

MEMO

TO: Faculty Senate

FROM: International Education Committee

RE: Final Report of the IEC for AY 2017-2018

DATE: April 14, 2017

Please find attached a report of the work completed by the IEC in AY 2017-2018 to date, as well as recommendations for changes to the IEC for next year. At the time of the writing of this report, the IEC has two more meetings in April and will submit an addendum to the Senate at the end of the semester regarding work accomplished during these meetings.

We expect the addendum to address items such as:

- Revision of Study Abroad Selection Criteria document.
- New Faculty-Led Program Proposal Form to guide faculty to meet the expectations set out in the evaluation rubric and to facilitate review by our committee.
- Eric Orlin's proposal to approve Lewis and Clark's Greece – Athens and Lesbos program so that Puget Sound students may apply to the program in January 2019 for the 2019-2020 academic year.
- IEC response to Senate suggestion to reduce the IEC faculty number to 5, to remove the Dean of Student's representative, and to decrease the number of student representatives from 2 to 1 will be elaborated in the addendum.

These items are not discussed in this report. Where they should be addressed within the current report is highlighted in red.

**IEC Final Report
2017-2018
Presented to the Senate April 16, 2017**

During the past academic year, the International Education Committee (IEC) engaged in its normal duties prescribed in the faculty bylaws. In addition, the IEC was charged with the following tasks for the 2017-2018 academic year (**in bold**). What the committee accomplished is indicated following each charge.

CHARGES:

Charge 1: With respect to the issue of sexual violence, continue the review of sexual violence policies at study abroad programs used by Puget Sound students and recommend action for those policies that don't conform to our standards.

The subcommittee finalized the card informing students about resources in response to sexual assault (*Sexual Assault Emergency Response*); this card is based on the cards found in campus bathrooms but was tailored for the use in study abroad. After review by Tiffany Davis (Associate Director of Diversity and Inclusion and Deputy Title IX Coordinator) the cards were finalized, printed, and used this spring for our on campus information session that prepares students for study abroad. (See Appendix 1a.)

The subcommittee also revised the *Sexual Assault Prevention and Response Brochure*, integrating more information about how to reduce risk and strategies of prevention, along with information about personal safety as well as information about how to support victims of sexual violence. We have sent the draft to Tiffany Davis and are awaiting her comments. The subcommittee recommends that this document is not printed on card stock as the Sexual Assault Card mentioned above, but rather is printed as necessary for OIP information sessions. OIP will keep an electronic version of this document so that it can be updated regularly. (See Appendix 1b.)

The subcommittee reviewed the *Sexual Misconduct, Education Abroad and Title IX/Clary Act* document prepared by the Forum on Education Abroad (February 2017), and developed evaluation criteria for reviewing sexual assault response in study abroad programs. The draft of the criteria have been sent to Tiffany Davis for feedback. (See Appendix 1c.)

Recommendation for next year:

- finalize the *Sexual Assault Prevention and Response Brochure*
- finalize evaluation criteria for reviewing sexual assault response
- continue review of sexual violence policies at study abroad programs by employing the evaluation criteria

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 relative to Puget Sound tuition, room and board.

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

2a. The summer and semester programs we have approved so far this year are summarized in the discussion of Standing Charge 2 below. During AY 17-18 the IEC removed a good number of abroad programs from our approved list.

2b. The committee suggested changes to the language of standing charges 1 and 2 and the changes were passed by the faculty and approved by the Board of Trustees:

The old language in the Bylaws is as follows:

1. Establish criteria and assessment procedures for international education programs.
2. Review and approve new and existing international education programs and program proposals, including programs led by University faculty.

The approved new language is as follows:

1. Through the review of new and existing programs, maintain an institutionally sustainable number of international education programs that are consistent with, and that promote the goals and objectives of, international education at Puget Sound.
2. Review criteria and assessment procedures for evaluating international education programs as needed.

Recommendation for next year:

Given that the new language for Standing Charges 1 and 2 encompasses the charges from the senate in 2a above, we recommend that this charge be eliminated for next year.

Charge 3: Develop recommendations for how Puget Sound can best recruit, welcome and support international students. Work with the appropriate offices and groups to implement these changes.

The subcommittee for this charge met with Vice-President for Enrollment Laura Martin-Fedich to discuss how faculty might be able to partner with admissions to improve recruitment and retention of international students. As a result of this meeting, the subcommittee arranged outreach to admitted international students by members of the university committee. Using a list of admitted international students provided by Admissions, the subcommittee asked university representatives (faculty with an interest in the home country, current students or recent alumni) to make contact with admitted international students to welcome them to our community and be available for questions. The subcommittee composed suggested text for university representatives to use in their initial contact. At least three of the approximately 70 students contacted responded, and of those we think two of them (one from Japan and one from China) will come to Puget Sound. We intend to follow up with admissions next year to see how many of the admitted international students that were contacted matriculate and potentially follow up with them as well to determine the effectiveness of this approach.

The subcommittee also crafted the following two statements regarding improvement of the presence of international students on our campus. After ratification by the committee as a whole, they were sent to Strategic Planning Goal Team One:

Regarding support for international student scholarships:

International students are not eligible for federal aid; all financial aid for international students comes from the university or from private scholarships. Last year, an additional \$2000 per student was allocated as scholarships for international students. While this gesture is appreciated, it would not make a difference to an international student with high financial need.

As an expression of the university's dedication to globalization of our campus as well as increased diversity, the International Education Committee would like to express its support for dedicated funds for international student scholarships.

Regarding the establishment of a 3-year faculty liaison between IEC and Admissions:

As we work toward recruiting more international students to the University of Puget Sound, the International Education Committee recommends that a 3-year rotating faculty position be established to serve as a liaison between the IEC and the office of admissions. This faculty member would also be a member of the IEC and work to coordinate efforts to support the office of admissions in the recruitment of international students. A three-year rotation would ensure some continuity of efforts and coordination. We have met with Laura Martin-Fedich and believe her office would welcome this contribution to their work.

Recommendation for next year:

We recommend Charge 3 be continued for next year.

In addition to other approaches, the subcommittee intends to:

- Continue working on development of a relationship with Admissions that will allow Admissions a mechanism to seek faculty input and support.
- Seek data on the effectiveness of the first contact campaign to reach out to admitted international students.
- Ask relevant faculty, staff, students or alumni to contact admitted international students if benefits of this approach are recognized.

Charge 4: Further examine the causes of the disparity in first-generation and historically underrepresented student participation in study abroad. Review and implement recommendations (2017 IEC Final Report) to reduce that disparity.

To further examine the causes of disparity the subcommittee requested updated data from the Office of Institutional Research on study abroad participation rates to compare 2016-2017 with previous years. Looking ahead, we are interested to see how numbers will compare based on the recent study abroad financial policy change which will be in effect for students studying abroad in 2018-2019. Considering a top cited reason for students who did not study abroad in the past was "I was not able to apply enough of my financial aid to study abroad", the new policy may alleviate some of that burden.

We reached out to the Diversity Abroad network to request information on best practices, however, we found that their resources are exclusive to member institutions. At this time, the Office of International Programs (OIP) does not have the budget to support that membership.

OIP reached out to Posse Scholars to hold targeted informational sessions, with an emphasis placed on scholarships available for studying abroad.

Coincidentally, the IEC received a request from a visiting assistant professor in African American Studies for funding to explore a program in Ghana. This program may reach underrepresented students in the future, which is in line with one of the recommendations from the 2017 IEC Final Report.

Additionally, with the implementation of a new online system for processing study abroad applications, paperwork and forms in the OIP, staff will have more time in pre-departure sessions to focus on issues of identity in study abroad. This is also in line with a recommendation from the 2017 report.

Recommendation for next year:

We recommend Charge 4 be continued for next year.

Additional Recommended Charges:

1. In response to the increasing number of short-term study abroad program applications from faculty, it has come to our attention that the committee should draft guidelines that could be of use to faculty as they prepare to incorporate short-term study abroad into their courses. Items to address and evaluate could include:
 - Different models (for example, 10 weeks of classes on campus + the equivalent of 5 weeks of class time abroad, or a full-time course on campus + 1/4 unit for the study abroad portion, etc.)
 - The question of contact hours per unit and the translation of in-classroom vs. out-of-classroom contact hours into credit hours.
2. Establishment of criteria for distribution of funds for faculty development of programs and student support (to defray costs of these programs, which do not permit the application of financial aid).
3. Discussion of how study abroad application criteria will apply to Running Start students. As of now, students must be on campus for one year before studying abroad, which might preclude Running Start students from study abroad as they will have to satisfy major requirements. Also, Running Start students are often the same age as freshmen when they start at a 4-year college, although their credit transfer could place them into their junior year. After one year, they would be the same age as a sophomore, but could have enough credits to be classified as a senior and thus get priority according to our current criteria over all other applicants. Would Running Start students qualify as sophomores when they apply or would they be considered what their credit count places them in their academic career? This could become important when we are required to make cuts to stay in budget.
4. Examine the potential use of Digication e-portfolio software amongst students studying abroad.

STANDING CHARGES:

As a reminder, Standing Charges 1 and 2 have been changed as discussed above on pp 2-3. Here is the language of the new Standing Charges, for your reference for inclusion in the Standing Charges for AY 18-19:

1. Through the review of new and existing programs, maintain an institutionally sustainable number of international education programs that are consistent with, and that promote the goals and objectives of, international education at Puget Sound.

2. Review criteria and assessment procedures for evaluating international education programs as needed.

The Standing Charges for AY 17-18 were as follows:

1. Establish criteria and assessment procedures for international education programs.

The revised Study Abroad Selection criteria will be addressed in and appended to an addendum. In an effort to save paper and streamline, the committee recommends no longer including the Study Abroad Selection Criteria in the printed Bulletin. Rather, we suggest a brief statement in the Bulletin referring readers to the criteria on the website of the Office of International Programs. The Interim Director of the Office of International Programs, Eowyn Greeno, will include this change in the revisions to the Bulletin submitted by her office.

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

To facilitate review of proposals by faculty to lead study abroad programs, the IEC last year established an evaluation rubric. This year, a subcommittee created a Faculty-Led Program Proposal Form to guide faculty to meet the expectations set out in the rubric and to facilitate review by our committee. **This form will be addressed in and appended to the addendum to this report.**

The IEC made the following changes to our program list:

Removed:

- CGEE Central America in Guatemala because of new Level 3 travel warning.

Reinstated:

- CIEE Jordan because Jordan is no longer under a travel warning.

Approved student petitions to study* at:

- IES Amsterdam “Society, Culture and Gender in Amsterdam” (Summer)
- CIEE Dakar “Language and Culture – Dakar, Senegal) (Semester program)

**note: All student petitions approved this year are for a one-time basis and will be revisited for permanent inclusion in Puget Sound abroad offerings after getting student input on the programs. See IEC minutes of October 20, 2017 and November 3, 2017.*

Approved the following faculty petitions:

- Andreas Udbye’s proposal for a short-term study abroad component in India to complement BUS 474, “Business in India and South Asia.”
- Kris Imbrigotta’ proposal for a short-term study abroad component in Berlin, Germany to complement a new course on Berlin that he is proposing, GERM 320.
- Robin Jacobson and Andrew Gardner’s proposal for a short-term study abroad component in both Amsterdam and Doha to accompany their course CONN 397 “Migration and the Global City.”
- Brett Rogers’ request for funds (\$3000) to accompany Professor Mike Lippman (University of Nebraska—Lincoln) on a three-week intensive course in Greece and also to visit the site of College Year in Athens (CYA).
- LaToya Brackett’s request for funds (\$3000) to travel to Ghana with a sister-cities delegation with which she is already associated to lay groundwork for establishing a study abroad program for Puget Sound students.
- **To be addressed in the addendum: Eric Orlin’s proposal to approve Lewis and Clark’s Greece – Athens and Lesbos program so that Puget Sound students may apply to the program in January 2019 for the 2019-2020 academic year.**

Denied the following petition:

- A student petition to allow her to study abroad despite initial denial by the committee.

3. Assist the Office of International Programs in selecting students for study abroad.

This year, the new policy on study abroad allows students to have access to all their financial aid during their study abroad semester(s). Despite greater accessibility to study abroad granted by this new policy, there was not an influx of students applying to study abroad. Rather, the number of applications remained about the same, and of those applications more of them were for semester programs and fewer were for summer study abroad.

Of the total of 230 applications:

46 students applied for summer programs

10 students applied for full academic year single programs

80 students applied for Fall 2018

94 students applied for Spring 2019

5 students applied to two separate programs in Fall and Spring 18-19

In two separate meetings, the committee reviewed materials and spreadsheets expertly provided by OIP staff to determine approvals given budgetary constraints. All students for summer programs (which are budget-neutral for the university) were approved. Of the remaining 185 applications for semester-long programs, 173 were approved. Denials were largely due to not meeting GPA requirements, although other criteria were also considered.

4. Represent the interests of the Faculty in international education.

5. Such other duties as may be assigned to it.

ADDITIONAL WORK:

1. **Statement to Strategic Goal Team One.** In response to the Strategic Planning Initiative undertaken by the university in this academic year, the IEC approved the following statement and forwarded it to Goal Team One early on in the spring semester. We feel that both study abroad and the globalization of our campus are important to underscore in the Strategic Plan.

Statement from the IEC to Strategic Goal Team One

The International Education Committee believes that the importance of international education (especially study abroad and the increased presence of international students on our campus) should be included in the document put forward by the Strategic Planning Steering Committee. International educational experiences are very much consistent with the “strategic goals” this team is charged with promoting: high impact engagement, student recruitment and retention, the distinction of a Puget Sound education.

BACKGROUND & RATIONALE:

1. Study abroad is a critical “high impact practice” as mentioned in the principles for Goal Team One.
2. Enhancing study abroad and the presence of international students on our campus is critical to fulfilling the commitment to “rich knowledge of self and others” in our Mission Statement.
At the University of Puget Sound, study abroad programs are evaluated and approved based on their ability to “foster intercultural competence, cross-cultural communication skills, and personal development” as well as their ability to “foster global citizenship and appreciation of international

diversity and interdependencies” including social responsibility, social justice and civic engagement. (See International Education Committee Program Evaluation Criteria.)

3. Study abroad is prominently promoted by our admissions office to prospective students, and while recent changes to our merit aid policy supports students’ interest in study abroad, further support is needed to realize the benefits of study abroad for both our students and the university.
4. Study abroad adds distinction to Puget Sound. For example, short-term study abroad programs that complement certain courses are becoming more prevalent on our campus. This form of high impact experiential learning – extending learning beyond the classroom, purposefully and within a course – is not widely available everywhere. It is critical that we prioritize and strengthen our faculty’s ability to develop such short-term abroad opportunities for our students.
5. The PacRim program is distinctive to Puget Sound and students come here because of it. It is essential we continue to build on the strengths of this program.
6. Internship programs (both those developed and supported by our own faculty or those offered through 3rd party providers) offer appeal and are strong examples of experiential learning that go beyond even the traditional study abroad experience. Going forward, it is essential that we strengthen these initiatives.

GOALS TO PROMOTE IN STRATEGIC PLANNING SESSIONS:

1. Include a statement in the Strategic Plan that further internationalization of our curriculum and students’ learning through strengthening of resources for study abroad, short-term faculty-lead programs, be a high priority for Puget Sound.
2. Make recruitment and success of international students at Puget Sound a high priority.

2. IEC response to the Senate suggestion to reduce the IEC faculty number to 5 will be addressed in the addendum.

Appendix 1a:

SEXUAL ASSAULT EMERGENCY RESPONSE WHILE STUDYING ABROAD	PUGET SOUND RESOURCES FOR THOSE AFFECTED BY SEXUAL ASSAULT
<p>ONSITE CHECKLIST</p> <p>You are encouraged to take these steps immediately to ensure your safety:</p> <ol style="list-style-type: none">1. Call one of the program emergency phone numbers <p><i>(write local emergency numbers here)</i></p> <p>and request that a program staff member accompany you to the hospital, clinic, or doctor for support such as</p> <ul style="list-style-type: none">• 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.) <ol style="list-style-type: none">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.	<p>Harassment Reporting Officers (Mandatory Reporters):</p> <p><i>Roy Robinson</i>, Director of International Programs (1.253.879.3653); <i>robinson@pugetsound.edu</i></p> <p><i>Michael Benitez</i>, Dean of Diversity and Inclusion, Chief Diversity Officer, Title IX Coordinator/Equal Opportunity Officer (1.253.879.2827); <i>titleIX@pugetsound.edu</i></p> <p><i>Sarah Shives</i>, Assistant Dean of Students (1.253.879.3360); <i>sshives@pugetsound.edu</i></p> <p><i>Grace Kirchner</i>, Sexual Harassment Complaint Ombudsperson (1.253.879.3785); <i>kirchner@pugetsound.edu</i></p> <p>Confidential Support:</p> <p><i>Marta Cady</i>, Associate Dean of Students and Director of New Student Orientation (Mobile: 1.253.219.0516; Office: 1.253.879.3317; <i>martacady@pugetsound.edu</i>)</p> <p><i>Dave Wright</i>, Director of Spiritual Life and Civic Engagement, University Chaplain (1.253.879.3818 or 1.253.879.2751; <i>dwright@pugetsound.edu</i>)</p> <p><i>Counseling, Health, and Wellness Services</i> (1.253.879.1555; <i>pugetsound.edu/chws</i>)</p> <p>Other Support:</p> <p><i>Security Services</i> (1.253.879.3311; <i>security@pugetsound.edu</i>) is available 24 hours a day; the attendant can connect you to Puget Sound staff who can help with your concern.</p> <p><i>Peer Allies</i> (<i>peerallies@pugetsound.edu</i>; <i>facebook.com/pugetsoundpeerallies</i>) are available by Skype; message them on the Peer Allies Facebook page to make a Skype appointment.</p> <p>Title IX Deputy Coordinator:</p> <p><i>Tiffany Davis</i>, Associate Director of Diversity and Inclusion, Deputy Title IX Coordinator (1.253.879.3793; <i>titleIX@pugetsound.edu</i>)</p> <p>For more information and resources, go to pugetsound.edu/sexualmisconduct.</p>

Appendix 1b:

Sexual Assault Prevention and Response Brochure:

Sexual assault can happen anywhere, even when you are studying abroad. Sexual assault is never the victim's fault. This brochure offers tips on **preventing** and **responding** to sexual assault, as well as advice about **supporting others** who have been victims of sexual assault.

The University of Puget Sound makes every effort to send students to **study abroad programs** that take sexual assault and discrimination seriously, and is committed to upholding the rights granted by Title IX and to fully investigating and addressing Title IX violations. (For information about Title IX, see <https://www.pugetsound.edu/about/diversity-at-puget-sound/title-ix/>) **Puget Sound students** attending a study abroad program must follow both the conduct policies of the University of Puget Sound and of the study abroad program.

SEXUAL ASSAULT PREVENTION

Education and Prevention

- Learn about cultural norms in your host country. *Don't make assumptions* about dating, relationships, and social interactions. Instead, ask questions about gender related attitudes during your on-site orientation.

- Observe how the locals dress and act. Understand that what is seen as provocative or respectful dress or behavior in your host country may not be in line with your practices in the US. Also pay particular attention to body language and behavior.
- Talk to local students. Learn about their experiences with dating and social interactions, and how these might differ from U.S. expectations.
- Learn about stereotypes of American students.
- Know where not to go. Ask your on-site staff or locals about which areas are risky for American students.

Strategies to Reduce Risk

- Travel and go out in a *group*. Tell others where you are going and how you are getting there.
- Don't assume others understand your boundaries. Locals may have a different concept of personal boundaries, or may not stop behaviors that lead to sexual violations unless you take definitive action.
- You are the safest when *sober!*
- Never leave drinks unattended. When you do, you may expose yourself to date rape or other possible violence or criminal activity (e.g., robbery).
- Get a cell phone that works in your host country – make sure it is charged and has credit available. Carry emergency numbers with you.
- Consider the benefits of learning to blend in with the host culture.
- Consider power dynamics.
 - Watch out for “freebies.” Be aware that a false sense of indebtedness can occur when someone buys you a drink or a meal. The person offering freebies or the culture in which they live may believe that you owe them something in return. Remember, you do not! Always carry enough money for your own food, drink, and cab ride.
 - Be aware of “quid pro quo” harassment. This occurs when sexual favors are used or threatened to be used as a basis for a decision, such as ‘sleep with me and you’ll get an A.’ If you feel that someone is using their position of authority to make you do something you don’t want to do, call one of the contacts in your program.

Personal Safety

- Don't be afraid to say “No.” Don't worry about being rude. Your personal safety is most important.
- Tell your friends if you feel uncomfortable. Have a plan for what to do if this happens.
- Look out for your friends, and speak up if you are concerned.
- Pay attention to your internal voice that alerts you to danger.
- Ignore the person and/or the harassing behavior. If possible, walk away or remove yourself from the situation. If someone sits next to you, get up and leave without comment. If someone walks alongside you, turn around and walk in the other direction.
- If you are not able to ignore and walk away from the harassing person, make a scene and create a commotion and embarrass the person into leaving you alone.

SEXUAL ASSAULT EMERGENCY RESPONSE: ONSITE CHECKLIST

You are encouraged to take these steps immediately to ensure your safety if you are a victim of sexual assault:

1. Seek a safe place immediately.
2. Call one of the program emergency phone numbers _____.
write local emergency numbers here
3. Consider seeking immediate medical attention. Request that a program staff member accompany you to the hospital, clinic, or doctor.

When receiving medical attention:

- A. Seek treatment for injuries.
- B. Test for STI's (Sexually Transmitted Infections)
- C. Look into emergency contraception (if available and legal in that country).

If you decide to seek immediate medical attention you may consider doing the following in order to preserve evidence:

- A. Do not shower or clean up.
- B. Keep clothes in paper bag, not plastic.
- C. Do not brush hair.
- D. Do not use the toilet.
- E. Do not brush teeth.
- F. Do not clean up the crime scene.
- G. If you think predator drugs were involved, get tested.

- 4. Try to record as many of the details as you can recall.
- 5. If necessary, request to be moved from your current living quarters to safe housing.
- 6. If the alleged perpetrator was from your own program, request action from the program staff that will assure your safety.

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

- 7. Contact a program staff member or the U.S. Consulate for information on reporting laws in country. They will know if police systems in that country are supportive of victims of sexual assault.
 - a. Consider filing a police report - bring someone fluent in the language of the host country with you to the police station.
- 8. Seek assistance, follow-up counseling, or support in the host country.
 - a. Program staff will be able to provide contact information for a center for victims of sexual assault or counseling service.
 - b. Talk to someone. Confide in a friend or counselor.
- 9. 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 or find the access code for your country at sashaa.org/crisis-line, then dial: 866-879-6636 or 833-723-3833).
- 10. You may also contact any of the individuals at Puget Sound listed below to receive support.

*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). A **mandatory reporter** is required to report an incident of sexual assault to the Title IX Coordinator or a Harassment Reporting Officer of the university; this does not directly result in a criminal charge for the perpetrator.*

SUPPORTING VICTIMS OF SEXUAL ASSAULT

No matter what they were wearing, whom they were with, where they were going—they did not ask to be harassed, raped, or assaulted. Take assault and harassment seriously.

Easy steps to take to provide support to your peers:

- 1. Avoid touching your peer
- 2. Listen and be supportive
- 3. Provide small comforts such as tissues or a beverage
- 4. Avoid sitting too close or looming above the peer
- 5. Be conscious of your body language
- 6. Convey empathy
- 7. Be careful not to convey judgment

8. Do not promise anything that you can't commit to
9. Provide referrals and additional support as needed

PUGET SOUND RESOURCES FOR THOSE AFFECTED BY SEXUAL ASSAULT

Sexual Misconduct Resource Center: <http://www.pugetsound.edu/sexualmisconduct>

Harassment Reporting Officers (Mandatory Reporters) at Puget Sound:

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, 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.

Title IX Deputy Coordinator:

Tiffany Davis, Associate Director of Diversity and Inclusion, Deputy Title IX Coordinator (1-253-879-3793); titleIX@pugetsound.edu

SEXUAL ASSAULT REPOSE AFTER RETURNING TO CAMPUS:

You may take the following steps after returning to campus to report sexual misconduct and to seek advocacy:

1. Seek assistance or counseling after returning to Puget Sound by contacting the following individuals or support groups **in addition to those listed above:**

A list of Harassment Reporting Officers may be found at <https://www.pugetsound.edu/about/offices-services/human-resources/policies/campus-policies/campus-policy-prohibiting-discrimination-and-harassment/harassment-reporting-officers/>

Rebuilding Hope! Sexual Assault Center of Pierce County (24-hours crisis, information, and referral line, 1-800-756-7273, 1-253-474-7273)

YWCA of Pierce County (24-hour crisis line: 1-253-383-2593, ywcapiercecounty.org)

National Sexual Assault Helpline (1-800-656-HOPE, <https://www.rainn.org/>)

National Resource Center on Domestic Violence Hotline (1-800-799-SAFE, <http://www.nrcdv.org/>).

2. Review information about sexual misconduct at <http://www.pugetsound.edu/sexualmisconduct>.

3. Review materials that describe the steps of how to file an official report (<http://www.pugetsound.edu/report>) and seek advice about filing an official report by contacting the individuals listed above as Harassment Reporting Officers.

4. If you decide to make an official report, you may seek advocacy during the official reporting process by contacting the Harassment Reporting Officers.

This information is available at <https://www.pugetsound.edu/academics/international-programs/>

Appendix 1c:

EVALUATION CRITERIA FOR SEXUAL ASSAULT RESPONSE IN STUDY ABROAD PROGRAMS

I: Policy and Response

1. Does the program has a sexual assault policy? Is this policy easy to find?
2. Does the program have a step-by-step process on responding to sexual violence?
3. Does the program have clearly identified contacts to turn to in case of sexual violence?
4. Does the program provide a list of hospitals/doctors/clinics where the student may seek medical attention?
5. Is there counseling available for victims of sexual violence on site?

II: Education and Prevention

1. Does the on-site orientation of students include a discussion of how to prevent or respond to sexual violence? Is this information specific enough?
2. How much information is provided about the prevention of sexual violence and gender discrimination and about risk reduction?
3. Is all the information about prevention and responding to sexual violence available in handouts, brochures, online? Are the online documents easy to find?

III: On-site Staff

1. Do on-site staff members receive training in sexual violence response and in responding to gender discrimination?
2. Do on-site staff receive first responder¹ training as defined by the Forum on Education Abroad?
3. Do any on-site staff members receive trauma-informed investigation training?

¹ Definition of first responder: "In the Title IX context, the first person to receive a disclosure of sexual misconduct and to provide or aid in the delivery of assistance," p. 17 of *Sexual Misconduct, Education Abroad and Title IX/Clery Act*, February 2017, see <https://forumea.org/wp-content/uploads/2017/02/ForumEA-Sexual-Misconduct-Education-Abroad-and-Title-IXClery-Act-Updated-Feb-2017.pdf>

IV: Reporting

1. Are there resources on how to report sexual violence? Is the reporting process clear?

MEMO

TO: Faculty Senate
FROM: International Education Committee
RE: Addendum to the Final Report of the IEC for AY 2017-2018
DATE: April 30, 2018

Please find below a response to questions and comments for the IEC after submission of its final report for AY 2017-2018, as well as a summary of actions taken by the committee not included in the final report dated April 14.

Corrections:

1. The final report should have been dated April 14, 2018 instead of April 14, 2017.
2. The final report should have included the list of committee members:

Emma Casey (student – fall only), Debbie Chee, Carmen Eyssautier, Lea Fortmann (spring only) Eowyn Greeno, Mark Harpring, Emily Katz (student), Diane Kelley, Nick Kontogeorgopoulos, Kriszta Kotsis, Andrea Kueter (library representative), Sunil Kukreja, Mike Spivey, Matt Warning, Sheryl Zylstra.

Questions posed by the Senate:

Questions and comments from the senate:

- 1. Did the change in merit aid policy result in the tightening of the budget and therefore need to deny some students from studying abroad?**
Yes.
- 2. What impact did the new financial aid policy have on acceptances and denials. Were some students denied who would have previously been approved?**
Twelve (12) students were denied this year. Denials were largely due to low GPA. We applied the selection criteria used in the past.
- 3. Will there be more rigorous letter of recommendation for faculty members to fill out.**
No. The plan is to keep the same format for the recommendation in order to keep faculty workload low.

Additional committee work completed:

1. Completion and approval of the Faculty-Led Study Abroad Program proposal document (attached).
2. Revision and approval of Study Abroad Eligibility and Selection Criteria document (appended below).
3. Approval of Eric Orlin's proposal to add Lewis and Clark's "Greece - Athens and Lesbos" ("GAL") program pending confirmation of the cost of the program with Lewis and Clark. Puget Sound students may apply to the program in January 2019 for the 2019-2020 academic year.
4. Removal of the College Year in Athens from our list of approved programs (replaced by Orlin's proposed GAL program).
5. Affirmation that the IEC recommends that the number of faculty on the IEC be kept at 7 and not be reduced.

Additionally, the IEC discussed the issue of requiring attendance at standing committee meetings. Consensus was reached that we think the Senate should take up this issue.

ADDENDUM:

These Study Abroad Eligibility and Selection criteria were approved by the IEC on Friday, April 20, 2018.

Eligibility Criteria

1. To demonstrate academic achievement:
 - a. Students must meet all program-specific requirements (including minimum GPA, class standing, course pre-requisites, language pre-requisites, etc.). Please note: if a student's cumulative GPA is below 2.5 the application will not be considered.
 - b. Students must be in good academic standing (not on any type of academic sanction) at time of application and until time of departure.
 - c. Students with cumulative GPA lower than 3.0 may apply but must demonstrate, in an additional application essay, that they have made significant progress towards achieving overall academic excellence.
 - d. Students applying to attend two different programs (one fall and one spring) must be aware that permission to study in two different programs during one academic year will be granted only in exceptional cases as justified by compelling academic goals. Students must submit an additional application essay that explains their reasons for applying to two programs, identify one preferred program, and identify how they will navigate the visa processes for both programs in a timely manner.
2. To demonstrate strong stability, responsibility, independence, and maturity:
 - a. Students must be in good conduct standing at time of application and until time of departure
 - i. Students on Conduct Probation Level II (CP II) are not allowed to represent Puget Sound, and no waivers are permitted. Students may not

apply for study abroad, nor may they participate in a study abroad program while on CP II.

- ii. Students on Conduct Probation Level I (CP I) are not allowed to represent Puget Sound, unless they obtain a waiver for specific purposes. A student wanting to apply to study abroad may petition for a waiver by following the process outlined by the Dean of Students Office. If a waiver is granted, the International Education Committee may consider the student's application to study abroad.
- b. Students must have no financial holds at time of application and until time of departure
- c. Students must have appropriate class standing at the time of application:
 - i. Current first year students: may apply for Summer term (if earned at least 7 units during first year). Note: Current first year students may apply for Spring term in compelling and specific circumstances but will not be given priority
 - ii. Current second year students: may apply for Summer, Fall, and Spring terms
 - iii. Current third year students: may apply for Summer, Fall, and Spring terms
 - iv. Transfer students must complete one year in residence before studying abroad
- d. Students must be on campus the semester when applying (spring) and the semester before studying abroad (fall or spring)
- e. Students must submit a completed Puget Sound application by the deadline for an approved Study Abroad program. Completed applications include additional essays required if:
 - i. A student's GPA is below 3.0
 - ii. A student is applying to more than one semester program in an academic year

Puget Sound does not permit students to apply for study abroad credit retroactively.

- f. Students must, once approved by Puget Sound to study abroad, complete the program-specific application by the deadline set by Puget Sound

Selection Criteria for Semester applicants:

1. Continued adherence to all eligibility criteria
2. Program consideration. Priority will be given to
 - a. Majors that require study abroad (**need to list exact majors** – tbd with registrar's office over summer 2018)
 - b. Puget Sound sponsored programs (Oaxaca, Granada, Dijon)
 - c. Language immersion programs

3. Preference will be given to current third year students (at the time of application) who have not previously studied abroad, then current second year students, then current first year students.
4. Priority will be given to students who provide, in their response to the application essay prompt, a strong and detailed academic rationale for their study abroad plan and provide strong evidence of possessing the appropriate maturity, stability, flexibility, independence, and openness to be successful abroad.
5. Priority will be given to students with a cumulative GPA of at least 3.0. Students with a cumulative GPA lower than 3.0 may be approved if they successfully demonstrate, in an additional application essay, that they have made significant progress towards achieving overall academic excellence.
6. Students may be limited to a single program (semester or year). Students may only be approved for two different programs in a single academic year if they successfully convey, in an additional essay, compelling academic goals that can only be met by participating in two different programs and they provide evidence that they can complete the visa processes for both programs in a timely manner.

FACULTY-LED STUDY ABROAD PROGRAM PROPOSAL

All new study abroad and international activities, including noncredit-based programs in which faculty or staff from the University of Puget Sound take students outside of the United States, must be proposed and approved in advance by the International Education Committee of the University of Puget Sound.

APPLICATION GUIDELINES

1. Meet with the Director of International Programs to discuss study abroad options and the program proposal process.
2. Answer in writing all questions on the Faculty-Led Study Abroad Program Proposal.
3. Meet with the Title IX coordinator to learn about Faculty-Leader responsibilities and reporting requirements related to Title IX.
4. Meet with the director of CHWS to discuss how best to support students' mental and physical health as a Faculty-Leader.
5. Submit the completed application packet. Be sure this includes:
 - a. Answers to all questions in the Proposal form.
 - b. Letter of support from your department chair endorsing the proposed program.
 - c. Draft syllabus for the course to be taught.
 - d. Proposed budget for the program.(See Proposal form for more details on b, c and d.)

In person: Howarth 215

By mail: Director of International Programs

By email: Eowyn Greeno

1500 N. Warner St. #1055

at egreeno@pugetsound.edu

Tacoma, WA 98416

If you have any questions or need additional information, please contact the Office of International Programs (OIP). Staff can be reached by phone at 253-879-2515 or by e-mail:

Carmen Eyssautier, Acting Assoc. Director and Study Abroad Coordinator (ceyssautier@pugetsound.edu)

Eowyn Greeno, Acting Director and International Student Advisor (egreeno@pugetsound.edu)

Roy Robinson, Director (Away AY 2017-2018) (rrobinson@pugetsound.edu)

PUGET SOUND OBJECTIVES FOR STUDY ABROAD EXPERIENCES

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

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

FACULTY LEADER

Name:

Title:

Department:

Email:

Tel:

Will this program require a second faculty leader or staff member? YES NO

If yes, please provide contact information:

Name:

Title:

Department:

Email:

Tel:

Alternate faculty member (if needed):

Name:

Title:

Department:

Email:

Tel:

PROGRAM INFORMATION

Program Name:

Proposed Program Location(s):

Term(s) in which program will be offered:

Proposed number of months/weeks/days:

Frequency of program:

ADMINISTRATION

- 1. Please attach a letter of support from your Department Chair.**
2. In what way(s) does the program draw on faculty expertise? Describe your experience in the proposed location(s)?
3. Are other faculty members willing to serve as subsequent program directors?

ACADEMIC COMPONENT

Proposed Course 1:

Department and number:

Units:

Instructor(s):

Prerequisites:

Proposed Course 2:

Department and number:

Units:

Instructor(s):

Prerequisites:

Please attach a course syllabus (or syllabi) that includes a general course description, the academic content of the course, the course objectives, the academic work required (readings, assignments, projects), the grading system and methods of assessment.

1. Compared to programs already offered at Puget Sound, does this program provide qualitatively different or unique experiences that address the university's objectives for international education? (See objectives on page 1 of this document.)
2. How does this course(s) enhance the university's existing curriculum? How does this program relate to campus learning? Does the program support a globalized and internationalized on-campus curriculum?
3. Which academic need(s) does the program fill? Does the program contribute to coursework in a particular major/minor/program/department? How does this program complement current departmental offerings?
4. Does the program draw on partnerships with international universities and non-profit organizations? In what ways?
5. Does the program integrate foreign language courses (either pre-departure or while abroad)?
6. Will students complete a research project, participate in a service learning experience or internship?
7. In what ways does the program provide strong site utilization through interdisciplinary or discipline-based fieldwork or experiential engagement? Provide some justification for offering course off campus.
8. How will the location allow students opportunities to engage with cultures that are significantly different from those they experience in the U.S.?
9. How do you envision your role outside of the classroom?
10. How will students be selected for the program?

ON-SITE LOGISTICS

1. Are you partnering with a local university, service provider, or an International Education Organization (such as CIEE or SIT) to provide any services?

YES (please list their contact info below) NO

Host University/Organization:

Contact Name:

Title:

Address:

Email:

Phone:

Website:

1. What kinds of support are provided on-site by the organization listed above?
2. How do you anticipate managing student issues/crises as they arise? Will you manage problems on your own or with the assistance of a program provider?
3. Please describe student accommodations and meal arrangements while abroad.
4. What will be the primary means of transportation? (for field trips, daily commuting, etc.)
5. Will students have access to computer labs, libraries and the internet?
6. Is the site accessible to students with disabilities? Are there any concerns related to accessibility of services for these students.
7. How is the on-site orientation organized? What does it include?
8. Is there other relevant on-site information?

STUDENT RECRUITMENT

1. Who is the target student population?
2. Why will the program (courses and location) appeal to the target population?
3. Are there enough students in the target population to meet the student recruitment needs?
4. Will this program attract students who are historically underrepresented in international education at Puget Sound?
5. How do you intend to promote the program?

SAFETY AND SECURITY

1. What are the potential safety and security risks and concerns?
2. How have safety and security on the program been vetted?
3. Have you met with the Title IX coordinator to learn about Faculty-Leader responsibilities and reporting requirements related to Title IX.?
4. How will cases of sexual violence/harassment be handled on-site? What type of support services are available? (<https://www.pugetsound.edu/sexual-misconduct-resource-center/>)

HEALTH

1. What are possible health risks in the locations of travel?
2. What are the local health resources?
3. Have you met with the director of CHWS to discuss how best to support students' mental and physical health as a Faculty-Leader.
4. How will cases of student mental health issues be handled?

ESTIMATED PROGRAM BUDGET

Please attach an estimated program budget. Contact the Director of International Programs for budget-related questions.

1. The estimated budget should include:
 - Airfare
 - Housing
 - Meals
 - Field trips/excursions
 - Local transportation
 - Visa/departure fees
 - Immunizations/needed medicine
 - Course materials
 - Other

OTHER

1. Is there any additional information you would like the committee to consider regarding your proposal?