

## **MEMO**

**TO: Faculty Senate**

**FROM: International Education Committee**

**RE: Final Report of the IEC for AY 2019-2020**

**DATE: May 12, 2020**

Please find attached a summary report of the work completed by the IEC in academic year 2019-2020 to date, which integrates our recommendations for charges to the IEC for next year. At the time of the writing of this report, the IEC has not completed its work for the year, and will meet at least one more time to address business referred to us by the Office of International Programs as well as any additional subcommittee work completed after the submission of this report. Further, this report has not yet been approved by a vote of the IEC. We will later submit a final report addressing any last-minute business and with the approval of the Committee.

# IEC Final Report 2019-20

Presented to the Senate April 20, 2020

Members, 2019-2020

## FACULTY

- Gareth Barkin (co-chair)
- Rokiatou Khafif Soumare
- Karl Fields
- Sara Protasi
- Brett Rogers
- Matt Warning (co-chair)
- Sheryl Zylstra

## EX-OFFICIO

- Laura Behling (Sunil Kukreja)
- Roy Robinson
- Uchenna Baker (Debbie Chee)

## SENATE LIAISON

- Regina Duthely (Fall)
- Andrew Monaco (Spring)

## STUDENT

- Mariana Sanchez Castillo

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 2019-2020 academic year (in bold). What the committee accomplished is indicated following each charge.

## CHARGES

### Standing Charges for the 2019-2020

**Standing Charge 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.**

Programs Removed: None

Programs Cancelled by Provider:

- [CIEE Language & Culture - Dakar, Senegal](#)
- [CIEE Liberal Arts - Valparaiso, Chile](#)
- [CIEE Development & Globalization - Khon Kaen, Thailand](#)

The following semester-long provider programs were approved:

- [CIEE Arts & Sciences, Legon, Ghana](#)
- [IES Abroad Direct Enrollment University College London](#)

The following summer provider program was approved:

- [Achill Archaeological Field School](#)

The following faculty-led programs were approved:

- Rome Through the Ages (Study Abroad in Rome) – Rome, Italy - to begin in January 2022 - Eric Orlin
- SOAN 213: City and Society – to begin in March 2021 in Doha, Qatar - Andrew Gardener
- CONN 330: Finding Germany: Memory, History, and Identity in Berlin – to run again in the spring/summer 2021 - Kris Imbrigotta

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

The IEC's Program Evaluation Criteria [Appendix 1] 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.

Building on practices established in the 2018-19 year, the Committee continued using the evaluation rubric in a 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. Where possible, the IEC chairs reached out to faculty applicants to suggest program revisions, site utilization strategies, and pedagogical interventions supported by Committee members.

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 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.

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

#### 2020-2021 Study Abroad Application Statistics

- Full Academic Year 2020-2021 – 14 applications
- Fall 2020 Semester – 42 applications
- Spring 2021 Semester – 98 applications
- Summer 2020 – 27 applications
  - 3 students applied to study abroad on two different programs during the fall and spring semesters
  - 2 students' study abroad applications were denied because they did not meet the program GPA requirements

The remaining students were approved after reviewing program requirements and determining there were no budgetary restraints given the estimated study abroad withdrawals per semester.

The total number of study abroad applications in 2020 was 183, down from 205 in 2019.

#### Faculty-led Participation

2019-2020 - 17 students - Ghana; 54 students in cancelled programs

2018-2019 - 70 students (multiple programs)

2019-2020 would have had 71 students, but only the Ghana program was able to run. 70 students participated in faculty-led programs in 2018-19. The following programs were cancelled due to COVID-19:

- China – 10 students (cancelled)
- China – 6 students (cancelled)
- Greece – 20 students (cancelled)
- Guatemala – 8 students (cancelled)
- Indonesia – 10 students (cancelled)

**Standing Charge 4. Represent the interests of the Faculty in international education.**

The IEC has continued to represent the interests of the Puget Sound Faculty in matters related to international education.

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

**Additional Senate Charges for 2019-2020**

**Senate Charge 1A) Develop a set of preferred guidelines for any potential international component of the new curriculum reform, including the integration of ePortfolio into international programs.**

The Committee began initial discussions about the development of guidelines related to international education in curricular reform, but tabled this charge in Fall, 2019, pending greater clarity on the direction of that curricular reform, and the potential role of international education therein. We look forward to addressing this charge in dialog with the Curriculum Task Force in the coming year, and request it be added again for 2020-21.

Because our committee has not always been aware of their process before proposals were presented to the full faculty, we also request that the CTF consult with the IEC on any potential curricular reform that involves international education.

**Senate Charge 1B) Develop ways to support faculty development of international programs, including communication efforts and workshop invitations for faculty, and criteria for distribution of funds for faculty development. Explore alternative models for faculty-led short-term study abroad, including full-unit summer courses.**

**Senate Charge 6) Coordinate with the CC to create a streamlined process for faculty proposing Study Abroad/Study Away classes that addresses both committees**

**Charges 1B and 6 Sub-Committee Members: Gareth Barkin (Chair), Roy Robinson, Brett M. Rogers**

This subcommittee was charged with handling two charges set before the IEC for AY 2019-20, which are addressed together here due to the overlapping nature of the work performed:

The following actions were taken by this sub-committee:

- With regard to 1b, members planned, prepared materials for, and hosted a one-hour information session / workshop for faculty members who wish to develop their own short-term study abroad program (SSAP) at Puget Sound. The workshop was held in November 2019, and attended by some 12-15 faculty members.

The session included wide-ranging discussion about the formal process for applying to start a SSAP, what different possibilities are available for such programs, what kinds of logistics may be part of the process, what funds are available to support these programs, etc.

Because of the event's open, conversational format, members observed that the IEC's priorities and evaluative criteria might not have been made clear to prospective applicants; in future years, we recommend separating out the IEC workshop content from the open forum, to emphasize those priorities.

- With regard to 1b, the sub-committee has not established a separate set of criteria for the distribution of funds or other support for faculty development. If such resources become available, however, the new short-term, faculty-led program application form (see below) has been designed to serve as a basis for evaluating which projects / faculty members would be prioritized for funding.
- With regard to 1b and 6, members completed a significant revision on the application form for new short-term, faculty-led study abroad programs at Puget Sound [Appendix 4].
  - The form was revised to bring it into alignment with the IEC's evaluation criteria for study abroad programs [Appendix 1], and in so doing, to encourage faculty to consider the range of international pedagogical approaches, practices, and interventions that comprise best practices in the field. In tandem with the educational workshop (above), our hope is to guide faculty considering developing a study abroad program to spend time developing higher impact experiences that comport with

institutional priorities, increase intercultural competence, and which are well integrated with our curriculum.

- In revising this form, the IEC now has a concrete document which we have shared with the Curriculum Committee (CC) to help establish a procedure. We hope this will give both IEC and CC a clearer sense about what aspects of a course/program proposal IEC intends to evaluate, so as to help IEC and CC determine how best to streamline the process. This revision process has been a necessary precursor to facilitation of a productive dialog with the CC regarding how to distribute the evaluation of international courses between our committees.
- After the form was approved, the sub-committee brought the issue of process and relationship to the CC to the full committee. The prevailing sentiment was that faculty applying to do a study-abroad course should submit to the IEC before they submit to the CC. The reasoning was that: (1) the IEC process is holistic and advisory as well as gatekeeping; we look at academics as well as trip planning, pedagogical integration, safety, etc. Committee members expressed concern regarding faculty getting their course approved by the CC and then being told to change it significantly by the IEC, which has happened in the past. The IEC thought it better to get our feedback in the first round and work with us to develop a high-impact program that then goes to the CC for approval. (2) The IEC must contend with logistical considerations that may prevent a course/trip from being approved for a particular year, even if it is granted approval in the abstract (i.e. for a future year, potentially). If that's the case, we might save the CC time by averting a course that can't move forward logistically from going to them (although a faculty member could conceivably still send it on).
- After its approval by the full IEC, the form was sent to the Curriculum Committee. The IEC chairs have begun a dialog with CC representatives about avenues to streamline and collaborate on the process of course/trip approvals. They have been informed of our suggestion that faculty applicants approach the IEC before the CC. We plan to continue our work on Charge 1b in collaboration with that body in 2020-21.

**Senate Charge 1C) Coordinate and support faculty and administrative development of curricular reform to help plan and facilitate any proposed increases or other changes to international education.**

As with Charge 1A, the Committee had initial discussions about supporting curricular development, and engaged with a number of summer working groups as well as the CTF. The Committee hopes to continue to support the development of curricular reform, and the potential role of international education therein.

We look forward to addressing this charge in dialog with the University administration and the Curriculum Task Force in the coming year. We recommend the IEC be given this charge until the curricular reform process has been completed.

**Senate Charge 2) Finalize evaluation criteria for reviewing sexual assault response and evaluation programs, in coordination with the Deputy Title IX Coordinator.**

**Subcommittee Members: Debbie Chee (chair); Sara Protasi; Carmen Eyssautier**

The work of this subcommittee was to continue with work that had been done in previous years to evaluate and review the study abroad programs and partners that we currently work with in order to ensure that they are meeting our standards.

Last year, a subcommittee worked to solicit information from program providers and received responses from the majority of our partners. However, at that time the subcommittee was not in a position to move forward with evaluating the responses given the absence of a Deputy Title IX Coordinator and/or Legal Counsel to consult with. This year, with both of those positions now filled, the subcommittee was able to move the charge forward.

On the recommendation of Joanna Carey Cleveland, University Counsel, the subcommittee worked directly with Sandra Braedt, Deputy Title IX Coordinator, to finalize the evaluation criteria for reviewing sexual assault response. We met with Sandra to review the preliminary evaluation that was sent last year. Her assessment was overall positive and she suggested some follow up questions to ask as well. Specifically, she encouraged us to ask if background checks are conducted for onsite faculty, staff and host family partners. With the addition of the follow-up question, the evaluation criteria were finalized (see Appendix 2).

As mentioned above, the evaluation survey had already been sent last year to most of our program providers. Based on the responses and information we had, we used the evaluation criteria to assign a rating of very low, low, medium and high (see Appendix 3). Additional work is needed to ask the follow up question suggested by Sandra. However, given the timing of finalizing the criteria and Coronavirus crisis, it didn't seem like an appropriate time to ask the follow up question.

Recommendations for Next Year:

Follow up with organizations with our final evaluation criteria to include a question regarding background checks. Once all of the information has been received and reviewed, the whole IEC should determine how to handle those programs that have a low or very-low rating.

**Senate Charge 3) Develop resources to support retention of international students including collaborating with campus and community partners.**



**Subcommittee Members: Mariana Sanchez Castillo, Debbie Chee, Karl Fields, Eowyn L Greeno, Rokiatiou Soumare, and Sheryl L Zylstra**

The subcommittee felt that it would be important for us to first examine what is currently being done and assess the effectiveness of these efforts in order to consider and recommend additional measures or resources. We also expanded our mandate to include recruitment of international students. We have concluded (perhaps not surprisingly) that the essential and symbiotic linchpin for both successful retention and recruitment is to recruit and then retain a critical mass of international students.

Below is a summary assessment of current practices and recommendations for additional action (as staffing, budget and other constraints permit):

1) **Retention**

Current programmatic collaboration with campus partners:

The **Office of International Programs** (OIP) offers the following programs under the direction of Eowyn Greeno, (OIP's International Student Advisor):

- **I-Connect Program:** pairs incoming international students with a 3<sup>rd</sup> or 4<sup>th</sup> year student to assist with transitions and provide a social connection beginning a month before the student arrives on campus;
- **International Orientation:** a full day program immediately prior to regular freshman orientation for both international students (students on F-1 visas) and TCKs (US citizens or dual nationals who have been living outside the US prior to college);
- **Scheduled Social Events:** during the 2019-20 academic year, these cultural events included the welcome back BBQ, pumpkin carving, a Thanksgiving dinner, and tour of Seattle's International District. After campus moved to a virtual environment for spring 2020, OIP sponsored weekly google meetings for all the international students that remained living on and around campus.

The **Center for Writing, Learning and Teaching** offers the following programs under the direction of Rachael Shelden (CWLT's Interim Director) and Lura Morton (CWLT's Peer Tutor Coordinator):

- **Language Partner Program:** pairs writing advisors with multilingual students for a full academic year, allowing for weekly meetings (a greater frequency than those available to students not enrolled in the program);
- **Writing Advisors, Subject Tutors, Academic Consultants, and Faculty Consultants**

**International Student Clubs** providing opportunities for community and social engagement include:

- **Students of International Communities (SOIC):** This group was newly formed during the spring 2019 semester with the goal of scheduling one or two outings or events per semester;
- **Coalition of Multicultural and Biracial Students (COMBS):** This group has been quite active and has been recommended as a potential club of interest for international students .

#### Assessment of the effectiveness of these programs:

#### Office of International Programs

- The **I-Connect Program** has experienced very mixed results and with only two or three new international students each year, it is hard to judge its potential effectiveness. Typically each year there is one partnership that is highly successful (that is, both partners regularly engage with each other, show up for OIP scheduled events and do things on their own), at least one partnership that never takes off at all (that is, the international student never responds to the American student's outreach) and the remaining partnerships are somewhere in between (that is, there is some initial interaction that typically fizzles or results in only sporadic interaction such as at OIP-hosted events).
- **International Orientation** packs a lot into one day and students are very tired having just come off international flights, but it seems to be working fine and helps to build a bit of community. It affords international students and TCKs a space to meet each other first.
- **Scheduled Social Events** have historically yielded low turnouts, however with a very small pool of possible participants, even a turnout is considered a success. Two exceptions are the annual welcome back barbecue at OIP director Roy Robison's home and the Thanksgiving dinner, both of which usually draw a majority of the international students.

#### Center for Writing, Learning and Teaching

- The **Language Partner Program** has been small but successful for those few international students that have availed themselves of this opt-in program.
- CWLT tries to hire international students as **writing advisors and subject tutors** when possible. During this academic year CWLT had a Canadian student on staff and next year a Japanese student will be a tutor.

#### International Student Clubs

- Participation in the group **Students of International Communities (SOIC)** has been relatively low but steady. This year the club co-sponsored two events with OIP: a trip to a pumpkin patch and a trip to Seattle's International District, including a visit to the Wing Luke Museum, a 90 minute tour of the District and lunch at the oldest Chinese restaurant in Seattle. Sadly the current (and founding) president is scheduled to study abroad for the entire 2020-21 academic year so the club is looking for new student leadership.

### Recommended additional retention measures

- **Develop a one-stop faculty web page** with both campus and online resources for assisting international and multilingual students. This site could include:
  1. Links to OIP and CWLT Programs
  2. Scholarly articles and studies, including Carnegie Mellon's [Recognizing and Addressing Cultural Variations in the Classroom](#) and additional resources available at CWLT
  3. Relevant instructional videos, e.g., *Writing Across Borders*
- Short of creating a webpage, OIP could **email academic advisors** of new international students, pointing them to available resources at the beginning of each year or semester;
- **Make the CWLT's Language Partner Plan opt-out** as opposed to opt-in;
- Do more to **enhance the on-campus community** for these students, chiefly by **increasing the number of international students** on campus;
- Develop a **CES program for post-graduate opportunities** geared toward international students.

## **2) Recruitment recommendations**

The Subcommittee spent less time and effort on this aspect, in large part because we did not have a sense of what the IEC's role might be in this area and because of ongoing uncertainty about how the Office of Admissions plans to approach and address this key concern. We continue to believe that including "international-friendly" features in the new Welcome Center would be helpful. We also recommend increased collaboration with community partners, including outreach to and recruitment of international students at local and regional two-year institutions.

### **Senate Charge 4) Continue to work with the Office of Admissions to recommend (and establish if possible) an IEC liaison to the Office of Admissions and an Office of Admissions liaison to the IEC, including exploration of potential exchange programs**

The IEC made progress on this charge toward the end of the 2018-2019 academic year, and had hoped to add a new international recruiting staff member to our Committee in some fashion. Unfortunately, that search did not lead to the hiring of such a staff member, and we are unsure as to its future. Our dialog with the Office of Admissions was further challenged by other administrative personnel changes.

The IEC believes this connection between our committee and Admissions remains crucial and hopes to resume work on this charge in the 2020-21 academic year.

**Senate Charge 5) Work with the OIP to develop a proposal for how study abroad application criteria apply to students with Running Start credit. (as needed)**

**Committee Members: Eowyn Greeno, Roy Robinson and Matt Warning**

The subcommittee concerned with Charge 5 met on Oct 29, 2019. The subcommittee understood this charge to be a response to the university's increased acceptance of transfer credits and the ramifications this could have for Study Abroad selection. If study abroad applications exceed available spaces and the OIP/IEC selection criteria use academic class standing in selection, students with higher academic class standing (due to transfer credit) but fewer years in residence might displace students of longer residence. This would result in younger, typically less mature students studying abroad.

The subcommittee determined that no change in the selection criteria is warranted. The number of students affected by the expansion of transfer credits is very small. In addition, data we obtained from the Registrar suggests that there has been no significant change in students' Puget Sound residence as a result of increased acceptance of transfer credit, so moving to a residence-based selection criterion would have no notable effect.

**Senate Charge 6) Coordinate with the CC to create a streamlined process for faculty proposing Study Abroad/Study Away classes that addresses both committees**

This charge is addressed under charge 1B (above).

**ADDITIONAL WORK:**

- Worked with the OIP to advise on policy decisions related to the impact of the COVID-19 pandemic on international education programs.
- Maintenance and development of an online repository for all IEC documents, via the Puget Sound Google Drive account. The drive contains annual reports, meeting minutes, important reference documents, as well as ongoing sub-committee work and reporting. It has allowed the IEC and future 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 and with various summer working groups, 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).

**NOTE:** The members of the IEC would like to commend the Office of International Programs staff for their exemplary and tireless work this academic year in dealing with the impact of the COVID-19 pandemic, and for their advocacy for both our international student population as well as students studying abroad.

## Appendix 1

### International Education Committee Program Evaluation Criteria

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

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

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

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

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

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

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

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

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

### International Education Committee Program Evaluation Rubric

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

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

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

<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> <li>○ Completing a research experience.</li> <li>○ Completion of a service learning experience or internship.</li> <li>○ Strong site utilization through interdisciplinary or discipline-based fieldwork or experiential engagement.</li> </ul> <p>SCORE: _____</p>	<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 opportunities to study abroad that contribute to their field of study.</li> <li>○ Programs that draw student populations that are historically underrepresented in international education.</li> <li>○ Programs with reasonable costs.</li> <li>○ Programs with clear and effective procedures to ensure student well-being and safety (including response to instances of sexual violence).</li> </ul> <p>SCORE: _____</p>

## Appendix 2

### Criteria for Study Abroad Program Providers and Partners

Members of the International Education Committee were charged with creating criteria to assess Study Abroad Program Providers and Partners on how they prepare and offer prevention education about sexual misconduct, and how the staff are prepared/trained to report and respond to crises. To evaluate the Providers and Partners, please use this form:

Categories	Yes	No	Comments
Provider/Partner has sexual misconduct policies.			
Provider/Partner has sexual misconduct procedures.			
Provider/Partner included a link to website or brochure.			
There are limitations/restrictions on reporting sexual misconduct on site.			
Provider/Partner has an emergency contact in case of a crisis.			
Provider/Partner has confidential resources to offer participants.			
Provider/Partner communicates contact information to students.			
Provider/Partner train staff/faculty how to support a victimized/impacted student.			
Provider/Partner train staff/faculty how to report sexual misconduct.			
Provider/Partner use background checks for onsite staff/faculty			
Provider/Partner use background check for homestay families.			

**Other Comments:**



## Appendix 3

### Results From Sexual Misconduct Evaluation Questionnaire

Program	Level
CGEE	Medium
CYA	Medium
Dijon	Very Low
DIS	High
Granada	Medium
IES	High
IFSA	High
Kyoto	Low
Lewis & Clark	Medium
Melbourne	No response
Nebrija	Very Low
QMUL	Medium
SFS	High
Taiwan	Low
CET	High
CIEE	High
Temple Rome	High
AIFS	High
AIT	High
Arcadia	High
BSM	Medium
<b>KEY</b>	<b>Description</b>
<b>Very Low</b>	No devoted resources, cultural issues
<b>Low</b>	Have an awareness and some procedures, but are not accessible
<b>Medium</b>	Procedure and devoted resources. Not on site (refers to campus) or do not meet the highest standards. High standards means staff are trained, policies/processes are clear, and are accessible.
<b>High</b>	High standards means staff are trained, policies/processes are clear, and are accessible.

## Appendix 4

### 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, each iteration 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. Submit the completed application packet to the Office of International Programs. 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 below for additional details on these items)
4. Commit to attending the required pre-departure faculty orientation before each iteration of the associated course.

To submit your proposal or if you have any questions or need additional information, please contact the Office of International Programs (OIP) in Howarth 215. Staff can be reached by phone at 253-879-2515 or by e-mail:

Roy Robinson, Director ([rrobinson@pugetsound.edu](mailto:rrobinson@pugetsound.edu))

Eowyn Greeno, International Student Advisor ([egreeno@pugetsound.edu](mailto:egreeno@pugetsound.edu))

Carmen Eyssautier, Study Abroad Coordinator ([ceyssautier@pugetsound.edu](mailto:ceyssautier@pugetsound.edu))

#### FACULTY INVOLVED

##### Lead Faculty Member

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:

Expected frequency of program (note programs will require IEC approval for each implementation):

## PROGRAM DESCRIPTION

Please attach an essay that provides a thorough description of your proposed program that addresses these specifics: course integration and desired learning outcomes, including how the abroad portion of the program is required to achieve those outcomes; site utilization abroad; what your role will be in the program; whether and how language learning will be part of the program; what international partnerships or local connections it will draw on.

## COMPORIMENT WITH OBJECTIVES FOR STUDY ABROAD

The following four criteria will be used to evaluate program proposals (please see [Appendix 1](#) for additional detail and examples related to the IEC's evaluation rubric). Briefly, describe or list the specific ways in which your program (as outlined in your program description essay) addresses these criteria:

- 1. Depth and nature of program's integration into the broader Puget Sound curriculum.**
- 2. Specific pedagogical practices incorporated into your program that have been shown to increase intercultural competence.**
- 3. Ways in which the program structure is likely to yield a high-impact experience for students.**
- 4. Program's comporiment with institutional concerns and priorities.**

## ADMINISTRATION

Please attach a letter of support from your department or program chair. The letter should address the following issues:

1. In what way(s) the program draws on faculty expertise, including faculty leadership's experience in the proposed location.
2. Whether other faculty members are willing to serve as subsequent program directors.

## COURSE INTEGRATION

**Proposed Course 1:**

Units:

Department and number:

Instructor(s):

Prerequisites:

Instructor(s):

**Proposed Course 2:**

Prerequisites:

Department and number:

Units:

**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 the methods of assessment.**

### ON-SITE LOGISTICS

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:

Please briefly address the following questions about on-site logistics to the best of your ability:

1. If you checked "yes," what kinds of support are provided on-site by the organization listed above?
2. Who will be responsible for managing student issues/crises as they arise?
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. Will an on-site orientation be provided, and if so, what will it include?

### 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, if any, are the potential safety and security risks and concerns associated with program participation?

- 2. How have safety and security on the program been vetted?
- 3. Please sign here to indicate you will attend the pre-departure faculty orientation before each abroad component of this course. Among other topics, this orientation will address the University's commitment to assuring equal treatment of all students under Title IX provisions. It will also provide concrete information and steps for faculty and students in the event of sexual violence or harassment during the abroad program.

**I will attend the Pre-Departure Faculty Orientation before each study-abroad component of this course:**

**Signed:** \_\_\_\_\_

**HEALTH**

- 1. What are possible health risks in the locations of travel?
- 2. What precautions will you take to address any health concerns, and what local health / mental health resources will be available to students?

**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**

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

*Revised Spring, 2020*

APPENDIX 1 [to form]

**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**

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<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>o Substantive, synthetic links between campus learning and study abroad.</li> <li>o Globalizing and internationalizing the on-campus curriculum.</li> <li>o 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>o Long-term (semester or year).</li> <li>o Perceived "less culturally similar" destinations.</li> <li>o Integration of foreign language courses (before or during).</li> <li>o 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>o Homestays or related practices that lead to students spending significant portions of their time abroad with locals.</li> <li>o Faculty mentoring beyond the classroom during program.</li> <li>o Completing a research experience.</li> <li>o Completion of a service learning experience or internship.</li> <li>o Strong site utilization through interdisciplinary or discipline-based fieldwork or experiential engagement.</li> </ul> <p>SCORE: _____</p>	<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>o 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>o Programs that allow students in a particular major/field/department opportunities to study abroad that contribute to their field of study.</li> <li>o Programs that draw student populations that are historically underrepresented in international education.</li> <li>o Programs with reasonable costs.</li> <li>o Programs with clear and effective procedures to ensure student well-being and safety (including response to instances of sexual violence).</li> </ul> <p>SCORE: _____</p>



APPENDIX 2 [to form]

**FACULTY-LED STUDY ABROAD PROGRAM CREATION APPLICATION DEADLINE**

**March 1 – Every Year**

- March 1 is the Faculty Led Study Abroad Program Application Deadline for the following academic year and future academic years. For example, the deadline of March 1, 2020 would be for programs planning to run during the spring 2021, summer 2021 or the fall 2021.

**FACULTY-LED STUDY ABROAD PROGRAM CREATION APPLICATION TIMELINE**

**24 months prior to program start date**

- Faculty member discusses program idea with home department
- Faculty member and Director of the Office of International Programs (OIP) have preliminary discussion of logistics, concerns, needs

**12-16 months prior to program start date**

- Faculty-led Study Abroad Program Proposal submitted to OIP
- OIP conducts risk/security check
- Committee approvals
  - o IEC review of international education component/program
  - o Curriculum Committee approval if new course (via CC or ADO, depending on core status)
  - o Travel safety and security committee convened by OIP (if needed)

**After receiving program approval from the IEC**

- Faculty member can begin marketing the program (*cannot begin admitting students until all previous steps have been completed*)
- OIP conveys information to Registrar and home department
- OIP contacts other offices to let them know the new program has been approved

**6 months prior to program start date**

- OIP and faculty member create final budget
- OIP sends billing information to SFS, Registrar, Finance
- OIP and faculty member create Financial Terms and Conditions (which include cancellation date), check final document with SFS