

Faculty Senate  
McCormick Room, Collins Library  
Minutes of the May 2, 2016 meeting

Senators Present: Bill Beardsley, Kena Fox-Dobbs, Andrew Gardner, Bill Haltom, Robin Jacobson, Andrea Kueter, Brendan Lanctot, Noah Lumbantobing, Pierre Ly, Amanda Mifflin, Siddharth Ramakrishnan, Mike Segawa, Jonathan Stockdale, Ariela Tubert

Guests: Alva Butcher, Tatiana Kaminsky, Jeff Matthews

**1. Chair Tubert called the meeting to order at 4:01 PM**

**2. Announcements**

Ly asks for additional nominations for the Walter Lowrie Sustained Service Award. Nominations are due by Thursday night. Tubert notes that we'll evaluate the nominees at the next Senate meeting.

Lumbantobing notes that community organizer and activist Bree Newsmen will be speaking on campus this week.

Lumbantobing also asks for faculty input and recommendations for student nominees to faculty committees. Tubert adds that one or two serve on each committee, so we need numerous student representatives.

**3. M/S/P to approve the minutes of April 25, 2016**

**4. Updates from Liaisons to Senate Standing Committees**

None.

**5. University Enrichment Committee End of Year Report**

Tubert announces that Dawn Padula has laryngitis, and the presentation of the UEC End of Year report has been postponed until the next Senate meeting.

**6. Faculty Advancement Committee End of Year Report**

Matthews provides an overview of the FAC End of Year Report, and characterizes the report as twofold. The first portion of the report communicates some of the substantial challenges faced by the FAC this year. The second portion of the report comprises the detailed procedural reminders for departmental chairs and head officers. The FAC hopes for further dissemination and readership for this report.

Matthews describes some of the challenges detailed in the End of Year Report. Those challenges include: how to evaluate coauthorship for publications, how to navigate the disciplinary diversity of professional objectives, how to measure professional growth, and more specific interpretation concerning the criteria for advancement to full professor. Matthews describes other logistical and procedural problems and some of the differences the FAC observes at the departmental level. In summary, the FAC seeks further interpretation from the PSC on some of these issues, but also sees room for a broader, Senate-led faculty conversation.

Stockdale asks if the issue is that the existing criteria don't allow the FAC to adequately decline candidates for advancement. Matthews responds by noting the broader and historic institutional tradition, and frames the issue more as one of institutional culture, which is the reason for the FAC's recommendation for a broader faculty conversation.

Tubert recalls that the PSC had decided not to issue clarification on the criteria for advancement to full professor because their survey showed that faculty had various interpretations of the current language. They believe that a full faculty discussion was needed. There is further discussion concerning how to proceed. Mifflin notes that the PSC felt that departmental expectations were too different, and wanted to the broader faculty discussion to precede their interpretation of that specific issue.

Matthews clarifies that the FAC feels that this interpretation is a PSC issue. Ramakrishnan asks if the interpretation is specific to the criteria concerning service. Matthews notes that while that issue is central, there are other areas of the criteria that should also be part of any faculty conversation. Haltom notes that the PSC can be formally charged to provide an interpretation. Jacobson suggests that, procedurally, we could seek an interpretation from the PSC over the short term while pursuing the broader faculty conversation on the topic. Matthews concurs, and notes that the FAC is currently bearing the interpretive burden for the faculty. Stockdale and others discuss the possibilities for broader dissemination of the FAC report.

M/S/P to accept the report.

## **7. Institutional Review Board End of Year Report**

Kaminsky reviews the report, highlighting the large number of protocols reviewed this annual year, the implementation of the CITI training modules on campus, and a series of other accomplishments. She notes that the report was prepared just before the IRB discovered several protocols that failed to complete the IRB process, and notes that this leave the University open to legal and ethical issues.

CITI provides online training and certification concerning research ethics and human subjects. The IRB addressed its charge establishing a single module as required for student submissions. Requiring CITI training of students is the first part of a broader roll-out of the CITI training to

the campus community. The IRB has been in communication with key faculty and department chairs concerning this new, required step of the IRB process.

The IRB continues to work on various website alterations and changes to accurately describe the new process. Once complete, the IRB expects to issue a longer message to facultycoms.

Kaminsky also notes that the MOU with the SOAN department was finalized this semester.

Ly asks whether funded student research projects are contingent on IRB approval. Gardner notes that the timing and relationship between the AHSS summer research program and IRB approval is a difficult process to navigate, and has been an area of focus by the Associate Dean's office. Kaminsky notes the ethical vulnerabilities faced by the university in these situations, and particularly pertaining to the students who failed to complete the IRB process this semester.

Kaminsky notes that the size of the IRB is manageable, and she perceives no pressing need for additional members at this time. Stockdale inquires whether the issue that arose after the preparation of the report should be included in the final version submitted to the Senate. Kaminsky notes that the recommendations already address this issue, albeit not directly.

M/S/P to accept the report.

## **8. International Education Committee End of Year Report**

Lear and Butcher provide an overview of the IEC report. Lear notes that the committee made substantial headway on five of the six charges. The remaining charge — to winnow the number of total study abroad programs approved by Puget Sound — was addressed last year and will be returned to next year. The IEC wishes for guidance from the faculty on the first charge concerning faculty training. Lear notes that the overall drop in Puget Sound students' participation in study abroad programs remains an area of focus and concern. Lear notes that there is a proposal to allow merit aid support to be restored to funding students' study abroad. They note that a working group is forming on this issue as well. Lear concludes by commending Roy Robinson for his office's excellent work.

Butcher describes the IEC's work on the sexual violence charge. The IEC looked at the six most popular study abroad programs, and crafted a document requesting the information concerning sexual violence that we require. The IEC also drafted an information card regarding sexual violence for Puget Sound students intending to study abroad. The IEC suggests this is an ongoing effort.

Lear notes that the IEC was also charged with evaluating the study abroad student questionnaire. In their evaluation, it was noted that the questionnaire failed to focus sufficiently on the academic quality of the program. After revising that questionnaire, the IEC approved the revision. This particular charge is now complete.

There is some discussion regarding how to ensure that faculty taking students abroad have sufficient training for responding to cases of sexual violence. Stockdale notes that part of the logistical challenge results from the rotating cast of faculty who lead these trips. Lear suggests that Roy Robinson's office is the likely point of contact for faculty serving in study abroad programs, but that the implementation of some sort of certification requirement would benefit from the legitimacy conferred by external faculty and/or institutional support. Stockdale considers whether the Office of Diversity and Inclusion might yield that legitimacy to the process. The Dean's Office is also suggested as a possibility.

Tubert commends the IEC for preparing the excellent instructional document for students studying abroad. There is some discussion of the procedures for reporting incidents of sexual violence while abroad. Segawa notes that procedures for reporting should maintain the flexibility to address the complex and varied scenarios in study abroad programs.

M/S/P to accept the report.

## **9. Other Business**

None.

## **10. Adjournment**

The meeting is adjourned at 5:00 PM.

Minute prepared by Andrew Gardner.

Respectfully submitted,  
Pierre Ly  
Secretary of the Faculty Senate

Attachments:

Appendix A: FAC End of Year Report  
Appendix B: IRB End of Year Report  
Appendix C: IEC End of Year Report

April 29, 2016

TO: Faculty Senate

FR: Jeff Matthews, Chair of the Faculty Advancement Committee

On behalf of Bill Barry, Monica DeHart, Jeff Matthews, Doug Sackman, Stacey Weiss and Kris Bartanen

RE: 2015-2016 Annual Report

The Faculty Advancement Committee this year will have completed 47<sup>1</sup> evaluations:

Type of Review	Number and Status of Evaluations	Used Moodle Site
Tenure	3 (2 open, 1 closed)	2
Tenure and promotion to associate	2 (2 open)	0
Promotion to associate	0	0
Promotion to professor	11 (6 open, 5 closed)	6
3 year assistant/clinical assistant	7 (2 open, 5 closed)	6
3 year associate/clinical associate	2 – head officer only (not FAC)	n/a
5 year professor	19 (1 closed, 18 streamlined)	11
3 year instructor	5 (3 closed, 2 streamlined)	5
<b>Total</b>	<b>49</b>	<b>30</b>

The committee has forwarded evaluations for tenure, tenure and promotion, and promotion to professor to the President. Some of these cases were considered by the Board of Trustees at the October 2015 and February 2016 meetings; some will be considered at the May 2016 meeting; one will be considered at the October 2016 meeting.

The Advancement Committee met for a total of 13.5 hours from October through December 2015 and will have met 26 hours for the Spring 2016 semester. FAC members estimate that they spend roughly 15 hours per week reading files and preparing evaluation letters.

### Evaluation Standards

The Committee observes that some departmental evaluation guidelines are dated, creating uneven expectations across departments, particularly in the area of professional growth. This raises issues of fairness in the evaluation process and the unevenness is repeatedly noted by some Trustees in their review of evaluation materials. The Faculty Advancement Committee again strongly encourages the Professional Standards Committee to implement a periodic review process for department, school, and program evaluation guidelines.

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<sup>1</sup> Under the revision to the *Faculty Code*, two reviews were “head officer only” for third-year associate professors.

Further, the Committee continues to observe lack of clarity about the university standard for advancement to full professor, including the meaning of “distinguished service in addition to sustained growth . . . in teaching, professional growth, advising, university service, and community service related to professional interests and expertise” (*Faculty Code*, Chapter III, Section 3.e, p. 11). Aware that the Professional Standards Committee surveyed chairs, directors, and deans on this topic in 2015-16 but took no action, the Advancement Committee recommends that the Faculty Senate ask PSC to interpret this provision of the Code in the short term and, in the longer term, open a discussion in the faculty to reassess university-wide expectations in light of changes in university profile since 1999, new forms of scholarship and creative work, and new venues for publication in the digital age. Such discussion would provide the basis for the PSC to then rewrite the “university standards” section (not revised since 1999) of its *Faculty Evaluation Guidelines and Criteria* document.

Thus, we offer a significant call for the faculty to articulate faculty expectations: Is every file truly ready for promotion to Professor, the highest rank of the faculty, at the first point of eligibility to stand for promotion? The FAC hesitates to “legislate from the bench” but has struggled in recent years with files that seem premature for promotion, based on the written record of the file, in relation to both the ambiguity of the *Faculty Code* and unevenness in departmental guidelines.

#### **Advice to Colleagues:**

- The Professional Standards Committee in 2012 interpreted *Faculty Code*, Chapter III, Section 4 (p. 46) – “The Role of ‘Colleagues’ in the Evaluation Process” – and highlighted that the *Code* specifies that “Non-tenure-line faculty members’ roles, rights and responsibilities are the same as those of tenure-line faculty . . .” [Chapter 2, lines 44-46]. The PSC meant by this interpretation that all tenure-line and ongoing Instructors are expected to participate in reviews, and that visiting and adjunct faculty do not participate. If your departmental guidelines do not align with this interpretation of the *Faculty Code*, then you need to revise the guidelines and submit them to PSC for re-approval.
- Evaluations by the Advancement Committee are both formative and summative. The Committee expects that, in accord with *Faculty Code*, Chapter III, Section 4.d.(1), “No later than four months after receiving the report from the Faculty Advancement Committee, or notification of action by the Board of Trustees in cases of tenure and promotion, the head officer meets with the evaluatee to discuss the results of the evaluation.” Such discussion not only allows for the clarification of individual teaching, scholarly, and service expectations moving forward, but also promotes acknowledgement of FAC feedback that may be of larger departmental concern.
- Expecting that the above-noted meeting and discussion will have occurred between the head officer and the evaluatee, FAC members have the prior Committee’s evaluation letter available to them and treat it as important context for their review of the current file.
- The Committee observes in some files where teaching responsibilities include lecture and laboratory sections that colleagues express hopes for Instructor and Course Evaluation Forms tailored for administration in laboratory sections. The Committee again suggests that Professional Standards Committee invite faculty input on this topic.

**Advice to Head officers:**

- The Committee reminds head officers that the deliberative letter – informed by individual colleague letters and deliberative discussion – should address “the needs of the department, school, or program and the university” as a criterion for tenure reviews (see *Faculty Code*, Chapter III, Section 3.d). The *Code* calls for “demonstrated need” for the position.
- In change of status reviews, head officer summary of deliberation letters (along with the FAC and President’s letter) are forwarded to trustee members of the Academic and Student Affairs Committee and need to reflect the formative and summative substance of the departmental discussion.
- We recommend that head officers be identified a year in advance of the evaluation, particularly when department chairs, directors, or deans are up for review; the head officer needs to ensure that there is an adequate set of class visits. The Dean’s Office provides the information about who is up for review one year in advance (and two years in advance for tenure evaluations).
- The Committee appreciates that many head officers have this year provided a chart of class visits at the beginning of deliberative summary letters (who visited what classes and when) in order to document clearly all class visits conducted by colleagues; we encourage this practice by all head officers as we still struggle in some files to discern accurately the ongoing pattern of class visits.
- We continue to see too many clusters of visits to the same few class sessions in the early Fall semester for tenure files; every head officer receives a chart of candidates for tenure two years ahead (and, for all other reviews, one year ahead) in order to assist their ensuring of an *ongoing pattern* of class visits.

**Advice to Evaluatees:**

- Sixty percent of evaluation files again this year were submitted electronically. The Committee has found these files to be relatively easy to access and time-saving to review. The template refinements for this year, implemented by Lauren Nicandri, have been easy to use by evaluatees and evaluators.
- The Committee encourages evaluatees, in accord with the *Faculty Code* and *Faculty Evaluation Criteria and Procedures* (p. 18), to include a statement of professional objectives, both short-term and long-term.
- The Committee again encourages evaluatees to include in their files copies of scholarly materials (publications, conference papers, proposals, letters from editors, etc.) that they are citing as evidence of professional growth.
- The Committee observes across a number of files calls from evaluators for evaluatees to make clear their roles in co-authored or collaborative work. Department, school, or program head officers can also assist the FAC in understanding how “author order” for collaborative work is treated in the specific field. Departments could also add such information to departmental guidelines during their next updating and review for approval by the PSC.

- As the Committee relies on the previous FAC letter for context as they review the current file, we encourage evaluatees to review this letter and to address in their personal statement their progress in addressing any areas of concern.
- The Committee encourages evaluatees to describe progress made on scholarly or creative projects since the time of the previous review, in addition to discussing the content of that work. Such an approach allows the Committee to more readily ascertain “sustained growth.”
- The Committee encourages colleagues to attend to revised Interpretations of the *Faculty Code* regarding solicitation and submission of external letters; this information is included in the annual *Faculty Evaluation Standards and Guidelines* document.

The Faculty Advancement Committee will discuss other ideas after it finishes with the 2015-2016 evaluations and reserves the opportunity to provide an addendum to this report to the Faculty Senate at or after semester’s end.

Finally, the continuing members of the committee wish to thank Bill Barry (Classics) and Monica DeHart (SOAN) for their dedicated and articulate service on the Advancement Committee. We look forward to welcoming Jill Nealey-Moore (Psychology) and George Tomlin (OT) to the committee next year.



Date: April 28, 2016  
To: Faculty Senate  
From: Tatiana Kaminsky, Institutional Review Board Chair

## 2015-2016 Institutional Review Board Final Report

### **INTRODUCTION**

This report summarizes the work undertaken by the Institutional Review Board (IRB) during the 2015-2016 academic year.

The IRB exists for the purpose of protecting the rights, health, and well-being of humans solicited and volunteering for participation as research subjects. In the context of reviewing proposed research studies involving human subjects, the IRB gives very careful attention to issues such as potential risks to participants, protection of participants' identities and disclosed information of a sensitive nature, safety, ethical recruitment practices, and the accessibility and adequacy of informed consent.

This academic year the Institutional Review Board reviewed 121 proposals. Of these 10 were full board (7 approved, 2 pending, 1 withdrawn), 106 were expedited (93 approved, 12 pending, 1 withdrawn), and 5 were exempt (5 approved). In addition, the board focused on completing the two formal Senate charges as discussed below.

2015-16 IRB membership: Tatiana Kaminsky (chair), Lisa Ferrari (ex-officio), Tim Beyer, Joel Elliott (Fall), Jung Kim (Spring), Mita Mahato, Sarah Moore, Brad Richards, Barbara Warren, and Troy Christensen (community representative). As chair, I would like to personally thank each member for his/her diligence in completing timely and thorough reviews, in addition to attending to additional committee work.

### **CHARGES**

In addition to reviewing the research protocols that were submitted to the IRB, committee members addressed two Senate charges this year.

1. Establish guidelines for the use of CITI training modules at Puget Sound. Broadcast or otherwise disseminate information about those guidelines and procedures to relevant portions of the campus community.

The university has access to a number of training modules created by The Collaborative Institutional Training Initiative (CITI) at the University of Miami (<https://www.citiprogram.org>). Some of these training modules outline issues related to research with human subjects, including ethics, the role of the IRB, and informed consent, among others. Over the past couple of years, the members of the IRB have explored the value of these training modules as a quick and informative tutorial for researchers conducting human research. After careful deliberation this year, we have decided to require all students

who submit protocols to the IRB to complete a single student training module. We anticipate that the training module will take students approximately 45 minutes to complete. The link to the training, along with detailed instructions, will be available on the IRB website soon.

There are a several reasons that we are implementing this change. The first, and most important, is to ensure that there is a university-wide standard that is followed when educating students about their ethical and legal responsibilities when conducting research with human subjects. We understand that some faculty members include information about these topics in their classes, but this has not been universal across campus. Use of the CITI training module will ensure a consistent foundation for student education in this area.

The second reason is that requiring a basic level of training allows us to comply with federal regulations and expectations of institutions where human research is conducted. It also keeps us in step with practices at peer institutions. Last year, Dr. Lisa Ferrari communicated with IRB Chairs or other administrators at our comparison schools, in addition to Pacific Lutheran University and Seattle University, about their IRB process. Eight of the twelve (Denison, Lewis & Clark, Linfield, Pacific Lutheran University, University of Portland, Reed, Seattle University, and Willamette) require people submitting IRB applications for human subjects research to complete formal training.

Our final reason for this change is to assist students in navigating the IRB process. We have noticed frequent errors in the protocols we have received from students, including issues with obtaining fully informed consent, determining the appropriate type of review (exempt, expedited, or full board), identifying risk and steps that will be taken to mitigate it, and ensuring confidentiality. We hope that completing the CITI training will speed the IRB review process for students by enabling them to avoid common errors.

This change will be implemented with protocols that are submitted in AY1617. Students submitting proposals after August 28, 2016 will need to have completed the CITI student training module. The Associate Deans' office will ensure that all student researchers listed as investigators have completed the training before their protocols will be forwarded to IRB members for review. As stated above, further details about how to set up a CITI account and access the training modules will be posted on the IRB website soon.

The IRB will monitor this change during the next academic year. Members of the IRB will also make decisions about a number of the supplementary training modules that are available through CITI. We anticipate that additional training modules will need to be completed for students conducting certain types of research, such as with special populations (e.g., children or prisoners) and/or international research. Required use of the training modules by faculty and staff members who are submitting IRB proposals will also be considered. The members of this year's IRB agreed that a gradual implementation was the best course of action.

To communicate this change, I sent individual messages to faculty members and departmental directors from the departments that utilize the IRB most frequently, including Occupational Therapy, Physical Therapy, Exercise Science, Psychology, Sociology and Anthropology, and Business. We are also working on making the information readily

available on the IRB website. When the website changes have been made, we will send a brief announcement about the change to the faculty as a whole through the Faculty Listserv. In addition, there will be separate faculty/staff and student cover pages that will be submitted with research protocols. The student cover pages will have a place for students to indicate that CITI training has been completed (see Appendix A).

2. Maintain an awareness of IRB procedure and purview on other liberal arts campuses (including the NW5C), with particular attention to how other campuses navigate non-clinical research proposals (ethnography, oral history), student projects, journalism, and research outside the United States.

During AY1415, representatives from the IRB worked with Dr. Andrew Gardner from Sociology and Anthropology (SOAN) and Dr. Nancy Bristow from History to create a Memorandum of Understanding (MOU) about research that is submitted to the IRB that makes use of ethnography and/or oral history. A draft of the MOU was created but was not voted on or approved during the last academic year.

This year, we continued the work on the MOU. We communicated with Dr. Gardner regularly about the outstanding questions the IRB members had about the MOU. One of the larger questions was about assessment of risk and steps that would be taken if adverse situations arose. Current members of the IRB were concerned those issues were not adequately addressed in the draft of the MOU. Dr. Gardner attended an IRB meeting in February and some additional changes were made to the draft of the MOU, with a number of points clarified.

The members of the IRB then pilot tested the MOU with the SOAN protocols we received during the spring. After the trial period, the members of the IRB revisited the MOU. We also reached out to Dr. Gardner to ask if there were additional changes that were recommended by the faculty in SOAN. Final revisions were made to the MOU and it was approved for use on April 22, 2016. Please see Appendix B for the approved MOU.

## **RECOMMENDATIONS FOR FUTURE CHARGES**

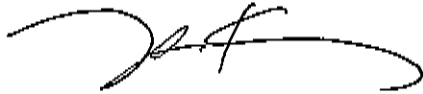
There were a number of issues that arose during this academic year that the IRB suggests as potential charges for future academic years. They are as follows:

1. Follow up with the CITI training modules, with decisions made about which additional modules will be requested and for whom. For example, it may be beneficial for researchers conducting studies with special populations (e.g., children or prisoners) or for those conducting international research to complete additional training modules. The use of the CITI system with faculty and staff also needs further consideration.
2. The IRB received numerous requests from researchers off campus this year. There are additional considerations for research that is conducted with members of the campus community by people who are not on campus, including oversight and recruitment. We recommend that this issue be considered in more depth by future IRB committees.

Questions to ask include whether or not an on-campus sponsor/partner should be required and whether or not there are additional steps or procedures that need to be followed when these researchers submit IRB protocols.

3. There have been some issues with continuity as new IRB members join the committee each year. For example, a system that educates new members about review procedures, including the existence of Memoranda of Understanding would be helpful. Other issues include the need for regular review of existing Memoranda of Understanding, follow up with researchers to ensure that closure forms are submitted after research is complete, etc. Clearer procedures to facilitate the transition between academic years may be warranted and should be explored in more depth.
4. Further consideration about the unique issues that arise for international research would be beneficial. Some of these issues include adequate supervision for students conducting international research, translation and back translation of documents (e.g. consent forms) when research is conducted with populations that speak a language besides English, issues related to cultural differences in the informed consent process, etc.

Respectfully submitted by:  
Tatiana Kaminsky, PhD, OTR/L  
Chair of the IRB AY1516

A handwritten signature in black ink, appearing to be 'TK', written in a cursive style.

## **APPENDICES**

### **Appendix A: Updated Student Cover Page**

See following page

UPS IRB PROTOCOL # \_\_\_\_\_

**University of Puget Sound INSTITUTIONAL REVIEW BOARD  
Application for Approval of Research Involving Human Subjects  
(Cover Sheet)**

*(Protocols meeting Full Board Review must be submitted two weeks prior to the date of the IRB meeting on which the review is to occur.)*

Please Check One:  New Project  Renewal  Modification *(Attach Renewal/Modification Form)*

Date of Submission: \_\_\_\_\_

Protocol Title: \_\_\_\_\_

CITI training completed:

Principal Investigator: Typed name: \_\_\_\_\_ Yes  No   
Signature: \_\_\_\_\_  
Department or School: \_\_\_\_\_  
Email: \_\_\_\_\_  
Telephone number: \_\_\_\_\_

Co-Investigator: Typed Name: \_\_\_\_\_ Yes  No   
Signature: \_\_\_\_\_  
Email: \_\_\_\_\_

**Faculty Advisor's Statement** (student projects only): I, \_\_\_\_\_ am the advisor for \_\_\_\_\_  
\_\_\_\_\_. My signature below indicates that I have read the attached protocol and have checked the contents with the IRB Guidelines. I thereby recommend this protocol as:  
Exempt Review  Expedited Review  Full Board Review   
Signature: \_\_\_\_\_ Email: \_\_\_\_\_

Source of Support (if any): \_\_\_\_\_

Level of Risk to Human Participants:  Minimal  Greater than minimal

Number of Participants: \_\_\_\_\_

Are vulnerable populations involved?\*  yes  no Are children involved?\*  yes  no

\*Normal participants are (a) over the age of 18 (b) able to make independent decisions with full mental capacity. Children are minors under the age of 18.

Has this proposal been or will it be submitted to other Human Subjects Review Boards, departmental committees, or community agencies for review and approval?  
 Yes (attach approval letters)  No

## Appendix B: Memorandum of Understanding between SOAN and the IRB

### Department of Sociology and Anthropology Memorandum of Understanding with the Institutional Review Board

This memorandum of understanding (MOU) outlines special considerations of research conducted by the Department of Sociology and Anthropology and how these considerations apply to protocol creation and review by the IRB. Ethnographic research, traditionally employed in Anthropology, is now in wide use across a variety of academic disciplines in the humanities and social sciences, including Sociology, Religious Studies, Political Science, and numerous other disciplines and interdisciplines. It commonly utilizes several methods that necessitate IRB exceptions. Those exceptions are described here.

1. *Participant-observation* is a core method in the ethnographic toolkit (Malinowski 1922; Bernard 2011). The strengths of this method rest in the capacity of the researcher to enter and assess human's normal, everyday, quotidian, collective social activities. Human subjects in these contexts are protected by the anonymity of these encounters. Based on these features, participant observation may be exempt from requiring informed consent (written or verbal) if the level of risk of the proposed is minimal. If the level of risk of the proposed study is more than minimal, informed consent may not be waived. The researcher should endeavor to clearly articulate the subjects' level of risk in relation to participant-observation and the overall research topic.
2. Ethnographic research frequently employs interviews. These interviews can be divided into four basic types: *informal interviews*, *unstructured interviews*, *semi-structured interviews*, and *structured interviews* (Bernard 2011). All submitted protocols should clearly specify what types of interviews will be utilized.
  - A. In ethnography, *informal interviews* are the casual interactions resulting amidst participant observation. Names and identities are not collected, and these informal interactions do not require specific IRB approval, but are approved generally as participant-observation (see point 1, above).
  - B. If *structured interviews* are to be used, the predetermined set of questions must be included with the protocol.
  - C. If *semi-structured interviews* are to be used, an *interview guide* (Bernard 2011) comprising a basic outline of topics to be covered over the course of the interview must be included with the protocol. This basic outline should delineate the range of topics the researcher intends to cover the semi-structured interviews.
  - D. If *unstructured interviews* are to be used, the general research topic guiding these unstructured interviews will be specified.
3. Ethnographic research may waive written consent if verbal consent is the preferred option. Protocols need not specify why written consent is waived as long as the process for obtaining

verbal consent is delineated on a script. Verbal consent scripts must describe key participation and consent issues. Upon completion of the verbal consent process, the researcher signs and dates the verbal consent script indicating that consent has been obtained from the participant.

4. In articulating the risks human subjects potentially face as a result of participation in the ethnographic project described in the protocol, student researchers should describe a reasonable range of possible risks that might be encountered as a result of the interview agenda. Student researchers should identify situations in which their professor will be consulted, in addition to identifying other strategies for addressing potentially risk-laden responses to interview questions and interactions.
5. Oral histories are the collection and study of histories from individuals with firsthand memories and experiences with the event or period in question. As such, oral history does not meet the federal definition of “research” in the sense of developing or contributing to generalizable knowledge. However, the University of Puget Sound IRB will require projects to be submitted for review. These projects are designated for exempt status, except in situations where the population or the area of inquiry will directly result in more than minimal risk to participants.

#### References Cited

Bernard, Russell (2011) *Research Methods in Anthropology*. Fifth Edition. Walnut Creek, CA: AltaMira Press.

Malinowski, Bronislaw (1922) *Argonauts of the Western Pacific: An account of native enterprise and adventure in the Archipelagoes of Melanesian New Guinea*. London: G. Routledge & Sons.

This MOU has an expiration date of April 22, 2019, at which time it will be reviewed by both the IRB and the Department of Sociology and Anthropology for renewal. The Department of Sociology and Anthropology should direct any questions about this MOU to the current Chair of the IRB or, if that person is unavailable, the Associate Deans.

Date: April 22, 2016

Owned by: Department of Sociology and Anthropology



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](mailto:peerallies@pugetsound.edu), [facebook.com/pugetsoundpeerallies](https://www.facebook.com/pugetsoundpeerallies),
- Rebuilding Hope! Sexual Assault Center of Pierce County (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:**

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 for support such as
  - treatment of injuries
  - testing for STD
  - other response options (such as learning about whether emergency contraception is available, and about the possibility of preserving evidence.)
- 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).

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

Exhibit 2 Puget Sound Students Studying Abroad by Major

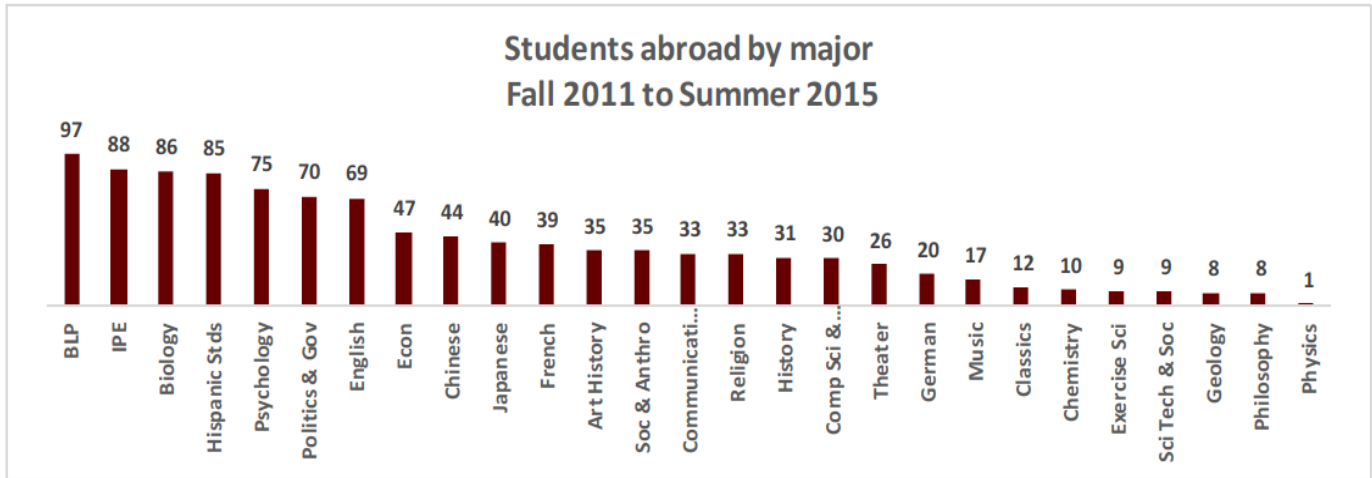
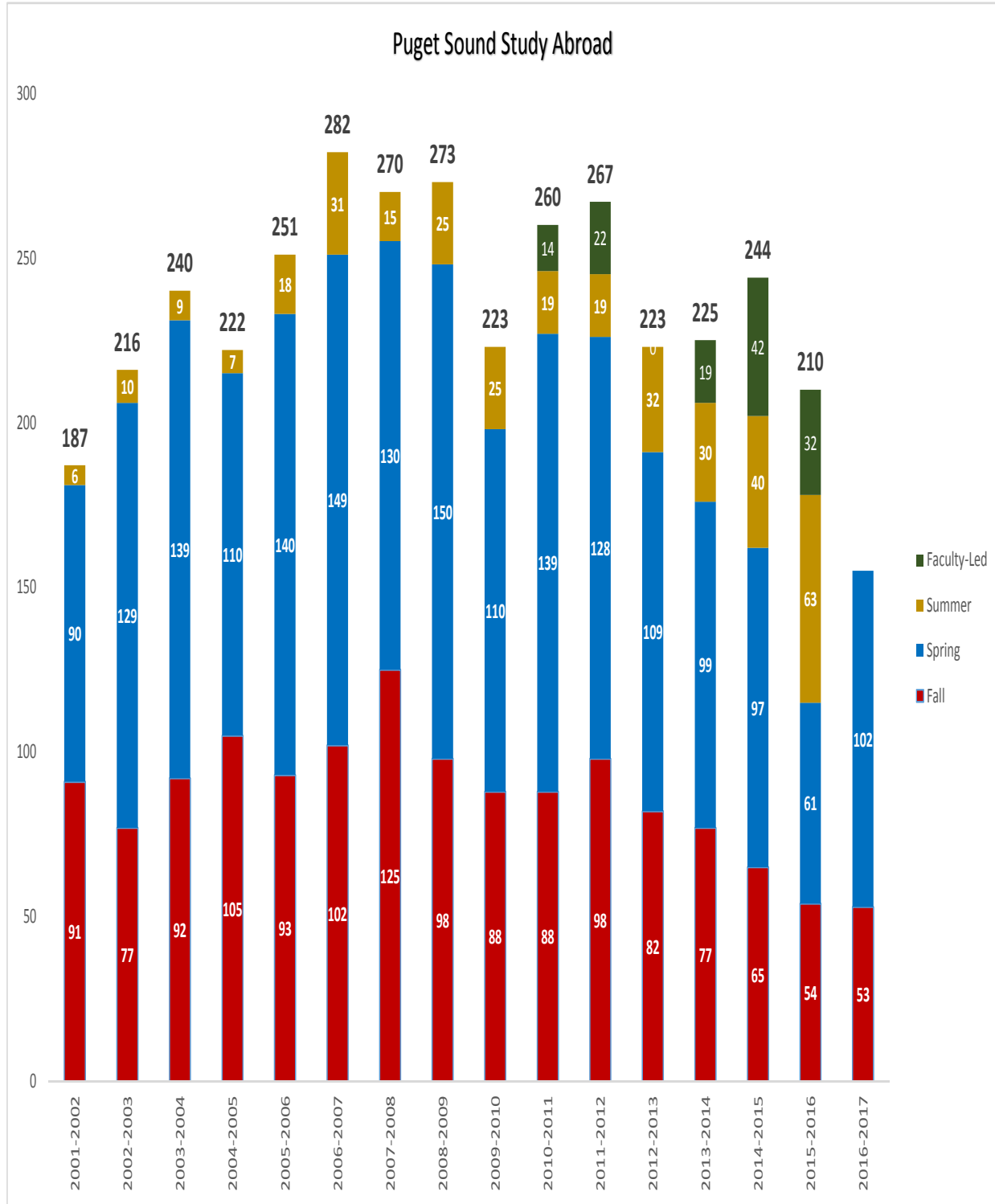


Exhibit 3 Puget Sound Study Abroad by Number of Students



**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](mailto: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](mailto: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

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### **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

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#### **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

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#### **Funding for New Study Abroad Initiatives**

(See other side)

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### **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?

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### **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 <b>**local</b> 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)