

# PUGET SOUND RESOURCES FOR THOSE AFFECTED BY SEXUAL ASSAULT

## **Harassment Reporting Officers (Mandatory Reporters):**

*Roy Robinson*, Director of International Programs (1.253.879.3653; rrobinson@pugetsound.edu)

*Michael Benitez*, Dean of Diversity and Inclusion, Chief Diversity Officer, Title IX Coordinator/Equal Opportunity Officer (1.253.879.2827; chiefdiversity@pugetsound.edu)

*Sarah Shives*, Assistant Dean of Students (1.253.879.3360; sshives@pugetsound.edu).

*Grace Kirchner*, Sexual Harassment Complaint Ombudsperson (1.253.879.3785; kirchner@pugetsound.edu)

## **Confidential Support:**

*Marta Cady*, Associate Dean of Students and Director of New Student Orientation (Mobile: 1.253.219.0516; Office: 1.253.879.3317; martacady@pugetsound.edu)

*Dave Wright*, Director of Spiritual Life and Civic Engagement, University Chaplain (1.253.879.3818 or 1.253.879.2751; dwright@pugetsound.edu)

*Counseling, Health, and Wellness Services* (1.253.879.1555; pugetsound.edu/chws)

## **Other Support:**

*Security Services* (1.253.879.3311; security@pugetsound.edu) is available 24 hours a day; the attendant can connect you to Puget Sound staff who can help with your concern.

*Peer Allies* (peerallies@pugetsound.edu; facebook.com/pugetsoundpeerallies) are available by Skype; message them on the Peer Allies Facebook page to make a Skype appointment.

For more information and resources, go to [pugetsound.edu/sexualmisconduct](http://pugetsound.edu/sexualmisconduct).



# SEXUAL ASSAULT EMERGENCY RESPONSE

## ONSITE CHECKLIST

### You are encouraged to take these steps immediately to ensure your safety:

1. Call one of the program emergency phone numbers

---

*(write local emergency numbers here)*

and request that a program staff member accompany you to the hospital, clinic, or doctor for support such as

- treatment of injuries
  - testing for STD
  - other response options (such as learning about whether emergency contraception is available, and about the possibility of preserving evidence.)
2. If necessary, request to be moved from your current living quarters to safe housing.
  3. If the alleged perpetrator was from your own program, request action from the program staff that will assure your safety.
  4. After consultation with a program staff member, you may decide to contact the police.

*Please note: program staff are typically mandatory reporters and will report the incident to Roy Robinson, Director of International Programs (1.253.879.3653) and Dean Michael Benitez, Title IX Coordinator (1.253.879.2827).*

### After your immediate concerns have been addressed, you may take the following steps while you are still abroad:

5. Seek assistance or counseling in the host country. Program staff will be able to provide contact information for a center for victims of sexual assault or counseling service.
6. You may contact the 24-hour Crisis Center of the Sexual Assault Support and Help for Americans Abroad (use their Live Chat at [sashaa.org](http://sashaa.org) or find the access code for your country at [sashaa.org/crisis-line](http://sashaa.org/crisis-line), then dial: 866.879.6636).
7. You may also contact any of the individuals at Puget Sound listed on the back of this card to receive support.



**International Education Committee**  
**Program Evaluation Criteria**

New and existing international programs<sup>1</sup> will be evaluated on the basis of Puget Sound's objectives for study abroad experiences:

**Objective 1:** To foster intercultural competence, cross-cultural communication skills, and personal development.

- Knowledge: to develop a richer understanding of another culture, and a broad competence that is applicable across a variety of intercultural contexts.
- Communication: to develop skills and ability to engage in effective cross-cultural communication and understanding.
- Self-Awareness and reflexivity: to develop the ability to contextualize and understand alternative perspectives based on different cultural systems.

**Objective 2:** To foster global citizenship and appreciation of international diversity and interdependencies.

- To develop a deeper understanding of global interconnectedness and diversity.
- To develop a stronger sense of social responsibility, social justice, and international power relationships.
- To foster civic engagement at home and abroad.

Priority will be given to programs that substantively incorporate the following policies and practices, which have proven to most effectively achieve the objectives outlined above, as assessed through the rubric below.

The rubric below is intended to assess program impact through the following thematic criteria:

- 1. Integration into the Broader Curriculum**
- 2. High Impact Program Design**
- 3. Practices Associated with Intercultural Development**
- 4. Institutional and Breadth Concerns**

---

<sup>1</sup> The term "programs" in this document refers to specific tracks within multi-track programs as well as single-track programs.

## International Education Committee Program Evaluation Rubric

As noted in the Program Evaluation Criteria document, priority will be given to programs that substantively incorporate the following policies and practices, which have proven to most effectively achieve Puget Sound's objectives for study abroad experiences.

The IEC should consider the four questions below, **scoring programs on a scale of 1-5** based on a *qualitative evaluation of program structure, content, and its relationship to institutional concerns and curricula (rather than simply adding the bulleted items fulfilled)*. These scores can then be used to compare and evaluate programs.

*Individual programs are unlikely to score highly in every category, and some criteria are mutually exclusive from others, but preference should be given to programs with high scores (4-5) in two or more categories.*

### How well is the program integrated into the broader Puget Sound curriculum?

Examples of curricular integration:

- Substantive, synthetic links between campus learning and study abroad.
- Globalizing and internationalizing the on-campus curriculum.
- Abroad programs that draw on faculty expertise, including direct program design and leadership.

SCORE: \_\_\_\_\_

### Is the program structured in a way likely to yield a high-impact experience?

Examples of high-impact program design elements:

- Long-term (semester or year).
- Perceived "less culturally similar" destinations.
- Integration of foreign language courses (before or during).
- Leveraging partnerships with international universities and non-profits.

SCORE: \_\_\_\_\_

### Does the program incorporate practices that increase intercultural competence?

Examples of practices associated with increased intercultural competence:

- Homestays or related practices that lead to students spending significant portions of their time abroad with locals.
- Faculty mentoring beyond the classroom during program.
- Completing a research experience.
- Completion of a service learning experience or internship.
- Strong site utilization through interdisciplinary or discipline-based fieldwork or experiential engagement.

SCORE: \_\_\_\_\_

### Does the program comport with institutional concerns and priorities?

Examples of relevant institutional concerns/priorities:

- Programs that provide qualitatively different or unique experiences, as compared with those already offered, and which address the University's objectives for international education.
- Programs that allow students in a particular major/field/department opportunities to study abroad that contribute to their field of study.
- Programs that draw student populations that are historically underrepresented in international education.
- Programs with reasonable costs.
- Programs with clear and effective procedures to ensure student well-being and safety (including response to instances of sexual violence).

SCORE: \_\_\_\_\_

## **IEC Final Report ADDENDUM 2016-2017**

This document is meant to supplement the Final Report presented to the Senate in advance of the April 17 meeting. The IEC met one more time after that date, on April 28.

In the addendum below, the relevant charge for which more work was completed is **in bold** and any recommendations for that charge for the coming year are underlined.

International Education Committee for 16-17:

Faculty: Gareth Barkin, Alva Butcher, Lea Fortmann (chair, fall), Diane Kelley (chair, spring),  
Kriszta Kotsis, Sunil Kukreja, John Lear, Mike Spivey  
Staff: Deborah Chee, Carmen Eyssautier, Eowyn Greeno, Roy Robinson  
Students: Nicholai Sekino (full year) and Zoe Scott (fall only).

### **Charge 1: With respect to the issue of sexual violence:**

- a: Continue the review of sexual violence policies at study abroad programs used by Puget Sound students.**
- b: Finalize and distribute the sexual violence crisis response documents drafted last year.**
- c: Develop sexual violence prevention and response training for Puget Sound faculty and staff involved in Puget Sound study abroad programs.**

Regarding Charges 1b and 1c:

The working group met with Marta Cady and made additional modifications to the Sexual Assault Response Card and Brochure as well as the document addressing training. The summary of changes is as follows, and the documents are attached.

### **Revisions to Sexual Assault Response and Training Documents**

Sexual Assault Response Brochure:

- 1) Added *Sexual Assault Support and Help for Americans Abroad* as item no. 6.
- 2) Under II (SEXUAL ASSAULT REPOSENSE AFTER RETURNING TO CAMPUS) the following changes have been made:
  - a) removed numbering in order to not suggest an order of priorities
  - b) simplified instruction and replaced Dean Bartanen and Further Harassment Officers with Sound Advocates and CHWS because information about Harassment Officers was already introduced earlier in the document. It seemed important to add information about

Sound Advocates to make sure that returning students can find the support they might need.

3) Created another heading about reporting and simplified the instructions and language about reporting, simply referring students to the online information available.

Sexual Assault Response Card:

1) Added *Sexual Assault Support and Help for Americans Abroad* as item no. 6 and renumbered previous item no. 6 as no. 7 (“You may also contact any of the individuals at Puget Sound...”)

Sexual Assault Response Training:

After a discussion with Marta Cady, we made a modification to the section addressing student training. We also included Marta Cady’s office (Office of Associate Deans of Students) as a repository for the master documents of the brochure and card, and indicated that Marta Cady will review the brochure and card yearly to make updates to it as necessary.

### **Charge 2:**

**a. Continue to review the current list of study abroad programs and eliminate programs that do not provide something distinctive (e.g. language, discipline, or geography) or are expensive.**

**b: Develop language that clearly incorporates this charge into the standing charge that deals with program review.**

Regarding 2a, see Standing Charge 2, below.

Regarding 2b:

The subcommittee put finishing touches on the “International Education Committee Program Evaluation Criteria” and the “International Education Committee Program Evaluation Rubric,” both of which were approved by the IEC, and are attached to this report as one document. OIP has appended this document to the petition instructions for the addition of new programs, and the IEC will be using the rubric in its review of new and existing programs.

**Charge 3: In collaboration with the Committee on Diversity and the Student Life Committee, develop recommendations for how Puget Sound can best recruit, welcome and support international students.**

The subcommittee on this charge met to discuss the outcomes of interviews with international students currently on campus. The purpose of the interviews was to inquire about their experiences transitioning to our campus and suggestions about support for international students in general. Out of the 12 international students on campus, 6 responded to the request for an interview. We will conduct similar interviews next year to continue to evaluate how international students are welcomed and supported by our campus. While students were overall very satisfied in particular with the support offered by OIP, we gathered the following information that could be acted upon:

1. We made an update to the Puget Sound website to include information that this campus is a safe place for international students given the national climate. That information was added to the following website: <https://www.pugetsound.edu/academics/international-programs/international-students/>
2. We recommended to Landon Wade that faculty advisors to new international students be faculty with international expertise or interests. We identified faculty on the list of next years' freshman advisors who have such expertise. Landon will take this into consideration for new international students.
3. The subcommittee began surveying our peer institutions by doing some web research on NW5 institutions to determine how they do this work. The spreadsheet with some preliminary data is attached.
4. In response to student input, information about ESL resources will be added to the OIP website in coming weeks. This would be a supplement to the tutoring program for international students already put in place by OIP and CWLT.
5. During orientation, some international students indicated it would be helpful to pair them together as they learn about the university. OIP will work with the orientation program leaders to make this suggestion for next year.
6. While international students did not find the establishment of an international student center on campus necessary, there does seem to be potential in linking the Michel Rocchi International District more purposefully with international students. While international students are often invited to MRID programming, they feel awkward entering into the living space of students they do not know well. OIP will work with the director of the MRID to join these two communities with common programming as early as the first week of classes.

### **STANDING CHARGES:**

#### **2. Review and approve new and existing international education programs and program proposals, including programs led by University faculty.**

In response to Charge 2a and Standing Charge 2, over the course of the semester, we reduced the number of study abroad programs offered from 115 to 74. The following programs were eliminated during our final meeting of the semester:

- Arcadia Dublin, Ireland (2 programs)
- Arcadia Stirling, Scotland
- Arcadia Athens, Greece
- AUC Cairo, Egypt
- CELL Reykjavik, Iceland
- CIEE Uppsala, Sweden
- CIEE Gabarone, Botswana (2 programs) \*

- Emory Dharamsala, India
- GEO London, England
- IES Dublin, Ireland
- IES Santiago, Chile
- IFSA Galway, Ireland
- SFS Atenas, Costa Rica
- SIT Buenos Aires, Argentina
- SIT Fortaleza, Brazil
- SIT Yaounde, Cameroon
- SIT Durban, South Africa
- SIT Stone Town/Zanzibar, Tanzania
- SIT Santiago, Chile
- SIT Apia, Samoa
- SIT Gulu, Uganda

*\*Pending discussion with Rachel DeMotts, whose work concerns this area. No students have gone on these programs in the past 5 years.*

Additionally, during the final meeting of the IEC, the following changes were made:

Approved student petition to study at:

- Round River Conservation Studies Taku, British Columbia (Summer)

Offered initial approval of the following faculty petitions, asking the two proposing faculty to re-submit their petitions over the summer taking into account the new petitions criteria and rubric newly instituted by the IEC and now included in petitions instruction materials. These two petitions will be reconsidered at the first IEC meeting of the fall semester so that these courses may include the study abroad component in AY 17-18:

- Kris Imbrigotta's proposal for a short-term study abroad in Germany to complement GERM 320.
- Andreas Udbye's proposal for a short-term study abroad in India to complement BUS 474.



NW5C Members	# of International Students	# of Countries
Lewis and Clark College	"As of today" (in total), "more than 200" international students (~9.8% of whole student population)	More than 70 countries
Reed College	"10% of incoming class in 2016" (34 students) (No information on entire international student population)	44 countries
Whitman College	"33 international students (7.8%)" (in total)	14 countries
Willamette University	"2% of incoming class in 2016" (~10 students) (No information on entire international student population)	14 countries

Offices related to International Students	ESL Program	Services to International Students
<a href="http://www.lclark.edu/offices/international/">http://www.lclark.edu/offices/international/</a> , <a href="https://www.lclark.edu/offices/international/islc/chart">https://www.lclark.edu/offices/international/islc/chart</a> <a href="http://www.lclark.edu/offices/international/third_culture_kids/">http://www.lclark.edu/offices/international/third_culture_kids/</a>	Yes ("Academic English Studies")	The Community Friends Program, Academic English Studies (ESL), They have extensive links for general information regarding insurance, traveling, immigration, financial aid, shipping, telephone services, etc., Statement in support of international students under Trump administration
<a href="http://www.reed.edu/iss/">http://www.reed.edu/iss/</a> , <a href="https://www.reed.edu/business/student-loans/reed-loan-for-international-students.html">https://www.reed.edu/business/student-loans/reed-loan-for-international-students.html</a> , <a href="http://www.reed.edu/inclusive-community/index.html">http://www.reed.edu/inclusive-community/index.html</a>	No (but they provide links to off campus resources)	Reed Loan for international students, Host Family Program, InterConnect Program, International Student Advisory Board
<a href="https://www.whitman.edu/admission-and-aid/applying-to-whitman/international-students">https://www.whitman.edu/admission-and-aid/applying-to-whitman/international-students</a> , <a href="https://www.whitman.edu/about/diversity/intercultural-center/international-students">https://www.whitman.edu/about/diversity/intercultural-center/international-students</a>	Yes ("English Language Fellow Program")	Friendship Family Program, Global Whitties
<a href="http://willamette.edu/offices/oie/intl/">http://willamette.edu/offices/oie/intl/</a>	No	