

During the past academic year, the International Education Committee (IEC) engaged in its normal duties prescribed in the faculty bylaws, including the review and approval of new and existing international education programs, assisting the Office of International Programs (OIP) in selecting students for study abroad, and representing the interests of faculty in international education.

In addition, the IEC was charged with the following tasks for the 2015-2016 academic year (**in bold**). What was accomplished by the committee is indicated following each charge. Our recommendations for the extension, modification or termination of current charges for next year are underlined.

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

- a. **Work with the Office of International Programs (OIP) and the Dean of Students office to determine a course of action regarding study abroad programs that have reported that they do not have a sexual violence response protocol, and those that have not responded to requests for information.**
- b. **Assess the efficacy of safety information provided to students before they study abroad, including sexual violence support and reporting procedures and;**
- c. **Assess the efficacy of Puget Sound reporting and response processes should an incident of sexual violence occur. This will also be in partnership with OIP and the Dean of Students office.**

In response to 1a-b:

We have reviewed documents for the following programs (which represent ca. 75% of the study abroad programs our students attend) to assess their sexual violence protocol and the efficacy of safety information provided to students before they study abroad:

IES (Ca. 30% of total study abroad students)

SIT (ca. 30% of total study abroad students)

DIS (ca. 13 students per year)

IFSA Butler (ca. 10 students per year)

Alliance Program in China (run under IFSA Butler, ca. 6-7 students per year)

Dijon (6-12 students per year)

Summary of program reviews:

- a) Emergency Protocol to respond to sexual violence

From the reviewed programs, DIS has a clear emergency protocol for students and IFSA Butler has a good emergency protocol for staff. We were not able to find emergency protocols for the other programs.

- b) Safety Information

IES has an appropriate harassment policy and prevention brochure.

The other programs lack either a clear emergency protocol or sexual assault prevention information or their information is too generic to be useful.

Course of action:

Ongoing review

IEC and OIP should continue the review of programs with regard to sexual assault prevention information and emergency protocol.

Development of crisis response protocol

Given that we have found that most programs lack either a clear emergency protocol or sexual assault prevention information (or both), and many programs looked to us for guidance on what exactly we mean by

emergency protocol, we developed two documents that address emergency protocol (attached). Drafts of these documents have been vetted by Michael Benitez, Sarah Shives, and Marta Palmquist Cady.

- The first document (Exhibit 1a) has three functions: 1) it is intended to be sent to our providers to indicate the procedures that we expect to be in place, 2) it is intended to be available through our website, and 3) it is intended to be included in the training session that students attend before they depart campus.
- The second document (Exhibit 1b) is intended as an information card for students who study abroad. It will be formatted to look similar to the sexual assault information cards available in campus bathrooms. Although the card will likely not have local phone numbers (given the difficulty in gathering current phone numbers for all programs), it delineates clearly what steps to take in case of sexual assault. Students will be trained in our campus training session to seek out the emergency contact numbers immediately upon arrival and put those numbers on the card that they can carry with them at all times.

Training

- We recommend that the student training on campus incorporate both documents so that students have a clear sense of what steps to take in case of sexual violence.
- The subcommittee also recommends that Puget Sound faculty who lead study abroad and study away programs be trained in responding to sexual violence since no formal training in emergency protocol and sexual violence response exists currently. It was suggested that one way to institute this training program is to build it into the approval process of new faculty-led programs. It was suggested that OIP coordinate such training with the involvement of the Title IX officer as well as sexual violence advocates on campus. The committee would like the advice of the Senate on how such a training requirement can be instituted both for already existing programs and for new programs. The committee suggested that the Director of OIP and the deans should set this policy instituting a training requirement, however, the committee is looking for the leadership of the Senate to clarify how this requirement can be made official.

Ongoing information gathering

OIP will gather information (and make available through its website) about the availability of emergency contraception in the countries where our students are studying abroad. We recommend that the training session for students makes it clear that emergency contraception is not available in all countries and that students should think about how this may impact their study abroad experience.

The working group will ask Michael Benitez to research whether program staff on study abroad programs who are not Puget Sound faculty or staff members are indeed bound by Title IX's mandatory reporter requirement.

The working group was not able to address questions about what happens in case a Puget Sound student is a perpetrator of sexual violence on a study abroad program. We recommend that this topic be discussed by IEC next year.

The working group did not have time to examine the Sexual Harassment & Assault Abroad: Prevention and Seeking Assistance document provided to our students before they study abroad. The working group recommends that this document be reviewed and revised in light the crisis response protocol developed by the working group.

We recommend that this IEC charge be extended to the next year. We also recommend that the Senate charge the committee with developing a process (in consultation with the deans) through which a mandatory training in responding to sexual violence is instituted for all Puget Sound faculty who lead study abroad and study away programs.

Charge 2. Continue to review the current list of study abroad programs and eliminate expensive programs that do not provide something distinctive (e.g. language, discipline, or geography).

We didn't do a lot of work related to program elimination this year because of the substantial work that was done the previous year. We will continue this work next year, but in order to do so we need to compile data on how the various programs meet the needs of Puget Sound departments. Therefore, International Programs is working on a program list by major in order to assist the decision making process moving forward.

We added the following programs:

- I. Approved student petitions to study at:
 - a. Round River Program
 - b. AFS Russian Program in St. Petersburg
- II. Approved the following programs:
 - a. Exchange program with the Universidad Nebrija in Madrid, Spain
 - b. CIEE Amman Program
 - c. CIEE Botswana Program
 - d. Rainforest Studies Summer Program
 - e. Temple-Rome Program
 - f. Budapest Program

We recommend that this IEC charge be extended to the next year.

Charge 3. Work with faculty to develop exchange programs with colleges and universities abroad.

The IEC recognizes the advantages of exchange programs with other universities over other third party programs in terms of budget and experiences. Tuition charges are absorbed by each host institution as part of the exchange, the relationship allows for a variety of linkages across institutions that can potentially benefit faculty and students, and such exchanges increase the number of international students on our campus.

The success of such exchange programs are largely dependent on having a faculty sponsor and buy-in from particular departments is important to the ongoing success of such exchanges. In September, the IEC recommended approval of the expansion of our summer internship program with Universidad Nebrija in Madrid, Spain to a formal semester exchange program. Soon after, a Memorandum of Understanding was signed. This program is sponsored by Harry Vélez-Quiñones and the Hispanic Studies Department. OIP efforts to develop exchange programs with the University of Essex, U.K. and Koc University in Turkey over the past year have not been successful, due to either political issues (Turkey) or a lack of a faculty champion/sponsor and/or buy-in from a department.

The subcommittee tasked with this charge has tried to reach out to specific departments and faculty to explore the possibility of identifying and developing possible exchange programs. The most concerted efforts were the two faculty workshops held in February (Exhibit 4b), which included discussion and information on possible exchange programs. At those meetings, no attending faculty expressed interest in developing a specific exchange program. While the creation of such programs are likely to be few and slow, the OIP and the IEC feels they are worth pursuing.

We recommend that this IEC charge be extended to the next year.

Charge 4. Make recommendations for improving the rate of participation in study abroad based on survey data collected in 2014-2015.

The IEC continued its discussions from 2014-15, forming a subcommittee consisting of Mike Spivey, Eric Orlin and Peter Wimberger, who rotated off the IEC in 2015 but was willing to assist on this issue. Using feedback from the Study Abroad Decision Survey that was administered in spring 2015, as well as information provided by Maggie Mittuch in Financial Services, the subcommittee analyzed possible reasons for the decline in study abroad as shown on the Puget Sound Study Abroad by Numbers chart (Exhibit 3). The two most frequently cited reasons for not studying abroad were 1) difficulty in fitting a semester abroad into a student's course of study and 2) financial concerns.

On the former issue, the subcommittee suggested to the full IEC that additional data be collected on students' majors to learn which majors are least represented among students studying abroad (Exhibit 2), and then work with those departments to discuss possible ways of encouraging students to study abroad, whether for a semester, which might involve careful advising to maintain smooth progress through the major, or for a summer, which would not interfere with a student's progression through the major at all.

On the latter issue, the subcommittee prepared and presented a report to the full faculty at its meeting on March 8, 2016. Part of this presentation was meant to be informational, to make colleagues aware of the financial difficulties encountered by some students in part due to recent changes in the financial aid policies for study abroad, and also to make colleagues aware of alternatives to traditional third-party study abroad programs, such as faculty-led programs and exchanges. The IEC also brought forth a resolution, which was passed by the faculty, recommending that students be allowed to take their full financial aid package with them on the Pacific Rim program. While the IEC recognized that this resolution, even if implemented, would not increase the *number* of students studying abroad, the IEC hoped that this resolution might spark further conversation about our aid policies as they apply to study abroad.

As a result of that meeting, it does appear that further conversation will take place. Dean Bartanen indicated in an email following that meeting that she plans to create a Study Abroad Working Group (SAWG-II, after an earlier group which presented its final report in 2007) to consider different elements of study abroad at Puget Sound. While she did not have formal charges for the SAWG-II yet, she indicated that the following were some of the questions it might consider:

- Are there other possible financial/financial aid models? What are their advantages and disadvantages relative to Puget Sound's approach?
- What would be a viable, standard approach to fully account for the costs of faculty-led study abroad/away programs? Do we need to place them in a scheduled rotation in order to achieve sustainability? Are these programs feasible in the absence of the "subsidies" that have supported start-up pilot projects?
- What are the requisite provisions for a feasible international student exchange?
- Are there recommended curricular changes for Puget Sound that would reduce students' articulated fear of "falling behind" in their academic programs if they study abroad?

The IEC responded that it was enthusiastic about the idea of SAWG-II, and suggested that several members of the IEC and several students be appointed to it, along with members of the administration as the Dean saw fit. The IEC suggested three additional questions for SAWG-II to consider:

- What factors have been driving the decline in study abroad?
- What is the role of Study Abroad within a Puget Sound education, especially in light of the desire for more Experiential Learning programs?

- How might faculty-led study abroad programs factor in our evaluation process? Do we need to rethink our evaluation process and standards (e.g. for service) to enable non-tenured faculty to lead these time-consuming programs, or is it acceptable simply to have tenured professors lead study abroad programs?

The IEC anticipates staying informed about the progress of SAWG-II during 2016-17, and offering feedback to its representatives on the Working Group as appropriate. In addition, the IEC has suggested moving the ‘administrative program review’ of OIP to 2016-17 rather than waiting until 2017-18 as scheduled, so that it can coincide with the SAWG deliberations. We have also recommend undertaking a Quality Improvement (QUIP) review, an independent review conducted by the Forum on Education Abroad.

We recommend that the IEC be charged to work with SAWG-II once it is formed to assist in its work of rethinking models of study abroad that might increase the number of students who are able to participate.

Charge 5. Work with faculty to develop in-house study abroad programs.

Various in-house study abroad programs have been developed by Puget Sound faculty in recent years in response to individual faculty initiatives, greater university interest in experiential learning, and new funding opportunities. Almost all of these programs have been short-term study abroad, linked to particular classes and accommodating at least some students who might not otherwise be able to study abroad for a full semester (for example, course-linked short-term trips to Indonesia, Cuba and Rome). The subcommittee tasked with this charge held workshops on February 19 and 22 for faculty interested in university exchanges and short term study abroad programs (Exhibits 4a and 4b). Both had about five or six interested faculty in attendance in addition to the organizers and OIP staff. There was greater interest in faculty-led programs. There were good questions regarding models that have worked and inquiries about how to move forward.

An important issue is funding. The OIP administers (with guidance from the IEC) roughly \$35,000-40,000 to be used for site visits and getting programs started. Six grants of roughly \$4000 were made during the current academic year. These funds are partially replenished from year to year. The total amount cannot ever exceed \$50,000 and the most we can add to the account in a given year is \$25,000. This year we funded four proposals between \$3,000 to \$5,000 for the coming summer and academic year.

Even more important to the success of short-term study abroad has been access to unused funds from the study abroad budget to subsidize the costs of short-term study abroad for students. These unused funds have been the silver-lining of the recent decline in student participation in semester programs over the last years. For example, remaining funds from the study abroad instructional budget were \$228,734 in 2013-14 and \$864,553 in 2014-15, facilitating student subsidies for faculty-led short-term study abroad programs. Typical program costs per student approach \$4000, so recent subsidies of around \$1800 per student have been important to making these programs affordable. However, it is difficult to plan short-term study abroad programs from year to year when subsidies depend on the OIP being under budget. For example, applications for semester study abroad for 2016-2017 were high (Exhibit 3), so without a significant melt of students planning to study abroad next year, there will be no remaining funds from the study abroad instructional budget next year for student costs of faculty-led programs. Coincidentally, no faculty currently plan short term study abroad for next year, but those planning to offer a program the following year will have to wait until February 2017 to see if there are remaining funds available to subsidize student costs. Related issues that came up in discussions are student credit and faculty compensation for the additional time and effort of organizing these programs, and whether such programs can realistically be offered without a university subsidy to students.

Finally, the IEC believes there is significant faculty and student interest in creating semester-long programs run by faculty that might have greater appeal to our students, prove more rigorous and meaningful than many of our third-party programs, and that with sufficient university development support might even prove more financially sustainable to the university than third party programs. One variation we have discussed is partnering with Northwest Five colleges to share such programs. The IEC hopes that such possibilities will be part of the “SAWG-II” discussions described above.

We recommend that this IEC charge to work with faculty to develop in-house study abroad programs be extended to the next year, and that the IEC be charged to work with the SAWG-II once it is formed to assist in its work of rethinking models of study abroad that might increase the number in-house study abroad programs.

Charge 6. Work with OIP to revise the returning questionnaire for study abroad students, particularly those questions that deal with the benefits of the experience.

The current Study Abroad Questionnaire, completed by students after their study abroad experience, is intended to assess the learning outcomes for education abroad. However the organization of the questionnaire does not lead to a main focus on learning outcomes. The subsections are: 1. Identification of Student and Program, 2. Program Site, 3. Program Administration, 4. Academic Program, 5. Cultural Aspects, 5. General Advice, 6. Overall Experience. The questionnaire includes a number of open ended questions, which increases the time required to complete the questionnaire and makes it difficult to compile results across students.

The revised questionnaire, generated by a subcommittee and approved by the IEC, focuses initially on learning outcomes. The name of the questionnaire has been changed to *Assessing Learning Outcomes for Education Abroad*. The IEC has reorganized many of the questions, grouping them into the following sections:

- I. Student Information
 - Student ID
 - Fields of study
 - Program choice
- II. Academic Program
 - Courses
 - Language Proficiency
 - Internship
 - Independent Research
 - General Comments on the Academic Program
 - What was your main learning outcome?
 - Comment on the contribution to your liberal arts education.
- III. Program Administration
 - US and On Site Program Administration
 - Lodging and Meals
 - Expenses
 - Health, Safety, and Cultural Differences
- IV. General Comments

Under each of the bullet points multiple questions are asked that can be answered on a scale of one to five. This reduces the time needed to complete the questionnaire and also allows results to be evaluated across students. In addition, each of the sections included a box for general comments so that the questionnaire does not limit student input.

The questionnaire is required of all students who study abroad. The student ID is used to make the questionnaire anonymous. Qualtrics, a survey tool used by Institutional Research, can be used to identify students who have not completed the questionnaire.

Copies of the current Study Abroad Questionnaire and the revised *Assessing Learning Outcomes for Education Abroad* are attached to the IEC Final Report. (Exhibits 5a and 5b)

We recommend that this IEC charge NOT be extended.

In summary, we feel we have made substantial progress on five of six charges, that the first five charges should be extended, that charge 1 include a provision to develop faculty training, and that charges 2, 4 and 5 be considered in dialog with the work of “SAWG II.”

Attachments:

- Exhibit 1a Brochure For Program Providers And For Our Website
- Exhibit 1b Card Given To Students
- Exhibit 2 Students Abroad by Major
- Exhibit 3 Puget Sound Study Abroad by Numbers
- Exhibit 4a Study Abroad Initiatives Development Grant
- Exhibit 4b Faculty-led Study Abroad & Exchange Program Creation Workshop
- Exhibit 5a Current Study Abroad Questionnaire
- Exhibit 5b Assessing Learning Outcomes for Education Abroad

Exhibit 1a: BROCHURE FOR PROGRAM PROVIDERS, FOR OUR WEBSITE, AND FOR STUDENT TRAINING

Sexual Assault Response Information for Study Abroad

The University of Puget Sound values and celebrates a diverse educational community based on mutual respect, trust, and responsibility. The university believes its students, faculty members and all other staff members should learn, teach, work, serve and lead in an environment free from harassment and sexual misconduct, which may include sexual harassment to gender-based discrimination to sexual violence such as rape (including attempted rape), stalking, verbal abuse, and more. This philosophy applies to all of our students wherever they may be studying. We are committed to upholding the rights granted by Title IX and to fully investigating and addressing Title IX violations.” For more information, <http://www.pugetsound.edu/sexual-misconduct-resource-center/>

The University of Puget Sound makes every effort to send students to **study abroad programs** that take sexual discrimination seriously, and is committed to upholding the rights granted by Title IX and to fully investigating and addressing Title IX violations.

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.

Crisis Response:

If you have been sexually assaulted, you are encouraged to take these steps immediately to ensure your safety:

- **Call one of the program emergency phone numbers and request that a program staff member accompany you to the hospital, clinic, or doctor** for support such as
 - treatment of injuries
 - testing for STD
 - learning about whether emergency contraception is available
 - possibly preserving evidence.
- 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).
- If necessary, **request to be moved from your current living quarters to safe housing.**
- If the alleged perpetrator was from your own program, **request action from the program staff that will assure your safety.**
- **After consultation with a program staff member, you may decide to contact the police.**

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

- **Seek assistance of counseling** in the host country. Program staff will be able to provide you contact information for a center for victims of sexual assault or counseling service.
- You may **contact the following individuals at Puget Sound to receive support:**
 - Dave Wright, University Chaplain (1-253-879-2751, confidential)
 - Marta Palmquist Cady, Assistant Dean of Students and Sexual Assault Advocate (1-253-219-0516, 1-253-879-3317)
 - Dean Michael Benitez, Title IX Coordinator (1-253-879-2827)
 - Assistant Dean of Students Sarah Shives (1-253-879-3360).

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

- **Seek assistance of counseling** after returning to Puget Sound by contacting the following individuals or support groups:
 - Dave Wright, University Chaplain (1-253-879-2751, confidential)

- CHWS (1-253-879-1555, confidential)
- Marta Palmquist Cady, Assistant Dean of Students and Sexual Assault Advocate (1-253-219-0516, 1-253-879-3317)
- Professor Grace Kirchner, Sexual Harassment Complaint Ombudsperson (1-253-879-3785),
- Dean Michael Benitez, Title IX Coordinator (1-253-879-2827),
- Assistant Dean of Students Sarah Shives (1-253-879-3360),
- Dean of Students Mike Segawa (1-253-879-3360),
- Dean Kristine Bartanen (1-253-879-3205),
- Peer Allies: peerallies@pugetsound.edu, facebook.com/pugetsoundpeerallies,
- Rebuilding Hope! Sexual Assault Center of Pierce Count (24-hours crisis, information, and referral line, 1-800-756-7273, 1-253-474-7273)
- National Sexual Assault Helpline (1-800-656-HOPE)
- National Resource Center on Domestic Violence Hotline (1-800-799-SAFE).
- **Review** the following materials that describe the **steps of how to file an official report** and (<http://www.pugetsound.edu/sexual-misconduct-resource-center/>) **seek advice** about filing an official report by contacting the individuals listed above.
- If you decide to make an official report, you may **seek advocacy during the official reporting process** by contacting the individuals listed above (for more information, see <http://www.pugetsound.edu/about/offices-services/human-resources/policies/campus-policies/campus-policy-prohibiting-hara/harassment-reporting-officers/>)

This information is available at [http...](#) (link to OIP page)

Exhibit 1b: CARD GIVEN TO STUDENTS:

Crisis Response:

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

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

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 - Dean Michael Benitez, Title IX Coordinator (1-253-879-2827),
 - Assistant Dean of Students Sarah Shives (1-253-879-3360).

For more information, go to <http://...>

Exhibit 2 Puget Sound Students Studying Abroad by Major

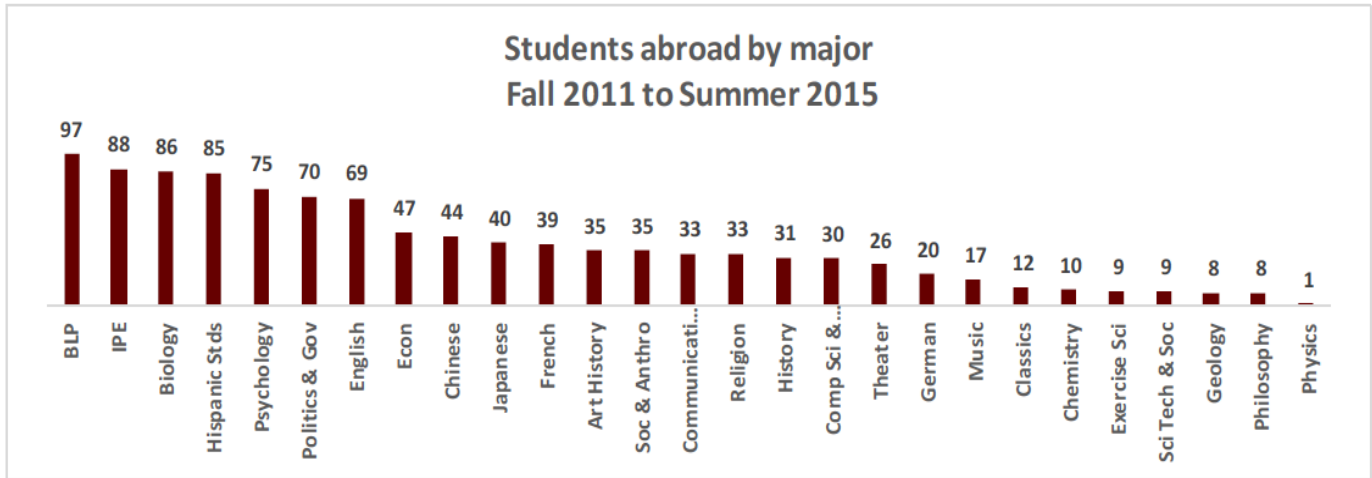


Exhibit 3 Puget Sound Study Abroad by Number of Students

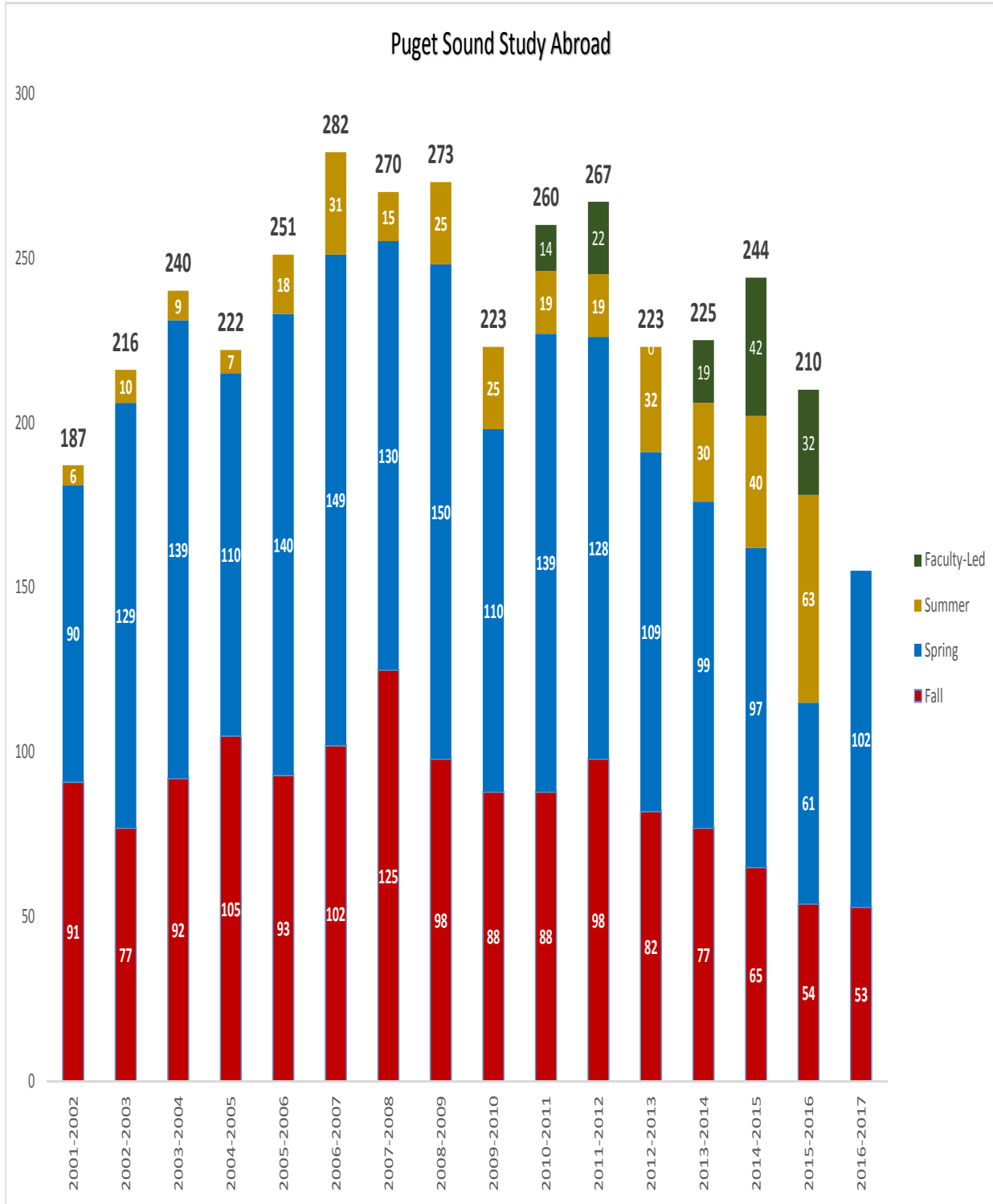


Exhibit 4a Study Abroad Initiatives Development Grant
Instructions for Applying

The Study Abroad Initiatives Development Grants are to provide faculty with funds to help create new study abroad opportunities. Possible funding proposals:

- Site Visits - to assess the viability of a program location, organization or institution
- Program Shadowing – to accompany a faculty member currently leading a program abroad
- Faculty Visits – to meet with colleagues at other institutions to discuss new & collaborative program ideas
- Other ideas related to new study abroad program development

Proposals seeking other uses of the funds are also welcomed, but must be related to study abroad or international programs.

Faculty members seeking funding for study abroad initiatives are encouraged to contact Roy Robinson (rrobinson@pugetsound.edu), Director, International Programs to discuss plans for new program development, site visits or other study abroad related initiatives.

Deadlines: March 16 & October 1

The amount of funds available to support new initiatives will not be determined each year until mid to late February. Proposals seeking substantial funding from this source should plan to meet the March 16 deadline. Remaining funds, if any, will be allocated to proposals received during the Oct 1 deadline and on an ad hoc basis after October 1, if funds are still available.

Faculty members interested in applying for a study abroad initiative development grant will need to submit:

1. A narrative of no longer than 3 pages which addresses the nature of the proposal
2. A budget explaining the need and use of the requested funds
3. A letter of support from the Department/Program Chair explaining how the study abroad program would fit into the curriculum
4. A sample itinerary
5. A tentative syllabus (the proposed course does not need to have already been approved)

The IEC Advisory Sub-committee (4 members of the IEC and the Director of International Programs) will evaluate all grant proposals. Following is a list of criteria used to evaluate the grant proposals:

- Sustainability – will this program run on an ongoing basis or will it only run one time
- Academic integration into the department's/program's/university's curriculum
- Strong structured opportunities for developing inter-cultural knowledge
- Strong departmental/program support
- Cost effectiveness
- Strong demonstrated need for the funds
- Commitment to Puget Sound's international goals
- Collaboration among multiple departments, programs or universities

The completed application should be submitted to Roy Robinson, International Programs Director, CMB 1055, rrobinson@pugetsound.edu

Sample Initiative:

- Faculty member in Biology is working to create a new faculty-led study abroad program in tropical biology and submits a proposal seeking funding support to visit three possible university collaborators in Costa Rica and visit different sites for the proposed program.

Faculty-led Study Abroad Models that work at Puget Sound

- Semester course on campus followed by trip abroad
- Host institution provides academics and transcript
- Still working on details for semester or academic year abroad – Pac Rim

Faculty-led Study Abroad Program Creation Steps

- Discuss your idea with International Programs
- Discuss your idea with your department chair or program
- Possible site visit
- Submit a Study Abroad Program Proposal to International Programs/International Education Committee
- If offering a new course – submit new course proposal to the Curriculum Committee
- Receive IEC and (if needed) Curriculum Committee Approval

Timeline for creating a program

16-24 month in advance of when you want to run the program

Why so early?

- Need time to schedule and complete possible site visit
- Ideas change
- Locations don't work out
- Correspondence can be slow
- Tremendous give and take with hosts
- Questions from committees/final approvals can be slow
- Need to finalize the budget
- Need time to recruit students
- Need to add course to schedule
- Need time to meet campus student enrollment dates

Funding for New Study Abroad Initiatives

(See other side)

Questions to consider when thinking about creating a new study abroad program

- What are your academic objectives for the program?
- What credit would students receive on the program?
- When is the best time to run the program – academically/personally?
- Do you want to do this with another colleague in your department/program or another department/program/university?
- How often do you want to run the program?
- Do you have a large enough pool of students from which to recruit?
- What is the optimal size of your program?

- Do you want to do this on your own, with a program provider?
- Is your proposed location safe?
- Is your idea realistic?
- Will you have administrative/logistic/academic support at your proposed location?

Exchange Program Model Creating and Sponsoring an Exchange Program

Not interested in creating a faculty-led program, but want to promote and help create internationalization on campus – create an exchange program!

Why do we need exchange programs?

- Exchange programs provide students with an independent experience abroad directly at a host institution
- Exchange programs bring international students to Puget Sound – Currently we have 8 F-1 Visa international students
- Exchange programs are cost neutral so we can increase the number of students going abroad without having a negative financial impact on Puget Sound
- Successful exchange programs create direct relationships with institutions abroad and generate new initiatives and projects

Requirements for a successful exchange program

- The Exchange Program meets the needs of multiple departments/programs
- Puget Sound Faculty have a vested interest/ownership in the exchange program
- The Exchange Program does not compete with other programs
- Faculty/Departments/Puget Sound have a strong relationship with host institution

Exhibit 5a Current Study Abroad Questionnaire

Name

Fall Program Spring Program Summer Program

Major Minor

PROGRAM SITE

How would you best describe your program site: Include information on the instructional facility (institute, university campus, etc.) and the surrounding community.*

HOUSING

What housing options were available to you (e.g. homestay, apartment, residence hall)? Which did you choose and why?*

What was the approximate travel time from your housing location to class? What was your mode of transportation for this commute?*

On a scale of 1-5 with 5 as the highest, please rate the following aspects of your housing:

Physical Facilities, Integration into the culture*, Food*, Location*

Please comment about your housing:*

PROGRAM ADMINISTRATION

Which type of program did you participate in?*

A program administered by a third party (e.g. ILACA, IES, BUTLER, TEMPLE, AIFS, etc.)

A program where you directly enrolled in a university abroad

Please evaluate the program's administration, both in the U.S. and/or abroad (on a scale of 1-5 with 5 as the highest).*

Please add additional comments

ACADEMIC PROGRAM

Please comment on each course you enrolled in.

Course Title 1*

Course 1 Instructor*

Course 1 Language of Instruction*

How will the credits awarded for Course 1 apply to your Puget Sound degree?*

Please comment on the level of difficulty, quality of instruction, and course content for Course 1.*

How was your work evaluated in Course 1 (check all that apply)?*

Essays or other written work, Quizzes, exams, Final paper, Final exam, Class participation,

Individual or group presentation Course Title 2*

Course 2 Instructor*

Course 2 Language of Instruction*

How will the credits awarded for Course 2 apply to your Puget Sound degree?*

Please comment on the level of difficulty, quality of instruction, and course content for Course 2.*

How was your work evaluated in Course 2 (check all that apply)?

Essays or other written work, Quizzes, exams, Final paper, Final exam, Class participation,

Individual or group presentation Course Title 3*

Course 3 Instructor*

Course 3 Language of Instruction*

How will the credits awarded for Course 3 apply to your Puget Sound degree?*

Please comment on the level of difficulty, quality of instruction, and course content for Course 3.*

How was your work evaluate din Course 3 (check all that apply)?*

Essays or other written work, Quizzes, exams, Final paper, Final exam, Class participation,
Individual or group presentation Course Title 4*

Course 4 Instructor*

Course 4 Language of Instruction

How will the credits awarded for Course 4 apply to your Puget Sound degree?*

Please comment on the level of difficulty, quality of instruction, and course content for Course
4.*

How was your work evaluated in Course 4 (check all that apply)?*

Essays or other written work, Quizzes, exams, Final paper, Final exam, Class participation,
Individual or group presentation

Course Title 5*

Course 5 Instructor*

Course 5 Language of Instruction

How will the credits awarded for Course 5 apply to your Puget Sound degree?*

How was your work evaluated in Course 5 (check all that apply)?*

Essays or other written work, Quizzes, exams, Final paper, Final exam, Class participation,
Individual or group presentation

CULTURAL ASPECTS

What kind of contact did you have with local students? American students? How did you
integrate into the culture and meet members of the community (e.g. sports, clubs, extracurricular
activities, pubs, etc.)?*

Were there specific issues related to religion, gender, sexuality, race and ethnicity, disability, or
other differences in cultural attitude that others studying in your host country should know about
before going?*

What was the biggest challenge you faced in adjusting to your host country?*

GENERAL ADVICE

What things would you tell a prospective student about this program or your travels?*

Describe the current political climate in your host country.*

Would you recommend this program to other students? Why or why not?*

How much money should a student budget for general living expenses, personal expenses, and
travel? What is the best way to access funds while studying abroad (ATM, etc.)?*

Are there any health or safety issues that students attending your program should be aware of
before participating on the program?*

OVERALL EXPERIENCE

List three new skills, attributes, and/or attitudes that you acquired during your study abroad
experience.*

Simply stated, what were the pros and cons of your program?*

Exhibit 5b Revised: Assessing Learning Outcomes for Education Abroad

Student ID _____
 Class Standing While Abroad Fr ___ Soph ___ Jr ___ Sr ___
 Major (s) _____
 Minor (s) _____
 World Region: Europe ___ Asia ___ Latin America ___ Africa ___ Australia ___ Other ___
 Year Abroad ___ Fall ___ Spring ___ Summer ___ Full Year ___ Short Term (4 wks or less) ___
 Program Provider: _____ UPS faculty led _____ Other _____
 # of units of credit transferred _____

I. ACADEMIC PROGRAM

A. Courses (Scale of 1 – 5 with 5 as the highest)

1. Course _____ Elective ___ Major ___ Minor ___ Language of Instruction _____

Level of Challenge	1----2----3----4----5
Quality of Instruction	1----2----3----4----5
Relevance of Course Content	1----2----3----4----5
Quality of Feedback on papers, tests, etc.	1----2----3----4----5

Repeat for up to 6 courses

General comments on the effectiveness of the courses. (Box for answer)

B. Language Proficiency (Scale of 1 – 5 with 5 as the highest)

****Note: For programs in non-English speaking countries**

****Language(s) of interaction used outside of classroom** _____

Language proficiency before program	1----2----3----4----5
Language proficiency after program	1----2----3----4----5
Use of **local language outside of class	1----2----3----4----5
How easy was it for you to integrate with the local community?	1----2----3----4----5

How did you integrate into the culture? (check all that apply)

Sports ___ Clubs ___ Extracurricular Activities ___ Concerts ___ Volunteer work ___ Other _____

Other comments on language proficiency (Box for answer)

C. Internship

Did you do an internship? For Credit ___ Not for Credit ___

Name of internship organization or company _____

Internship Experience (Scale of 1 – 5 with 5 as the highest)

Relevance to academic goals	1----2----3----4----5
Relevance to professional goals	1----2----3----4----5
Level of responsibilities	1----2----3----4----5
Placement process	1----2----3----4----5
Satisfaction with the schedule	1----2----3----4----5

Other comments on internship (Box for answer)

D. Independent Research

Did you do independent research on your program? Yes ___ No ___
 Independent research experience (Scale of 1 – 5 with 5 as the highest) 1---2---3---4---5
 Relevance to academic goals 1---2---3---4---5
 Quality of mentoring by faculty member 1---2---3---4---5
 Time requirements 1---2---3---4---5
Other comments on independent research (Box for answer)

E. General Comments on Academic Program

What was your main learning outcome? (Box for answer)
Comment on the main contribution to your liberal arts education that the program provided.
(Box for answer)

II. PROGRAM ADMINISTRATION

A. Program’s Administration (Scale of 1 – 5 with 5 as the highest)

Program Administration in the U.S. 1---2---3---4---5
 On Site Program Administration 1---2---3---4---5
 Would you recommend this program to other students? 1---2---3---4---5

Other comments on program administration (Box for answer)

B. Lodging and Meals

Housing: Residence Hall ___ Off campus apartment ___ Off campus with family ___ Other ___
 Transportation from housing to campus: Bus or street car ___ Walk ___ Bike ___ Other ___
 Time of average commute from housing to campus ___
 What meals were covered?
 Week days: None ___ One ___ Two ___ Three ___
 Week ends: None ___ One ___ Two ___ Three ___

Quality of Housing (Scale of 1 – 5 with 5 as the highest): 1---2---3---4---5
 Quality of Transportation (Scale of 1 – 5 with 5 as the highest) 1---2---3---4---5
 Quality of meals (Scale of 1 – 5 with 5 as the highest) 1---2---3---4---5

Other comments on lodging and meals (Box for answer)

C. Expenses

Did the program website have information on budgeting for general expenses not covered by the program? Yes ____ No ____

How accurate was the program's projected budget for general expenses not covered by the program?

Too low 1---2---3---4---5

Too high 1---2---3---4---5

Budget was impacted by changes in exchange rates 1---2---3---4---5

Other comments on expenses (Box for answer)

D. Health, Safety, Cultural Differences

Are there health or safety issues that students should be aware of before participating in the program?

(Box for answer)

Did you experience differences in cultural attitude that others students studying in the program should be aware of before participating in the program?

(Box for answer)

Other comments on health, safety or cultural differences. (Box for answer)

III. GENERAL COMMENTS

Other comments? (Box for answer)