

## **MEMO**

**TO: Faculty Senate**

**FROM: International Education Committee**

**RE: Final Report of the IEC for AY 2018-2019**

**DATE: May 2, 2019**

Please find attached a report of the work completed by the IEC in academic year 2018-2019 to date, as well as recommendations for charges to the IEC for next year. At the time of the writing of this report, the IEC has ostensibly completed its work for the year, although we may reconvene to discuss any last-minute business referred to us by the Office of International Programs. Should such work be taken up after the submission of this report, we will later submit an addendum addressing it as needed.

**IEC Final Report 2018-19**  
**Presented to the Senate May 6, 2019**

**2018-2019 IEC members:**

Gareth Barkin (co-chair)  
 Diane Kelley (co-chair)  
 Rokiatou Soumare  
 Nick Kontogeorgopoulos  
 Matt Warning (fall only)  
 Anna Wittstruck  
 Sheryl Zylstra

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 2018-2019 academic year (in bold). What the committee accomplished is indicated following each charge.

**CHARGES**

**Charge 1A:** *Finalize the Sexual Assault Prevention and Response Brochure and finalize evaluation criteria for reviewing sexual assault response.*

During the 2017-2018 year, members of this subcommittee completed the sexual assault response card. It was utilized by the Office of International Programs during the 2018-2019 year. OIP will take responsibility for updating and distributing the card. Coming in to the 2018-2019 year, members of the subcommittee worked on the language for the sexual assault brochure. The language was completed and is being used. OIP will also take responsibility for updating and distributing the brochure [Appendix 1].

Members of the subcommittee worked on the second part of the charge, “finalizing evaluation criteria for reviewing sexual assault response.” The committee consulted with the Forum on Education Abroad, an international organization for education abroad, for guidance in developing a list of criteria and questions for use in evaluating the organizations and programs we utilize [evaluation attached as Appendix 2]. Members of the subcommittee surveyed current programs in an effort to begin the process. Through this work, members of the subcommittee realized we need further direction regarding what to assess to ensure we are meeting our institutional obligations. The subcommittee cannot move forward until members consult with the Deputy Title IX coordinator. That position is currently vacant. Members of the subcommittee reached out to Joanna Carey Cleveland, internal counsel, but have not yet had a response.

**Recommendations for the 2019-2020 year:**

- Finalize evaluation criteria for reviewing sexual assault response and evaluation programs.

**Charge 1B:** *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.*

**Work completed this year:**

The 2018 annual report recommended that we focus on the following bulleted points in 2018-2019:

- *Continue working on development of a relationship with Admissions that will allow Admissions a mechanism to seek faculty input and support.*

In the report, as part of this work, we suggested: *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.*

The university recently created a new position (still vacant): Associate Director of Admission for International Recruitment. Eowyn Greeno and Roy Robinson from the Office of International Programs both served on the search committee for the first search for a candidate for this position and were able to discuss faculty support of, and potential collaboration in, the international student recruitment effort during interviews. That search failed but will reopen soon and Eowyn and Roy will again serve on the search committee.

Since there will now be a dedicated role in the Office of Admissions focused on International Student recruitment we suggest inviting the new Associate Director of Admission for International Recruitment to become a regular guest at IEC meetings, and to explore their position becoming a permanent ex-officio member of the IEC, instead of proceeding with the plan to have a faculty liaison to admissions. This will still facilitate collaboration between admissions and the IEC but be less burdensome for a single faculty member. We have reached out to Laura Martin-Fedich and she has agreed that the person who fills this new position will attend IEC meetings, and may become an ex-officio member of the IEC (while recognizing that the person's travel schedule may not allow them to attend all meetings).

- *Seek data on the effectiveness of the first contact campaign to reach out to admitted international students.*

We recorded only two responses to the emails that were sent out by many faculty and staff to admitted international students during spring 2018. In the end, only one of the 69 admitted international students who were contacted last year ended up enrolling at Puget Sound. Our assessment was that we should look toward other avenues of increasing international student enrollment and retention, including the recruiting strategies that the new Associate Director of Admission for International Recruitment will likely implement.

- *Ask relevant faculty, staff, students or alumni to contact admitted international students if benefits of this approach are recognized.*

Given the very low response rate and enrollment we do not recommend continuing with this effort as there was significant staff and faculty time used in assigning lists of admitted students to various faculty; drafting the welcome message in multiple languages and, emailing all of the individual admitted international students.

This year, in addition to the work we had set for ourselves from last year, our committee discussed the importance of increasing the visibility of international cultures on our campus and our online presence. This includes a visual representation of Puget Sound's international engagement in the new Welcome Center. We have reached out to Laura Martin-Fedich to inquire about the interior design plans for the Welcome Center and to suggest some type of visual representation of our university's international engagement that would assist in making international students feel welcome, and which could also highlight our study abroad opportunities and other international partnerships and connections.

### **Recommendations for the 2019-2020 year:**

We recommend this charge be continued for next year. In addition to other approaches, the subcommittee intends to focus on:

- Support and Retention of International Students.

Possible directions to explore:

- Working with CWLT on strengthening or complementing the Language Partner Program;
  - Developing a mechanism to inform faculty when an international student is enrolled in one of their classes to provide them with additional support;
  - Developing a list of resources to assist faculty with international students in their courses.
- Recruitment and other means of Increasing International Student numbers (largely by liaising with the new Associate Director of Admission for International Recruitment).

Possible directions to explore:

- Invite the Associate Director of Admission to attend all IEC meetings, initially as a guest, and to explore their appointment as an ex-officio member of the IEC to routinize communication between faculty and Admissions regarding international student recruitment and retention [note that we have discussed this possibility with Laura Martin-Fedich and she agreed to the appointment].
- Considering alternatives to enrolling international students in full degree programs. Semester- and year-long opportunities in, for example, a university exchange or partnership, would increase the number of international students on campus at any given time, diversifying and internationalizing our campus culture.
- Increasing the impact of existing international engagements (students studying abroad, faculty-led programs abroad, faculty travel, other university groups abroad, etc.) to assist in recruitment efforts (NW5 example).

- How to build on the list created by Sunil Kukreja of faculty international connections/interests/research to have more readily accessible, and editable, resources that delineates existing relationships, etc. and then determining how to leverage those when appropriate.

**Charge 2:** *Develop guidelines for faculty who wish to incorporate short-term study abroad programs into their courses. (See also Charge 4)*

The subcommittee defined the university's supported model of faculty-led short-term study abroad as courses taught predominantly on campus, but which include a substantive, embedded, study-abroad component of two or more weeks. Study abroad courses must integrate the same or more academic contact hours as a conventional semester-long on-campus course.

In order to propose a new faculty-led program, faculty must submit a proposal to the International Education Committee (IEC). The Faculty-led Study Abroad Proposal form is located on the Office of International Program's website:

<https://www.pugetsound.edu/academics/international-programs/study-abroad/faculty/>

Program Evaluation Criteria used by the IEC to review proposed study abroad programs is also located on the Office of International Program's website [see Appendix 3].

The following guidelines for proposing new faculty-led programs and administering/running faculty-led programs were recommended by the subcommittee and approved by the IEC:

- Create a March 1 deadline to approve faculty-led programs for the following *calendar* year or future calendar years. For example, the deadline of March 1, 2019 would be for programs planning to run during the following calendar year, e.g. the spring 2020, summer 2020 or the fall 2020.
- Allow for the approval and running of no more than two (2) *new* faculty-led programs in a given academic year. Additionally, two (2) *previously run* programs may be run per year for a total of 4 faculty-led programs each year. This number of four faculty-led programs per year may be altered given outside funding for faculty-led programs and/or possible increased administrative support for the Office of International Programs.

**Recommendations for the 2019-2020 year:**

- Consider ways to better support faculty developing international programs, and to communicate the IEC's evaluation criteria in a manner that educates those faculty in the best practices for study abroad, as well as the basis for IEC priorities. This may be accomplished through:
  - An annual workshop early in spring semester that is either mandatory or highly recommended for faculty intending to propose a new faculty-led, international program, in which IEC members would talk through the

application form as well as the evaluation rubric, and generally share resources and discuss ways to develop high-impact programs.

- A facultycoms email late in fall semester that includes logistical information for those interested in proposing new faculty-led programs, announces the workshop noted above, shares the IEC's Program Evaluation Criteria and application materials, and which also recommends scholarship and other resources related to design of a short-term program.
- Integration of the IEC Program Evaluation Criteria and rubric into the proposal form itself, and/or revision of the proposal form to more clearly convey the Committee's priorities, use of terminology (e.g. "site utilization"), pedagogical interventions, and prioritized outcomes.

**Charge 3:** *Continue to 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.*

**Work completed this year:**

Work on this charge began in spring, after receipt of data from the OIP about percentages of historically underrepresented students who participate in study abroad, as well as percentages of students who participate in study abroad generally. We discovered that the percentages between the two groups are closer than expected, and that the disparity is not as great as initially thought. The data was made available by the OIP soliciting information from the Office of Institutional Research.

Below you can see two models of calculation for Study Abroad participation:

**Model A:** The number of students who studied abroad for credit divided by the number of student graduates for the annual year (model used by Institute for International Education)

Percentage of UPS Students Who Participated in Study Abroad

2016-2017: 33%

2017-2018: 35%

2018-2019: 35%

Percentage of Underrepresented UPS Students Who Participated in Study Abroad (defined as students who are nonwhite and nonwhite/Asian)

2016-2017: 29%

2017-2018: 28%

2018-2019: 36%

**Model B:** The number of students who studied abroad for credit divided by the number of matriculated college juniors for the annual year (a good indicator of study abroad participation, considering the majority of students participate in study abroad in the junior year)

Percentage of UPS Students Who Participated in Study Abroad

2016-2017: 35%

2017-2018: 43%

2018-2019: 33%

Percentage of Underrepresented UPS Students Who Participated in Study Abroad  
(defined as students who are nonwhite and nonwhite/Asian)

2016-2017: 33%

2017-2018: 27%

2018-2019: 25%

We noted that these percentages do not include study abroad participation in faculty-led study abroad programs, and that these percentages are not broken down by specific minoritized groups.

**Recommendations for the 2019-2020 year:**

We do not believe this inquiry needs to continue as a separate charge, given that the OIP has improved its ability to collect and analyze the data, and that the disparity in historically underrepresented participation currently appears smaller than expected. What we do recommend is the following:

1. The OIP continue to report its findings to the IEC regarding disparities between first-generation/historically underrepresented student participation in study abroad, so that we can keep track of annual trends.
2. That the IEC ask the OIP to continue working on more detailed data regarding percentages of student participation so that we can learn what the breakdown between specific minoritized groups is, and how those breakdowns may be affected by specific study abroad programs/geographies/costs/faculty recruitment and mentorship.
3. That the IEC work with the OIP to track percentages of student participation for short-term faculty-led study abroad programs in addition to summer session study abroad programs and semester-long study abroad programs.

4. That the IEC follow up with the OIP to see if they are successful in creating a part-time staff position to advise students on which study abroad program options are available given the student's major or QDI (pending curricular reform).
5. That the IEC continue to work to increase study abroad participation generally, with particular attention given to the need to reach and support first generation and historically underrepresented students from the moment they are admitted to the University.

**Charge 4:** *Establish 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).*

**Work completed this year:**

Funding to support faculty development of programs and student support is currently captured only in the event funds remain in the study abroad instructional budget at the end of the academic year. The maximum amount that can be held in the account is \$50,000 and the maximum amount of funds allowed to replenish the account in a given year (if available) is \$25,000.

The IEC recommends lifting these caps to allow for greater support for short-term study abroad participation, and to remove financial barriers to international education across student populations, including first generation and minoritized students. Removing these caps would also allow for a more stable and consistent availability of funds for high quality, faculty led programs.

Further, the IEC recommends that all surplus from faculty led programs (i.e. allocations that are not fully spent during the abroad program) be recaptured to support future faculty led programs. None of these recommendations would increase the study abroad or OIP budget, they would only allow recapture of unspent funds to support faculty-led programs.

**Student Support**

Using the March 1 application deadline recommendation from Charge 2, the IEC or a subcommittee of the IEC will submit program rankings and recommendations to the OIP, which may be used for the allocation of funds to support the faculty development of programs in the range of \$2,000 to \$5,000 and can be used to subsidize student costs on approved faculty-led programs. The level of subsidy, administered by the OIP, should be based on the funding model being equitable and sustainable.

The Office of International Programs will report to the IEC or a subcommittee of the IEC on the amount of available funds on March 1 of each year.

The IEC will use the program evaluation criteria (listed on the Office of International Program's webpage and in Appendix 3) to assess and rank proposed programs, and will recommend allocation of available funds for student support based on the IEC Program



Evaluation Rubric score. These recommendations will then be considered by the OIP in their allocation of funds to approved programs.

### **Support for Faculty Development of Programs**

The Office of International Programs will put the Study Abroad Initiatives Development Grant Application form on the website. Using the March 1 application deadline recommendation from Charge 2, faculty will submit their Study Abroad Initiatives Development Grant Application materials to the IEC (or a designated subcommittee of the IEC) by March 1. The IEC will use the program evaluation criteria (listed on the Office of International Program's webpage) to evaluate Study Abroad Initiatives Development Grant Application materials (focusing on the proposed outline of the program, related partnerships, planned pedagogical interventions, and approach to site utilization) and will allocate available funds to support the faculty development of programs based on the IEC Program Evaluation Rubric score.

### **Recommendations for the 2019-2020 year:**

- The IEC recommends this charge be renewed.
- Work with Puget Sound administrators to explore lifting the caps on recaptured budget surpluses that subsidize faculty-led programs (recommended above), to allow greater support and participation in short-term study abroad, as well as a more stable, ongoing availability of funds for high quality, high-impact programs.
- Explore alternative models for faculty-led, short-term study abroad, including full-unit summer courses. The barrier to these programs has been two-fold: (1) there is concern that the impact and quality of short-term programs is reduced by the absence of integrative academic programs that support them and prepare students academically and logistically to fully engage with international destinations, and (2) the absence of an appropriate financial model for these programs that would allow a significant portion of summer tuition funds to be used in support of program expenses. The current summer tuition model would likely be a significant deterrent to potential student participants, as they would need to pay full course tuition in addition to full program expenses. The IEC would like to explore options for a summer tuition "pass-through" that would open up new short-term program models that also meet our priorities of program quality, academic preparation and integration, and reflection.

**Charge 5:** *Examine a potential proposal for how study abroad application criteria could apply to Running Start students. The IEC will take this up charge if time permits.*

On the advice of the OIP, the IEC elected to postpone work on this charge until such time as Running Start students (as well as other students with transfer credit that yields a class standing higher than that of other students in their cohort entering without transfer credit) were applying to study abroad, i.e. the 2019-20 academic year, at which time real-world cases could form the basis of that work. We therefore request this charge be renewed for the 2019-20 year with a slight revision.

This concern is not limited to Running Start students, but rather applies to all students who are matriculating with higher numbers of transfer units (given the transfer credit policy change that went into effect last year). We suggest the charge read:

“As needed, work with the OIP to develop a proposal for how study abroad application criteria could apply to students who have sufficient transfer credit to make their class standing higher than that of students without transfer credit from their cohort.”

We are suggesting this be made an “as needed” charge since this will only become an issue if there are enough study abroad applications that the IEC is compelled to invoke our selection criteria in limiting the number of study abroad approvals in 2019-20. (See: <https://www.pugetsound.edu/academics/international-programs/study-abroad/study-abroad-policies/> for a full list of selection criteria)

**Charge 6:** *Examine the potential use of Digication e-portfolio software amongst students studying abroad. (time permitting)*

**Work completed this year:**

This charge was suggested as a new charge in the 2018 IEC annual report but was given a ‘time permitting’ status at our initial fall 2018 meeting with the faculty senate liaison. Eowyn Greeno, Roy Robinson and Nick Kontogeorgopoulos met once to discuss this topic. Nick has agreed to take on the teaching of a pilot course that will assist us in determining the next steps for this charge. He will teach a spring 2020 post-study abroad course using an e-portfolio for students who study abroad in fall 2019. He has met with the Experiential Learning office and received their agreement to list the course as an EXLN 301 course. He also met with three study abroad returnees to learn more about their experiences to assist him in designing the course. The course will also be informed by his experience teaching a similar post-study abroad course for his Thailand group.

**Recommendations for the 2019-2020 year:**

We recommend this charge be continued for next year with a suggestion for the next subcommittee to focus on:

- Supporting Nick in his pilot EXLN post-study abroad course
- Exploring the scalability of such a course, including:
  - How to recruit and compensate faculty to teach more sections of such a course each semester (funding issues)
  - Best practices for recruiting participants for the course
  - Exploring disciplinary specific sections for a post-study abroad course
  - Exploring how various majors might incorporate such a course into their curriculum
- Exploring uses for e-portfolios for the other important phases of the study abroad experience: pre- and during-

**ADDITIONAL REQUESTED CHARGE FOR 2019-2020 AY**

The IEC has observed with interest the curriculum reform process currently underway, and in particular the focus on increasing student participation in high-impact practices, within which study abroad is a central category. We have also observed the goal of increasing study abroad rates among Puget Sound undergraduate students to 40% or more included in President Crawford's presentation to the full faculty on the Strategic Plan. We therefore request the following charge be added for the 2019-2020 academic year:

- Coordinate and work with faculty and administration undertaking curricular reform to help plan and facilitate any proposed increases or other changes to international education that come from that process, to ensure any such changes are implemented in a way that comports with the IEC's goals and standards for study abroad programs.

The **Standing Charges** for the 2018-2019 academic year were 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.**

The IEC has been mindful to avoid over-crowding the University's approved semester or year-long program offerings, which we worked hard to cull down and streamline in previous years. During the past year, only two such programs (see below) were added to our portfolio, and those were accepted due to strong proposals that made clear not only the quality of the programs, but that they met needs that our current offerings did not. Further, we have continued to cultivate a robust and growing range of short-term, faculty-led programs. In reviewing those programs, we have been focused on academic integration and site utilization, and have worked with proposing faculty to develop stronger approaches to maximize impact and the chance of achieving desired outcomes. Finally, on the advice of the OIP, we added a number of summer programs and program tracks within existing, previously-approved programs, to address our relative dearth of approved third-party summer programs.

In total, the IEC made the following changes to our program list:

**Approved the following semester-long program student petition:**

- Round River Patagonia

**Approved the following semester-long program OIP Petition:**

- Tel Aviv University

**Approved the following faculty petitions for short-term, faculty-led programs:**

- LaToya Brackett – Ghana – AFAM 310: African Diaspora Literature, Culture and International Experience – Fall 2019
- Brett Rogers – Greece – A Greek Odyssey – Spring 2020
- Karl Fields – China – PG 102 Introduction to Comparative Politics Field Study Program, January 2019
- Pierre Ly – China – IPE 388 Chinese Economy and Internship in Beijing – Spring 2019
- Denise Glover – China - Traditional Medicines & Local Ecologies (field study component of SOAN 225, Asian Medical Systems) – Spring 2020

**Approved the following program tracks on already approved programs:**

**Africa**

- SIT Traditional Medicine and Healthcare Systems: Madagascar
- SIT Education and Social Change: South Africa
- SIT Climate Change and Sustainability, Mount Kilimanjaro to Zanzibar: Tanzania

- SFS Wildlife Management: Tanzania

### Asia

- SIT Agroecology and Food Security in the Himalaya: India
- CIEE Summer Korean Studies: South Korea
- CIEE Summer Community Public Health: Thailand

### Europe

- IES Vienna Summer Internship: Austria
- DIS Summer: Denmark
- IES London Summer Direct Enrollment—University College London: UK
- IES Milan Summer Internship: Italy
- IES Amsterdam Summer: Society, Culture, and Gender in Amsterdam: Netherlands
- Arcadia Museum Studies Internship Program: Scotland (Edinburgh)
- Arcadia Scottish History: Scotland (Edinburgh)
- Arcadia Scottish Universities International Summer School (Edinburgh)
- SIT Food Security and Nutrition: Switzerland
- SIT International Studies and Multilateral Diplomacy: Switzerland

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

The IEC's Program Evaluation Criteria [Appendix 3] were approved by the committee in 2017, and have become our foundational document in approaching the review and assessment of international programs, both short and long-term. This year, the committee began using the evaluation rubric in a more rigorous but holistic manner, allowing for variation in program foci and goals, while promoting programs that involve integrative pedagogical approaches, weaving together academic background and reflection with experiential engagement abroad, as well as approaches to site utilization that thoroughly take advantage of the cultural and geographic spaces in which programs transpire.

We remain focused on that document's central objectives: first, to foster intercultural competence, cross-cultural communication skills, and personal development. Second, to foster global citizenship and appreciation of international diversity and interdependencies. These objectives, and the role of the Program Evaluation Criteria document, have been expanded through our work in Charges 2 and 4, on short-term faculty-led study abroad, and will provide the basis for ranking of such programs, and recommendations to the OIP regarding disbursement of subsidies. Moving forward, the IEC plans to continue using the Program Evaluation Criteria document as a guide for program evaluation, while remaining engaged with the literature on best practices in international education, and updating the document as needed.

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

In two separate meetings, the committee reviewed materials and spreadsheets 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 163 applications for semester-long programs, 160 were approved. Denials were largely due to students not meeting GPA requirements, although other criteria were also considered.

#### **2019-2020 Application Statistics**

Of the total of 205 applications:

42 students applied for summer programs

10 students applied for full academic year programs

62 students applied for Fall 2019

91 students applied for Spring 2020

4 students applied to two separate programs in the Fall and Spring 2019-2020

The total number of study abroad applications was down from 230 in 2018 to 205 in 2019, reflecting an 11% decline. However, it's important to note that the sophomore class in 2018 was 565 students and the sophomore class in 2019 was 456 students – nearly 20% smaller. Relative to the size of these sophomore classes, 44.9% applied in 2019, while 40.7% applied in 2018, reflecting a significant increase.

#### **Faculty-led Study Abroad Participation**

Spring/Summer 2019 – 70 students (6 programs)

Spring/Summer 2018 – 43 students (5 programs)

Faculty-led programs constitute a growing percentage of total Puget Sound students studying abroad. Moving forward, the IEC seeks to find avenues to responsibly facilitate the development of these programs with a focus on program quality and integrative pedagogy.

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

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

#### **ADDITIONAL WORK:**

- Creation of an online repository for all IEC documents, via the Puget Sound Google Drive account. This "IEC Team Drive" contains recent annual reports, meeting minutes, important reference documents, as well as ongoing sub-committee work and reporting. It

will allow future IEC constituencies easy access to this history, and facilitates collaborative authorship and editing of reporting materials.

- Communication of IEC's priorities for curricular reform to the Curriculum Task Force, including our hope for IEC integration into the discussion of high-impact practices, particularly any proposals aimed at increasing study abroad rates (short or long-term).
- Discussion of avenues forward to meet the Strategic Plan's goal of 40% or greater study abroad rates given the current fixed budget model that supports study abroad.

## Appendix 1

### **Sexual Assault Prevention and Response Brochure Text**

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 Pathways to Safety International at [crisis@pathwaystosafety.org](mailto:crisis@pathwaystosafety.org). Visit [pathwaystosafety.org](http://pathwaystosafety.org) for more information.
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](mailto: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](mailto:chiefdiversity@pugetsound.edu))

Sarah Shives, Assistant Dean of Students (1-253-879-3360, [sshives@pugetsound.edu](mailto:sshives@pugetsound.edu)).

Grace Kirchner, Sexual Harassment Complaint Ombudsperson (1-253-879-3785, [kirchner@pugetsound.edu](mailto: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](mailto: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](mailto:dwright@pugetsound.edu))

Counseling, Health, and Wellness Services (1-253-879-1555, [pugetsound.edu/chws](http://pugetsound.edu/chws))

### **Other Support:**

Security Services (1-253-879-3311, [security@pugetsound.edu](mailto: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](mailto:peerallies@pugetsound.edu), [facebook.com/pugetsoundpeerallies](https://facebook.com/pugetsoundpeerallies)) are available by Skype; message them on the Peer Allies Facebook page to make a Skype appointment.

**SEXUAL ASSAULT RESPONSE 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 <http://www.pugetsound.edu/hro>

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](http://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 [www.pugetsound.edu/sexual-assault-response-abroad](http://www.pugetsound.edu/sexual-assault-response-abroad)**

## Appendix 2

### **Evaluation Criteria for Sexual Assault Response in Study Abroad Programs**

#### **I: Policy and Response**

1. Does the program have 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 respondent<sup>1</sup> training as defined by the Forum on Education Abroad?
3. Do any on-site staff members receive trauma-informed investigation training?

#### **IV: Reporting**

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

---

<sup>1</sup> 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>

## APPENDIX 3

### International Education Committee Program Evaluation Criteria

New and existing international programs<sup>2</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>2</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.*

<p><b>How well is the program integrated into the broader Puget Sound curriculum?</b></p> <p>Examples of curricular integration:</p> <ul style="list-style-type: none"> <li>○ Substantive, synthetic links between campus learning and study abroad.</li> <li>○ Globalizing and internationalizing the on-campus curriculum.</li> <li>○ Abroad programs that draw on faculty expertise, including direct program design and leadership.</li> </ul> <p>SCORE: _____</p>	<p><b>Is the program structured in a way likely to yield a high-impact experience?</b></p> <p>Examples of high-impact program design elements:</p> <ul style="list-style-type: none"> <li>○ Long-term (semester or year).</li> <li>○ Perceived “less culturally similar” destinations.</li> <li>○ Integration of foreign language courses (before or during).</li> <li>○ Leveraging partnerships with international universities and non-profits.</li> </ul> <p>SCORE: _____</p>
<p><b>Does the program incorporate practices that increase intercultural competence?</b></p> <p>Examples of practices associated with increased intercultural competence:</p> <ul style="list-style-type: none"> <li>○ Homestays or related practices that lead to students spending significant portions of their time abroad with locals.</li> <li>○ Faculty mentoring beyond the classroom during program.</li> </ul>	<p><b>Does the program comport with institutional concerns and priorities?</b></p> <p>Examples of relevant institutional concerns/priorities:</p> <ul style="list-style-type: none"> <li>○ Programs that provide qualitatively different or unique experiences, as compared with those already offered, and which address the University's objectives for international education.</li> <li>○ Programs that allow students in a particular major/field/department</li> </ul>



- 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: \_\_\_\_\_

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: \_\_\_\_\_