinaro, a junior from Cartersville, Georgia, studied at UGA Cortona in the summer of 2016.

“As a student studying computer science, study abroad opportunities are in short supply. Cortona let me immerse myself in Italian culture, travel throughout Tuscany studying, and make genuine progress toward my degree.” Molinaro took courses in Italian language, Renaissance art history, and medieval art history.

International travel allowed Molinaro to develop skills such as problem solving, communication, and navigating an unfamiliar environment.

“I gained a serious amount of self-confidence as a traveler, and in general.”

While many students have the desire to study abroad, finances often get in the way. Molinaro

offers solutions to this dilemma. “Paying for study abroad can be less daunting than you think. UGA has several study abroad scholarships that you can apply for with just one application; that’s somewhere around \$10,000 you can apply for before you finish your coffee in the morning.”

Molinaro’s advice for all students considering the decision to study abroad: “Have a personal goal: ‘I want to see the world through another culture’s perspective,’ ‘I want to learn a new language while being fully immersed in it,’ ‘I want to understand what the word diversity really means by experiencing it in a place completely foreign to me.’ Those are healthy reasons to study abroad.”

Cortona’s program was a life-changing experience for Molinaro. Looking back over his travel this past summer, he says, “I never want to stop exploring, traveling and learning about what our world has to offer.”

STUDY ABROAD AT
UGA® RESIDENTIAL CENTERS



Photos courtesy of Alec Molinaro and Meredith Farina; stories by Taylor Gordy.

Meredith Farina

Studio art major (photography)

Meredith Farina, a studio art major from Marietta, Georgia, began her study abroad journey earlier than most students.

“I had known that studying abroad was something I wanted to do before graduating. I learned that I could take the rest of my studio art foundation courses in Cortona. Since I was going to be taking those courses anyway, I figured spring of freshman year would be as good a time as any to study abroad!”

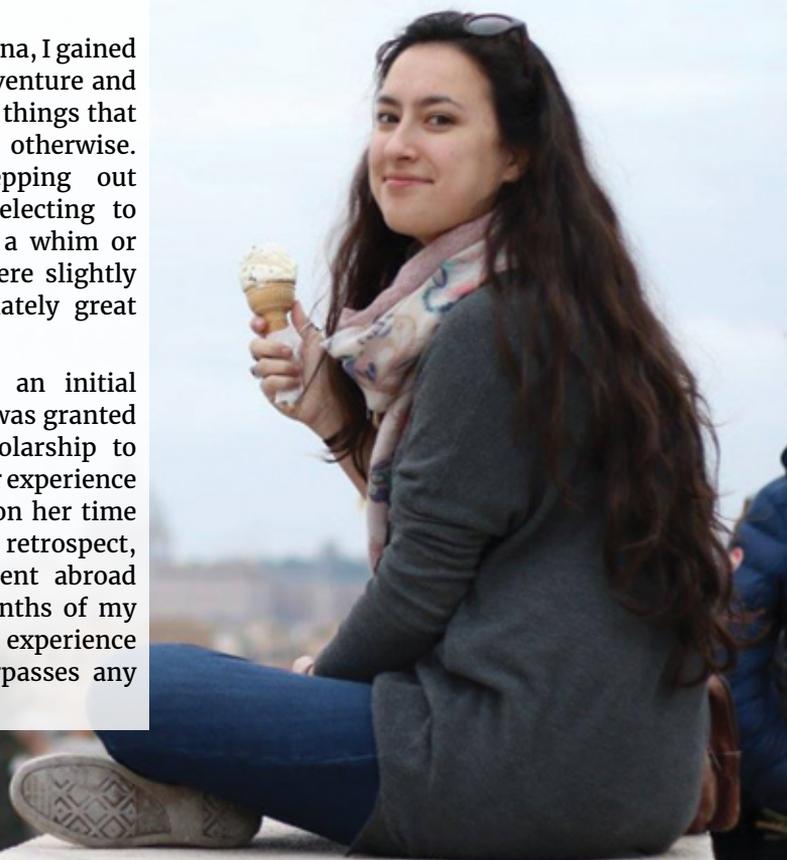
So, after only one semester in college, Farina traveled to Cortona to study drawing, Italian Renaissance art history, photography and Italian language.

Studying abroad pushed Farina to

experience the world with a new outlook.

“While studying in Cortona, I gained a newfound sense of adventure and a willingness to try new things that I may not have tried otherwise. I was constantly stepping out of my comfort zone, electing to travel to new areas on a whim or try unique foods. All were slightly intimidating, but ultimately great experiences!”

Though finances were an initial concern for her, Farina was granted a UGA Foundation scholarship to Cortona, which made her experience possible. Looking back on her time in Italy, Farina says, “In retrospect, the three months I spent abroad were the best three months of my life, and the value of my experience at UGA Cortona far surpasses any amount of money.”





“Patterns In the Sky” by Woobin Kim, Fall 2014. “Walking through Monteverde, I spent most of my time looking down at the unpaved roads to avoid tripping over rocks and potholes. But when I was not in a rush to be anywhere, I could stand in one place and be in awe of everything around me. Costa Rica showed me so many different textures, shapes, colors, sizes, and patterns through its landscape. It taught me to be more observant of the world around me. It is incredible to think about how much we miss on a daily basis if we are looking down. But on the days we choose to look up and around us, it is certain that we will stand in awe of the beauty of the landscape.”

Emilia Suarez

Environmental engineering major, Spanish minor

Emilia Suarez, a senior from Decatur, Georgia, participated in the Latin American and Caribbean Studies program at UGA Costa Rica in the summer of 2016.

“I always knew I wanted to study abroad in a Spanish-speaking country to improve my Spanish and get credit for my minor. I chose Costa Rica because of their peaceful, environmentally focused culture.” The Costa Rica program allowed Suarez to complete the remaining credits for her minor while being immersed in the Spanish language and Latin American way of life.

Studying abroad teaches participants valuable life lessons, and for Suarez it helped her discover her affinity for connecting with a diverse variety of people.

“San Luís de Monteverde is a special little town that will always have a piece of my heart. If you want to study abroad and actually become a part of a community and culture, not just observe it, UGA Costa Rica is the program for you.”

Going away to college is the first taste of real independence for young adults. Suarez knew she wanted to take advantage of the university’s opportunities for international travel while she had the freedom to do so. Her advice to students considering study abroad programs: “If you want to have a grand adventure in a different culture, this is the time to do it. Plus, it doesn’t hurt to get course credit while you’re at it!”



Photo courtesy of Emilia Suarez; story by Taylor Gordy.

Ashe Viswanathan

MIS, finance & economics major

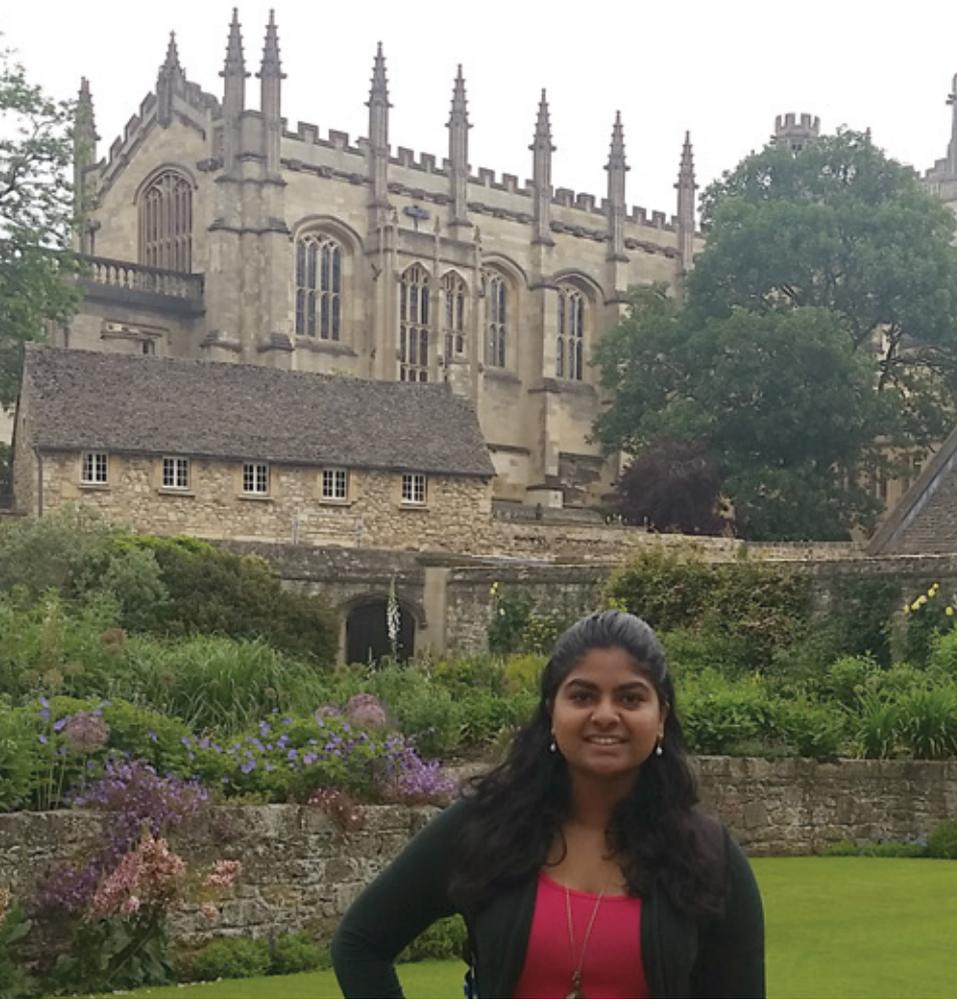
Ashe Viswanathan studied abroad in Oxford as a junior, and although he is pursuing three business majors, he was able to take courses in a variety of subjects, including history, economics, philosophy, and political science.

“I had never been to England before, let alone Europe. I saw this as a brilliant opportunity to study abroad at a world-class university, and to see places that I’d never seen before.”

Viswanathan lives his life by the motto “never be complacent.” He would rather take a small risk that would allow him to grow than to be comfortable where he is now.

“Countless students had told me that the one thing that they valued the most was studying abroad. On the other end of the spectrum, there were students that regretted that they didn’t study abroad at all! The common theme here is that both of these types of students had to deal with what they were comfortable with. I knew that this was going to be a huge learning experience for me, so I took the leap.”

Studying abroad in Oxford taught Viswanathan to savor the small things in life: “... anything from reading books underneath massive spiraling structures to exploring hidden crevices and well-worn pathways.” To anyone on the fence about studying abroad, he says, “Listen to your gut—an opportunity like this may never come again!”



Mitra Kumareswaran

Biology & English double major

Mitra Kumareswaran from Lilburn, Georgia, spent her entire junior year abroad with UGA at Oxford.

“I have had my eye on the UGA at Oxford program since I was in high school,” says Kumareswaran. “I love to learn, which is evident by my two very different majors, and Oxford is a beautiful university town that encourages curiosity and fosters discovery.”

UGA at Oxford provided her with the opportunity to take a diverse set of courses that satisfied requirements for both of her majors, including genetics, Shakespearean literature, cellular biology, modern drama, Old Testament history, women in 18th-century British literature, and Modernist literature.

“Every day at Oxford felt a little surreal, because I was part of a town and university that are older

than the United States. As I studied in the libraries that once welcomed notable students such as J.R.R. Tolkien and Stephen Hawking, I was grateful that I had the chance to study in such an amazing and historic setting.”

Kumareswaran’s time in Oxford opened up exciting possibilities for her future.

“While studying abroad, I realized that I want to pursue education post-undergrad in England.”

Without having the experience of living and studying abroad for a year, this path may never have presented itself to her.

“Studying abroad is a must. You cannot really know a place until you live in it — even if it is just for a few weeks — and by studying abroad, you have the chance to see a setting that is completely different from your own and to meet new people.”



Photos courtesy of Mitra Kumareswaran and Ashe Viswanathan; stories by Taylor Gordy.

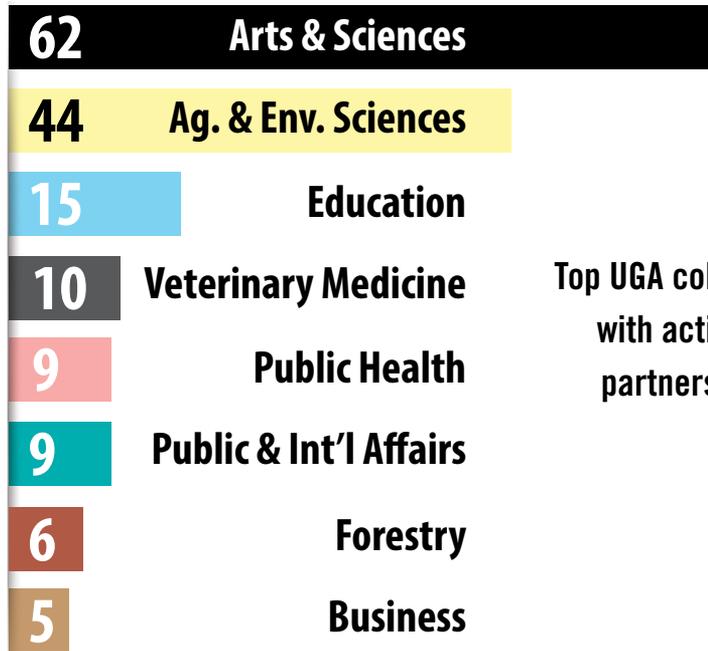
INTERNATIONAL PARTNERSHIPS

UGA has built a network of international partnerships in more than 55 countries around the world, engaging with academic peers, governments and non-governmental organizations in areas critical to the UGA mission.

Collaborative agreements span all of the major academic units and activities at UGA, enabling student exchange, research collaboration, faculty mobility, and capacity-building initiatives.

During the academic year 2015-16, UGA **established or renewed 42 partnerships**, including:

- Vaccination development research with CSIRO and Deakin University in Australia.
- Dual degree in crop and soil science with Università degli Studi di Padova in Italy.
- Critical disease research with FIOCRUZ and FAPEMIG, government agencies in Brazil.
- Student exchange agreements in Germany, Japan, Spain and Turkey. ■



Top UGA colleges & schools with active international partnerships in 2015-16



Countries with the most international partnerships 2015-16

- Brazil (17)
- China (17)
- Japan (17)
- Republic of Korea (13)
- Taiwan (10)
- Italy (9)
- United Kingdom (8)

COLLABORATION

Asia

CAMBODIA

Royal University of Phnom Penh

CHINA

Beijing Computational Science Research Center

Bohai University

Dalian Neusoft Institute of Information

Fudan University School of Pharmacy

Guangxi Cancer Institute

Guangxi University

Jiangsu Provincial Center for Disease Prevention and Control

Nanjing Forestry University

Peking University Guanghua School of Management

Shaanxi Normal University

Shanghai Academy of Agricultural Sciences

Shanghai International Studies University

Shanghai Ocean University

Shanghai Pudong New Area Centre for Disease Control & Prevention

Tianjin University of Science and Technology

Tsinghua University

Wuxi Municipal Center for Disease Control and Prevention

HONG KONG

City University of Hong Kong

University of Hong Kong

INDIA

Amrita Vishwa Vidyapeetham University

Banaras Hindu University

Central University of Gujarat

SRM University

Takshila Education

INDONESIA

Badan Tenaga Nuklir Nasional

Universitas Gadjah Mada

JAPAN

Chiba University Graduate School of

Horticulture and Faculty of Horticulture

International Cooperative Agreements
(by region^{††} and country)

Daito Bunka University

Fukushima University

Kagoshima University

Kitasato University

Kobe University

Kwansei Gakuin University

Kyoto University of Foreign Studies

Kyushu University

Meiji University

Osaka University

Shiga University of Medical Science

Sophia University

Tokyo Metropolitan University

Tokyo University of Agriculture and Technology

Waseda University

Yokohama National University

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National Taiwan Ocean University

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††Countries are grouped into regions according to the classifications used in the Open Doors® Report.

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Conservatorio di Musica di Alessandria
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Istituto di Scienze delle Produzioni Alimentari
Politecnico di Torino
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Università degli Studi di Roma “Foro Italico”
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Istanbul University
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Science and Technology Center in Ukraine

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Ecuador Ministry of Agriculture, Livestock, Aquaculture and Fisheries
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Universidade Federal de Minas Gerais
Universidade Federal de Santa Maria
Universidade Federal de São João Del-Rei
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University of Ghana

MADAGASCAR
Université de Toliara

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On our wraparound cover:
“Dawgs on the Central Peak of
the Middle Kingdom,” Xi’an,
China, by Ling Rao. First
place, 2015 UGA International
Photo & Video Contest, Dawgs
Around the World category.

Rao says of the photo:

“Our group made it to the
top of the Central Peak of
the Mount Hua in the Middle
Kingdom. Standing at the
center of the world, we decided
to express our ambition of
becoming future leaders of the
world, along with our leader,
Dr. Grafstein.”

