

WANG CENTER FOR GLOBAL EDUCATION
PACIFIC LUTHERAN UNIVERSITY
Quality Improvement Program Review
Self-Study Narrative

PART 1

Name and address of Organization:

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PART 2

Section I. Mission

PLU Mission: “PLU seeks to educate students for lives of thoughtful inquiry, service, leadership and care – for other people, for their communities, and for the earth.”

PLU Vision for Global Education: “educating to achieve a just, healthy, sustainable and peaceful world”

Wang Center Mission:

Working collaboratively with academic units and disciplines of Pacific Lutheran University, the Wang Center is dedicated to supporting faculty, students, and staff with the resources necessary to advance PLU’s distinction and vision for global education of “educating to achieve a just, healthy, sustainable and peaceful world” through faculty development and grant opportunities, delivery of study away programs, on-campus programming on pressing world issues, and a commitment to best practices when engaging with partners, both locally and globally.

Moreover, its commitments are to support the development of programs that are:

- **ALIGNED** with PLU’s mission
- **INTEGRATED** with PLU’s curriculum & university systems
- **RESPONSIVE** to students’ academic, professional & personal goals
- **ACCESSIBLE** to all students
- **SUSTAINABLE** through educational carbon mitigation practices

Section II. Activities

An Academic Support Unit for PLU Faculty and Staff

The Wang Center is an Academic Support Unit that reports directly to the university's Provost and serves faculty, staff and students of PLU. With regard to the organization's work focused on study away programs, and because of the active role PLU faculty play in developing PLU study away curricula, the Wang Center staff works collaboratively with the Global Education Committee (GEC), a Faculty Standing Committee at PLU, which has as its General Purpose:

To review and oversee off-campus curricular matters related to global education programs and initiatives, to advise the Executive Director of the Wang Center for International Programs on policies and procedures related to global education, and to advocate with the Wang Center for global education across the campus. (see: <https://www.plu.edu/faculty-governance/the-faculty-committee-system/global-education/>)

The GEC is made up of four faculty members elected for three-year overlapping terms from the faculty at large that must include one PLU Semester Gateway Program Director. It also includes, as Advisory members, the following: the Provost, the Executive Director of the Wang Center for Global Education; one administrative representative appointed by the Vice President for Student Life; one administrative representative from the Center for Student Success appointed by the Provost; and one student selected by the Associated Students of PLU. The work of the committee includes, but is not limited to, overseeing the educational objectives and desired outcomes for off-campus courses and programs as they relate to PLU's mission and to the Integrative Learning Objectives (ILOs) and recommending actions for all new off-campus courses.

The Wang Center, in turn, provides centralized support, guidance, and administration for the implementation of all PLU faculty-led short-term and semester-long programs, PLU faculty-approved third party provider programs, and Wang Grant-funded student and faculty-student research projects. Program implementation, finally, generates concrete activities that, on a yearly basis, map the work-cycles of the organization. These include, but are not limited to:

- outreach to prospective and current faculty related to Global Education development opportunities at PLU during on-campus interviews, during new faculty orientations, announcements in Provost Academic Council meetings, email outreach, presentations to unit chairs and deans, and through focused workshops and presentations
- outreach to traditionally underrepresented departments and disciplines in study away
- one-on-one pre-program development guidance and support in matters related to curriculum design, budget planning, etc.
- planning and implementation of diversity strategies
- administrative and budget oversight of Study Away Curricular Development Grants for faculty with demonstrated interest in developing a course abroad
- ongoing development and administration of the Terra Dotta portal for the "Off-Campus Course Proposal for Short-Term Programs" (see: http://studyaway.plu.edu/index.cfm?FuseAction=Programs.ViewProgram&Program_ID=10670), which working collaboratively with the GEC in support of their peer-review

- process of proposals to align deadlines, encourage timely submissions, and communicate acceptances and rejections
- ongoing development and administration of the Terra Dotta portal for “Semester Programs”
 - ongoing Gateway Program management and partner program liaising
 - coordination of program compliance with university-wide policies and procedures related to student rights and responsibilities, program pricing, billing, business processes, risk management, student health and wellbeing, Title IX, Disability Support Services (DSS), Student Conduct, U.S. State Department Travel Advisories, among others
 - facilitation of the Provost’s final course or program approval
 - development and publication of marketing materials for all short-term programs on a yearly basis and for semester programs on less frequent intervals
 - ongoing marketing and recruitment through class visits, Study Away 101 sessions, talks to prospective students and current students, discipline-specific information sessions, social media, themed dining events, tabling, among other strategies
 - coordination and administration of mandatory pre-departure workshops for all faculty and staff
 - collaboration with GEC and university partners in the development of policy directly related to faculty involvement in study away programs such as the Wang Center’s “Policies and Guidelines: Essential and Non-Essential Adults and Minors in PLU Study Away Programs (see: <https://www.plu.edu/wang-center/wp-content/uploads/sites/227/2018/06/plu-policy-guidelines-for-accompanying-persons-1.pdf>) and the Addendum to the “Wang Center for Global Education Policies and Guidelines: Essential and Non-Essential Accompanying Adults and Minors in PLU Study Away Programs” (see: https://www.plu.edu/wang-center/wp-content/uploads/sites/227/2018/06/plu-policy-guidelines-for-accompanying-persons_addendum-rev-5-16-18.pdf)
 - ongoing support for faculty throughout duration of programs in the following areas: travel and logistics, budget and finance, liaising with Student Life on student-related matters, liaising with the Student Success Center, Risk Services, and with the Office of the Provost on matters related to faculty
 - coordination and administration of all study away program evaluation and assessments
 - with the Office of the Registrar, update the Study Away Course Equivalency Guide (see: <https://www.plu.edu/registrar/equivalency-guides/interactive-guide/>)
 - registration and processing of study away academic records and transcripts
 - strategic planning, budget oversight, and administration including accounts payable and receivable and liaising with the Business Office to coordinate semester tuition payments
 - ongoing administration of Earth Deeds Carbon Mitigation Initiative (see: <https://www.plu.edu/studyaway/sustainability/>)
 - ongoing administration of PLU’s Wang Center Research Grants (see: <https://www.plu.edu/wang-center/faculty-staff/research-grants/>), and budget administration of PLU Peace Scholar Program (see: <https://www.plu.edu/peace-scholars/>) and PLU’s Peace Corps Prep Program (see: <https://www.plu.edu/peace-corps/>)

Finally, grounded in the belief that engagement of staff and administrators in the university's globalizing efforts are essential to the Wang Center's mission, the Wang Center offers a staff development opportunity. To this end, the Wang Center administers PLU's "Short-Term Study Away Program Assistant Opportunity" for staff and administrators (see: <https://www.plu.edu/wang-center/faculty-staff/adminstaff-opportunities/>).

An Academic Support Unit for PLU Students

While the Wang Center performs other functions—public programming, annual grant cycles, fundraising, administration of the Peace Scholars and the PLU Peace Corps Prep programs—ultimately the work described above is in service of the Wang Center's core focus, which is the support of PLU students in their pursuit of study abroad opportunities. To this end, the staff provides students with support throughout every phase of the study away experience. This includes, but is not limited to:

- one-on-one advising on semester study-away options
- support of program application procedures including housing, related visa, and study away scholarship applications
- student financial planning and services
- support of student diversity and inclusive excellence initiatives
- mandatory pre-departure orientations and modules
- on-going in-program support
- crisis management
- re-entry support including biannual Returner events
- guidance in applying for Peace Corps Prep, Wang Center Grants, Peace Scholar opportunity as well as nationally competitive fellowships such as the Fulbright and the Marshall.

Intra- and Inter-University Collaboration

In collaboration with campus partners, the Wang Center continuously seeks ways to achieve its commitment to study away programs that are integrated with PLU's curriculum and systems, responsive to the faculty, student and staff needs, and accessible to all. To this end, and in addition to the unit's ongoing collaboration with faculty, it works with the following units: Academic Division (Office of the Provost, Office of the Registrar, Student Success Center), the Division of Student Life (VP for Student Life, Dean of Students, Director of Student Rights and Responsibilities, Disability Support Services, Health Center, Counseling Center, Career Connections), Division of Administrative Services (Business Office and Director of Risk Services), Marketing and Communications, and the Office of Advancement and Alumni Relations.

The Wang Center is also responsible for facilitating institutional agreements with partner universities and organizations abroad related to study away activity. These agreements, along with those related to international partnership agreements involving incoming international students and faculty exchanges, must all be reviewed through an established procedure overseen by the Director of Risk Services.

Section III. Responsible Parties

The Wang Center is led by the *Executive Director*, a full-time administrative appointment with faculty status. The Executive Director reports to the Provost, is a member of the Academic Dean's Council, and consults regularly with the President. The position holds broad leadership responsibility for the development and successful implementation of the university's strategic plan for global education and oversees the primary activities of the Wang Center. These include: liaising with the Global Education Committee, oversight of the Wang Center's budget, strengthening the university's internationally-focused academic programs both on- and off-campus; coordinating and advancing the university's study away offerings; fund raising, coordinating of co-curricular programming on pressing world issues; and promotion and leverage of the university's global education activities through partnerships, community outreach, consortia, and grant activities. As the attached organizational chart of the Wang Center shows (see Appendix A), the Executive Director of the Wang Center also has supervisory duties over Semester Gateway Program Directors and short-term faculty leaders when abroad.

Additionally, there are five staff positions and three part-time student Global Ambassador positions in the Wang Center and one student office assistant dedicated to the delivery of study away experiences.

The *Assistant Director and Short-Term Study Away Program Manager* is a full-time staff person responsible for assisting the Executive Director in the coordination of the Wang Center Study Away offerings. The Assistant Director coordinates the preparation of the Wang Center's Annual Study Away budget, oversees crisis management, coordinates and serves as Acting Director of the Wang Center in the Executive Director's absence. As Short-Term Study Away Programs Manager, the position provides and coordinates administrative and logistical support to PLU faculty in the development, coordination, and implementation of short-term off-campus courses and programs. It also works with students in all phases of short-term study away: recruitment, advising, orientations, ongoing support while abroad, and Returner support.

Two *Study Away Advisors and Semester Program Liaisons*, both full-time staff, report to the Executive Director. Their primary responsibilities include: providing ongoing administrative and logistical support to semester Gateway Program Directors; serving as the PLU representatives to Featured and Approved Program Providers; and supporting students through all stages of studying away. These positions also divide duties related to marketing and recruitment materials and activities, website maintenance, supervision of Global Ambassadors, support of J 1 scholars, and liaising with Earth Deeds.

The *Business and Records Coordinator* is a full-time position that reports to the Executive Director. The primary responsibilities of the position include overseeing and coordinating the business functions of Study Away. This includes monitoring of all Wang Center accounts, registration and transcript processing, liaising with Student Services on matters related to student financial aid, gift aid, and payments as well as Wang Center purchase-card administration.

The *Senior Administrative Assistant* is a part-time (September-May) position reports to the Executive Director of the Wang Center and provides administrative support for the Wang Center and the Wang Center Executive Director. The duties and responsibilities of this position include, but are not limited to: office and systems management, mailings, and correspondence related to study away programs and

associated international and external constituents; and support and promotion of the Wang Center and PLU global activities and events.

Finally, three *Global Ambassadors* are current students that represent the Wang Center for Global Education on campus and in the community. This unique leadership position is designed specifically to work with the Wang Center in advancing PLU's vision of global education through "educating for a just, healthy, sustainable, and peaceful world, locally and globally." The primary responsibilities of Global Ambassadors are to plan and assist in events and activities promoting study away and global education. The Center also hires a student office assistant that supports the Senior Administrative Assistant and other members of the team as needed.

Section IV. Context of Operations

The Wang Center for Global Education was inaugurated in 2002 with a generous gift of donors Peter (?60) and Grace Wang. With this endowment gift, the Wangs sought to build on PLU's commitment and strengths in Global Education through the creation of a Center that emphasized the role of global education in building a more peaceful world and in support of PLU's mission of preparing students for lives of "thoughtful inquiry, leadership, service and care for other people, for their communities, and for the earth."

One year later, in 2003, PLU faculty and the Board of Regents affirmed the "Strategic Plan for Global Education" (see link to plan in Section VIII number 3 below), a plan that sought to position PLU as an institution where the vision of "*educating for a just, healthy, sustainable, and peaceful world, locally and globally*" would become a mark of institutional distinction. Six years later (2009), through a combination of shared vision and planning, exemplary leadership, and purposeful stewardship of grant funds and generous gifts, PLU achieved national recognition as a globally oriented university when it was selected as a recipient of the coveted Senator Paul Simon Award for Campus Internationalization for its accomplishments "on and off campus to engage the world and the international community" (see: <https://www.plu.edu/marcom/news/2009/06/15/plu-wins-simon-award/>)

Broadly understood, Global Education at PLU is grounded in a commitment to an academically based, nuanced understanding of the intersection of the local and the global and its impact on ongoing and urgent issues related to human diversity, social justice, and the fragility of our planet. The scope and delivery of global education, therefore, is necessarily complex and is not limited to the study away experience. Rather than superimpose a superficial one-size-fits-all understanding of "global education," historically, PLU's strategy has been to foster the integration of a global perspective throughout the curriculum and co-curriculum through targeted grant activity and faculty/staff development projects. In this manner, growth in global education occurs both on and off campus while remaining grounded in, and relevant to, the university's Integrated Learning Objectives (see: <https://www.plu.edu/provost/wp-content/uploads/sites/217/2014/11/integrative-learning-objectives.pdf>), in specific disciplinary or interdisciplinary-based learning objectives, and reflecting faculty expertise and research interests. The result is extraordinary curricular integration, enviable breadth and depth, and, in terms of program delivery, multiple points of entry for the pursuit of a global education both on- and off- campus.

Regarding study away, in particular, it is important to note that over 88% of PLU students that study away will do so in a program led or taught by a PLU faculty or in a PLU owned and operated

program. Approximately one-half of PLU faculty, moreover, have participated in some Wang Center related activity. These statistics indicate the faculty's high level of commitment to global education, which is a key factor in achieving curricular integration.

Global Education, therefore, enjoys broad-based institutional support at PLU and has been identified as one of the university's three "Pathways of Distinction". As early as 2000 and as an extension of PLU's mission to educate "for lives of thoughtful inquiry, service, leadership, and care—for other people, for their communities, and for the earth"—, PLU's decadal planning documents have reaffirmed its commitment to prepare men and women for lives of thoughtful service in an increasingly globalized society. Based on the institution's success in achieving this commitment, global education emerged as a pathway of distinction in both the PLU 2010 and the PLU 2020 documents (see page 33 of PLU 2020: *Affirming Our Commitments, Shaping Our Future*, at <https://www.plu.edu/president/wp-content/uploads/sites/39/2014/08/plu-2020.pdf>). Among several measures of the strength of PLU's Global Education profile is that, for over twenty years, 40%-50% of each graduating class has had a study away experience, a figure that has garnered PLU distinction in the IIE *Open Doors: Report on International Education Exchange* as one of the top thirty comprehensive universities in the US for the percentage of undergraduates that study away. The 2017-2018 academic year saw a overall increase in this percentage due to an increase in study away numbers and a decrease in the size of the graduating class. This increase, in turn, increased the average to 54%, the highest percentage in over ten years. In real numbers, this translates to approximately 5,000 Lutes studying away over the course of two decades. The most recent study away numbers are below:

Graduating Year	Graduating Class	# Studied Away	Percentage
2011-12:	755	295	39.1%
2012-13:	776	364	46.9%
2013-14:	796	369	46.4%
2014-15:	780	381	48.8%
2015-16:	745	348	46.7%
2016-17:	740	344	46.5%
2017-18:	650	393	60 %
Total:	4,592	2,101	54 %

A significant development in the Wang Center's program offerings began in the fall semester of 2016 when a budget crisis prompted an examination of all university operations. In summary, the President appointed a Study Away Working Group (SAWG) tasked with recommending ways to maintain quality of, and access to, study away that was more sustainable in the long term (see Appendix B). Ultimately, the SAWG report affirmed the value and commitments of PLU's signature Gateway Programs but recommended the creation of an expanded list of Featured 3rd-party provider programs that were approved by faculty based on pre-established criteria that included alignment with the university's mission, capacity to serve more than one academic program including interdisciplinary programs and General Education requirements, potential for complementing current Gateway and Featured geographical locations (China, Mexico, Namibia, Norway, Oxford, Trinidad and Tobago), offerings in experiential learning including internship and service opportunities, and evidence of reasonable overall cost to PLU, and access to scholarship funds. Other outcomes of the SAWG process were a pricing model for Featured Programs and an adjustment to financial aid for students participating in Approved Programs in ways that hold the

promise of savings for the university that might provide more scholarship money for study away in the future. Over the course of the 2017-2018 academic year, the Wang Center staff and the GEC, together with campus partners, worked diligently to implement the recommendations that will take effect in the fall semester of 2019.

A second important contextual development at PLU is the steady increase in the number of students that self-identify as students of color and/or Non-Resident Aliens. As of September 2018, the total percentage of these students stands at 37%.

Hispanic	9.2%	257
White	63.0%	1758
Asian	9.7%	272
Two or more races	8.8%	245
Race/Ethnicity Unknown	0.8%	21
Black or African American	3.6%	101
Non-Resident Alien	3.3%	92
Native Hawaiian or Other Pacific Islander	1.1%	30
American Indian or Alaska Native	0.5%	15
<hr/>		
All	100.0%	2791

The Wang Center's commitment to access aligns with the university's current efforts to embrace, celebrate, and better serve the changing constituencies that define our community. It compels the staff to work assiduously to advance best practices that foster inclusive excellence in PLU's Global Education. The 2017-2018 Draft Wang Center Study Away Report indicates that the percentage of self-identified students of color and/or Resident Aliens that studied away was approximately 26% (see Appendix C), with the number studying away for J-Term at approximately 24% and for a semester at approximately 27%. These numbers indicate that there is work ahead to increase diversity in our study away programs. Additionally, it will be important to encourage curricular development and pedagogical practices that underscore diversity and inclusive excellence. To support this effort, the Wang Center engaged like-minded campus partners to join in paying for an institutional membership to the Diversity Abroad Network and has initiated conversations to identify priorities to guide planning moving forward.

Beginning in the fall semester of 2018, PLU persists in its aspiration to maintain its lead as a globally-focused university in the region even in an environment of rapid, aggressive, and successful internationalization of college campuses throughout the United States. To this end, the Wang Center, with the support of the administration, is participating in this Quality Improvement Program, as we believe that our success cannot only tied to the number of students that study abroad. Rather, it must be tied to the quality of the global education opportunities we offer.

Section V. Organization's Goals for the Self-Study

PLU's overall objective in enrolling in QUIP is to improve the quality of the institution's own short-term and semester programs through increased alignment with the Forum's *Standards of Good Practice*.

The university runs approximately twenty short-term programs a year for both graduate and undergraduate students. Additionally it runs seven PLU signature Gateway programs, which are faculty-initiated semester-long study-away programs administered through the Wang Center for Global Education (<https://www.plu.edu/wang-center/>) and marketed to PLU students and a select number of partner institutions (currently Lewis and Clark, St. Lawrence University, University of Puget Sound, ISEP Direct). About half of these programs are PLU faculty-led on-site. The other half rely on on-site partner institutions and personnel. All are relatively small in size serving between 8-22 students. PLU Gateways are offered in seven locations:

- **Chengdu, China**, Sichuan University
- **Oaxaca, Mexico**, Instituto Cultural Oaxaca
- **Trinidad and Tobago**, University of West Indies
- **Oslo, Norway**, Bjørknes University College
- **Oxford, England**, Regent's College
- **Telemark, Norway**, The University of Southeast Norway
- **Windhoek, Namibia**, University of Namibia

With an average of 54% of PLU graduates having a study away experience, PLU is known as a leader in the region for its global education offerings. It is known for the number of locations where it offers study away opportunities and for being the first university to have students on all seven continents (see: <https://www.plu.edu/about/more-about-plu/>). Indeed, between 15-20% of incoming students state that study away is among the top reasons for choosing PLU. While the Wang Center celebrates this recognition, it must acknowledge that its focus is quantitative in nature. Moving forward, the goal is to increase brand recognition for the quality of study away programming with an emphasis on the alignment with PLU's mission, the quality and integration of curricular offerings, the quality of co-curricular programming, the safety and wellbeing of students, and the quality of faculty- and student-centered service of the Wang Center. The *Standards for Best Practice* provide a dynamic framework for benchmarking and goal-setting moving forward.

Section VI. Executive Summary of Self-Study

The QUIP Self-Study process yielded an extraordinary opportunity for the Wang Center staff and other stakeholders to gather and reflect on the state of PLU's study away operations. Guided by *The Standards of Good Practice for Education Abroad*, the team benefitted from the opportunity to reflect on the unit's work broadly understood, that is, as a function of the university's mission, but also to consider the quality, consistency, and efficiency of its day to day operations.

Overall, the QUIP Self-Study process confirmed that, in the sixteen years since the Wang Center was founded, the organization has professionalized its operations in a manner consistent with the increased professionalization of the Study Abroad field that organizations like the *The Forum on Education Abroad* have advanced since 2001. Most recently, prior to the review process and in an effort to familiarize the community with the work of *The Forum* and the *Standards*, the Wang Center staff, together with study away faculty, agreed to apply to host two Forum workshops on the PLU campus on Standards 2 & 3 and 6 & 7. Our application was accepted and most of the Wang Center staff (Executive Director, Assistant Director, Program Managers, Study Away Advisors and our Business and Records Coordinator) and a representative group of faculty leaders were able to

participate. As a result of the attendance at these workshops and of the QUIP Self-Study process, several observations regarding the Wang Center's operations and programs were identified.

The Wang Center's mission statement is a strength of the organization. Its clarity, focus, and visibility in service to PLU's broader mission and the institution's vision for Global Education contribute significantly to the staff's sense of purpose and to the way the Center is perceived by those it serves. Additionally, the Center's five commitments—*aligned* with mission, *integrated* with curriculum and university systems, *responsive* to students, *accessible*, and *sustainable*—grounds the units' ethical aspirations by stating concrete outcomes that can be assessed in a variety of ways. The QUIP Team also noted that one measure that the mission of the Center is being advanced is the high level of active and productive collaboration the unit enjoys with campus partners. In sum, the Wang Center lives out its mission working with, and for, the PLU community.

PLU's decision to embed Study Away within a set of Global Education pathways that rely on, and are integrated with, existing dimensions of university life, and that assume continuity and development in student life and learning and involvement in pre-program, on-site, and post-program activities, is perceived as a strength in the area of Student Learning and Development. This approach adds value, meaning, and purpose to the student's PLU journey and, by extension, to the mission and commitments of the Wang Center. The development of a PLU's Global Education pathways as a continuum could be strengthened with the development of more systematic ways to connect the distinct pathways in a manner that would establish outcomes that could be assessed. With regard to assessment of Study Away as a stand-alone high-impact value-added experience, the Wang Center's work on the development of assessment modules that are cost-effective and efficient is ongoing.

The collaborative arrangement with the Global Education Committee, an elected body of at-large faculty and appointed PLU staff members, is perceived as a strong practice with regard to the Academic Framework of the programs offered through the Wang Center. This collaboration underscores the unit's commitment to developing programs that are aligned with mission and integrated with the on-campus curriculum and university systems. Together, the Wang Center and the GEC have created policies and procedures that mandate a peer-review of course and program proposals utilizing published criteria. These criteria include alignment with mission and PLU's Integrated Learning Objectives, as well as evidence that proposed coursework will meet a General Education requirement, or coursework in a minor or major offered at PLU.

The Wang Center's high-touch approach to advising is responsive to students' academic, personal, and professional needs while focusing on the need to integrate their on- and off-campus coursework. Strategic collaboration with department chairs and unit deans (Hispanic Studies, Music, and Kinesiology) is underway to create discipline-specific Study Away Major Advising Maps (MAPS) that will enhance curricular integration and higher efficiency for both faculty and Wang Center advisors. The goal is to develop MAPS for all PLU programs within the next two years. With regard to student selection, the Wang Center seeks to improve its policies and procedures especially in cases where the number of applicants for a program exceeds the number that can be accepted.

While excellent collaboration with faculty and campus partners has facilitated the development of broadly vetted and sound policies and procedures related to such matters as Student Conduct and Disciplinary Measures and Health, Safety, Security, and Risk Management, their full implementation is a continuous challenge. The annual participation of new faculty, staff turnover in the Wang Center and in partner units, the constant need to revise and update existing policy, and the natural turnover

of student participants, requires vigilant oversight, orientation, and training. Related to this ongoing challenge is the need to develop effective and efficient orientation modules for all Wang Center study away program participants—faculty, students, and staff—that cover increasing amounts of information in a manner that is thorough, concise, and memorable. Additionally, the Center’s commitment to access and inclusive excellence drive the the need for modules that are attentive to different learning styles and to the needs of the university’s growing ethnically diverse student body.

With regard to Health, Safety, Security, and Risk Management, in particular, PLU acknowledges the need to develop Emergency Crisis Plans for each of its programs regardless of risk level. This process will become a required component of the faculty proposal process and will rely on existing templates and input from PLU’s Director of Risk Services to facilitate their development.

Overall, the Wang Center’s organizational and program resources were viewed by the Self-Study Team as a strength. In particular, that the Wang Center is an endowed unit that also has budgetary support from the university ensures that its programs are adequately staffed and funded. Having said this, the Wang Center seeks to identify organizational shifts that would enable a more sustainable model for managing, and advising for, PLU’s Gateway Program and short-term programs. This includes the increase of .25 FTE to provide administrative support for the unit in the summer months.

Underscoring its mission-informed commitment to best practices when engaging with with educational partners, both locally and globally, the Wang Center seeks to develop collaborative approaches to resolve issues related to timely and accurate delivery of academic records compromised by partner-institution’s infrastructural limitations, specifically at the University of Namibia and the University of West Indies.

The Wang Center acknowledges the impact that airmiles have on the earth’s carbon footprint and hence, the inherent contradiction of encouraging study away while advancing the vision of “educating to achieve a just, healthy, sustainable, and peaceful world”. To address this contradiction while advancing the unit’s educational mission, the Center is proud of its partnership with [Earth Deeds](#) in the offering of an educational program for study away air mile carbon mitigation called “onsetting”. The program involves an educational module requiring students to calculate the cost of their travel’s carbon footprint, a fee charged to their study abroad program budget based on that cost, and funding of sustainability projects on campus and in PLU’s study away program sites around the world (see: <https://www.plu.edu/studyaway/sustainability/>).

Finally, the QUIP Self-Study process underscored the need for the Wang Center to have a sustained and active commitment to a Code of Ethics to guide its work. The goal is to formally adopt The Forum on Education Abroad’s *Code of Ethics for Education Abroad* within several months.

Section VII. Review of Standards

Standard 1. Mission and Goals

As stated above, the Wang Center’s mission is:

Working collaboratively with academic units and disciplines of Pacific Lutheran University, the Wang Center is dedicated to supporting faculty, students and staff with the resources necessary

to advance PLU's distinction and vision for global education of "educating to achieve a just, healthy, sustainable and peaceful world" through faculty development and grant opportunities, delivery of study away programs, on-campus programming on pressing world issues, and a commitment to best practices when engaging with partners, both locally and globally.

Moreover, its commitments are to support the development of programs that are:

- ALIGNED with PLU's mission
- INTEGRATED with PLU's curriculum & university systems
- RESPONSIVE to students' academic, professional & personal goals
- ACCESSIBLE to all students
- SUSTAINABLE through educational carbon mitigation practices

The Wang Center's mission statement and commitments accurately describe the scope of the unit's work. It accurately describes the organization's primary activities and commitments as an academic support unit that reports directly to the Chief Academic Officer of the university and that serves the entire PLU community. Currently, the vision for global education and/or the mission statement are reiterated in verbal and/or written form in various locations and contexts. These include:

- the organization's website (see: <https://www.plu.edu/wang-center/about/mission/>)
- the organization's printed marketing materials
- program proposal rubrics
- faculty, staff and student orientations
- faculty, staff and student development opportunities
- prospective and current student recruitment events
- study away curricular proposal rubrics
- starting points of retreats, strategic initiatives, fund-raising
- public programs

Evaluation and Assessment of Programs and Organization's Mission

The Wang Center study away programming is limited in scope and objective to recruitment, advising, orientation, and Returner events. It also includes faculty recruitment (e.g. New Faculty Orientations on Global Education Opportunities) and development (Forum workshops). In addition to programming, all the staff engages in one-on-one work with students and faculty in service to our mission. The objectives for each of these activities are clearly understood by all those involved. The Wang Center as a unit, its staff, its level of service, and its programs are regularly evaluated as part of the program evaluations students submit upon the completion of our programs (see Appendix D). Additionally, the Wang Center staff has begun to implement the practice of surveying those faculty and staff they serve for helpful feedback on how to better serve them. The Executive Director of the Wang Center is evaluated by the Provost using a Multi-Rater system that allows those she serves (Deans, Chairs, Wang Center staff) to provide feedback on her leadership of the unit. When initiated by supervisors, the Executive Director, as well as the staff of the Wang Center receive feedback through the multi-rater system available through PLU's Employment Performance system. Requests for feedback may include external partners.

While the Wang Center does not develop learning outcomes for PLU faculty- and 3rd party partner-generated study away curricula or programs, it is generally agreed that these make a significant contribution to PLU's mission of "educating students for lives of thoughtful inquiry, leadership and care—for other people, for their communities, and for the earth". Moreover, study away is also integral to supporting students' achievement of this mission through curricular offerings that advance PLU's stated Integrated Learning Objectives (see: <https://www.plu.edu/provost/wp-content/uploads/sites/217/2014/11/integrative-learning-objectives.pdf>). These will be discussed under Standard 2 below.

Results of faculty, staff and student evaluations of Wang Center programs are shared and reviewed following each program offering. Areas of concern and improvement are identified and improved. Mid-semester and semester-end reports are required of all on-site directors and provide excellent opportunities for short-term and long-term improvements in program quality (for sample mid-semester reports, see Appendix E). Additionally, and based on the recommendation of the Global Education Committee (GEC) and the approval of the Executive Director of the Wang Center, Short-term Faculty Leaders are requested to submit answers to the four guided questions below.

- What worked well in your study away program and why?
- Were you to lead this program a second time, what would you change and why?
- In what ways did leading this program enhance your professional development? Did it, for example, impact your research agenda or the way you will teach in the future?
- In what way do you think this program contributes to the distinction of PLU's global education profile?

Faculty, in turn, are evaluated for teaching effectiveness through a tool issued electronically in the Provost's Office. If these evaluations raise issues directly related to a course taught in a study abroad program, the information is shared with the Executive Director of the Wang Center.

Evaluations are an invaluable tool for improving the quality of the Wang Center's Programs related to, for example, PLU pre-departure orientation, quality of PLU faculty leadership and on-site staff, academic program, housing and meals, co-curricular activities, program providers, accurate budgeting, etc. Examples of improvements made based on evaluation feedback include: removal of incompetent instructors (Oaxaca), housing changes (Oxford and Trinidad and Tobago), adjustments to meal stipends (UK and Norway), and changes and adjustments to study tour providers. Currently, the Wang Center does not have a systematic mechanism in place to be evaluated by external partners.

Standard 2. Student Learning and Development

As stated above, the Wang Center promotes a view of Global Education that is broader and more multifaceted than an isolated study away experience. Indeed, even before students choose to come to PLU, they are informed through special Admissions sessions that Global Education at PLU is understood as a mission-driven high-impact value-added *series* of experiences that—regardless of academic field—enhance their undergraduate degree by preparing them to live and work in a global context (see *Global Education at PLU* Power Pt. presentation in Appendix F). Upon arriving at PLU, students are encouraged—through information sessions, one-on-one advising, etc.—to take

advantage of these opportunities and be purposeful in selecting those that contribute to their professional or vocational path.

The series of experiences outlined for them relies on, and are integrated with, existing dimensions of university life that assume continuity and development in student life and learning and involvement in pre-program, on-site, and post-program activities. For residential students, the pursuit of the global education pathway begins with the Living Learning Community they choose to live in, which includes, among others, Hong International Hall, which houses PLU's Foreign Language Houses and the International Honors Program. It continues with the selection of courses in the three-sequence First-Year Experience Program or through participation in PLU's signature International Honors Program. It continues with the choice of a minor or a major and through active participation in ongoing co-curricular programs with a local or global focus, both activities that help clarify students' academic interests and regions of the world that most draws their attention. These, in turn, inform their study away selection. During program selection, advisors provide guidance and support in navigating available choices that meet the student's stated academic goals and vocational intentions. Upon return, students are invited to participate in Returner events that encourage them to process their experience abroad through a series of reflection exercises or explore further Global Education opportunities available to them at PLU. These include: applying for a Wang Center Research grant, pursuing a volunteer or internship position in their area of interest, working with Career Connections on resumé design, applying to be a Peace Scholar, applying for the PLU Peace Corps Prep Certificate or to the Peace Corps (or to other agencies or non-profits), or applying for post-graduate scholarships and grants such as the Fulbright, Marshall, etc.

At this time the Wang Center has no mechanism in place to measure student development and outcomes along the continuum of this broader Global Education pathway. However, evidence indicates that students that choose to embrace even parts of the pathway contribute directly to PLU's rankings as a top producer of Fulbright Scholars and ETAs and of Peace Corps Volunteers. Anecdotal evidence indicate that these students are competitive regionally and nationally for entrance into graduate and professional schools. A June 11, 2018 *Business Insider* article, finally, lists PLU as the Best College in the State of Washington for a job placement with a post-graduate placement rate of 91.6% (see: <https://www.businessinsider.com/best-colleges-job-search-virginia-tech-georgia-tech2018-6/#>). While there is insufficient evidence at this point to establish a correlation between this high-job placement rate and the institution's comprehensive approach to Global Education, it invites further exploration and should be pursued in the future.

Regarding assessment of study away programs, specifically, and as indicated above, at PLU, the study away curriculum is developed by faculty. Determination and assessment of its learning outcomes, therefore, is subsumed under the department or program providing the offering. However, beginning in 2009, the Wang Center began assessing the value-added transformative dimensions of study away using the Global Perspective Inventory (GPI). Due to budget cuts, in 2012 the Wang Center discontinued use of the GPI and developed its own assessment focused on student goal-setting in the context of incongruity. The data generated by the instrument resulted difficult to analyze. In 2016, a team of faculty, in collaboration with Wang Center staff, began to develop an assessment tool that seeks to measure the value-added impact of a study away experience more generally with a specific focus on PLU's Integrated Learning Objectives (see Appendix G). The tool was piloted in a selection of fall 2017 semester programs and then again in a selection of J-Term and spring semester programs in 2018. The pilot results were analyzed and modifications to

the instrument were made. Beginning in fall 2018, the instrument was redeployed and the assessment team intends to analyze the results again in January of 2019.

As the introduction to the assessment tool states, of the five ILOs, the “Multiple Framework” category provides the more readily recognized relationship to study away learning; for example, “Cultivate respect for diverse cultures, practices, and traditions.” However ILOs in all the other categories related to academic knowledge, skill, and attitude development also apply to learning in off-campus programs. Moreover, participating in a study away program can enable students to learn about “Living with the complexities of life” as part of “understanding the interconnections of liberal arts and sciences.” Off campus programs produce critical reflection as participants deepen their ability to “explain divergent viewpoints on complex issues, assess the support available for each, defend their own judgments, and consider issues from multiple perspectives.” In interacting with people in a society different from their own, study away encourages the “acknowledgement of and responds to conflicting ideas” as well as “identification of common interests where possible” and “the development and promotion of effective strategies and interpersonal relationships for implementing cooperative actions.” Another significant learning outcome of study away is an increased capacity in valuing; for example, they can “articulate and assess their own values with an awareness of the communities and traditions that have helped to shape them,” and “recognize charitably how others have arrived at values different from one’s own.”

Indeed, study away programs provide one illustration of how PLU’s ILOs are genuinely “Integrative.” Overall learning in study away happens holistically within an immersive context that includes a combination of academic coursework and co-curricular activities including study tours and daily living either in a homestay or with other students abroad. It is the entire experience, not only discrete parts of it, that constitutes a value-added high-impact experience that enhances each participant’s education and advances our mission.

It is this aspect of the study away experience that the pilot assessment attempts to measure. The two-part assessment is administered pre-and post-a study away experience, is intended as a pilot to measure learning through a study away experience as related to the ILO statements above. As a pilot, it does not assess all ILOs related to study away. It measures, rather, the following four objective statements related to student participation in a Study Away Program:

- recognize that their worldview is neither natural nor universal; become more aware of the presuppositions that shape their values
- articulate a critical issue facing another society
- demonstrate active engagement with a different culture, different society, different polity
- cultivate respect for diverse cultures, practices and traditions

A separate assessment being piloted in our language immersion programs (Oaxaca, J-Term Uruguay, J-Term Berlin) is focused on measuring growth in language proficiency in all four skill areas—speaking, writing, reading and listening—through pre- and post-testing using the recently developed online language proficiency STandards-based Measurement of Proficiency, or STAMP tests (see: <https://avantassessment.com/stamp4s>). The tests are relatively comprehensive, inexpensive (approximately \$40 per student), and promise to provide PLU’s language programs and the Wang Center with valuable data regarding learning outcomes and for program adjustments and future planning. Finally, in 2013, the Wang Center conducted an alumni survey of graduates from the

Oaxaca Semester Gateway. The qualitative survey had a response rate of approximately 40%. Unfortunately, due to time constraints, the data has not yet been analyzed.

As stated above, a central commitment of the Wang Center is that study away curricular offerings must support, and be integrated with, on-campus programs. While curricular integration, in particular, is viewed as an ongoing process that requires continuous oversight, there are several procedures in place that facilitate the continuity between off-campus and on-campus coursework.

The first and most important is the faculty proposal process, which must address what PLU courses the proposed program will fulfill and in what ways it will deploy the aforementioned Integrated Learning Objectives. For J-Term courses, students receive departmental or program credit for a minor, major, or General Education requirement. Transfer of Gateway, Featured and Approved semester program coursework is achieved in two ways. Regular course offerings in established Gateway and Featured programs are pre-approved through the Registrar's Office Transfer Equivalency Guide (for an example, see: <https://www.plu.edu/registrar/equivalency-guides/interactive-guide/?state=DTAS%7BSA%7B&college=SA0001#eg>).

Program coursework that has not been pre-approved requires that students obtain signatures from relevant departmental chairs on the "Assignment of Credit for Study Away" form (see Appendix H), which must be submitted prior to departure. Students are informed of the few departments at PLU that continue to require review of students' work upon their return as a condition for approving a course transfer.

A final mechanism, and one that is a work in progress, is the creation of discipline or program-specific study away "minor and major plans" or MAPS. This process begins with an exploration with a department or program chair or dean regarding the types of courses needed and the ideal semester for their students to study abroad. The Study Away advisor then researches best options for the academic unit, secures program course approvals, and proceeds with developing materials and communication strategies to reach impacted students. The primary goal of the Study Away Advising MAPS are to enhance the Wang Center's support of students, faculty and staff advisors by aligning departmental or program study away needs and expectations with the Wang Center's advising activities. This advising collaboration will also enhance the focus and productivity of the Wang Center's advising sessions.

Standard 3. Academic Framework

Both semester and J-Term program proposals undergo a peer-reviewed approval process established by the Global Education Committee, the aforementioned elected body of at-large faculty and appointed PLU staff members. Additionally, prior to being reviewed by the GEC, courses redeployed as short-term programs must have passed through the university's Educational Policies Committee (EPC) approval process. PLU semester program proposals must also acquire final approval from the EPC. In all study away program proposals, faculty are required to address their course/program's alignment to PLU's mission and the Wang Center's vision ("educating to achieve a just, healthy, sustainable and peaceful world") (see Appendix I for sample J-Term proposal form). All proposed programs, moreover, must demonstrate integration with PLU's curriculum by offering coursework that fulfills a General Education requirement, or coursework in a minor or major offered at PLU. Finally, all programs are asked to align learning outcomes with PLU's Integrated Learning Objectives.

For short-term courses, and in order to distinguish the study away course from an on-campus course, the proposal requests that faculty demonstrate the value-added dimensions of place-based learning. Through a syllabus/itinerary, faculty make evident the role the particular course-location will be a “text” for class (see Appendix J for a sample proposal from faculty).

Most study away courses at PLU are taught by PLU faculty, who hold Ph.D. degrees or the equivalent. The minimum credential requirement for instruction at PLU and abroad is a M.A. degree or the equivalent. Most instructors in PLU’s programs abroad meet this requirement. The exception are the intensive language instructors in the Montevideo J-Term Program and in the Oaxaca Semester Program, who do not hold M.A. degrees but do hold the equivalent certificates in Spanish as a 2nd Language Instruction. This credential has received the approval of the faculty of the Hispanic Studies Program after several years of excellent language proficiency outcomes in the both programs.

In most cases, PLU faculty have background and research experience or interest in the locations they choose to teach. Even with this experience and background, however, the Wang Center has curricular development funds available to support faculty in conducting a site-visit to their study away location prior to offering a course abroad to gain a better understanding of the location’s potential for place-based learning. For semester program site-directing, future faculty site-directors spend approximately one week with the Program Director and current site-director *in situ* as part of the formal training for the site-director role. With regard to training on non-academic components of study away course and program leadership, all faculty, regardless of the type of program, must participate in a 2-3 hour pre-departure workshops focused on health, wellness, safety, emergency response, and accounting while off-campus as well as strategies for building a community that is inclusive while abroad.

For PLU short-term and Gateway Programs, student work is supervised and evaluated by PLU faculty using PLU standards, guidelines, and submission procedures. Coursework taught by contracted faculty abroad or taken at partner universities is supervised and evaluated using the standards and guidelines of the partner organization or institution, and is regularly reviewed by the PLU faculty who oversee each program. Currently, the Wang Center and PLU’s Office of the Registrar are working on developing a mechanism that would allow contracted faculty abroad to submit grades as any PLU faculty would. Grade equivalencies are shared with students in pre-departure orientations and on-site as a matter of course. Transcripts are processed by the Wang Center’s Business and Records Coordinator in collaboration with Program Liaisons and Directors and the Office of the Registrar. In addition to the need to develop a mechanism that would allow contracted faculty to submit grades directly to PLU, another challenge related to academic records that persists in the case of two of our signature Gateway Programs (Trinidad and Namibia) is the delay in receiving, and quality of, student academic records. Some progress has been made in this area but it remains a challenge for our unit.

PLU study away policies and procedures related to evaluation, awarding of credit, grade appeals, research ethics, and academic integrity are aligned with PLU’s Student Code of Conduct and are included in the general study away policies. PLU faculty teaching abroad generally include statements related to evaluation, research ethics (if relevant), and academic integrity in their syllabi. We are working on having our on-site faculty including a reference to these materials in their syllabi (see: <https://www.plu.edu/srr/student-code-of-conduct/> and <https://www.plu.edu/wang-center/wp-content/uploads/sites/227/2018/09/policies-related-to-study-away.pdf>).

Standard 4. Student Selection, Preparation, and Advising

The PLU community actively encourages all students to study away thus underscoring global education as one of its “Pathways of Distinction” that advances the pursuit of its mission of seeking to “educate students for lives of thoughtful inquiry, service, leadership and care – for other people, for their communities, and for the earth”. As a high-impact undergraduate experience linked to mission, the community is also committed to making the experience available to as many students as possible. The minimum GPA is 2.7 for for most semester programs. The exceptions are the IHON Oxford Program and the Oaxaca Program, which each have a minimum GPA of 3.0.

Program prerequisites vary but all study away candidates are required to be in good conduct and academic standing. Per university-wide guidelines, a student in “good conduct” standing is defined as having no active conduct incidents; no outstanding sanctions or fines; and not being on disciplinary probation. Per university-wide guidelines, “good academic standing” is defined by a student’s cumulative GPA being above 2.0. This information is relayed through advising processes and as part of the application procedure as all students are required to sign the “Clearance for Off-Campus Study & Authorization” form below:

All students applying for an off-campus course must be **in good standing** and remain in good standing before and during program participation. Good standing means that you are able to receive academic, student conduct, and financial clearances from the university. Students are also required to obtain a medical assessment, and mental health assessment as applicable, to participate in a study away program.

*I verify that I am a student in good standing, as described above. I also acknowledge that the information I have provided on this application is true and complete.**

**If you are not in good standing, (e.g. academic or conduct probation) please DO NOT sign this form and contact the Wang Center.*

For both short-term and semester-long programs, academic requirements, including minimum GPA and prerequisites, are published in marketing materials and are adhered to consistently. Additionally, regarding fairness in access and inclusion, the Wang Center publishes statements as part of the Study Away Policies document (see page 3 of “Commitment to Diversity” at <https://www.plu.edu/wang-center/wp-content/uploads/sites/227/2018/09/policies-related-to-study-away.pdf>) and in the Study Away Guide.

Student Recruitment and Advising

Recruiting activities begin with outreach to prospective students. The Wang Center actively partners with the Office of Admission to provide an ongoing and multi-faceted series of pre-programmed activities organized with campus partners that are trained to provide a uniform message. This message generally includes mention of the ties of global education to PLU’s mission, the Wang Center’s role in fulfilling this mission as well as its commitment to programs that are: **ALIGNED** with PLU’s mission, **INTEGRATED** with PLU’s curriculum & university systems, **RESPONSIVE** to students’ academic, professional & personal goals, **ACCESSIBLE** to all students and **SUSTAINABLE** through educational carbon mitigation practices. Messaging also includes a clear

statement regarding pricing, program costs, PLU's policy on gift and financial aid for study (see <https://www.plu.edu/wang-center/wp-content/uploads/sites/227/2018/08/policy-on-semester-program-pricing-and-financial-aid-effective-fall-2019.pdf>) and availability of, and eligibility for, generous scholarship funds.

Recruitment activities for prospective students begin in summer and fall on Admission tours led by guides trained to mention PLU's commitment to global education. These are followed by a special presentation by Wang Center staff during Fall Preview Days for prospective students. Another key event for the Center are one-hour Special Interest Sessions focused on PLU Global Education in early spring during the Lute OverKnight weekends for students that have applied to PLU but are not yet decided. Attended by approximately 120 prospective Lutes, these sessions are designed to introduce Global Education at PLU as a value-added journey open to all majors and minors that begins on-campus through coursework selection, residential life and participation in co-curricular programs. Wang Center staff serve as Registration Counselors for new students and table throughout the New Student Registration sessions held in the summer. The journey continues with the choice of a major or minor together with the completion of a plan to meet all requirements within four years. Prospective students are also told that, for fifty percent of any PLU graduating class, the Global Education journey will entail a study abroad experience. We also uplift that upon returning from a study abroad program, PLU students have the opportunity to apply for Wang Center funds to support an academic capstone project or an independent research project abroad.

Regarding current student recruitment, the Wang Center offers two Study Away Fairs in Fall and Spring terms that highlight study away program offerings, pricing, and financial aid policies. Additionally, the Center recruits current students through class visits early in fall and spring, Study Away 101 sessions, program-specific info sessions, social media, and one-on-one advising.

In one-on-one advising, advisors from the Center for Student Success, the Wang Center, and Faculty Advisors are committed to working with students to make sure the study away selection program for each student will contribute to their academic progress. As indicated above, to support these efforts, the Wang Center seeks to develop Major/Minor Advising Plans or MAPS. These are intended to better serve faculty, advisors, and students by identifying the best suited programs for distinct academic units. Additionally, all students that study abroad are required to submit credit approval signatures for coursework abroad as part of the pre-departure requirement through the aforementioned Assignment of Credit form. Finally, to facilitate this latter process and in collaboration with the Office of the Registrar, the Wang Center staff has developed a Study Away Equivalency Guide, which guides advisors, faculty, students, to pre-approved study away coursework (see: <https://www.plu.edu/registrar/equivalency-guides/interactive-guide/?state=DTAS%7BSA%7B&college=SA0001#eg>).

An advising session, moreover, will generally include a discussion about geographical location, foreign language requirements, program-model (short-term or semester, combination of class-based and experiential learning, etc.), program cost and financial aid availability. It also will focus on challenges and opportunities of living and learning abroad that include: living accommodations, in-country excluded costs, physical demands, availability of DSS accommodations, LGBTQ and other diversity climate considerations, pedagogical approaches abroad, etc. The session, finally, will review application procedures and deadlines.

One-on-one advising sessions, finally, are opportunities to identify potential barriers to studying away, which in turn provide direction for future strategic planning. Barriers of concern that the Wang Center is currently prioritizing include: the unavailability of programs in underrepresented academic fields, the cost of semester-study away for commuter students, family obligations for our growing Latinx community, availability of disability and mental health support services, and concern within our LGBTQ community regarding the need for LGBTQ-friendly environments. Regarding diversity efforts, in particular, PLU is a member of *Diversity Abroad*, which continues to be an invaluable resource in addressing these priorities.

Student Selection

Faculty Program leaders actively collaborate with the Wang Center in the selection of students. Evaluation of students' academic readiness for a study away program is determined through a review of evidence gathered through the application process. This review process includes information gathered in the advising sessions and in the application, which includes a transcript (for review pre-requisite and GPA eligibility), letters of recommendation, and a series of questions on students' background and intention related to study abroad. In cases where an otherwise qualified applicant has a borderline GPA or has not completed the needed pre-requisite, they are extended an acceptance that is conditional on increasing the GPA or completing the pre-requisite. Per the Wang Center's stated policy, in addition to meeting the academic requirements for a program, students must also be in good standing in areas that include conduct and financial obligations. Conditional acceptances may also be extended in these cases, however these are determined in consultation with the Office of the Dean of Students and Student Financial Services, respectively.

The physical and mental health of an applicant is not factored into a program's admission process. Rather, following a student's admission into a program and their confirmation of participation, the Wang Center shares the list of accepted students with relevant campus partners to learn if any student may be in need of further support and accommodation. Working collaboratively with campus partners, the Wang Center then proceeds with working with students to further explore their unique needs, the availability of support or accommodations, and program fit. If it is determined that a student's program of choice will be unable to provide the needed support or reasonable accommodations for a student, every effort is exhausted to locate a program that can.

One challenge the Wang Center and faculty have identified is how to manage student selection in cases where the number of applicants exceeds the number of places available in the program in a manner that is consistent, fair, transparent, and ethical. A first step was to establish a rubric (see Appendix K). Moving forward, the goal is to revise and improve the rubric and make its consistent implementation known to all applicants.

Pre-departure orientations

A series of mandatory on-campus pre-departure orientations, general and program-specific, are required of all students, both graduate and undergraduate. Pre-departure orientations normally cover the following topics:

- health, safety, and wellbeing
- country specific cultural norms and behavior expectations

- an introduction to country-specific knowledge (history, society, economics, environment, business) to contextualize program content
- a review of departure and arrival protocols, the semester calendar, internship details, exam schedules, etc.
- a reflection on personal and professional goals for the study abroad experience and strategies to achieve these given the aforementioned academic calendar and expectations
- course approval and Assignment of Credit form
- registration processes
- billing
- Community Standards
- Student Code of Conduct
- budget and financial preparation

As part of the pre-departure phase, all students also are required to complete an *Alcohol and Sexual Assault Module* (see:

<https://mail.google.com/mail/u/0/#inbox/FMfcgxvzKksKWLfDKhBZsvbxpWxVXhJK>).

Semester program students must also complete a second module that introduces PLU's unique study away carbon mitigation program (see: <https://www.plu.edu/studyaway/sustainability/>).

Once in country, students generally receive an on-site orientation that reinforces the four areas noted above with additional specific attention to health and safety concerns, courteous behaviors in living/learning contexts, use of local transportation, basic-orientation to goods and services, etc. Additionally, once in-country, PLU strongly recommends that faculty leaders, working collaboratively with their student-group, develop a group Community Standards document that clearly outlines the group's expectations for behavior over the course of the program. The Community Standards approach is strongly encouraged by PLU's Dean of Students as a mechanism for empowering students with determining the expectations and rules that will guide their time abroad. It has proven to be very effective and contributed to a reduction of minor incidents overall.

For reasons having to do with mitigating risk and liability, each year the information that must be included in pre-departure orientation for students increases. The Wang Center staff is challenged continually to design engaging pre-departure orientations that cover a growing amount of information while maintaining a commitment all participants' learning styles, and a respect of their time. Any recommendations in this regard would be greatly appreciated.

Returner Resources

As noted above, all students participate in a program evaluation, a post-program assessment. Additionally, upon their return, they are invited to participate in a Returner Welcome Back event early each semester to visit the Wang Center Returner Resources page at: <https://www.plu.edu/studyaway/returner-students/>. The Returner Welcome Back event is designed as an opportunity to connect with resource on campus that could be beneficial to the students mental, academic, professional, and personal well-being. These resources include:

- Career Connections
- Center for Community Engagement and Service (CCES)
- Counseling Center
- Global Campus Connection (International Student Buddy Program)

- Peace Corps Prep
- Post-Graduate Fellowship and Volunteer Opportunities (Fulbright, Rhodes, Marshall, LVC, JVC, Americorps, etc.)
- Wang Center Global Ambassador opportunity
- Wang Center Research Grants

A distinctive Returner opportunity at PLU is the Returner Reflection Series. Developed in 2003 as a part of a Lilly Endowment funded initiative focused on vocation, the five-part staff or faculty facilitated series is designed as a space for students to reflect on the impact of their study away experience and ways in which they would like to integrate the experience into their planning and life moving forward. While the Wang Center continues to offer this opportunity, it has noticed a decline in interest in the past five years. Currently, other models for students to reflect upon the study abroad experience are being explored. Finally, the Wang Center also promotes and supports student participation in the *Lessons from Abroad Annual Conference*.

Standard 5. Student Code of Conduct and Disciplinary Measures

All PLU students participating in off-campus study programs must review and sign the Student Agreement for Off-Campus Study that is aligned with PLU's Student Conduct Policy developed by the Office of Student Rights and Responsibilities (henceforth SRR) housed in PLU's Office of the Dean of Students in the Student Life Division (see: <https://www.plu.edu/srr/student-code-of-conduct/>). Through the SRR special "Handout from the Director of SRR for Study Away" that all students receive pre-departure (see Appendix L), students are also instructed that they must abide by the laws of the host country (related to personal weapons, sexual relationships, drug use, etc.) during their study away and by any community standards established by the program as described in Standard IV above.

PLU is actively committed to compliance with Title IX. To this end, All PLU faculty, administrators, and staff are considered mandatory reporters, and therefore, will report incidents of sexual misconduct (including sexual harassment, sexual assault, and other misconducts) when they become aware. The Title IX Coordinator, or their deputies, will work with the individuals involved to figure out the best avenue of remedy for the situation, including but not limited to a formal SRR investigative process, No Contact Orders, and support resources. These procedures are upheld on-campus, and when students are in study away programs through PLU. For more information on Title IX at PLU, see: <https://www.plu.edu/title-ix/mandatory-reporting/> and www.plu.edu/srr/sexual-misconduct/

PLU's Code of Conduct outlines what behaviors are not appropriate. In addition to reviewing and signing the Code of Conduct, PLU students participating in off-campus study programs are required to attend a study away general orientation that outlines expectations for behavior per PLU's Code of Conduct and culturally appropriate behavior *in situ*. Additionally, as noted above, each PLU program hosts three country-specific orientations, each with a distinct focus: 1) safety, health and wellness; 2) living and learning; 3) disciplinary introduction to site.

The policies and procedures from SRR (see: www.plu.edu/srr/student-rights-and-responsibilities-procedures/) clearly state expectations and repercussions for violating any campus expectations and outline potential sanctions for inappropriate behaviors. Overall, PLU practices align with a "normative yet not prescriptive" sanctioning approach, which means the university will sanction

based on each individual student and their educational needs. Sanctioning is applied to any violations that may occur in a study away program or context.

The appeal process for decisions about code of conduct violations is outlined in the SRR Procedures. All students are able to appeal if they are found responsible for a violation of the PLU code of conduct (see: <https://www.plu.edu/srr/student-rights-and-responsibilities-procedures/#1501876203415-9e6527c5-0b1e>). Appeals are self-initiated, and students must submit their appeal within 72 business hours of their determination. Appeals are based on 4 different criteria: 1) Procedural error; 2) Review Officer bias; 3) New Information; or 4) Severity of Sanction.

Appeals are not re-hearings, but the appropriate appellate officer will be assigned and they are welcome to listen to the audio recording, look through all documentation, and make a decision on whether to uphold the decision made by the review officer, overturn it, or change the sanctions.

Standard 6. Policies and Procedures

Student Affairs-related policies and procedures are published online in the “Policies Related to Study Away” document (see: <https://www.plu.edu/wang-center/wp-content/uploads/sites/227/2018/09/policies-related-to-study-away.pdf>). This document is uploaded to each student’s online Terra Dotta application and available on the documents page of our website. These policies and procedures include, but are not limited to, those related to academics (credits, grading, and transcripts), access, eligibility and application, fees, financial aid, cancellation, refunds, dismissal, withdrawal, conduct, housing, meals, insurance, and travel advisories. These policies are reviewed with students as part of all pre-departure orientations. The document outlining the policy is reviewed and updated annually for accuracy and effectiveness by the Wang Center staff and relevant university partners.

Program pricing and financial aid policies are included in the aforementioned “Study Away Policies” document (see: <https://www.plu.edu/wang-center/wp-content/uploads/sites/227/2018/09/policies-related-to-study-away.pdf>) and made available to students and other stakeholders through the “Policy on Semester Program Pricing and Financial Aid” (see: <https://www.plu.edu/wang-center/wp-content/uploads/sites/227/2018/08/policy-on-semester-program-pricing-and-financial-aid-effective-fall-2019.pdf>). These documents are available through the Wang Center website, in our Gateway booklet and Student Guide and their content is reiterated in one-on-one advising and public presentations.

Short-term faculty-led study away programs fees are based on minimum target enrollments and include all expenses for the faculty leader(s) and their program assistant. Faculty leaders and the Short-Term Program Manager work cooperatively so set a budget approximately 14 months in advance of the travel period. Program fees do not include tuition or compensation, but instead are based on travel cost estimates (airfare, ground transportation, lodging, classroom rental, some meals, excursions, speaker fees/honoraria, supplies, guide fees/tips, visa fees-if applicable, bank fees, and contingency). All efforts are made to keep program fees as low as possible. For J-Term 2019, the average (international) program fee is \$5,115.

Through an annual budget projection process that takes place in May, pricing of all Wang Center study away programs is ultimately approved by the Office of the Provost in consultation with the

Executive Director of the Wang Center, the Dean of Enrollment Management and Student Financial Services, and the Manager of Institutional Enrollment and Budget Planning. This process includes a study away enrollment projection of both short-term and semester programs based on applications received by the last annual application deadline of May 1 of that same year. The process, moreover, assumes a review and reconciliation of most program expenditures for the previous year.

There are two assumptions in PLU's study away pricing models that are important to note. First, PLU utilizes a block-pricing tuition model in which there is no additional tuition charge for a J-Term course. The second is that faculty semester program leadership and teaching in study away programs are done in-load. That is, a faculty teaching a J-Term course fulfill .17 FTE of a 1.00 FTE. Similarly, course releases for Gateway Program Directors (.17 FTE) and teaching (.17) and site-directing semester programs (.33 FTE) are calculated as part of a faculty load

Pricing for study away programs at PLU falls into four categories:

- Undergraduates participating in a short-term study away course will be charged a program fee. Short-term program fees are established through a consultative process between the faculty leader and the Short-Term Study Away Program Manager that takes into consideration an estimate of travel costs and a target enrollment. It also includes the expenses for the faculty leader and the program assistant. Marketing materials published in early spring post a program fee as a range and include a list of what the fee includes: airfare, lodging, some meals, ground transportation, tours and activities, contingency fund, and visa costs, if needed. The final program fee is confirmed and advertised on April 1st prior to the application deadline of April 15th.
- Graduate students participating in the required MBA Global Business Perspectives international study tour pay no fee as the cost of travel is included in tuition.
- As stated in the published document titled "Policy on Semester Program Pricing and Financial Aid" (see: <https://www.plu.edu/wang-center/wp-content/uploads/sites/227/2018/08/policy-on-semester-program-pricing-and-financial-aid-effective-fall-2019.pdf>) PLU Gateway and Featured Semester Program pricing is tied to PLU's comprehensive fee. This fee covers instruction and academic credit, housing and a meal stipend, study tours, study abroad insurance, visa fees, and \$750 flight credit. PLU also calculates student financial aid as an expense. Currently, the average dollar amount of financial aid received by a PLU student is \$12,500. At the time this Self-Study was written the program fee for all PLU Gateway and Featured Semester Programs was \$26,243 per semester. This cost is published in all marketing materials (see page 2 of *Wang Center for Global Education: Gateway and Study Away Programs*) and communicated to prospective and current students in presentations and one-on-one advising sessions. What the fee covers for each individual program is published on the program website page under the "Cost" tab.
- As stated in the published document titled "Policy on Semester Program Pricing and Financial Aid" (see: <https://www.plu.edu/wang-center/wp-content/uploads/sites/227/2018/08/policy-on-semester-program-pricing-and-financial-aid-effective-fall-2019.pdf>) the cost to participate in PLU-Approved third party programs, offered by providers such as CIEE, IES Abroad, SIT, and others, varies by program. The cost to participate in these study away programs typically includes, but is not limited to: the program fee (as published by the provider), a PLU administrative fee* of \$1,500 for semester, \$3,000 for academic year or \$200 for summer programs. The administrative fee

covers direct services by PLU and the Wang Center in support of the study abroad experience. This includes membership dues, promotion, orientation and reentry expenses, carbon consciousness fees and program development.

The aforementioned “Policy on Program Pricing and Financial Aid” states that Financial Aid for semester program study away remains uninterrupted for students participating in all PLU Gateway or Featured programs. This includes State and Federal financial aid (with the exception of work-study), university grants and scholarships, and government loans. Other outside scholarships, grants and loans may not apply. Students must receive financial clearance from the university in order to participate in a study away program. PLU gift aid may be applied to an unlimited number of Gateway or Featured programs.

For students participating in Approved programs that are less expensive than PLU, PLU gift aid will be reduced accordingly. For students participating in Approved programs that are more expensive than PLU, PLU gift aid will remain unchanged. Students may only apply gift aid to one Approved program.

In addition to the information on pricing and financial aid outlined above, the Wang Center is fortunate to have available several endowments purposely created to generate scholarship funds for students that choose to study away on a PLU J-Term, Gateway, and Featured Programs. The largest endowment provides funding for Global Scholar awards set at \$2500 for semester study-away and 20% of the program fee for J-Term study away programs. These are stackable awards designed to provide students with funds to assist them with study away costs (such as airfare) and to defray the cost of not working during a semester. Most of the endowment funds are earmarked for high-need students, which the Wang Center, in collaboration with the Office of Student Financial Services, defines as an Estimated Family Contribution (EFC) below \$20,000. Other extenuating circumstances beyond the EFC will be considered in alignment with PLU’s financial aid policies. A limited amount of funding is available to first year students that make a commitment to study away through the *Map Your Future* Scholarship, which awards \$500 to eligible students that can be “banked” and used to study away at any time during their PLU education. Other endowment scholarships were established by donors for specific academic fields, class standing, etc. All awards require an application that is intentionally designed to not be onerous. Award selection is determined by the Wang Center’s Business and Records Coordinator, in coordination with partners in the Student Financial Services and the Business Office.

Study away scholarships are advertised in all marketing materials and outreach activities including class visits, information sessions, one-on-one advising, admissions outreach activities, and through social media. Additionally, and in collaboration with partners in the Office of Student Financial Services, financially eligible study away applicants are identified and contacted directly by the Wang Center and encouraged to apply for an award. Generous endowment funds have allowed the opportunity to target underrepresented groups of students in our study away rosters. A strategic focus in the last three years, for example, has been on attracting more commuter students to study away—especially in semester programs--through a larger award (\$5,000) designed to defray the cost of room and board while abroad. Students participating in 3rd Party Approved semester programs are encouraged to apply for scholarships made available by the providers. Over the last three years, an average of 4-5 scholarships have been awarded each semester by organizations like DIS, CIEE,

and IES. For more information on study away scholarships and awards for study away, see: <https://www.plu.edu/studyaway/funding-2/>

To teach or lead in a PLU short-term or a semester long program involves a peer-reviewed application process overseen by the Global Education Committee with input from the Executive Director and final approval by the Provost. As mentioned above, PLU faculty teaching or leading a study away course do so in-load and are compensated and receive benefits accordingly. Faculty coursework-related travel and related expenses are covered by each individual study away program budget. On-site faculty contracted to teach individual courses for PLU's signature Gateway programs are paid the equivalent of one part-time section at PLU, which is approximately \$5,000 USD.

Policies, procedures, and expectations related to engaging PLU faculty to lead study away programs are documented in the appointment letters (see: Appendix M). Appointment letters are reviewed annually by the Wang Center staff for accuracy and effectiveness.

To enhance teaching and leadership within the study away context, all PLU faculty are required to participate in a Wang Center pre-departure workshop that underscores best practices in community building when living and learning abroad, policies and procedures related to student safety and wellbeing, and program budget management expectations. On-site faculty are hired through service contracts in a process established by the Provost's Office. Training focused for on-site faculty on topics ranging from FERPA and Title IX to effective pedagogies and learning styles has begun in some of the Gateway locations and will continue until systematic and consistent training is achieved.

The teaching of PLU faculty is evaluated through PLU's online faculty evaluation system. Evaluation of program coursework and faculty leadership takes place through the program evaluation form (see Appendix D). Both evaluations are processed online at the end of each program. Contracted on-site faculty are evaluated through a paper version of the PLU teaching evaluation online forms as the university has found obstacles to making them available to them online. Both on-site faculty coursework and staff also are evaluated as part of the overall program evaluation process. Program evaluation data is compiled and shared with program directors and relevant Wang Center staff. Data is reviewed for quality of program components that inform future program adjustments and improvements.

Institutional partnerships and agreements related to Wang Center activity are governed by a university-wide policy (see: <https://www.plu.edu/administrative-services/insurance/contracts/>) requiring approval and signatures from all impacted departments, the Director or Risk Services, the Executive Director of the Wang Center, the Provost, and in some cases, the President of the University. The Wang Center's marketing materials, both print and online, are produced in collaboration with the university's Division of Marketing and Communications and are aligned with, and subsumed under, their policies and procedures.

Standard 7. Organizational and Program Resources

Wang Center staffing levels and appropriate qualifications are determined by the University's Human Resources office in consultation with the Executive Director of the Wang Center. For the last ten years, the staffing level for the Wang Center has remained at 5.75 FTE (with recent

turnovers in the Study Away Advisor and the Business and Records Coordinator positions) even while the number of faculty-led programs it runs has increased with the addition of semester Gateway locations in Namibia and Oxford, the MBA Global Business Perspectives required study tour, the Alumni Travel Seminars, the Peace Scholars Program, and the Alternative Spring Break opportunities.

Grounded in the Center's dedication to serve PLU faculty in the delivery of study away programs and in the belief that a centralized, institutionally supported, and well-trained academic support unit increases the safety and wellbeing of our students and reduces risk and liability, approximately 5.0 FTE of the staff is dedicated to the management of all aspects of the approximately 30 PLU-owned and operated short-term and semester programs in addition to facilitating student participation in 3rd party programs. These aspects include, but are not limited to, site-visits, marketing, recruitment, advising, application, selection, orientations, visa and travel logistics, ongoing program management, evaluation, assessment, budget tracking, accounts receivable and payable, scholarships, and crisis management. Additionally, and grounded in PLU's commitments to Diversity, Social Justice, and Sustainability, staff will often take the lead and maintain special initiatives such as the carbon mitigation project in collaboration with Earth Deeds,

Inclusive Excellence in faculty and student orientations. The remaining FTE is dedicated to activities not related to study away such as Global Ambassador supervision, photo/video contest, program assistant development opportunity, Symposia & Memorial Lectures, J-1 visa scholar support.

While the PLU faculty generally perceive the Wang Center as being very supportive of their work, for some time now the Wang Center staff has expressed concerns about the sustainability of their workload. This is especially the case for the two Study Away Advisor and Semester Program Liaison positions as these require managing approximately four distinct PLU-run semester programs each while doing one-on-one advising for all students interested in semester study away in addition to other duties. Significant turnover in these positions, combined with the position's workload, moreover, have made it impossible to create procedural manuals that could facilitate training. There is also concern related to the workload of the Assistant Director and Short-Term Study Away Manager during years when there is a significant increase in the number of short-term programs. Moving forward, the staff anticipates working together to identify ways to streamline work and possibly re-distribute duties and responsibilities to make the workload more sustainable. The Executive Director, finally, anticipates requesting a .25 FTE increase for the only 9-month staff member in order to secure needed administrative support during the summer months when, even while students are away, the workload remains heavy. It should be noted that, in a manner consistent with salaries at church-related colleges and universities, the salary of the young professionals in the Wang Center is below average. This fact exacerbates the workload issue described above.

Reflecting the Wang Center's commitment to curricular integration and university systems, PLU faculty teaching or leading PLU study away programs do so in-load. As is the case for on-campus courses, J-Term study away courses are counted as .17 FTE. Faculty directors for Gateway Programs in Chengdu, Oaxaca, and Windhoek receive one .17 FTE course-release for performing their administrative duties on-campus. The Oxford Program Director receives a .33 FTE course release as he oversees programs in both fall and spring (for the Gateway Program Director Duties and Responsibilities, see: Appendix N). PLU faculty Site-Directors in semester programs teach one course in the study away location and receive a .33 FTE course release for site-director duties (for

the Gateway Site-Director Duties and Responsibilities, see Appendix O). Faculty coursework-related travel and related expenses are covered by each individual study away program budget. On-site faculty contracted to teach individual courses for PLU's signature Gateway programs are paid the equivalent of one part-time section at PLU, which ranges from \$4500-\$5,250 and is determined by the faculty credentials (M.A., Ph.D., and years of experience). In addition to faculty contracted on-site to teach courses, PLU relies on coursework taught through partner institutions and organizations (Instituto Cultural Oaxaca, University of Namibia, University of West Indies, Bjørknes University College, University of Northeast Norway, etc.). Payment for this coursework is determined by the partner institution.

The average number of students in a short-term study away program reflects the overall faculty to student ratio of 1-12. There are a handful of courses that have a slightly higher enrollment. Most faculty lead groups on their own and rely on provider services on-site. However faculty may request an assistant through the Wang Center's Short Term Study Away Program Assistant opportunity. This opportunity was created in 2003 as part of the university's global and cross-cultural education initiatives. Administered through the Wang Center, it aims to provide PLU faculty and staff with a demonstrated interest in global education with the opportunity to participate in one of PLU's short-term programs in a support capacity. The program aims to provide faculty and staff with a first-hand experience of PLU's study away opportunities. Additionally, it is designed to continually broaden and deepen the understanding, within the PLU community, of the institution's mission-driven commitment to global education (see: <https://www.plu.edu/wang-center/faculty-staff/adminstaff-opportunities/>)

Budgets for J-Term programs are developed with a minimum enrollment target (rather than a maximum). J-Term programs will only be cancelled if the minimum enrollment projection is not met. Gateway Programs are well funded and are able to run even if under-enrolled. Budgets for both types of program include a contingency fund. To advance the Wang Center's commitment to access, moreover, every attempt is made to make short-term programs virtually all-inclusive with the exception of a few meals. Gateway and Featured semester-long programs utilize this same approach with the exception that airfare is not included. To support air travel, however, all participants are given a \$750 flight credit.

The Wang Center budget is able to support faculty study away curricular development through its Study Away Curricular Development Grant opportunity (see: https://studyaway.plu.edu/index.cfm?FuseAction=Programs.ViewProgram&Program_ID=10657) now partially funded through a generous endowment. Both Gateway and Featured Programs have line items for site-visits, staff, and curricular development work.

The Wang Center considers safe, clean, and hospitable housing a priority for students studying abroad as we see it linked to academic success. In the Gateway Programs, housing arrangements—whether it is a homestay, a rented apartment or house, or student residence—are visited regularly to ensure basic cleanliness, consideration to safety (privacy, access, neighborhood, gas leaks, electric hot-water showerheads, earthquake protocols, etc.). Should a faculty member bring forth an unusual request for housing, the matter is taken to the Director of Risk Services for review and approval. Housing, facilities, and services are evaluated at the end of each program and provide additional guidance regarding the need for improvements and adjustments.

PLU's short-term program support substantial co-curricular educational activities for students that are included in the program fee. Gateway Programs generally include 2-3 multi-day study tours. Additionally, for semester programs, every effort is made to connect students to co-curricular activities such as sports, music, and related activities on-site.

Short-term programs rely on partners and providers for on-site lodging and facilities or are selected by faculty and Wang Center staff based on a site-visit to the location. In most cases, a short-term program will have access to a common room or classroom-like space to conduct class. Depending on the location of the program, students will generally have access to WIFI and hence, to the PLU library, to gain access to SAKAI, PLU's online learning platform, or conduct research.

Guided by PLU's Director of Risk Services and the Health Center, the Wang Center now requires all faculty to include, as part of their short-term program proposal, a description of the risks, physical challenges and obstacles that may be present in their proposed location. Per ADA, PLU will endeavor to meet all students' needs, although there are cases where reasonable accommodations are not possible. In these cases, the Wang Center will do everything it can to find an alternative suitable location for the students that can accommodate their special needs. Regarding differently-abled learning styles, per standard practice on campus, faculty receive a notification from DSS prior to the program start-date in which they are given the names of the students enrolled in their class that have documented learning disabilities, and what accommodations (longer test-times, readers, etc.) they may need. In cases of self-disclosed mental-health disorders, and depending on the nature of the disorder, Wang Center staff work in collaboration with the Dean of Students, to develop a self-care plan to enhance their likelihood of success in a study away context.

Standard 8. Health, Safety, Security, and Risk Management

PLU acknowledges that all students, faculty, and staff that participate in study away programs face health, safety, and security risks that have the potential to adversely impact their physical and mental wellbeing or result in accidental death. Some of these risks include: travel-related illness, insufficient medical care, thefts and assault, civil/political unrest, natural disasters, vehicle accidents (cars, boats, motorcycles, bicycles, etc.), and accidental death (electrocution, drowning, etc.). These risks, and how they are managed, also increase the university's liability risk and the potential for damaging its reputation as a globally focused university.

The Executive Director and the Assistant Director of the Wang Center, together with PLU's Director of Risk Services, have received training in risk and crisis management response in study abroad contexts. Grounded in this training and to mitigate risks, they are responsible for the coordination of a series of pro-active measures that are deployed throughout the different stages of program development. Outlined below, these measures constitute a blueprint for managing health, safety, security, and risk for all participants. As is the case for blueprints, their implementation is not always consistent in focus and quality due to continuous staffing changes in partner units and the resistance to them by a handful of faculty.

- In the consultative and pre-proposal phase, the Wang Center reviews the program location for any travel advisories issued by the U.S. State Department and embassies in addition to other resources including the Government of Canada's Travel Advisories, the United Kingdom Travel Advisory, and EIIA. If concerns arise, depending on the risk-type and in

collaboration with PLU's Director of Risk Services, further consultations may include in-country U.S. Embassy representatives, program partners and providers, the Center for Disease Control, the World Health Organization, reliable news sources, and 3rd party provider organizations with programs in the location of concern. Following this process, if a program location is found to be high risk, the program will not proceed to the proposal phase.

- As part of the course proposal, we require faculty to comment with their assessment of the health & physical risks in their desired course location(s).
- Once approved, program locations and itineraries are provided to the PLU Health Center staff. In their pre-travel consultations with students, PLU Health Center staff can reference the planned activities in each region and then advise students on appropriate precautions, given the students' individual health needs. Students are not required to see the PLU Health Center, and therefore, these same itineraries are provided to students directly in order that they can share the information with their pre-travel health appointment with an off-campus healthcare provider. We cannot assure that all students bring their travel details to their off-campus health appointments or the depth/quality of their off-campus pre-travel consultation.
- Separately from the individual pre-travel health appointments, general health and safety details are shared at required pre-departure orientations and also, within each students' online application. For some programs with more extensive health concerns, a PLU Health Center staff may be invited to a program-specific orientation to provide detailed information regarding health risks, required immunizations, and tips for wellness *in situ*. The Health Center's program-by-program health information is made available to participants, but is not required across all programs. For short-term programs that change location year to year the university primarily relies on its insurance provider to recommend medical providers on site. For PLU's semester Gateway Programs and repeat short-term programs, students are sometimes provided with the contact information of vetted mental and health providers for non-emergency situations in addition to relying on insurance provider recommendations for emergency care.
- Prior to departure, all faculty and staff leaders are required to attend a substantive workshop program designed to anticipate and manage risks while abroad. Faculty are trained on the university systems in place to support them while leading study away programs. These include: incident reporting, Title IX mandatory reporting and protocol, Clery Reporting requirements, conduct policies and procedures; insurance guidelines, procedures, and claims; student physical and mental well-being; emergency response protocol, communication guidelines (including afterhours protocol), etc.
- Faculty are instructed to report on all incidents, however small. They are further instructed to include Incident Reports from students when relevant (e.g. conduct cases). Faculty are further advised that Incident Reports may be used for Clery Reporting and/or may be necessary and discoverable in court. Completed Incident Reports are shared with the relevant Wang Center staff member and the Dean of Students and/or Provost (for incidents involving faculty) carefully archived.
- Prior to departure, students are required to attend a mandatory pre-departure orientation designed to anticipate and mitigate risks related to: travel-related illness, medical care and insurance, thefts and assault, civil/political unrest, natural disasters, and accidental death (electrocution, drowning, etc.). A routine procedure during this orientation is to clarify what activities are prohibited by PLU such as renting a car or motorcycle, zip-lining, scuba diving

(if not part of course), among others. Additionally, students must complete an online module on alcohol and sexual assault and are instructed to abide by all local laws and regulations.

- Community Standards are co-developed by students, their faculty leader(s) and program assistant as an effort to train students to responsibly manage their own health, safety, and security while away.
- The Wang Center requires a Health Form for students, faculty leaders and program assistants. Signature(s) from healthcare provider(s) are required for student participation in study away programs. We instruct students to self-disclose any health conditions so that we can offer support and relevant resources.
- Approximately 90 days prior to departure a student roster is sent to campus partners for a clearance check. We invite campus partners to share any concerns they may have regarding a students' ability to be successful in their study away program. Additionally, campus partners may invite a student after seeing their name on the roster sheet, to begin planning regarding their health & mental health needs, accommodations, etc.
- As part of the advising and orientation process, following the recommendation of the Division of Student Life, and to underscore PLU's commitment to access and inclusive excellence, students are encouraged to self-disclose any mental health diagnosis and their LGBTQ status. Increasingly, more students are self-disclosing making it possible for the Wang Center staff to provide additional support and guidance to students and their faculty to enhance the student experience abroad.
- The Wang Center registers all eligible faculty, students, and staff in the Smart Traveler Enrollment Program (STEP) system.
- Ongoing monitoring of risk continues throughout the duration of the program through regular communication with faculty leaders and on-the-ground partners and providers, reliable news sources, U.S. State Department and Embassy advisories, STEP updates, as well as travel alerts from [Well Abroad](#).
- At this time, the Wang Center, in collaboration with university partners, maintains a written emergency protocol for general study away emergencies (see Appendix P). It also maintains a written emergency protocol for Oaxaca, Mexico, and for European locations impacted by terrorism (see Appendix Q). Both rely on local providers and resources. Moving forward, the Wang Center aspires to having emergency protocols for each program offering.
- Should a risk increase during a program (e.g. evidence of increased risk of terrorism, disease, crime, assault), the Wang Center, in consultation with relevant campus partners, coordinates the communication to faculty and students related to the increased risk. This communication includes recommendations for mitigating risk, and a three-stage emergency protocol.
- Should an actual emergency occur during a program (terrorism, civil unrest, epidemics, natural disaster, accidental death), an established emergency protocol calls for the assembly of the Risk Management Committee. The Risk Management Committee includes members of the President's Council, the Director of Risk Services, member of the Wang Center staff and Campus Safety, to determine next steps. It also includes a three-stage communication protocol.

The Wang Center conducts ongoing risk-assessments during site-visits, through program evaluations, and one-on-one check-ins with program directors and site-directors. Upon completion of a program, through program evaluations and one-on-one faculty check-ins, the Wang Center staff reviews health, safety, and risk for each program for future improvements and adjustments.

Additionally, PLU's Director of Risk Services keeps the Wang Center informed of risk-trends in study away that may need to be addressed. Depending on the risk being assessed, campus partners may be included. For example, the Wang Center has just established a three-year strategic partnership with the Division of Student Life and the Human Resources Office that will prioritize mitigating risks related to mental health conditions, DSS compliance, and Title IX-related cases.

All faculty, students, staff, and essential and non-essential accompanying persons participating in a PLU study away program are covered through EIIA/Seven Corners, PLU's foreign travel insurance provider. EIIA/Seven Corners coverage extends as follows:

TRAVEL, ACCIDENT, AND EMERGENCY SICKNESS COVERAGE ELIGIBILITY:

- All Full-Time Employees; All Faculty Members on a Sabbatical Trip; All Students / Participants of Sponsored International
- Educational Programs including Alumni, Chaperones, Board Members, Trustees, Spouses, Eligible Domestic Partners, Dependent Children and Other Participants, specifically for a companion traveling to assist with any medical needs, or community participants who may be filling spots on a trip, but not otherwise a covered individual while on institution sponsored events outside of the U.S., its territories and possessions or the participant's Home Country.

Standard 9. Ethics

Structurally, the Wang Center's identity as a centralized administrative academic support unit that is integrated with the university curriculum and systems; that is accountable to, and subsumed under, the Office of the Provost, and that has its work continuously reviewed and guided by an elected at large faculty committee and appointed advisory members, establishes the foundation for transparent governance, broad institutional representation, and continuous review of ethical practices, policies, and procedures that govern study abroad. Having said this, this Self-Study process has revealed the need to formally create or adopt a *Code of Ethics* that would facilitate a more systematic review of these practices.

The focal point of study away advising is to support students in exploring and identifying study away programs that best fit their curricular, professional, and personal goals. To this end, advising sessions begin with identifying the student's academic needs and goals for study away. They continue with an outline of the choices available to them based on the outlined needs: short-term faculty led-programs, PLU Gateway Semester Programs, PLU Featured Programs, and PLU Approved Programs. Advisors provide an explanation for the distinctions among these programs from the standpoint of length, curricular and co-curricular offerings, pricing and components, scholarship and aid availability, among other features. Study Away advisors walk advisees through the navigation of the Wang Center website to learn more detailed information on specific program locations, specific course offerings, pricing, included components, scholarship information, application information, etc. When advising about the application procedure, finally, students are coached through the distinct features of the *Terra Dotta* platform. PLU purchased a license for *Terra Dotta* to reduce paper and streamline paperwork collection. A collateral advantage of the software is that it has made the Wang Center's paperwork collection more systematic and thorough, thus reducing duplication and error. These factors, along with the fact that paperwork can be submitted online have provided a better service to our students.

As an institution that relies heavily on its own faculty to teach and lead programs abroad we acknowledge that there is a risk of conflicts of interest in the recruitment of students to our own programs. To mitigate this risk, the Wang Center is clear that, while it believes in, supports, and actively recruits for, its own study away programs, the unit is committed to student choice and encourages exploration of the many program options available to find the best fit.

To underscore our commitment to access, and as a unit with a generous scholarship endowment, we are continuously seeking ways to broaden student utilization of these resources through collaborative efforts with Student Financial Services, through ongoing advising, application procedures, strategic initiatives, and campus outreach. Two examples of the Wang Center's leadership in this area are the increase of the required EFC to \$20,000 (up from \$16,999) to qualify for a Global Scholar Award, and the re-evaluation of institutional policies on the limits of Financial Aid.

Through general and program-specific pre-departure orientations, in online modules, and through faculty delivery of curriculum that advances PLU's Integrated Learning Objectives, the Center is continuously developing ways to sensitize students to the ethical implications of their academic work and living abroad. Three examples illustrate this commitment. The first is a workshop developed by the Center for Gender Equity that invites students to explore the dynamics of gender, ethnicity, race, and sexuality in the study abroad context as nuanced by cultural practices and gender norms, but also local tensions and long histories that outsiders must learn to understand and not judge in order to navigate a cross-cultural context successfully. A second is a workshop for students interested in pursuing a non-profit internship in the Oaxaca Gateway Program. The workshop, titled "Mind the Gap", begins with a critical examination of the dominant representation of the "international volunteer" as a "white savior" and of the prevailing belief in the value of humanitarian aid. It proceeds with a series of exercises where students are invited to explore their expectations for the internship and then listen to former students from the program tell their stories of their experiences. The third is related to the impact of study away on climate change. Grounded in PLU's mission, the Wang Center acknowledges the impact of global education on the carbon footprint and engages students in taking steps to mitigate it. Through a partnership with the environmental organization, [Earth Deeds](#), it offers an educational program for study away carbon mitigation called "onsetting". To reduce the negative effects of air travel, students engage in a learning module and a portion of their study away fee goes toward addressing the social cost of carbon through "onsetting", funding sustainability projects here on campus and in our study away program sites around the world. (see: <https://www.plu.edu/studyaway/sustainability/>).

The Wang Center is fully compliant with the guidelines and policies set forth by the University's Human Participant Review Board HPRB, and has, on occasion, had a representative serve on the Board. It also has a published policy on ethical photography that is shared with all students studying abroad in the post-decision phase as a required reading item (see: Appendix R).

The Wang Center's mission statement underscores its commitment to best practices in engaging with partners, both locally and globally. It lives out this mission in actively seeking ways to collaborate in a manner that is co-creative, transparent, truthful, fair, and mutually beneficial. When issues arise, the unit's approach is to be respectful and patient in the process towards resolution. Types of collaboration include, but are not limited to: scholar exchange (China, MF Oslo, and Bjørknes), grant-generated faculty-led capacity building projects in the field of Education (UNAM

Namibia), direct student exchange programs (PLU and UNAM Namibia, PLU and USN), on-site staff development via Forum workshop trainings at PLU (Trinidad), capacity building in Registrar services and Administrative Services (UNAM Namibia at PLU), Title IX Policies and Procedures (Oaxaca and Trinidad), faculty development in curriculum and pedagogy (Oaxaca).

Section VIII. Best Practices

The Wang Center is honored to have the following Best Practice resources featured in the Forum Toolbox:

- For Standard 1 Query 5
[Query 5: Strategic Plan for Global Education \(Pacific Lutheran University\)](#)
- For Standard 3 Query 6
[Query 6: Academics \(Pacific Lutheran University\)](#)
- For Standard 9 Query 4
[Query 4: Sustainable Study Away \(Pacific Lutheran University\)](#)

The QUIP Self-Study Team identified the following three best practices for consideration for the Forum Toolbox:

1.- The clarity, focus, and visibility of the Wang Center's mission in service to PLU's broader mission and the institution's vision for Global Education contributes significantly to the staff's sense of purpose and to the way the Center is perceived by those we serve. Additionally, the Center's five commitments—*aligned* with mission, *integrated* with curriculum and university systems, *responsive* to students, *accessible*, and *sustainable*—grounds the units ethical aspirations by stating concrete outcomes that can be assessed in a variety of ways.

2.- The Wang Center is especially proud of its collaboration with the Center for Gender Equity in the production of the *Alcohol and Sexual Assault Module* (<https://mail.google.com/mail/u/0/#inbox/FMfcgxvzKksKWLfDKhBZsvbxpWxVXhJK>), which must be completed by all study away participants as part of their pre-departure requirements. The module addresses the increased risks related to alcohol consumption and sexual assault in study away contexts and has supported PLU's overall efforts to reduce sexual assault incidents.

3.- The Wang Center's sees its commitment to address the environmental impact of air miles as an ethical imperative. The unit's partnership with [Earth Deeds](#), in particular the education it provides and its contribution to carbon mitigation through "onsetting", is viewed as a best practice.

Section IX. Appendices

Appendix A: Wang Center Organizational Chart

Appendix B: Study Away Working Group Report

Appendix C: 2017-2018 Study Away Report

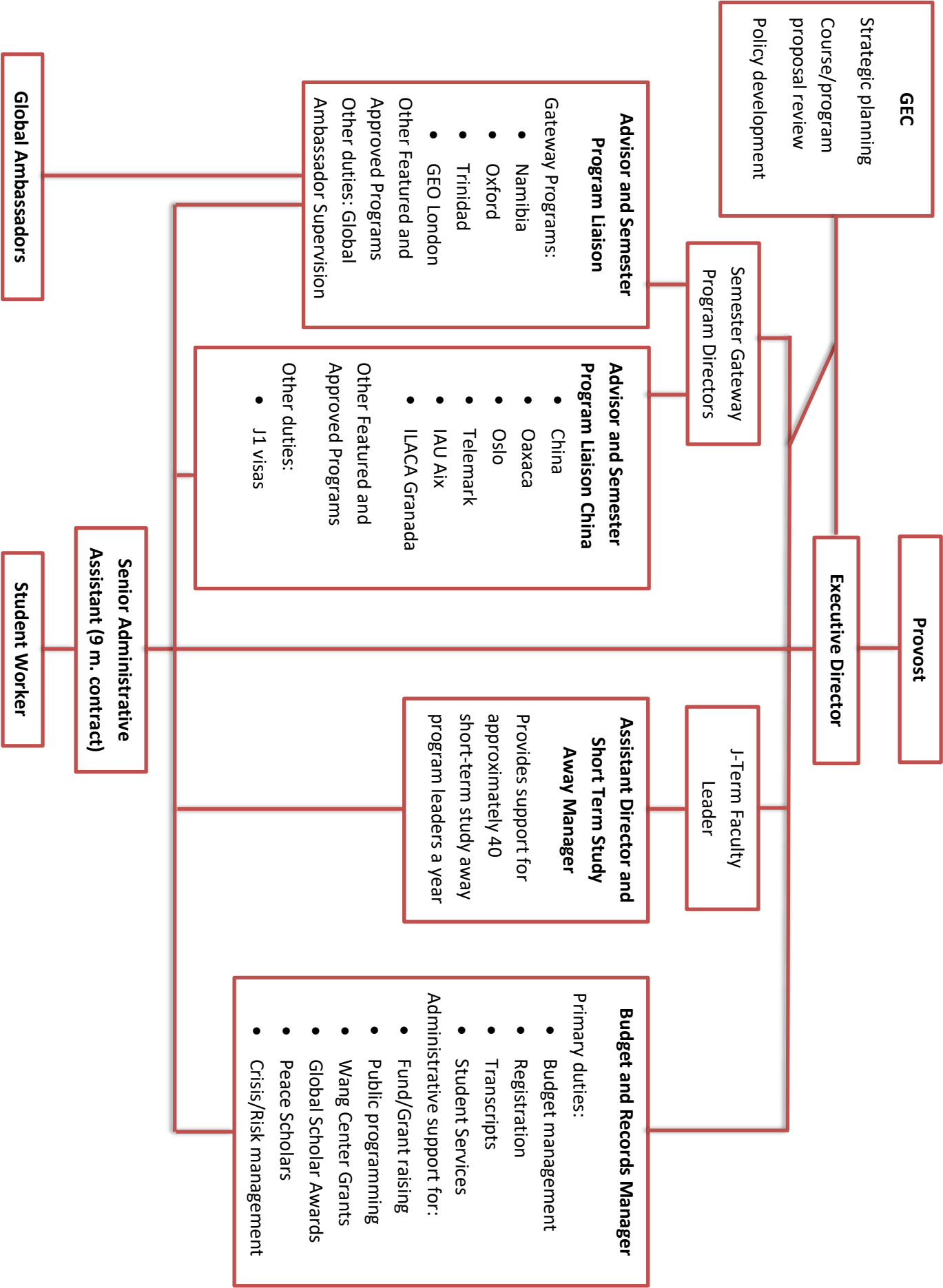
Appendix D: Gateway Semester and Short-Term Study Away Program Evaluation

Appendix E: Sample of Gateway Program Site-Director Mid-semester Report

Appendix F: Global Education at PLU Power Point Presentation

Appendix G: Wang Center ILO Assessment

Appendix H: Assignment of Credit Form
Appendix I: Short-term Program Proposal Form
Appendix J: Sample Short-Term Proposal
Appendix K: Student Selection Rubric
Appendix L: SRR Special Handout for Study Away and Community Standards Information Sheet
Appendix M: Sample Short-Term Study Away Faculty Leader Approval Letter
Appendix N: Gateway Program Director Duties and Responsibilities
Appendix O: Gateway Site-Director Duties and Responsibilities
Appendix P: Emergency Protocol for On- and Off- Campus Emergencies
Appendix Q: Emergency Response Plan for Heightened Terrorism Alert in European Countries
Appendix R: Statement on Ethical Photography



STUDY AWAY WORKING GROUP REPORT

Submitted by:

Dr. Tamara R. Williams, Executive Director
Wang Center for Global Education

Reviewed and tentatively approved by SAWG members June 12, 2017
Updated August 17, 2017

Below is the report from the Study Away Working Group (SAWG), constituted by the Office of the President in Fall of 2016 and charged with exploring ways to maintain quality, reduce costs, and increase revenue in PLU's Study Away programs. Members of the SAWG are:

- Rae Linda Brown, Provost
- Mike Frechette, Interim Dean of Enrollment Management
- Tony Finitis, Chair, Global Education Committee
- Megan Grover, Assistant Director and Short-Term Program Manager, Wang Center
- Lisa Henderson, Director of Academic Budgeting and Planning
- Kris Plaehn, Senior Advisor to the President's Office
- Kaarin Praxel Austin, Office of Advancement
- Tanya Ulsted, Gateway Program Coordinator, Wang Center
- Tamara R. Williams, Executive Director of the Wang Center

The report begins with a brief history of study away at PLU and continues with an overview of current trends and a historical review of the budget. It concludes with a series of recommendations designed to provide access to high quality study away programs to all students through a combination of strategic growth in J-Term program offerings, a reduction of 3rd Party Approved Semester Programs, and a concurrent development of a limited number of additional Featured Semester Programs. Quality study away programs are defined here as programs that are aligned with mission, integrated with on-campus curriculum, accessible, and fiscally sustainable for the university in the long term.

The pricing proposals contained in this report were reviewed and approved by the Global Education Committee on Thursday, May 18, 2017, as reported in the GEC Minutes. The final report was discussed and its initiatives tentatively approved by Acting Provost Joanna Gregson on July 12, 2017. Updates made in August include latest data on 2017-2018 study away numbers as well as some additional explanations on the subject of gift aid and study away.

A.- PLU Study Away: Brief History 2000-2017

As early as 2000 and as an extension of PLU's mission to educate "for lives of thoughtful inquiry, service, leadership, and care—for other people, for their communities, and for the earth", PLU's decadal planning document reaffirmed its commitment to prepare men and women for lives of thoughtful service in an increasingly globalized society. Based on

the institution's success in achieving this commitment, global education emerged as a pathway of distinction in both the PLU 2010 and the PLU 2020 documents. Among several measures of the strength of PLU's Global Education profile is that, for over twenty years, 40%-50%¹ of each graduating class has had a study away experience, a figure that has garnered PLU distinction in the IIE *Open Doors: Report on International Education Exchange* as one of the top 20 comprehensive universities in the US for the percentage of undergraduates that study away. In real numbers, this translates to approximately 7,000 Lutes studying away over the course of two decades.

Beginning in the 1990s, faculty and staff have devoted time and financial resources to developing quality off-campus curricula. A combination of faculty initiatives, leadership in the administration, and grant support has succeeded in creating an array of study away opportunities that feature increased participation of PLU faculty, a combination of short-term and semester-long offerings, broad curricular representation, and a variety of pricing options and scholarship funding to advance our commitment to access for all students.

Below is a summary of key developments in study away delivery that have taken place in the last 20 years and now available to PLU students.

1. **J-Term Study Away Programs:** In January 1995, after two years in-development and under the leadership of Ann Kelleher (then Director of the Center for International Programs and Chair of the International Education Council), PLU launched its current J-Term Program model, which was designed to offer courses that meet major, minor and General Education requirements with a pricing structure that relies on block-pricing (i.e. no tuition fee for J-Term credit-hour production) to allow for a program fee based solely on travel related costs. The program became highly successful and continues to add new courses yearly. The average number of course offerings per year is 17 with variations in destination, pricing, duration, housing arrangements, etc. The average class size in J-Term Study Away courses can be indexed to the overall faculty-student ratio, and generally runs close to 12 per 1 FTE. Overall numbers, moreover, are tied to the number of total courses offered. Over half of PLU students that study away do

¹ In July 2017, in response to requests for PLU's accreditation report, the Wang Center worked with the Office of Institutional Research, Craig Chamberlain in the Office of Financial Aid, and the Registrar's Office to confirm actual percentages of graduating Lutes that have had a study away experience since 2011. The percentages are indicated in the chart below:

Graduating Year	Graduating Class	# Studied Away	Percentage
2011-12:	755	295	39.1%
2012-13:	776	364	46.9%
2013-14:	796	369	46.4%
2014-15:	780	381	48.8%
2015-16:	745	348	46.7%
2016-17:	740	344	46.5%
Total:	4,592	2,101	45.8%

so in J-Term study away courses offered by PLU faculty for a program fee that ranges from \$300-\$11,850. This program fee is added to their total tuition bill and is not normally eligible for additional PLU gift aid although students can apply for additional student loans. There are also a limited number of departmental scholarships available as well as the Wang Center's Global Scholar Award for high financial need students. Individual program fees, it should be noted, are set to encourage student access and not intended to profit the university although funds not expended are returned to the university's general fund.

2. **PLU Gateway Programs:** In Fall of 2001, under the leadership of Dr. William Teska, then Associate Provost, and in response to ongoing concerns regarding PLU's reliance on 3rd party providers for semester-long study away, PLU began developing its own semester programs. In 2001, PLU owned and operated two semester away programs: one in Chengdu, China, and one in Trinidad and Tobago. Between 2001 and 2016, guided by the 2004 faculty- and board-approved "Strategic Plan for Global Education," PLU has added programs in Hedmark, Norway with Tripartite Agreement with Namibia (2003-2011), Oaxaca, Mexico (2005), Telemark, Norway (2009), Oslo, Norway (2012), Oxford, England (2014), Windhoek, Namibia (2015), Tacoma, WA (2017). PLU Gateway Programs are faculty-led and/or directed and administered through the Wang Center for Global Education. The charge for participating in a PLU Gateway Program is PLU's comprehensive tuition, room and board fee for one semester.

Gateway programs, moreover, have been designed to offer sites or "centers" with coursework that is intentionally linked to the PLU curriculum and integrated with the vision of *educating for a just, healthy, sustainable, and peaceful world*. Additionally, Gateways have been created:

- To connect on- and off-campus curricula in ways that serve a range of disciplines and foster PLU faculty involvement. Ultimately, each Gateway should have established on-campus disciplinary partners with whom the Wang Center can collaborate to identify a focus for strategic development, of strengths and weaknesses, and to establish course equivalencies,
- To include high-impact experiential components (e.g. internships, practica, service learning)
- To build and sustain an infrastructure with proven host-country partnerships that includes ongoing exchange of on-site staff and faculty
- To encourage PLU faculty participation and development opportunities and have the potential for exchanges of students, faculty, and staff from the overseas locations, thereby advancing PLU's identity as a global campus
- To provide for a sustainable fiscal model that retains gift aid at PLU rather than sending it to 3rd party providers
- To build potential pool of international student applicants
- To attract non-PLU faculty and student participation (Oaxaca serves both UPS and Kalamazoo, China has served Lewis and Clark and ISEP,

Trinidad and Tobago serves students from St. Lawrence University and Lafayette College)

The full development of the current Gateway Programs has taken approximately fifteen years and is ongoing as they are programs impacted by shifts in enrollments and in the disciplinary interest of our students. Beginning in 2012, the Wang Center received instruction to increase participation in PLU Gateway Programs. To do so has required the active participation of underrepresented academic units on-campus as well as curricular development at existing program sites or development of new sites. From start to finish, the process of bringing an on-campus program onboard can take up to two years as it can include preliminary research by a chair or designee, a site-visit, return home to establish course equivalencies, the development of unit-specific Major Advising Plans (MAPs) in collaboration with the Wang Center, and the development of marketing and recruitment and events. Some examples of curricular developments in our Gateways are listed below. These have focused primarily on partnering with the units on campus that are growing and underrepresented in Study Away. These include BUSA, IHON, STEM fields, and KINS. Recent curricular developments in PLU Gateway Programs include:

- Telemark Gateway added BUSA, BIO, and KINS
- Namibia Gateway launched to serve STEM disciplines and NURS. NURS was dropped following a three-year trial period, efforts underway to add EDUC, KINS, Social Sciences and other fields
- TIES Gateway to serve HUMA and Gen Ed
- Trinidad and Tobago Gateway expanded and marketed to most fields
- Oaxaca Gateway added BIO and ENVT
- Oxford Gateway (Spring semester) added as a signature program for the IHON Program and expanded to Fall to meet demand

3.- **Featured Programs** share similarities with Gateway Programs but are offered by partners of regional university consortia. They are aligned with mission, meet a curricular need, and offer some faculty involvement opportunities. PLU currently has two Featured Programs, one in Granada, Spain, run by our consortial partner, Willamette University (through the Independent Liberal Arts Colleges Abroad Consortium), and one in London, England, run by the University of Oregon. In the past, featured programs included LCCT Tanzania and ISEP Exchange but these programs were terminated based on a variety of reasons including underutilization and a change in leadership or pricing model. Pricing for the Featured programs is the same as for the Gateways Programs; students are charged PLU's comprehensive tuition room and board fee.

4.- **3rd Party Approved Semester Programs** were utilized by PLU as the primary source of semester study away programs until the early 2000s. Pre-approved by the Global Education Committee, they offer quality programs (direct-enroll, stand-alone or a combination thereof), regional and disciplinary diversity, and an

established crisis and risk management infrastructure. Because reliance on this form of delivery required the university to redirect tuition and financial aid dollars to outside providers, it became clear that the practice was unsustainable. As indicated above, beginning in 2001, and as part of the aforementioned “Strategic Plan for Global Education”, an effort began to increase the numbers of students in Gateway and Featured Programs and to decrease the numbers in 3rd party provider programs.

- 5.- **MBA Study Tours** were implemented as a Global Business Perspectives requirement beginning in 2007. Since that year, the Wang Center has partnered with the School of Business to support the delivery of 25 study tours (approximately 2 a year), which are embedded into the BMBA 509 course. The model rotates faculty and has served approximately 270 MBA students in course-embedded travel to over 17 destinations (see Appendix A). The program fee for the required MBA Study Tour is included in the MBA tuition fee.
- 6.- **Other** study away opportunities administered through the Wang Center include: alternative spring break programs, summer faculty-led programs, independent study abroad, independent travel for summer GEOS fieldwork requirement, international internships, Wang Center Grant recipients, Peace Scholar recipients, BUSA course in NicarAGUA (service component), and alumni travel pilots. The Wang Center also partners with the Departments of Music and Athletics in preparing groups for international travel.

To conclude, in her 2012 essay, “The World as a Learning Environment: Education for the Twenty-First Century”, Dr. Ann Kelleher classifies Pacific Lutheran University as an institution with an advanced level of campus globalization/internationalization. Advanced status is based on evidence of key indicators. These are: senior administration leadership and support, a robust array of on-campus curricular offerings, an ongoing commitment to, and recruitment of international students; and the existence of a center responsible for faculty and staff development, undergraduate and faculty research, outreach, and, most important, partnering with faculty to initiate, develop, and administer programs in the areas of study away curricula. However campus globalization, Kelleher advises, must “be understood as a process and not as a final condition” for “If globalization becomes a set of program categories to be checked off when established and not an ongoing process or program development, stagnation can result over time while world trends and events move on” (Kelleher 4).

Pursuant to a request from the Office of the Provost for key indicators to measure “Pathways of Achievement” related to PLU’s *Themes of Excellence* document for accreditation, data was collected in spring of 2017 to measure campus globalization as it relates to three areas of campus globalization: faculty participation and disciplinary representation in study away curricula; number and disciplinary distribution of global education offerings on and off campus; numbers of students studying away, and number of international students studying at PLU. Preliminary data support PLU’s status as a campus with Advanced Status in Campus Globalization. Related to study away,

specifically, it is worth noting that nearly half of PLU's current faculty has participated in Wang Center activities including development and delivery of study away curricula, site visits and Wang Center Grant-funded research. Conversely, approximately 85% of PLU students that study away do so with a PLU faculty member. These rates of faculty and student participation are high by any standard. They underscore the institution's Advanced status in the area of campus globalization and underscore PLU's mission-driven commitment "to prepare men and women for lives of thoughtful service in an increasingly globalized society" through study away curricular offerings.

B.- Current Trends and Budget Considerations

1.- J-Term Study Away

Enrollment, Faculty Engagement, and Student Retention

The majority of PLU students that study away at PLU's do so on short-term programs (compare figures in Appendices B and C). Beginning in 2007-2008 and coinciding with the overall dip in PLU enrollment and the Great Recession, the number of participants in short-term programs began declining and then stabilized in 2013 at a consistent average Faculty/Student Ratio of approximately 1:11.8 (see Appendices C and E).

While at first glance it appears that the overall enrollment numbers in the J-Term fluctuate significantly, it is important to note that these variations are a function total number of courses offered. That is, regardless of the number of J-Term Study Away sections offered, the Wang Center can generally predict an average ratio of 12 students to .17 FTE. PLU's J-Term Study Away Programs allow for the largest number of faculty participants offering an exceptional global education faculty development opportunity. With regard to retention (see Appendix D), a five-year review of data revealed that first-year students that participate in a J-Term Study Away course, regardless of the location, retain at a rate of 94%.

Even a less expensive J-Term Program program represents a significant additional cost to student's college expenses. To defray these costs, the Wang Center decided to expand the Global Scholar need-based awards for study away to J-Term with scholarships of up to 20% of the published program fee. Even with this aid however the expense can be prohibitive requiring students to take out additional loans. From an ethical standpoint, the Wang Center is careful to 1) be transparent about cost and funding of J-Term study away courses; and 2) make it clear that a semester study away program is the more cost-effective choice for students that do not want to increase the cost of their higher education.

Budget

The increase of travel-related costs, post-recession reluctance to pay additional out-of-pocket expenses and/or take out additional loans, and the Wang Center's commitment to affordable study away to enhance access for all students have contributed to the short-term study away program's gradually diminishing revenue to the university (see J-Term Net in Appendix E). Because a budget return in this area of study is generated from additional student fees, there are only two ways to increase revenue: to decrease program

costs and/or to increase the program fee. Thus far, the Wang Center's priority commitment has been to student access, which limits the capacity to generate revenue in this study away modality unless outside funding is sought, as has been the case of the BUSA NicarAGUA course. That is, because the program fee for a J-Term Study Away course is paid by students in addition to tuition, room, and board, if cost savings can be identified in a program, we generally choose to pass the savings on to the student. Having said this, it is also the case that we must be careful to not lowball program budgets as this puts programs at risk of compromising quality as well as adversely impacting the Wang Center's overall budget. Budget volatility, finally, is not unusual in the education travel arena as costs are impacted by unpredictable increases or decreases in airline fares or, as was the case in 2016-2017, a budget surplus due to the strength of the dollar.

2.- PLU Gateway Programs

Enrollment

With few exceptions, the average number of PLU students that study away in semester programs has remained steady in proportion to overall enrollment since the academic year 2005-2006 (see Appendix B). The few exceptions to this trend can be explained by overall enrollment dips, the impact of personnel issues in the Wang Center (a combination of medical leaves, retirements and resignations between 2012-2014), and the withdrawal of non-PLU partners from our China program, in particular. That the number has remained steady is worth noting given the concurrent overall decline in enrollment (see Appendix F). Indeed, it could be argued that the number of students choosing semester study away has seen a gradual increase over the last twenty years relative to overall enrollment trends.

Within the framework of semester study away, the intentional strategy of growing existing and new PLU owned and operated Gateway semester programs through strategic development of underrepresented disciplines, gradual implementation of discipline-specific Advising MAPs, and a new marketing campaign launched in 2012 has yielded results. For the 2017-2018 academic year, estimated participation in PLU Gateway and Featured Programs reached an all time high of 81 students for fall and spring semester. Participation in Approved Programs, moreover, reached a low of 32 students. These numbers could increase as the deadline for some of PLU programs is November 1.

Budget

Because the price of Gateway Programs is indexed to PLU's Comprehensive Tuition, Room and Board Fee (\$25,621 for fall 2017), the cost to students for participation has increased steadily and currently runs approximately \$5,000 dollars more than the average cost of participating in a 3rd Party Approved Program, which is \$19,917, including the \$1,500 PLU administrative fee for Approved Semester Programs. Nevertheless, PLU students increasingly choose PLU programs over 3rd Party Approved Programs (see Appendix B). A student's choice of a Gateway Program over a 3rd Party Approved Semester Program is determined by at least three factors. These are the ease of pre-approved credit transfer due to collaboration with academic units and the Registrar,

access to additional scholarship dollars (primarily the need-based Global Scholar Awards), faculty and peer recommendation and name-recognition.

Expenses for the Gateway Programs have increased steadily due to several factors. The main contributing factor has been the addition of new programs in Namibia, Oxford, and Tacoma, including start-up costs. Other contributing factors include the Provost's decision, in 2015, to have the Gateway Programs pay additional FTE replacement costs for Program Director and Site-Director course releases (see Appendix E); the addition of new academic foci in Oaxaca, Norway and China (curriculum development and internships); the addition of the Earth Deeds carbon mitigation feature and the \$750 flight credit; providing equitable supplemental support for all Site Directors; and the MARCOM shared-cost initiative to develop high-quality marketing videos for PLU's Gateways.

The positive impact of the Gateway Strategy on the Study Away budget however has been significant. As anticipated (see Appendix E), while the overall expenses have gone up because they are serving more students, through this strategy, PLU has:

- Achieved the goal of serving more students at a lower cost to the University than Approved programs as the average cost-per-student in a Gateway Program is \$14,753, which is approximately \$5,000 lower than the average Approved program
- Achieved the lower cost while still accounting for on- and off-site faculty leadership, as well as study tours, meal stipends, visas, and a airfare credit of \$750 per student participant
- Achieved the lower cost while still reimbursing academic units \$15,000+taxes and benefits for "borrowed" FTE's serving as site-directors and \$5,000+taxes and benefits for course releases of the China, Namibia, Oxford, and TIES Gateway Program Directors
- Achieved a lower cost while still accounting for PLU gift aid in the amount of \$8,000² per student through Net returns in the amount of 400,000-600,000 depending on enrollment and program costs
- Achieved the establishment of partnerships with known partners overseas that, in turn, have provided the capacity to shape programs and negotiate costs to meet PLU academic and financial needs
- As seen in Appendix E footnote 6a, Gateway programs have acquired additional revenue through the participation of non-PLU students (ISEP, NAC&U, UPS, Kalamazoo, St. Lawrence University, Lewis and Clark, etc.)
- Achieved traction in our community as quintessential PLU experiences, which attract cohorts of students year after year and develop a sense of community and support for returnees, who are able to share the experience of the challenges and opportunities of re-entry collectively
- Achieved traction with our high-need and first-generation students based on data provided by the Dean of Enrollment Management

² The \$8,000 dollar figure was provided to the Study Group by the Dean of Enrollment Management, Mike Frechette in fall of 2016. Previously, the budgeted amount for gift and financial aid was \$6,000.

- Attract International Students to PLU through partnerships with local universities (Bjorknes College in Norway, Sichuan University in China)

It must be underscored that, as noted above and illustrated in Appendix E, the Wang Center's average return to the university for the Gateways has remained within the \$400,000 to \$600,000 range. These returns are projected a year in advance as part of the Provost's Office annual budget cycle. While at first glance these sums appear large, the fact is that they represent the gift aid returned to the university. Between 2004-2017, the average amount of gift aid per Gateway participant was calculated at \$6,000. Moving forward, and based on the calculations of Mike Freschette (Dean of Enrollment Management and Financial Aid) and the recommendations of the Provost, the calculated gift aid amount will increase to \$8,000. Moreover, this amount will be considered a program expense. While this calculation decreases the "return" amount (see the Net return before and after the \$8,000 gift aid is accounted for in Appendix G), it more accurately reflects the reality of dealing in an economy of discounted tuition.

3.- Featured Programs

Enrollment

Participation in PLU's two Featured Programs has fluctuated in the last five years. The decrease appears to be the consequence of several factors. The decreased enrollment is likely a result of the successful strategy to grow the Gateway Programs. Other factors include, the thirty-year old AHA London program (originally created out of the ILACA consortium) has been adversely affected by the loss of name-recognition that occurred with its name change to GEO London in May 2015. It is possible that the GEO London and ILACA Granada programs, moreover, have been impacted by the adoption of the Terra Dotta "Program Finder" feature as both compete with the other 3rd Party Approved Semester Program options. Another very important consideration when examining the underutilization of Featured Programs is that the two existing Featured Programs cater to a limited number of disciplines, some of which have had declining enrollments on campus in the last five years. If PLU expands its Featured Program options to include more disciplines, it is more likely students will choose them over Approved for many of the same reasons—disciplinary alignment, ease of application, course-equivalency guide, faculty recognition, etc.—as they choose our Gateway Programs.

While student participation in PLU's Featured Programs has been low, the Featured Program as a model has the potential for meeting increased academic needs while keeping costs down. A Featured Program entails faculty input, an enhanced partnership with a provider that provides a robust on-site academic and health and safety infrastructure, a potential for customized program design and expansion, and the capacity to negotiate competitive prices, which is not an option available for Approved Programs. Similar to Gateway programs, moreover, Featured Program coursework can be pre-approved and entered into an updated "Study Away Equivalency Guide" and enrollment is enhanced by increased name recognition in the PLU community and to faculty buy-in.

Budget

Featured programs are underutilized at PLU even while they expand PLU's geographical and academic scope overseas as well as:

- Offer study away opportunities at a cost that is lower than Approved Programs and higher than the average cost for a Gateway Program, which is ~\$17,000
- Account for study tours, meal stipends, and an airfare credit of \$750 per student participant
- Require less Wang Center administrative support given their robust administrative structures
- Rely on established relationships with known partners overseas that, in turn, provide the capacity to shape programs and negotiate costs to meet PLU's academic and financial needs
- Account for financial and gift aid in the amount of \$8,000 per student participant
- Enjoy PLU faculty support and limited involvement but do not require FTE for program leadership
- Create a sense of community and support for returnees, who are able to share the experience of the challenges and opportunities of re-entry

From the standpoint point of the overall study away budget (see Appendix E), the featured programs have the potential, like the Gateways, of accounting for the \$8,000 gift aid given that their average cost of \$17,000.

4.- 3rd Party Approved Semester Programs

Enrollment

Participation in 3rd Party Approved Programs is based on a combination of student needs and interests in 1) studying in a particular location, 2) acquiring credit in a specific academic area, and 3) lowering the cost of study away. Regarding lower costs, it is the case that some Approved Programs can be more affordable, especially for commuter students that are not used to paying for room and board. Even so, and as indicated in Appendix B, due to strategic growth in PLU Gateways, strategic marketing and advising, enrollment of PLU students in 3rd Party and Approved programs has been steadily declining since 2012-2013 and is projected to be at an all time low of 32 students for 2017-2018 year.

Budget

3rd Party Approved Programs are pre-selected for good quality, value and offer continuous administrative oversight on- and off-site for an average of \$19,917 (including a \$1,500 fee). While utilizing Approved Programs normally represents less labor for sending institutions, the costs of using them in real dollars are high. For approved programs, PLU pays a third-party the program fee in full. Gift aid is not accounted for. Moreover, what benefits and amenities each program offers students vary considerably, and what they offer to the academic community in terms of opportunities for input, faculty development, etc. is very limited. In summary, 3rd Party Approved Programs:

- Offer study away opportunities at a significantly higher cost to the University than Gateway and Featured programs at an average of \$19,917 (including a \$1,500 administrative fee)
- Do not uniformly account for study tours and meal stipends
- Do not pay for visas
- Are not provided an airfare credit
- Don't normally lead to partnerships that provide the capacity to shape programs and negotiate costs to meet PLU's academic and financial needs
- Do not account for PLU gift aid in the amount of \$8,000 per student participant
- Do not have standing PLU course equivalencies, requiring students and faculty to carefully negotiate unique equivalencies each semester, which can in very few cases lead to breaks in a student's academic pathway
- Generally serve less than three to four PLU students per semester (and often just one per program), which impacts the reentry experience of students, some of whom report experiencing difficulty upon their return

While 3rd Party Programs do not offer the advantages of PLU's Gateway and Approved, it is the case that they do meet two very distinct needs. The first is to fill regional and curricular gaps. For example, PLU does not have its own program in Germany even while we have distinctive curricular emphases in this region. The second is that there are 3rd Party Approved Programs that can be significantly less expensive than our Gateway and Approved. These are primarily direct enroll programs that are not necessarily missionally aligned with PLU, provide little individualized support on site, may or may not include lodging and food, etc. Our Study Away Advisors are assiduous in informing students of these essential differences. Taking students through a cost-benefit analysis of a Gateway vs a less expensive 3rd Party Approved Program is helpful in this regard.

5.- MBA Study Tours

Enrollment

Since it was instituted as required component of the MBA Program in 2007, the MBA Short-term Study Tours have enjoyed solid enrollments of approximately 12-14 per group.

Budget

Expenses for the MBA Short-term Study Tours are paid from tuition dollars. The embedded MBA study tour does attract students to the graduate program, provides an affordable study away experience to an important cohort of PLU graduate students, and offers faculty an exceptional development opportunity.

6.- Other

Enrollments for other study away opportunities administered through the Wang Center — alternative spring break programs, summer faculty-led programs, independent travel for summer GEOS fieldwork requirement, international internships, Wang Center Grant recipients, Peace Scholar recipients, BUSA course in NicarAGUA (service component),

and alumni travel pilots—have grown significantly over the past five years due to the a combination of new program development, increased student interest, and the need to centralize certain processes of all student overseas travel in a manner that will enhance their safety abroad and decrease liability risk for PLU.

C.- OXFORD IHON: A Model for Marketing, Recruitment, and Retention

Reliable anecdotal evidence and enrollment trends in the IHON Program in the last three years indicate a strong correlation between the increase in yield of first-years accepted into the IHON Program and the opportunity to study away at Oxford University. Indeed, a recruitment strategy that clusters the on-campus program with the off-campus opportunity appears to be attracting and retaining high-achieving students to PLU. It is recommended that a similar strategy be used for recruitment in other areas. That is, when speaking about studying in a particular field at PLU, we should include information about opportunities to study that field abroad.

D.- Designated Scholarship Funds for PLU Study Away

An important and attractive dimension of Study Away at PLU is the availability of scholarship funds especially for students with demonstrated high need. The most significant fund in this regard is the Gates Global Study Opportunity Scholarship, which was established in approximately 2008-2009 through a \$1,000,000 dollar matching grant from the Bill and Melinda Gates Foundation. This fund has made it possible to award hundreds of \$2,500 dollar stackable awards to semester study-away students and variable amounts to J-Term students with very low EFC's. Other funds (the Bergman-Mann Study Away Scholarship, the Alan and Ann Gaines Study Away Scholarship, the AH Hansen Scholarship, the King Harald Endowment for study away in Norway, Bill Foege for Health and Natural Sciences study away, among others) have slightly different stipulations including geographical location and academic discipline.

While the Wang Center believes that the fundamental policies and procedures in place to administer these awards have been sound, periodic reviews of how and why awards are disbursed have made it possible to identify underrepresented groups in study away. The fund allows for changes that meet the vision of the original gift, which is "to make it possible for students to study away that otherwise might not be able to". One example of a recent change has been the increase of awards for eligible commuter students, who have financial hardship, and are unused to paying for room and board. Other strategic initiatives are likely moving forward.

E.- Goals and Strategies for Future Growth and Development

To maintain PLU's reputation as a regional university with an extraordinary commitment to Global Education and because the number of PLU students studying away is a key indicator of that commitment, PLU must move forward with the twin goals of increasing quality and participation in study away programs that is both academically sound and fiscally responsible. To this end, the SAWG is recommending the following strategies to be implemented immediately and completed within the next three years with the overall goal of decreasing the current (2016-2017) study away expenses by 2020.

1.- J-Term Study Away:

FOCUS: increase participation by 15% by 2020

- To increase study away participation and enhance overall retention of first-year and second-year students, develop up to four additional short-term programs that are affordably priced and tailored to the academic and developmental needs of first-and second-year students
- Continue to develop quality programs in high-demand disciplines that are competitively priced to attract more students overall

2.- PLU Gateway Programs

FOCUS: quality, enrollment stabilization and cost reduction by 2020

- By spring 2019, conduct a Forum on Education Abroad QUIP review of PLU Gateway Programs in order to identify strengths and growth areas with the goal of enhancing quality and stabilizing enrollment through strategic partnering with academic departments. A QUIP Certification, moreover, enhances the profile of PLU Programs as the Wang Center seeks to expand the number of non-PLU students' participants. For more information on the QUIP review, see: <https://forumea.org/get-involved/quality-assurance-programs/quip/learn-about-quip/>
- Develop and implement budget that accounts for the expense of gift aid, which is currently an average of \$8,000 per student but will be adjusted annually based on information received from Dean of Enrollment Management

3.- Featured Programs

FOCUS: strategic growth and increased revenue by 2020

- Review and evaluate current Featured Programs using the following criteria: quality, disciplinary representation and curricular integration, access to co-curricular engagement (music, sports, etc.), geographical representation, and cost.
- In collaboration with academic units and strategic partners overseas, by 2020 develop up to four additional Featured Programs that have the capacity to deliver a quality program that serves a wide range of students at an affordable cost
- Set targets for Featured Program participants per year for roll-out in order to establish budget benchmark for Featured Programs
- Develop and implement budget that accounts for the expense of gift aid, which is currently an average of \$8,000 per student but will be adjusted annually based on information received from Dean of Enrollment Management

4.- 3rd Party Approved Semester Programs

FOCUS: reduction of reliance on 3rd Party Approved Programs by 2020

- Reduce the number of 3rd Party Approved Semester Programs to ~100 employing the following criteria: quality, disciplinary representation and curricular integration, access to co-curricular engagement (music, sports, etc.), geographical representation, and cost
- Reduce the number of PLU students that study away on a 3rd Party Approved Semester Program through increased quality of, and access to, Gateway and

Featured Programs, strategic partnerships with academic units, the development of discipline-specific Major Advising Plans, and advising overall.

- Retain summer 3rd party approved offerings.

E.- Timeline

Fall 2017	1 st Year Mellon-funded J-Term Proposal Approvals (GEC, FYEP, Grover, Admissions) Apply for QUIP Review Process for PLU Gateways Identify two additional Featured Program locations (Taylor, Ulsted, Williams, GEC) Further reduction of 3 rd Party Semester Approved List (Taylor, Ulsted, Williams, GEC)
Spring 2018	Implement recruitment strategy for 1 st Year J-Term courses (Grover, FYEP, Admissions) Begin QUIP Self-Study (Williams, Gateway Directors, and Wang Ctr. staff) Begin development of additional Featured Programs (Taylor, Ulsted, Williams, GEC) Complete reduction of 3 rd Party Semester Approved List (Taylor, Ulsted, Williams, GEC)
Fall 2018	Continue recruitment of 1 st Year J-Term courses (Grover, FYEP, Admissions) Begin QUIP site visits to Fall Gateways (Williams, Gateway Directors, Wang Ctr. staff) Continue development of Featured Programs (Taylor, Ulsted, Williams, GEC) Begin advising with reduced list of Approved and anticipated Featured (Taylor and Ulsted)
Spring 2019	Run first cohort of 1 st Year J-Term programs (Grover, Wang Ctr. staff) Continue QUIP site visits of PLU Gateway Programs (Williams, Gateway Directors, Wang Ctr. staff) Begin marketing additional Featured Programs (Taylor, Ulsted, Wang Ctr. staff) Continue development of Featured Programs (Taylor, Ulsted, Williams, GEC)
Fall 2019	Call for Proposals for 1 st Year J-Term courses (Wang Ctr.) FORUM QUIP reports in process (FORUM evaluation team) Continue development of Featured Programs (Taylor, Ulsted, Williams, GEC)
Spring 2020	Plan completed. Reassess impact.

Appendix A: MBA 10-Day International Experience				
Year	Term	Destination	Faculty Leader	Number of Participants
2007	Jterm	France	MacDonald	7
	Spring	N/A	N/A	N/A
2008	Jterm	Vietnam	Pham	8
	Jterm	Europe	Wolf	6
	Spring	Ireland	Simpson	10
2009	Jterm	China	Barnowe	12
	Spring	Hungary	Harmon	12
2010	Jterm	France	Brock	10
	Spring	Taiwan/HongKong	Lee	14
2011	Jterm	China	Barnowe	11
	Spring	Switzerland	Tuzovic	12
2012	Jterm	Spain	Monnot	14
	Spring	Switzerland	Tuzovic	14
2013	Jterm	Peru	Mulder	14
	Spring	Taiwan/China	Lee	14
2014	Jterm	Dubai, UAE	Brown	14
	Spring	Norway	Monnot	13
2015	Jterm	Peru	Mulder	12
	Spring	Taiwan/China	Lee	10
2016	Jterm	India	Gupta	18
	Spring	Costa Rica	Ince	12
2017	Jterm	Switzerland	Ambrosio	17
	Spring	Brazil	Lee	15
2018	Jterm	Mexico	Lee	
	Spring	China	Lee	
	Spring	Peru	Mulder	
China			5	
Peru			3	
France			2	
Germany/Switzerland			3	
Europe			9	
Asia			9	
South America			4	
Central America			2	

Appendix B: Approved vs PLU Program Fees 2005-2018

Semester Program Fee History

	PLU Comp	Approved Average*
2005-06	\$14,235	\$13,541
2006-07	\$15,295	\$14,153
2007-08	\$16,400	\$14,971
2008-09	\$17,500	\$16,555
2009-10	\$18,350	\$16,383
2010-11	\$19,000	\$17,003
2011-12	\$20,100	\$17,658
2012-13	\$21,210	\$17,886
2013-14	\$22,250	\$19,345
2014-15	\$23,205	\$19,990
2015-16	\$24,140	\$20,881
2016-17	\$24,440	\$19,754
2017-18	\$25,621	\$19,917

*Includes \$1500 admin fee

Semester Enrollment History**

	PLU	Approved
2005-06	53	77
2006-07	59	95
2007-08	40	60
2008-09	64	64
2009-10	74	69
2010-11	64	72
2011-12	70	60
2012-13	69	65
2013-14	43	45
2014-15	64	48
2015-16	83	33
2016-17	70	42
2017-18	81	32

**Does not include non-PLU participants

~deadline May, numbers not final

Approved vs PLU Program Fees 2005-2018



PLU Comp

Approved Average*

PLU Comprehensive Fee includes:

Tuition
Room
Meals
Visa Fees
Study Tours
Carbon Onset
\$750 Flight Credit

Approved Fee Includes:

Tuition
Room
Carbon Onset
Approved Fee may include:[^]
Meals
Study Tours
[^]This varies dramatically by program.
Lower cost usually means less is included.
Approved Fee never includes:
Visa fees
Flight

Appendix C: J-Term Study Away 2013-2018 - Total enrollments and Faculty/Student Ratios

Term	Program Enrollment	Average Faculty/Student Ratio	# Programs	# Faculty Leaders
J-Term 2013	286	1:11.9	21	24
J-Term 2014	310	1:11.4	23	27
J-Term 2015	175	1:12.5	14	14
J-Term 2016	247	1:11.7	18	21
J-Term 2017	184	1:12	13	15
Term	Estimated Program Enrollment	Estimated Average Faculty/Student Ratio	# Programs	# Faculty Leaders
J-Term 2018	247	1:11.8	16	20

APPENDIX D: J-Term Study Away Retention Data

J-Term Study Away Retention								
Data Source	Term/Year	FY Enrollment	Total Enrollment	FY % of Total Enrollment	FY International	FY Domestic	# of Retained Students (10th day of Fall)	% Retention
Terra Dotta	J-Term 2017	8	166	0.048192771	3	5	data not available until 10th day of F17	
Terra Dotta	J-Term 2016	14	247	0.056680162	2	12	13	0.928571429
Paper Application	J-Term 2015	12	178	0.06741573	4	8	11	0.916666667
Paper Application	J-Term 2014	31	310	0.1	11	21	32	1.032258065
Paper Application	J-Term 2013	27	285	0.094736842	13	14	24	0.888888889
Paper Application	J-Term 2012	19	311	0.061093248	9	10	18	0.947368421
		Total Sum	Total Sum	Average %	Average International	Average Domestic		Average % Retention
		111	1,497	0.071353126	7	11.66666667		0.942750604

Definitions:

First-time undergraduate, as verified by SAAAMDS

PLU faculty-led J-Term study away courses only

Does not factor withdrawals from PLU that occur after Fall of the year in which the student did a J-Term study away

APPENDIX E: Wang Center Study Away Budget: 2007-2017

GATEWAY (incl. non-PLU)			
	# of Programs	Enrollment	Net
2007-2008	4	60	\$ (513,776) \$ 418,726
2008-2009	4	82	\$ (723,326) \$ 378,130
2009-2010	5	88	\$ (622,935) \$ 591,371
2010-2011	5	76	\$ (739,674) \$ 419,154
2011-2012	5	74	\$ (591,479) \$ 501,644
2012-2013	5	73	\$ (659,923) \$ 465,007
2013-2014	4 ¹	62	\$ (773,349) \$ 414,817
2014-2015	7	68	\$ (910,298) \$ 589,182
2015-2016	7 ²	66	\$ (963,254) \$ 540,227
2016-2017	8 ²	67	\$ (1,040,727) \$ 563,692
TOTAL ⁶		716	\$ (7,538,741) \$ 4,881,951

FEATURED ³			
	# of Programs	Enrollment	Net
	3	29	\$ (259,733) \$ 87,525
	3	19	\$ (295,325) \$ 109,976
	3	19	\$ (278,732) \$ 123,968
	3	25	\$ (314,343) \$ 102,707
	3	22	\$ (302,294) \$ 119,398
	5	23	\$ (278,527) \$ 102,753
	3	14	\$ (145,087) \$ 59,413
	2	13	\$ (192,484) \$ 83,076
	2	33	\$ (394,508) \$ 159,212
	2	4	\$ (71,010) \$ 26,750
		201	\$ (2,532,044) \$ 974,776

APPROVED ⁵			
	Enrollment	Expenses	Net
	60	\$ (853,482)	\$ 44,778
	64	\$ (1,225,000)	\$ 87,500
	69	\$ (1,108,533)	\$ 109,426
	72	\$ (1,111,826)	\$ 112,420
	60	\$ (967,980)	\$ 91,500
	65	\$ (1,062,035)	\$ 100,562
	45	\$ (808,048)	\$ 62,590
	48	\$ (845,423)	\$ 58,881
	33	\$ (630,308)	\$ 49,696
	41	\$ (756,161)	\$ 27,865
	557	\$ (9,368,795)	\$ 745,218

ALL SEMESTER (incl. non-PLU students)			
	Enrollment	Expenses	Net
2007-2008	149	\$ (1,626,991)	\$ 551,029
2008-2009	165	\$ (2,243,651)	\$ 575,606
2009-2010	176	\$ (2,010,200)	\$ 824,765
2010-2011	173	\$ (2,165,844)	\$ 634,281
2011-2012	156	\$ (1,861,753)	\$ 712,542
2012-2013	161	\$ (2,000,484)	\$ 668,322
2013-2014	121	\$ (1,726,484)	\$ 536,820
2014-2015	129	\$ (1,948,205)	\$ 731,139
2015-2016	132	\$ (1,988,070)	\$ 749,135
2016-2017	112	\$ (1,867,898)	\$ 618,307
TOTAL	1,474	\$ (19,439,580)	\$ 6,601,946

J-TERM ⁴			
	# of Programs	Enrollment	Net
	25	377	\$ (1,437,788) \$ 102,881
	19	277	\$ (1,759,000) \$ 25,000
	19	281	\$ (1,170,018) \$ 169,217
	21	273	\$ (1,062,601) \$ 144,477
	21	312	\$ (1,514,075) \$ 99,161
	21	285	\$ (1,324,745) \$ 43,183
	23	313	\$ (1,471,015) \$ 31,958
	14	178	\$ (870,636) \$ 47,260
	18	247	\$ (1,032,464) \$ 28,482
	13	169	\$ (770,941) \$ 86,106
		2,712	\$ (12,413,284) \$ 777,725

SEMESTER & J-TERM COMBINED			
	Enrollment	Expenses	Net
	526	\$ (3,064,779)	\$ 653,910
	442	\$ (4,002,651)	\$ 600,606
	457	\$ (3,180,218)	\$ 993,982
	446	\$ (3,228,445)	\$ 778,758
	468	\$ (3,375,828)	\$ 811,703
	446	\$ (3,325,230)	\$ 711,505
	434	\$ (3,197,499)	\$ 568,778
	307	\$ (2,818,842)	\$ 778,399
	379	\$ (3,020,534)	\$ 777,617
	281	\$ (2,638,839)	\$ 704,413
	4,186	\$ (31,852,864)	\$ 7,379,671

1. Oslo did not run due to enrollment

2. AsiaLearn/GlobalLinks/ISA no longer part of China program

3. Featured Programs: AHA or GEO London, ILACA Granada, CGE Namibia, ISEP-Exchange, Willamette-Quito, LCCT-Tanzania

4. International and Domestic; does not include MBA, Spring Break, nor Summer

5. As of June 2017, there are 10 Program Providers, there have been up to 15 in the last 10 years.

6. a. Non-PLU students contribute \$100,000 - \$150,000 (after expenses) in new revenue each year.

b. Revenue does NOT reflect how returns to the University offset PLU Gift Aid used to study away on semester programs.

Pacific Lutheran University
University Assessment, Accreditation and Research

Count students by gender, time status, student level and student classification

2003-2016

	2009			2008			2007			2006			2005			2004			2003		
	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL
Full-time																					
Freshmen	315	444	759	307	497	804	313	506	819	316	483	799	330	481	811	312	557	869	315	457	782
Sophomores	237	421	658	265	415	680	246	401	647	247	396	643	253	432	685	236	399	635	213	384	597
Juniors	282	494	776	296	478	774	279	471	750	262	504	766	271	497	768	264	508	772	249	458	707
Seniors	333	588	921	310	556	866	300	582	882	301	595	896	283	617	900	275	519	794	288	540	828
Non-matriculated UG	11	14	25	7	10	17	1	11	12	1	2	3	1	6	7	0	0	0	2	6	8
Non-matriculated GR	0	5	5	0	1	1	1	0	1	1	0	1	1	1	2	0	1	1	0	1	1
Graduate	44	110	154	65	147	212	60	134	194	63	123	186	71	133	204	69	127	195	71	111	182
Total Full-time	1222	2076	3298	1250	2104	3354	1200	2105	3305	1191	2103	3294	1210	2167	3377	1156	2111	3267	1138	1967	3105
Part-time																					
Undergraduate	57	72	129	45	96	141	58	115	173	71	133	204	79	103	182	93	135	228	96	129	225
Graduate	35	79	114	38	71	109	31	79	110	27	78	105	24	74	98	40	58	98	33	54	87
Non-matriculated UG	22	15	37	28	11	39	36	30	66	12	17	29	9	7	16	11	15	26	20	18	38
Non-matriculated GR	1	2	3	1	8	9	1	6	7	2	6	8	1	5	6	1	4	5	4	3	7
Total Part-time	115	168	283	112	186	298	126	230	356	112	234	346	113	189	302	145	212	357	153	204	357
Total Undergraduates	1257	2048	3305	1258	2063	3321	1233	2116	3349	1210	2130	3340	1226	2143	3369	1191	2133	3324	1183	2002	3185
Total Graduates	80	196	276	104	227	331	93	219	312	93	207	300	97	213	310	110	190	300	108	169	277
GRAND TOTAL	1337	2244	3581	1362	2290	3652	1326	2335	3661	1303	2337	3640	1323	2356	3679	1301	2333	3624	1291	2171	3462

9/23/2016

Wang Center Study Away Demographics Report: 2017–2018

Prepared June–July 2018 by Danielle Harris and Courtney Olsen

Report Summary

This report summarizes specific demographic characteristics of students who studied away during the 2017–2018 academic year. It is the third report of its kind produced by the Wang Center, with the previous two examining the 2015–2016 and 2016–2017 academic years. The aim of this work is to create a better understanding of the students who participate in study away programs and which demographic groups we should pay particular attention to when creating and marketing study away programs. For the first time this annual report includes racial and ethnographic data thanks to the collaboration of staff from the Office of the Provost.

Below we provide an overview of data from all of our study away programs for undergraduate and graduate students, and then focus on students who participate in semester, full-year, and J-Term programs. Special attention will be paid to the following characteristics: age, area of study, GPA, economic background, first-generation students, language, gender, veterans, and commuter/non-commuter status. Other related characteristics that will be considered include Pell Grant recipients, Act Six Scholarship recipients, transfer status, and participation in the International Honors program. In conjunction with the previous two reports, studying the demographic trends of students who study away provides space and direction to improve the accessibility of study away programming at PLU.

Where Did Students Study Away?

Countries where students studied away during the 2017–2018 academic year:

Australia	Italy	Senegal
Austria	Martinique	South Korea
China	Mexico	Spain
Czech Republic	Namibia	Thailand
Denmark	New Zealand	Trinidad & Tobago
Ecuador	Nicaragua	Uganda
Germany	Norway	United Kingdom
Greece	Peru	United States
India	Rwanda	Uruguay

Who Studied Away?

The year at a glance:

- 393: Total students who studied away
 - 352: Total undergraduate students who studied away
 - 109: Students who studied away on a semester or full-year program
 - 226: Students who studied away on an off-campus J-Term program
 - 14: Students who studied away on a summer program
 - 10: Students who studied away on a spring break program
 - 41: Total graduate students who studied away

- 7: Students who studied away on multiple programs in the same year

Undergraduate demographics:

- 21: Mean age of students (Range: 17–45)
- 3.50: Mean GPA of students (Range: 1.83–4.00)
- 132 (38%): Students that reported having financial need
- 46 (13%): Pell Grant recipients
- 10 (3%): Act Six Scholars
- 73 (21%): Students that reported that their parents didn't graduate from college
- 18 (5%): Students that reported that they speak another language at home
- 272 (77%): Students that identify as female
- 80 (23%): Students that identify as male
- 7 (2%): Veterans
- 16 (5%): Commuter students
- 28 (8%): Transfer students
- 81 (23%): IHON students
- 1 (0.30%): American Indian or Alaska Native
- 28 (8.38%): Asian
- 9 (2.69%): Black or African American
- 20 (5.99%): Hispanic
- 3 (0.90%): Native Hawaiian or Other Pacific Islander
- 2 (0.60%): Non-resident Alien
- 3 (0.90%): Unknown ethnic/racial demographics
- 22 (6.59%): Two or More Races
- 246 (73.65%): White

In comparison with last year, the total number of students who have studied away has increased. Students studying away on semester and full-year programs increased by 9 and students studying away on J-Term programs increased by 58. Participation in summer programs, spring break programs, and graduate programs have increased as well. Enrollment in study away programs decreased significantly between the 2015–2016 and 2016–2017 academic years, so while the number of students studying away during the 2017–2018 academic year has increased since the 2016–2017 academic year, they are still lower than the 2015–2016 enrollment numbers. Over the last three years, participation of students who are Act Six Scholarship recipients, speak another language at home, and in IHON has increased. During the 2017–2018 academic year, 13% (352 out of 2,642¹) of PLU's undergraduate student population studied away, a 3% increase from the year before.

¹ We used an average of the total undergraduates enrolled at the 10th day headcount for the fall and spring semesters to find this number.

Semester Demographics

Quick statistics:

- 109: Students who studied away for a semester or full year
- 20: Mean age of students (Range: 18–29)
- 3.50: Mean GPA of students (Range: 2.47–3.97)
- 44 (40%): Students that reported having financial need
- 9 (8%): Pell Grant recipients
- 4 (4%): Act Six Scholars
- 22 (20%): Students that reported that their parents didn't graduate from college
- 4 (4%): Students that reported that they speak another language at home
- 90 (83%): Students that identify as female
- 19 (17%): Students that identify as male
- 3 (3%): Veterans
- 6 (6%): Commuter students
- 4 (4%): Transfer students
- 45 (41%): IHON students
- 10 (9.17%): Asian
- 1 (0.92%): Black or African American
- 6 (5.50%): Hispanic
- 1 (0.92%): Native Hawaiian or Other Pacific Islander
- 1 (0.92%): Non-resident Alien
- 1 (0.92%): Unknown ethnic/racial demographics
- 6 (5.50%): Two or More Races
- 83 (76.15%): White
-

Major Division	Number of Semester Students	Percentage of Semester Students
Humanities	21	15%
Social Sciences	31	22%
Natural Sciences	26	18%
Arts & Communication	14	10%
Business	9	6%
Education & Kinesiology	4	3%
Nursing	0	0%
Individualized	1	0.7%
Interdisciplinary	31	22%
Undeclared	4	3%
Total*	141	

*Note: This total is larger than the total number of students studying away for a semester or full-year because some students have multiple majors.

Students studying away on semester programs make up 31% of undergraduate students studying away during the 2017–2018 academic year. This percentage is lower than the year before, though there were more students total participating on semester or full-year programs. From the previous academic year, there were increases in the number of Act Six scholars (1 to 4), students whose parents didn't graduate from college (20 to 22), commuter students (0 to 6), and IHON students (13 to 45). However, there were decreases in the number of Pell Grant recipients (22 to 9), students who speak another language at home (9 to 4), and transfer students (13 to 4). Consistent with the previous two demographic reports, this group was less evenly distributed in terms of division of majors (see graphs on pages 5 and 6). Humanities, social sciences, natural sciences, and interdisciplinary programs had the greatest percentage of students studying away. The impact of discontinuing the nursing track in the Namibia Gateway program can be seen by the decrease in nursing majors studying away over for a semester 7% to 0% since the 2015–2016 academic year.

J-Term Demographics

Quick statistics:

- 226: Students who studied away on an off-campus J-Term program
- 21: Mean age of students (Range:17–45)
- 3.47: Mean GPA of students (Range: 1.83–4.00)
- 88 (39%): Students that reported having financial need
- 37 (16%): Pell Grant recipients
- 4 (2%): Act Six Scholars
- 44 (19%): Students that reported that their parents didn't graduate from college
- 12 (5%): Students that reported that they speak another language at home
- 171 (76%): Students that identify as female
- 55 (24%): Students that identify as male
- 4 (2%): Veterans
- 10 (4%): Commuter students
- 21 (9%): Transfer students
- 38 (17%): IHON students
- 1 (0.44%): American Indian or Alaska Native
- 18 (8.00%): Asian
- 8 (3.56%): Black or African American
- 14 (6.22%): Hispanic
- 2 (0.89%): Native Hawaiian or Other Pacific Islander
- 1 (0.44%): Non-resident Alien
- 2 (0.89%): Unknown ethnic/racial demographics
- 16 (7.11%): Two or More Races
- 163 (72.44%): White

Major Division	Number of J-Term Students	Percentage of J-Term Students
Humanities	23	9%
Social Sciences	63	24%
Natural Sciences	40	15%
Arts & Communication	28	11%
Business	31	12%
Education & Kinesiology	20	8%
Nursing	14	5%
Interdisciplinary	27	10%
Undeclared	19	7%
Total*	265	

*Note: This total is larger than the total number of students studying away in J-Term because some students have multiple majors.

Students studying away on J-Term programs make up 64% of undergraduate students studying away during the 2017–2018 academic year, a 4% increase (58 students) from the year before. There was also an increase in the number of Pell Grant recipients (30 to 37), Act Six scholars (1 to 4), students whose parents didn't graduate from college (37 to 44), students who speak another language at home (5 to 12), transfer students (18 to 21), and IHON students from (24 to 38). The percentage of students whose parents didn't graduate from college is slightly less for students who studied away during J-term than those who studied away for a semester or full-year, a notable change from the previous two reports. J-Term students are historically more diverse in terms of division of majors compared to their semester and full-year counterparts, and this remained true during this academic year (see graphs on pages 5 and 6). J-Term provides a great opportunity for students with majors that are more difficult to study away for a semester, such as nursing and education, to participate in a study away program.

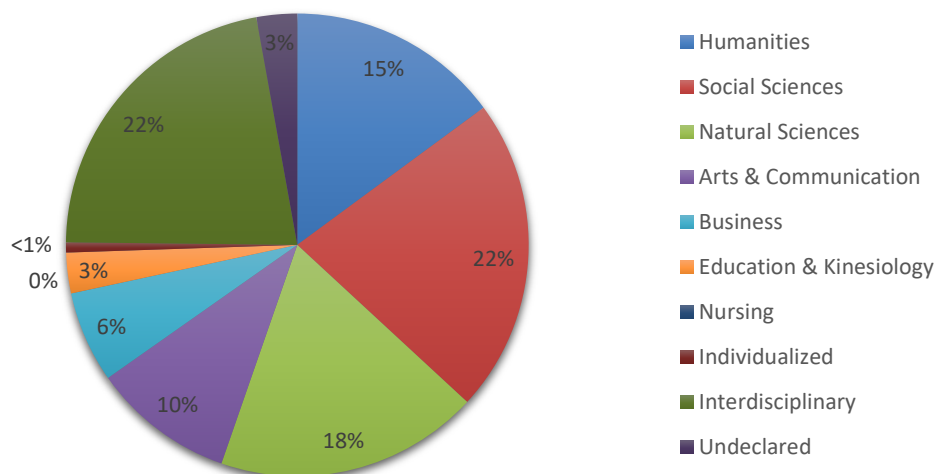
Which Majors Studied Away?

The following tables and graphs provide information about the division of majors across students who participated in study away programs during the 2017–2018 academic year. Consistent with previous years, students with majors in the humanities, social sciences, natural sciences, and interdisciplinary programs studied away in greater proportions than those in other disciplines. By virtue of the fact that there is a wider variety of majors offered in these disciplines, it makes sense that a larger portion of students who study away come from them. Since the 2015–2016 academic year, the percentage of undergraduate students who study away with majors in education and kinesiology has doubled. However, in the same amount of time, the percentage of nursing students studying away has decreased from 9% to 3%.

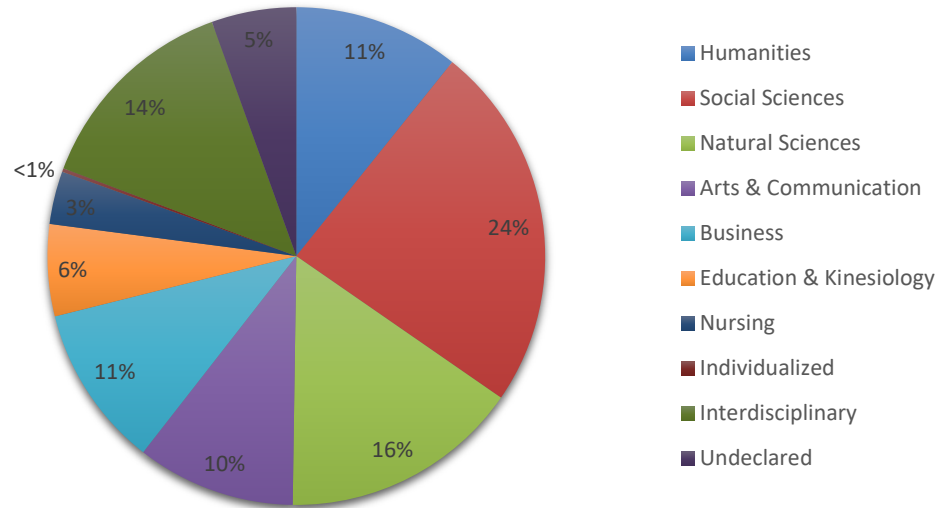
*Note: This total is larger than the total number of students studying away because some students have multiple majors.

Major Division	Total Students		Semester and Full Year Students		J-Term Students	
Humanities	47	11%	21	15%	23	9%
Social Sciences	104	24%	31	22%	63	24%
Natural Sciences	68	16%	26	18%	40	15%
Arts & Communication	45	10%	14	10%	28	11%
Business	46	11%	9	6%	31	12%
Education & Kinesiology	26	6%	4	3%	20	8%
Nursing	15	3%	0	0%	14	5%
Individualized	1	<1%	1	<1%	0	0%
Interdisciplinary	60	14%	31	22%	27	10%
Undeclared	24	6%	4	3%	19	7%
Total*	436		141		265	

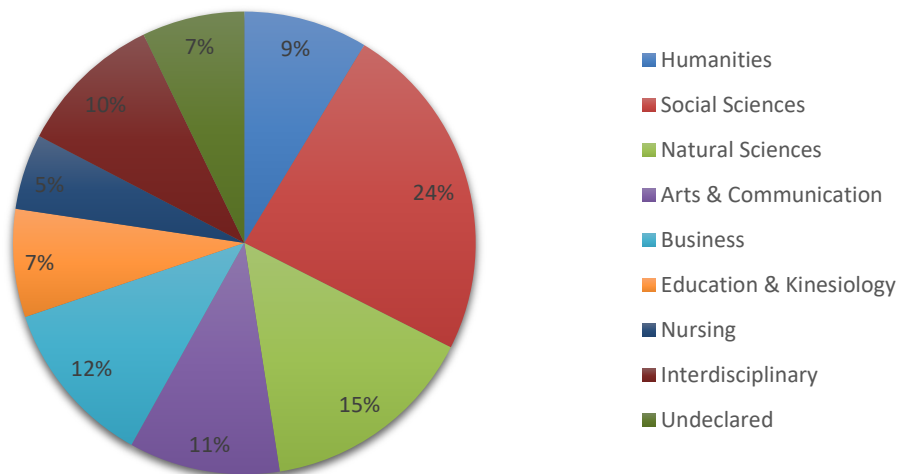
Majors of Students Studying Away for a Semester or Full Year, 2017–2018



Majors of All Undergraduate Students Studying Away, 2017–2018



Majors of Students Studying Away for J-Term 2018



General Conclusions

In the last year, we have seen increases in the number of Act Six scholars, first generation students, students who speak another language at home, commuter students, and IHON students participating in study away programs. However, there is a notable decrease in the amount of nursing students who study away due to the closure of the nursing track on our Namibia and the lack of J-Term programs designed specifically for nursing students. With the success we've seen in creating programming for kinesiology (semester program in Vestfold and J-Term program in New Zealand) and education (J-Term program in Namibia), there is a lot of potential for success in creating another nursing specific program. This report, along with the previous two, allows the Wang Center to better understand the students that choose to study away as well as those that do not so that we may have a better sense and direction for strategic planning moving forward. With the continued creation of these reports, we will be able to further track the how efforts by the Wang Center to support specific demographics of students impact the amount of students who participate in study away programs.

Namibia Gateway Evaluation Spring 2018

This is a brief program evaluation for your Gateway Semester Study Away Program. This is different from other assessments and evaluations you have completed, it provides The Wang Center with valuable feedback on specific aspects of your study away experience on your semester program. If you have any questions regarding this evaluation, please contact Jessica Hanson at hansonjk@plu.edu. Thanks!

PRE-DEPARTURE

1. Did PLU's study away opportunities influence your decision to attend PLU? *

☐ Yes ☐ No

2. How did you learn about study away opportunities at PLU? Check all that apply. *

- ☐ Classroom visit from a Wang Center representative
- ☐ Faculty/Academic Advisor
- ☐ Involvement Fair
- ☐ New Student Orientation
- ☐ Study Away Fair
- ☐ Global Ambassadors
- ☐ Study Away 101 session
- ☐ Wang Center or departmental info session
- ☐ Wang Center website
- ☐ Word of mouth
- ☐ Class visit
- ☐ Info session about the program
- ☐ Other

If other, please specify:

3. Why did you choose this study away program? Check all that apply. *

- ☐ Major credit
- ☐ Minor credit
- ☐ GenEd credit
- ☐ Location
- ☐ Cultural and/or ethnic diversity
- ☐ Internship opportunities
- ☐ Research/field study
- ☐ Language
- ☐ PLU Gateway program
- ☐ Other

If other, please specify:

4. Select the components of the PLU orientation provided by the Wang Center that prepared you for your study away program. *

- ☐ Culture Shock & Re-Entry Culture Shock
- ☐ Ethical Study Away - what it means to be a Lute away
- ☐ Conduct, safety, emergencies, and insurance while away
- ☐ Budget
- ☐ Credits, registration, and Assignment of Credit
- ☐ Gender matters away
- ☐ Carbon Consciousness and emissions tracking
- ☐ Incongruity assessment exercise
- ☐ Program-specific orientation sessions
- ☐ I did not attend any formal orientations through PLU.

Please provide specific feedback regarding which aspects of the orientation were the most helpful and which were the least helpful. *

TERRA DOTTA

As you now know, the logistics, documentation and preparation for a study away experience are complex. The Wang Center recently implemented the online system, Terra Dotta, to provide you with an electronic platform to streamline the many components necessary for living abroad as a student. Please provide feedback on your experience with Terra Dotta.

5a. Did you use the online Program Finder to search for study away programs? *

☐ yes ☐ no

Please provide comments about the online application.

5b. In the time between your acceptance and departure date, how often did you login to Terra Dotta? *

- ☐ Almost every day
- ☐ Twice a week
- ☐ Once a week
- ☐ Once a month
- ☐ Less than once a month

5c. One of the goals of this system is to improve timely submission of pre-departure materials. How would you prefer to receive reminders about missing items? Select all that apply. *

- ☐ Automatic email from Terra Dotta
- ☐ Email from the Wang Center
- ☐ Text message from Terra Dotta
- ☐ Other

5d. While you were abroad, did you access the resources available to you in your Terra Dotta profile [ex. Travel Guide, Gateway Program Handbook, Study Away Policies, Assignment of Credit, Passport ID page, etc.]? *

☐ yes ☐ no

5e. Please describe your experience with Terra Dotta overall. What suggestions do you have to make online study away preparation more manageable?

WHILE ABROAD

6. Did completing the Carbon Consciousness module make you more aware of your environmental impact at your study away location? *

☐ Yes ☐ No

7. During my program, I was provided information about safety issues by the local staff [Site Director, host institution staff, state department] and safety issues were addressed well. *

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ N/A

Please provide specific feedback regarding safety issues. *

8. During my program, I was provided information about health issues by the local staff [Site Director, host institution staff, etc.] and health issues were addressed well. *

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ N/A

Please provide specific feedback regarding health issues. *

9. My monthly meal stipend was an appropriate amount for my program. *

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ N/A

Please provide specific feedback regarding meal stipends. *

10. My transportation stipend was an appropriate amount for my program. *

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ N/A

Please provide specific feedback regarding transportation stipends. *

11. Please provide specific feedback regarding your living arrangements, including convenience, safety and cleanliness. *

12. In addition to the History course, please list the courses in which you were enrolled at the University of Namibia. *

13. What coursework enhanced your experience in Namibia? Please explain your response. *

14. If applicable, what coursework did NOT enhance your experience in Namibia? Please explain your response.

As part of the program you participated on various Group Study Tours and excursions. Please comment on 2-3 aspects that had a positive impact on your participation on this academic program.

15a. Northern trip [Opuwo, Etosha, Homestay]: *

15b. Southern Trip [Dunes, Damaraland]: *

15c. Local tours [Township, Indigenous Batik Design]: *

16. Please comment on any Group Study Tours/excursions you would recommend eliminating from the program. Please explain your response. *

17. How would you describe the Program and Site Directors' (PLU faculty) contribution to the program? *

18. How would you describe UNAM's or outside support people's contribution to the program? Be specific in your discussion (UNAM faculty support, nursing supervisors, and/or school educators). *

19. How did this on-site support impact your experience in Namibia? *

20. On a scale of 1-10 [1 is low, 10 is high], how would you rate the level of effort you put into your coursework abroad? *

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7
- ☐ 8
- ☐ 9
- ☐ 10

21. On a scale of 1-10 [1 is low, 10 is high], how would you rate the level of effort you put into your experience abroad? *

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7
- ☐ 8
- ☐ 9
- ☐ 10

Other comments:

Submit

J-Term 2018 Student Evaluation

Welcome! Thank you for taking a few minutes to answer some important questions about your J-Term study away course. Your feedback will be used to help PLU and the Wang Center sustain and enhance these programs. If you have any questions, please contact the Wang Center at 253-535-7577 or wang.center@plu.edu.

1. What program did you participate in? *

Please select...



2. What was your main reason for taking this particular course? *

- ☐ Major/Minor credit ☐ Elective credit ☐ General Education credit ☐ Language ☐ Location[s] of the program ☐ Cr

PRE-DEPARTURE & ORIENTATION

3. In the context of your course, please check the appropriate field to comment on the following statements regarding pre-departure and orientations:

a. I was satisfied with the service from the Wang Center. *

- ☐ Strongly Agree ☐ Agree ☐ Neither Agree or Disagree ☐ Disagree ☐ Strongly Disagree ☐ N/A

b. The program information I received from the Wang Center was helpful in preparing for my J-Term course. *

- ☐ Strongly Agree ☐ Agree ☐ Neither Agree or Disagree ☐ Disagree ☐ Strongly Disagree ☐ N/A

c. The amount of preparation and pre-departure readings assigned for the course was reasonable. *

- ☐ Strongly Agree ☐ Agree ☐ Neither Agree or Disagree ☐ Disagree ☐ Strongly Disagree ☐ N/A

d. The orientation sessions led by my faculty leader prepared me for my J-Term experience. *

- ☐ Strongly Agree ☐ Agree ☐ Neither Agree or Disagree ☐ Disagree ☐ Strongly Disagree ☐ N/A

e. I was satisfied with the information I received during orientation related to health, safety and risk. *

- ☐ Strongly Agree ☐ Agree ☐ Neither Agree or Disagree ☐ Disagree ☐ Strongly Disagree ☐ N/A

Comments:

TERRA DOTTA

4. As you know, the logistics, documentation and preparation for a study away experience is complex. The Wang Center recently implemented the online system, Terra Dotta, to provide you with an electronic platform to streamline the many components necessary for study away. Though online systems are not without limitations, we would like to get your feedback on your experience with Terra Dotta.

a. Did you use the online Program Finder to search for your study away program?

- ☐ Yes ☐ No

b. Please provide comments about the online application.

c. In the time between your acceptance and program departure date, how often did you login to Terra Dotta? *

- ☐ Almost everyday ☐ Twice a week ☐ Once a week ☐ Once a month ☐ Less than once a month

d. One of the goals of this system is to improve timely submission of pre-departure materials. How would you prefer to receive reminders about missing items? Check all that apply. *

☐ Automatic email from Terra Dotta ☐ Email from the Wang Center ☐ Text Message from Terra Dotta ☐ Other

e. While you were away, did you access the resources available to you in your Terra Dotta profile [ex. Study Away Policies, Insurance Information, your Passport ID page, etc.]? *

☐ Yes ☐ No

f. Please describe your experience with Terra Dotta overall. What suggestions do you have to make online study away preparation more manageable? *

PROGRAM & COURSE DETAILS

5. In the context of your course, please check the appropriate field to comment on the following statements regarding your program and course details:

a. I was satisfied with the way the professor[s] led and organized the course. *

☐ Strongly Agree ☐ Agree ☐ Neither Agree or Disagree ☐ Disagree ☐ Strongly Disagree ☐ N/A

b. I was satisfied with the way the program assistant[s] supported the course. *

☐ Strongly Agree ☐ Agree ☐ Neither Agree or Disagree ☐ Disagree ☐ Strongly Disagree ☐ N/A

c. The program met its learning objectives. *

☐ Strongly Agree ☐ Agree ☐ Neither Agree or Disagree ☐ Disagree ☐ Strongly Disagree ☐ N/A

d. I was satisfied with the academic content of the course. *

☐ Strongly Agree ☐ Agree ☐ Neither Agree or Disagree ☐ Disagree ☐ Strongly Disagree ☐ N/A

e. The housing arrangements were appropriate for the goals of my J-Term course. *

☐ Strongly Agree ☐ Agree ☐ Neither Agree or Disagree ☐ Disagree ☐ Strongly Disagree ☐ N/A

Comments:

COMMUNICATION

6. For reasons having to do with student safety, the Wang Center is seeking information on how many students carry cellphones/smartphones with them while studying away; if their phone plans have international texting and calling capability; or if phones are only used in areas with wifi. Please answer the following questions.

a. Did you have a cellphone or smartphone on this J-Term study away program? *

☐ Yes ☐ No

b. Did you limit use of your cellphone to areas with free wifi or hotspots? *

☐ Yes ☐ No ☐ Some ☐ N/A

c. If you did not limit your use to wifi and hotspot areas, what made it possible for you to call, text and send email? *

☐ Your cellphone plan ☐ Purchase of a chip in country ☐ Other ☐ N/A

Comments:

7. Please list one or two personal and/or academic expectations you had going into this course. Were these expectations met? How did the course meet or not meet your expectations? *

8. Describe one or two special strengths or highlights of this course. *

9. Describe one or two things that you would have preferred to happen during this course. *

10. Please give one or two constructive suggestions for advice for future students participating in this course or another J-Term study away course. *

Please provide any final comments or suggestions pertaining to your recent J-Term study away experience.

Submit

Mid-Semester Report: Oaxaca Gateway Program
Program Dates: August 26 – December 13 2017
Submitted by Adela Ramos

Date: November 6th 2017

1. Health and Safety

Safety: The semester began with a series of earthquakes. Although we had yet to schedule the drill before the first one occurred, the preceding Wednesday we had our emergency protocol meeting, which in some way, however minor, prepared us to be in communication for this event. The first earthquake had an epicenter in Pijijiapan, Chiapas, and was a magnitude 8.2 event that occurred just before midnight on Thursday, September 7th. I have provided details on emergency protocol and the immediate effects it had on students in my incident report. Oaxaca City did not suffer any damages and we were able to continue our regular schedules the next day, albeit fairly shaken.

The second earthquake was twelve days later, after we had just returned from our study tour to the Sierra Norte, on Tuesday, September 19th, at 1:14pm, and was a 7.1 magnitude event. On this occasion all students except for one, who lives in close proximity to the ICO, were on the campus. The student who was not present was able to arrive within 10 minutes. I have provided details on the emergency protocol and immediate student responses in my incident report.

The third earthquake had its epicenter in Oaxaca and took place on Saturday, September 23rd at 7:50am. On that day, we were scheduled to do an EnVía tour at 9:00am. The Foundation and the city at large went on with scheduled work days and plans, so we too headed out to Teotitlán del Valle, as planned. This allowed students to decompress from the shock and to find some distraction. However, students did present varying degrees of PTS after this third earthquake. In particular, Rosalind Palof and Ashley Stiles, came to my office to discuss feelings of anxiety, stress, and trouble sleeping. Both recovered within the next two weeks and reported feeling better. But this recovery process was momentarily disrupted when we had a very short 4.6 magnitude earthquake on October 4th at 8:03pm, which we felt quite intensely in the city since its epicenter was only 13kms away. This event caused Rosalind some distress, but she was able to continue her recovery process. However, it caused Christiana Slater to enter a prolonged period of anxiety, stress, and feelings of insecurity that impacted the time we spent preparing to leave on our trip to CDMX and Amatlán and the first couple days we were in the city. With Lisanne Torres Morgan's help before the trip and on the ground, we attempted to provide students as much comfort as we could and as much detail about the trip as possible. This helped most students who were feeling nervous about traveling to the capital of the country. Others remained slightly uncomfortable. All were able to enjoy the trip once we were there.

Tremors continue to this day in Oaxaca. A 4.2 magnitude earthquake was registered this morning with an epicenter in Juchitán. We did not feel it, but I continue to remain alert. After the third earthquake, we were able to schedule and perform a drill with Sue Liden's help. We had not been able to do this before due to her being on medical leave. The drill was a success: students responded very well and, in addition to testing our phones and making sure everyone was receiving messages, we came up with solutions for when texts do not go through (making sure to try every possible social media outlet) and agreed that I would respond to each one of their responses to make sure communication was successful. I also spoke with a U.S. Embassy representative in charge of emergency and evacuation. He made some

suggestions about how to prepare in case a stronger earthquake hits, and clarified how much the Embassy can do to help us evacuate in a timely manner if need be. He very confident in the Mexican government's ability to respond to major devastation. I detailed his advice in an email addressed to Tamara.

Other than the earthquakes, we have had two other security issues. The first concerns Christiana Slater, who began experiencing harassment on the way home a few weeks into the program. She came to me as soon as she felt threatened by it and with Trinidad's help, we prepared a plan in case she decided that taking an alternate route would not be enough. This finally occurred on September 26th and we immediately moved her with the support of Jerónimo Topete and Chonita. She has reported feeling comfortable at her new home and is definitely enjoying her safe five-minute commute from her new address to the ICO.

The second safety event occurred on October 31st right before we headed out for the tour of the cemeteries, when Paige Tobin's phone was stolen from her pocket during a comparsa close by Santo Domingo. Apparently, somebody saw her putting her phone back into her pant pocket. But she forgot to zip it back up and a professional pickpocket bumped into her and stole it. Paige did not want to file a report at the Police. I gave her an extra phone from PLU's stash immediately so that she remained connected to the rest of the group. She was able to erase information and cancel her service immediately.

Health: Throughout the first part of the program, different students have experienced a range of health issues, from the common traveler's diarrhea to less common conditions like colitis and heightened anxiety.

James Krick: James suffered from an infection. After a couple days of treating it like traveler's diarrhea, I recommended that he ask his host family for a doctor reference. He did and the doctor prescribed antibiotics and some medicine to help rebuild his flora. He had to miss a couple days of Spanish class, but Omar and his teacher were very helpful. By the end of the week he was back on schedule and made arrangements with his teacher to catch up. He passed the course successfully.

Amanda Clendenen: As detailed in my incident report, Amanda suffered from a number of panic attacks during the first weeks of the Intensivo. All of the incidents took place at ICO and I was fortunately around. The ICO team and Amanda's peers offered incredible support. Amanda and I met frequently to discuss the triggers, which were a combination of little sleep, anxiety about her Spanish level, and once the second term began, anxiety about succeeding in her Anthropology class. Even though these events were alarming, Amanda has cultivated deep self-knowledge and she was able to recover from these and has worked through her anxiety admirably well over the last weeks. Her Anthropology teacher has been nothing but graceful and caring about this and she has developed a strong relationship of trust with him.

Amanda was also sick for a couple weeks. Diagnosing was difficult because many of her symptoms overlapped with her anxiety symptoms. But a visit to the doctor and a change in diet at home took care of it. She has been doing very well since then.

Anj Cunningham: Anj had a very brief episode of severe menstrual cramps, which even led her to throw up on campus. She was not expecting this episode since it does not occur very frequently. But after drinking tea and sleeping, she was fine and she has not experienced any more episodes since then.

Camille LaRocca: Camille LaRocca reported feeling ill—diarrhea and abdominal pain—the third week of the program. She had been self-medicating for a few days, borrowing traveler's diarrhea medicine from one of her peers. By the time she let me know she was sick, she had been experiencing diarrhea for almost two weeks. She had been keeping hydrated by drinking lots of water and Pedyalite, but she had not changed her diet or asked her host family to change anything. We went to the doctor twice. The first time was not successful since the doctor we saw assumed she had the usual traveler's illness. But the second time, we saw a specialist and she diagnosed colitis, prescribing a two-week

treatment to help heal her digestive system. This helped a great deal, but slowly. After this visit, I asked Lucero to inform the family that Camille needed a change in diet until she recovered. During our visit to Amatlán, Camille reported being back to normal. A few days later, I learned that Camille did not report her vegetarianism on her host family form because she did not want to bother them and wanted to try everything. This means that when Camille arrived in Oaxaca, she had been a vegetarian for five years and a vegan for at least one, and then started to eat meat and heavy sauces and creams without preparing for it. I imagine this had something to do with the prolonged colitis. She seems to be doing very well now.

2. Academic Program and Courses

The Spanish intensivo was very successful. Students did very well and reported feeling challenged but also feeling satisfied with the experience. The transition to the content-based courses proved challenging, as it does every year. However, other than expressing worry that they were not getting everything that was going on in class and concern about the workload, students adapted fairly well to this challenging portion of the program. While Anthropology tends to be a matter of concern, Jorge's students have been working very well with him and he reports being very happy with and impressed by the group.

Students do mention that the academic culture here is very different from the US, and perceive the role of the instructor as being less equal with the students than it is at PLU. But they have been good about accepting that this is how teaching works here and, as far as I know, they are all doing very well in their courses.

I have one observation regarding scheduling and balancing the study tours with the course excursions, specifically about the BIOL class. The students in this course are incredibly happy with Gloria, who is an amazing professor and has designed a stellar course for them. It is a pleasure to collaborate with her. She combines traditional lab work with hands-on research in the field, and has focused on exposing students to different forms of conservation and resource protection. At the beginning of the course, she invited her students from the Instituto Tecnológico del Valle de Oaxaca (ITVO) to collaborate with our students, who were thrilled by this opportunity. This is only one of the many ways in which Gloria enriches students' lives.

My one suggestion for future years regards pre-planning in August so that the combination of study tours, BIOL excursions, and the internship calendar do not conflict as much and do not exhaust students. In BIOL students go on excursions at least once a week during their regular class time, and every almost every weekend on a Saturday or Sunday. This coming weekend and the following, they will be gone from Thursday to Saturday and Sunday, respectively, visiting natural reserves which are far from the city. My only concern here is the impact of these trips on a) students' resilience and b) the site director's ability to collaborate fairly with Martha Aparicio, the internship coordinator, as well as scheduling individual conferences or other extra-curricular events. An example of this is that Gloria was not aware that the students take the trip to Mexico City every year, so she had scheduled that week of classes. When I let her know that students would be gone, she did not necessarily change the original load, but found ways of scheduling a lab later one day and of squeezing in an excursion into another week. I realize we all need more time—I definitely could use two more weeks in my own class—and that once we have planned a syllabus, it is very hard to let go of specific lessons and visits without disturbing the whole. I have had a conversation with Gloria about this, expressing that I do understand the need for more time and supporting her as much as I can as she schedules extra labs with the students. I have asked her for feedback, and she has suggested moving the Mexico City trip to the end of the academic period,

something I will discuss in my final report with a better sense of how students have done by the end of the program. But in addition to keeping her apprised of the scheduled study tours next year, it is important to make sure that Gloria and Martha both have an equal opportunity to design their ideal calendar and then, the site director and Tamara, can meet with them upon arrival in Oaxaca, to negotiate different dates. For instance, Martha has had to reschedule her entire plan for the students due to how the earthquakes affected the organizations, and also due to Muertos. As she and I tried to figure out a way to reschedule the visits to the organizations, we had very few and very impractical options because the BIOL students will be away both of the next two weekends. My suggestion is that Gloria and Martha turn in their ideal schedules by August 13th next year and that site director and director review these and collaborate with them to distribute things evenly without negatively impacting the good work that Gloria is doing.

3. Housing and Food

I have addressed food in relation to health above.

Overall, students have reported feeling comfortable at home and have gradually created strong relationships with their hosts. Some, however, have reported feeling slightly disappointed by their host family's approach to their visit. I think that many of them imagined developing strong affectionate relationships with their hosts. However, some families have very strong boundaries and for these students this has meant feeling more like a guest at a hotel than at a family home.

The only housing that I have been slightly troubled by was Casa de los Amigos, the refugee home that we stayed at in CDMX. We were treated very well and welcomed by the Casa team upon our arrival as well as asked about needs and comfort throughout the days we were there. My concern is regarding the hygienic conditions in the bathrooms, which are shared by overnight guests and visitors, and which were seriously dirty. I did share my concerns with the director of the Casa and she apologized as well as explaining that, given the small amount of volunteers they have, it is hard to keep the bathrooms clean. I realize this is not something we can change and I want to remain sensitive about the hard work the volunteers of the Casa do. I just want to suggest that next year's director be advised before travel.

All students were incredibly happy in Amatlán. For at least one of them, it has been the highlight of the program.

4. In Country Support

In country support has been fantastic. From the relentless disposition of the ICO team to the US Counsel, who very quickly put me in touch with an Embassy representative after the earthquakes, we have never felt alone. The professors teaching the Spanish and content-based courses have all demonstrated an admirable willingness to make us feel at home, even those teachers who are not teaching our students. From my colleagues here at ICO, I have received notifications on protests, recommendations for events, and students have always found help when needed. For instance, when the students have had anxiety and panic attacks, ICO team always responds immediately and with concern. When we experience earthquakes, the professors immediately contact me and ask about the students. Jerónimo has become a good figure for the students, who have increasingly felt more comfortable with him. We really have nothing but great experiences with our hosts.

5. Co-Curricular Activities

When the semester is over and students have submitted their evaluations of the program, I would be happy to discuss timing of co-curricular activities, specifically the study away tours in relation to the first weeks and the BIOL course. For students taking that course, weekends available to rest and do homework are scarce. I do not think this is an issue of quantity, so much as an issue of timing. BIOL students love their excursions and all students have reported really enjoying the study tours we did at the beginning, from Monte Albán to Sierra Norte. Two students will be writing about this for the blog. At the same time, they made observations about how having so many tours at the beginning of the program impacted their ability to adapt: they had less time to get to know their host families, less time to recover from arrival and the start of courses, and less time to get to know their temporary home, Oaxaca City. I can see their point and I also wonder about the impact of the sequence of tours on their ability to adapt. They read the sequence and intensity of the program as a way to keep them from being homesick, which I am not entirely sure is the point. As far as I understand it, this is part of the immersion, which is a central goal of the program. I think spacing out the study tours just slightly could go a long way.

6. Technology

Overall, technology has worked very well for all of us. Students have not complained at all about access to Internet either on campus or in the city. I assigned a digital project for my HISP 433 class, nervous that it might prove challenging. But students completed it successfully and, except for two students, none of them experienced any major disruptions in creating it.

Early on in the semester, during the earthquake events, we realized that texting and Internet are more reliable than audio communication in these situations. I also realized that having one of the vintage mobile phones provided by PLU was not going to work for me as site director, given the velocity with which I needed to communicate with students and how slowly one has to write text messages on these older phones. I consulted with Tamara who approved the purchase of an affordable smart phone, which will be used by future site directors. Since then, I have had very smooth communication with all the students. That said, I believe the old PLU mobile phones are still necessary. In his own mid-term report, my colleague, Prof. Zsubarchuck, had suggested the old PLU mobile phones were perhaps no longer necessary. But this year, four of the students required one and have been using it regularly, and after Paige's phone was stolen, I was able to give her a phone immediately so that she remains connected to the group and her family. I can also imagine a scenario when my own phone might be stolen or on the blink, and when having access to these reliable phones would be necessary.

The projector that we use at PLU has presented some problems. One of my colleagues here must have misplaced the cable that connects laptops to the projector. None of the instructors have had a problem with this because they can use the HDMI cable. But my computer is not compatible with HDMI. So I will have to purchase a new cable, since the ICO team made clear that switching cables from their own projector to ours could result in more losses, which I completely understand.

7. Student Well-Being

I am using this category to address health and well-being issues that have come up throughout the program, and that do not fall into illness or are not caused by extraordinary events such as the earthquakes. I will also address student interactions.

Throughout the program, three students have presented well-being issues for different reasons.

Samantha Craig: early on in the program, Samantha reported feeling uncomfortable in the city and experiencing cultural shock. In particular, she was having difficulty adapting to living with a family due to her very independent lifestyle in Tacoma. She expressed frustration with having to make small talk with her host mother while eating lunch; irritation with the noise levels in the city; and also expressed a great deal of discomfort around her peers both in terms of personality and background, and also in terms of needing space to be alone, not wanting to be with them all the time. It seems that she has found ways to cope with all of these and, in the case of her relationship with her host family, she has been reporting feeling very much at home, and has taken cooking lessons from her host mother. For the noise levels I recommended quiet study spaces per Tamara's suggestions, which she very diligently sought out. She is one of three independent members of the group. Despite the hard work she has done to find ways to cope, the trip to CDMX and Amatlán put a lot of pressure on her. She seemed very unhappy during the entire trip, complained frequently about the schedule, and close to the end of the trip, she became happier, sharing with me that she saw the end of the trip as the halfway point and could now look forward to being back home (in the US) very soon. Despite this general homesickness and difficulty adapting, Samantha is actually one of the most diligent and engaged Spanish speakers of the group and even though she voices her discontentment, she also realizes that she is here out of her own will and is trying to make the most of it.

Christiana Slater: Christiana Slater has had very few good weeks emotionally. She is a very good member of the group in many ways. For instance, she expresses genuine interest in all our study tours, asks questions, becomes excited when visiting sites, and also is willing to explore on her own. For instance, in Mexico City, she wanted to go the Basilica of Guadalupe. Lisanne and I arranged for her and a group of other students to go. Thanks to her enthusiasm, her peers were all able to see this great site. In class, she is equally engaged and passionate. The issues that have affected her well-being are mainly external: financial insecurity at home and at PLU, where she currently has an academic hold; earthquakes; harassment on the street; and just last Tuesday, a very close friend of her family passed away after a very short but fatal battle with cancer. After learning about this news, Christa came to see me immediately. We had a long conversation, she had tea, and we thought about some ways in which she could take care. I checked in with her throughout the week and weekend, and she reported feeling better. Today, however, she had a panic attack as we were beginning class. Unfortunately, she was one of two students who felt the earthquake. We considered that this might have triggered anxiety once again, although I do think it might be the combination of the sad news she had last week and the many mixed feelings all students are having right now. However, when I checked in with her earlier this evening, she reported feeling better (she was spending time with Rosie and doing homework), but she hasn't been able to shake off the feeling of oppression in her chest. I asked her to let me know if she still has it tomorrow and will consider taking her to our counselor if she is not better.

Ashley Stiles: When Ashley arrived in Oaxaca, she was just recovering from the shock of losing two high school friends to a horrible hiking accident. Tamara and I had a productive conversation about this with her and made sure she would keep in touch throughout the term. In addition, Ashley's brother has bipolar disorder and since we have been here, he has been in a psychiatric clinic and out again; he has taken up heroine and experienced psychotic episodes. She has been very proactive about her grieving process and about coming to me when things at home are particularly worrisome, but she did not report feeling grief until last week. Just as the Day of the Dead festivities were beginning, she and her host family went to see *Coco*. After the film, Ashley experienced a wave of sadness and rage. She spoke with her mother and also came to see me. I described the cemeteries tour in as much detail as I could so she could decide if she wanted to come or not. She decided to go, but at the cemeteries became incredibly

angry and projected this anger onto the whole festivity. Before this incident, Ashley had had two minor moments of grief—one at the Iglesia de Tlacochahuaya and one at the waterfalls during our visit to the Sierra Norte—and had been able to overcome them quite well. In general, she tries to be self-sufficient. She experienced traveler's diarrhea for the first couple weeks, but rather than going to the doctor, took care and tried to handle it on her own. I think she will be able to work through her grief now as well. However, she has also been unable to remain grounded in Spanish throughout the semester. She frequently disrupts Spanish conversations by turning to English. I have not wanted to push too hard due to the grief she is going through. But I will be addressing her use of English during an individual conference that I have scheduled for next week.

The Group: As a whole, students have been interacting well as a group, as is obvious by the great way they responded to the earthquakes. They are fantastic about taking care of each other, reporting when they are concerned about a peer's wellbeing, and have developed good humored jokes and familiarity with each other. Within this positive context, there are two dynamics about which I have some concerns, but nothing alarming:

Ashley Stiles, Christina Easley, and Siobhan Warner: Almost immediately as the program began, these three students developed a very close relationship. I think this friendship has been especially positive for Ashley, who is one of the youngest members of the program and one of two PLU students who is not in IHON, something about which she is very much aware. Christina has been fortunate to have a very active and welcoming host family, and she has befriended her host brothers, who are her own age. This has allowed the three of them to get around town in ways that other members of the group cannot, to get around Mexico City (where one of her host brothers lives) at night, and also to visit places such as Hierve el Agua in the company of their host family's friends. This is all very positive. My concern is that this intense relationship has also translated into a clique dynamic which inevitably has an impact on their peers. One of them commented early on in the program that it caused a certain discomfort in their Spanish class because they tended to occupy more space than others in the class. I have received no other direct reports. My observation is that other members of the group Anj, Paige, and Rosie, Camille, Christa, James, Jonah, Lukas, and Sam hang out alternately with each other and attend events in different configurations, while Ashley, Christina, and Siobhan tend to spend time only with each other and occasionally with Camille.

Jonah Kone: Along with Sam and James, Jonah is another very independent member of the group. He arrived at Oaxaca after visiting CDMX and spending a summer in Brazil, so he was already in the mindset of a guest, explorer, and study away student. This has given him an advantage for he was already attuned to figuring out things for himself, finding friends, and things to do in a new place, which he has done in Oaxaca. At the beginning of the program, he and Lukas developed a friendship. But when we are in a group, for instance traveling to and from Oaxaca to Mexico or to our study tours, Jonah usually sits alone. I don't believe he feels isolated and he has developed friendships with Rosie, Amanda, Paige, and Anj, who he already knew from UPS. My concern regards a general attitude toward him that has developed in the group as a "mansplainer." During our trip to CDMX, the whole group laughed at him when Ashley told a joke about "mansplaining." I think Jonah can take this and he does not seem perturbed or lonely. But I did worry about this kind of group mentality attitude turning toward him. I was put at ease last week when he went with Lukas and Rosie to Etna for the comparsas.

7. Budget & Administration

So far, the budge has been sufficient and I have gained confidence managing it as we progress through the weeks. I've turned in the budget receipts and expenses about a week into each month. October's receipts and expenses should be ready by the end of this week.

I anticipate some additional big expenses this month given the excursions that the BIOL students have been making. Jerónimo will probably give me the bill for the total van rides at the end of this month. Gloria asked me for authorization to make a trip to a natural reserve, UZACHI, which is where students will be going this weekend. The cost of the whole trip, except transportation, for five students and Gloria came up to MNS\$12, 609.00, roughly US\$622.00 and I approved the trip since we still have US\$8053.00 in the budget for study tours and onsite expenses.

I am currently waiting to see the results of a survey I sent out yesterday asking students about their preferences for the program closure trip. I offered a day trip or a trip to the beach. At the moment 10 students want a trip to the beach and only 1 wants a day trip. I have contacted Jerónimo to start making arrangements for a trip to Puerto Escondido or Huatulco.

Other than these larger expenses, which are accounted for in the money deposited to my account before travel, the only unforeseen expense has been my mobile phone.

9. Service (Internships)

Martha has scheduled a very promising calendar early on in September according to which students would have at this point already started visiting their organizations. However, due to the earthquakes and Muertos festivities, organizations were unable to collaborate with us in this regard. Martha is in the process of figuring out what to do so we can visit all the organizations and offer students half-time or two-hour days before they begin the full-time internship.

10. Other

We were tested very early on in the program with protests and earthquakes. This had its great challenges, but I think it has made us all resilient, has helped us get to know and trust each other and, while I really hope nothing else happens from here to December 23rd, if anything should, I am confident that we are prepared.

Today we held a meeting to air discomfort, fear, anger, and questions that came up during our visit to the cemeteries. Emotions were high last week when we did the tour. Today, students were reflective and thoughtful, open and honest. I believe we had a very fruitful conversation. I asked them to give themselves the opportunity to stop thinking about themselves as tourists. I asked them to let go of any guilt they might be feeling and to allow themselves to be open intellectually and emotionally to Mexico. I was able to say this without sugar coating because they were so thoughtful and open during the meeting, and because we have been able to build a relationship of trust (This is my perception at least. The evaluations might tell a different story so I don't want to make assumptions.). Two of them emailed me afterwards to say the meeting had helped them. As I see it, this is a testament to the group's immersion and willingness to navigate the difficulties that are inherent to this kind of academic experience. We shall see what the next seven weeks bring!

Mid-Semester Report: Namibia
Program Dates: January 4-May 20 2016
Submitted by: Jan Weiss

Date: 3 April, 2016

1. Health and Safety:

Namibia is a place where the students feel safe and are able to stay healthy—they report that when they talk with their parents, they always receive comments about how healthy they look. I believe the fresh food, frequent walks, and the amount of time outdoors contributes to good health. There have been stomach challenges but those resolve themselves over time and haven't caused major disruptions in the students' ability to participate in activities.

There are a couple of mental health issues and I feel less prepared to support those. One of the students drank too much 10 days into the program and exhibited behaviors that affected the group (see incident report). The behaviors could have been influenced by issues associated with her medications and alcohol. When debriefing the situation with the student and the group, she chose to share her health conditions and the different medications she takes. Although she created a self-care plan and limits her alcohol use, there are still some challenges. During our mid-semester individual meetings we talked about finding a counselor here (part of the self-care plan) but she is slow to follow up with the insurance people so there has been no counseling. I have talked with her and she explained she had internet issues so we will see what happens the next week.

Another student brought a limited amount of ADHD medication and during our mid-semester discussions shared that she is struggling without her medication and will often run twice a day to be able to sit still. I did take her to the doctor, and after running around to 4 pharmacies, found the long acting version of the medication is not available in Namibia, and she chose not to go with the short acting version—she says she is too forgetful and has stated she will manage through the last month of classes. Her performance on tests has not been adversely impacted.

The hostel is safe and students have been instructed to travel in pairs or trios. They take public taxis have learned to navigate the "taxi rank" at UNAM. Although they have not found specific drivers like last years' group, they are able to navigate safely around the city.

2. Academic Program and Courses

Nursing: This year the program has change a bit for the students. They started off with two weeks of clinical work, and then returned to campus for 2 weeks of course work. This is the pattern this year because we decided to have the research course be online

from PLU, rather than mix PLU students in 2nd and 3rd year courses. Logistically this is a better arrangement. One challenge of this arrangement is the students started in the hospital first prior to classes. The clinical work started off slowly for most of the students. They were not certain of their role, and it was only at the end of the first two-week rotation they felt comfortable initiating interactions with the nursing staff. They are beginning to take advantage of the clinical opportunities and this weekend will be the first weekend in the casualty (ER) unit. Based on feedback from last year's group, this year group's enrolled in General Nursing for the Pediatrics component, rather than community health. However, there is a lot of repetitive information in the course and the UNAM professor and the students believe the Community Health course is better for pediatrics. The midwifery course is detailed, informative and the students enjoy the professor. She traveled for a conference and they were disappointed the General nursing professor who said she would use the teaching time slot for her course content, didn't follow through and so they missed a week of instruction with maternity. They have had exams in both classes, and in the general nursing class all the students scored 90% and above. Three students scored 100%. After hearing comments from other students about one of our students asking Namibians how they performed and then sharing her perfect score I reminded the entire group about keeping their scores private. I chose to make this a general announcement so all could hear the same information.

The students are gaining experience with culturally competent health care practices. The module covering this content occurs in April, but they discuss culturally competent practices during debriefing meetings. I believe they may miss on certain specific practices that are covered in PLU coursework, but are working on a one unit course with that PLU professor through Sakai. I believe they will return home with a deep sense of ways to care for patients in a culturally sensitive manner.

Science:

The courses for the Chemistry student are going well. She worked closely with the Head of Department to find the best course of study and managed to fit in a textile design class into her schedule. That has been a great academic diversion. She is also involved in UNAM's Chemistry club and was voted in as Secretary at the beginning of the year.

Education: This year the coursework is better aligned for our student. After working closely with the faculty last year, I was able to the UNAM courses that were a good fit with our program. She also meets weekly with me for the content of my courses and I am responsible for 6 credits in the education sequence. She spends two days a week at a primary school and is working well with a Grade 1 teacher who is also head of department. The placement is excellent and I will rely on this school for future placements. The administrative and staff at M.H. Greeff are quite supportive. Because she is the only education student, I drive her to school on Tuesday and Thursday mornings because of the early morning start (7:15) so she doesn't have to take a taxi on

her own or pay high rates for a private taxi. I like the time we have to talk about theory and practice during our car rides as well as during the time we meet for my class. Next year will be different with a site director who will be managing school transportation for her own two children so we will figure out a plan. My recommendation is to put a local education faculty on a service contract for teaching the education courses not at UNAM during this semester.

3. Housing and Food

The students are living on the campus of University of Namibia in Emona Hostel. The hostel is secured by gates and fences and guarded by an outside security service. The building blocks (2-3 story buildings that house students) have a finger print entrance system that allows only residents of the building to enter the building. This year the finger print lock system isn't operational in the students' housing block, but after a discussion with the management, the security people walk regularly past the building. When they are away their bedrooms are rooms are locked with padlocks and there have been no safety breaches or concerns. Students started the semester by securing their doors from the inside when they are working, but at this point they don't feel the need and are comfortable working with their doors open. The water is safe to drink and students use a filter for their drinking water. The students receive a food stipend of \$425 and for the most part cook all their own meals. There is a store that they can walk to for food purchases and have discovered a local mall with several grocery stores. They can shop and return in a taxi.

Overall the housing experiences has been positive. The students were housed temporarily in January in bunk rooms with a single bathroom on the floor but they had the space to themselves. It was quiet in the complex and that made it easy for the students to develop a sense of group community and adjust to Namibia. I spent more evening time with them in January sharing group meals and talking about experiences. Prior to the first study tour, they moved to the block with the larger rooms and a shared bathroom with one other room. My concern related to housing deals with maintenance issues and also distribution of hostel supplies. There have been a couple of challenges with an adequate flow of water but that seems to be a municipality problem and since March haven't really had issues. The cookware distributed by the hostel disappears when the students are away but they have what they need. PLU purchased an electrical frying pan and blender that will be part of supplies used annually. Overall it is a good housing arrangement.

In January the students pooled half their food stipend for group food and cooked most meals together. They used the other part of the stipend for their own food and then seemed to work well. Now the students are immersed in their own schedules there are two groups that cook together and two individuals who chose to cook their own food.

There are times they all eat together and they are able to manage the eating arrangement well. The students have found easy access to foods and there are ample choices of fruits and vegetables. I find it interesting that this year's group have their own favorite food places that are very different from last year's. It is good to see them figure out their own rhythm.

4. In Country Support

On arrival, the first week the students were greeted and definitely made to feel welcome.

Registration was less complex this year and happened in a timely manner. Aune Sam and Annelie Don were very helpful with all the organization and process at the beginning. I think their visits to PLU made a difference in understanding what we needed and facilitating the process. After our first study tour I checked in the registrar's office on multiple occasions but for now everything is in place and the program doesn't require much support.

Kenneth Matengu and the international office hosted a lunch for our students and a few other European International students. It was nice to have a welcome and meet other students. I shared the article posted in the UNAM online forum with the Wang Center last week.

The students had a briefing with people from the US Embassy. The Cultural Affairs officer hosted the session at the American Cultural Center and listened to a discussion on America's role and philosophy of their work in Namibia, had a safety briefing from the Head of Security, and heard from the Consulate General of his experiences in Namibia. They offered a variety of advice to the students.

5. Co-Curricular Activities

The first study tour came at a good time after the intensity of the History course. The homestay remains the highlight of that study tour. Our second study tour came at a good time after the first half of classes. The students feel they have learned about the ecosystems in Namibia, and they continue to make connections between what they see and what they learned in J-term History of Namibia course. For example they learned about the Nama chief who fought against colonialism and were able to see the mountain range where he was injured and died. The place had meaning for them. They also visited a traditional village and learned about the medicinal value of different plants. This was great for our large group of nursing students.

Students participate in school activities, the two most consistent ones include Chemistry Club and Boot camp that is an extra activity they choose to pay a small fee and participate in with about 25 other Namibians. They also integrate nicely with students in the hostel and one night had an international potluck with different people from the hostel.

6. Technology

This is a big frustration for all but this year the students were able to receive 3G internet sticks and because the wifi is spotty at the hostel, they can access the internet with these internet devices. Also, most of them are using their smart phones and there is a pre-paid data plan (US\$ 2.00 a week) that provides them easy access to the internet and is convenient for calling home, checking email and accessing forms of social media. Nabot Uushona, one of the December visitors to Namibia helped tremendously to facilitate the connections.

It took a while for me to transfer last year's wifi connection to the new house, but now the wifi connection is good for me. The students will use wifi when they are here, but there isn't the same need to rely on my internet connection. Because using a land-line connection for wifi requires a year contract, I wrote into the lease that when we vacated the house, the owner would take over the contract. This is nice because PLU won't have to cover the monthly costs when we leave. It will be important for next year's site director to have a place with wifi, or at least I know what needs to happen for good connectivity.

7. Student Well-Being

During our second study tour I had individual meetings with all the students. When I talked individually with them, all of them informed me they are enjoying their experiences in Namibia. They like the country, they enjoy the people, and are grateful for the variety of experiences. Living with 10 women is a challenge for all of them and they have had to figure out ways to interact respectfully with each other and recognize that not all 10 have to participate in activities together. We have had a few group talks about what this looks like. During our study tour I needed a second large group discussion about group behaviors and communication. There was not a lot of cohesion in the group, some exclusion and a fair amount of negative body language and eye rolling. I felt it was important for me to share my observations, have them discuss their observations, and identify strategies for better group interactions. I told them my goal was for them to live more harmonious with less gossip and show more respect for the second half of the program. They agreed to have conversations with the person directly involved and not side conversations in bedrooms or hallways. If they didn't feel they could have the conversation on their own, I would facilitate. So far I have facilitated two conversations and the group appears to have developed a rhythm that is working for them and operates on a more respectful level. I still need to provide feedback to some students about their behavior and seeming lack of engagement with others. We are hoping to host the ambassador and his wife for dinner (he requested a gathering similar to last year) and I know I will need to coach them on engaging in conversations with others.

8. Budget & Administration

I have submitted budget reports monthly and delivered January and February receipts to PLU. I will have Sheila Smith deliver March receipts. The receipts for April and May will arrive in May with one of the students. Sending in monthly accounting is a good strategy. The spending because a little convoluted with the visit from Marketing and Communication. I realize one of visitors is covered with a "site visit" on my budget line and Will hoped to keep things separate, but that just didn't work in a clean cut manner.

The exchange rate is in our favor so that has reduced some of the spending in relationship to the budget. The housing was \$120 above budget, but there were limited choices in housing at the end of January and because this house has two extra bedrooms, I have been able to host the PLU visitors and that greatly reduces lodging and food costs for the two different groups visiting this year. Last year the homestay seemed rather high, and this year I worked with the homestay coordinator and the cost seem much more reasonable and continuing to use CGE as the homestay facilitator will work well with our budget.

9. Service

The Dean of the Faculty of Education asked if I would help with the country's programme for un and under-qualified teachers. This large scale project builds on the 2 year project with UNESCO and my knowledge of teacher development and the creation of the toolkit aligns well with the demands and needs of the large scale programme that will support 1000 teachers each year for the next 4 years. Protocol is always interesting and I was voted in as a member of the National Coordinating Committee (Ex Officio which allows me to attend when I am present but not obligated to attend all meetings). I am part of a 4 person task forces that works on project organization and am leading the efforts to secure materials for teaching toolkits. Although the toolkit contents are different, this is similar to my work with UNESCO. The steering committee and task force all know the PLU comes first and are respectful of my primary reason for being in Namibia.

I worked with two faculty members to prepare a panel presentation for the Comparative and International Education Conference in Vancouver B.C. I am supporting them as they write papers, although I told them I would spend some individual time with them after the students leave.

At the request of the Public Affairs Officer (PAO) from the U.S. Embassy I wrote a grant for the Innovative Teaching of English. I consulted with the Dean of the Faculty of Education, and managed to complete the grant in one week with the support of the PAO. This is a competitive grant for African countries and we will hear in April if Namibia is one of the countries awarded the grant.

10. Other

Coordinating and hosting of the Marcom Visit—Simon Sung and John Froschauer spent 11 days in Namibia. During the first week of their visit we managed to film the students in the different academic and practical settings and interview key players of the programme. It was good to talk with John and Simon when I was in Washington in March to get a sense of the scope of what they wanted during their time in Namibia. I felt the visit was successful and captured the essence of the academic and co-curricular activities of the semester program.

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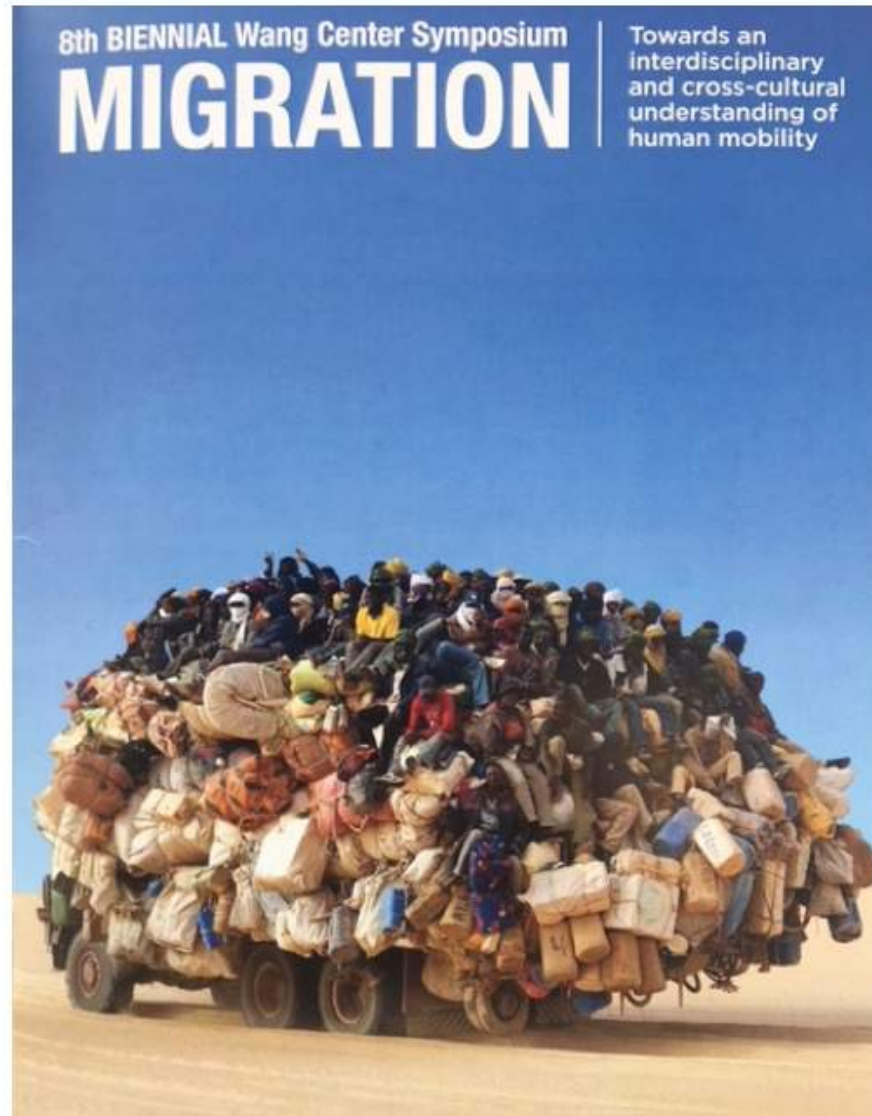
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BONNIE NELSON '08
(Mongolia 2011-2013) participating in a traditional hair cutting ceremony for the young daughter of her friend and fellow teacher.

Peace Corps Prep

Peace Corps Prep (PC Prep) is an undergraduate certificate program that helps students prepare for service in the Peace Corps, a US-government organization that sends US citizens abroad to volunteer for two-years in over 60 countries. The PC Prep Program is also an exciting chance to help you develop a global perspective and connect with like-minded students. While completing Peace Corps Prep does not guarantee admission into the Peace Corps, students who complete the certificate have a real advantage as it ensures that they have the experience and education that Peace Corps is looking for in volunteers. Obtaining the certificate will also help prepare you for other international and domestic service, as well as nonprofit and service-oriented professions.

Peace Corps



Make the most of your world »

We take a different approach to making a difference. If you are inspired by impact that is hands-on, grassroots-driven, and lasting, get to

Contact Information


Peace Corps Prep

Phone: 253-535-7598
Email: wileyka@plu.edu

12180 Park Avenue S.
Tacoma, WA 98447

Divisional Links

► Wang Center



4:26 PM

PLU Programs are Unique

- 88% led by PLU faculty
- Intentionally designed to be mission driven and to maximize, enhance, integrate easily with PLU on campus coursework
- Embedded internship or volunteer experience
- Ongoing evaluation, assessment for quality improvement
- A commitment to access

Commitment to Value, Access and Affordability

- 1st YEAR Map Your Future Awards
- Financial and Gift Aid
- Global Scholar Awards
- J-Term Pricing



A light gray world map is visible in the background of the slide, centered behind the text.

Beyond Study Away: Integrating Life Passions and Academic Experience

- Ongoing advising
- Capstone Senior Projects
- Wang Center Research Grants
- Nobel Peace Prize Forum and Peace Scholar Grants
- Academic Internships
- Returner Reflection Series and Resources
- Peace Corps Prep Program
- Post-graduate opportunities: Fulbright, Peace Corps, LVC, Global Serve, Border Servant Corps, Teaching Abroad
- Intersection with Career Connections

Benefits: Value Added Education

“We believe that more and more employers are realizing the extraordinary benefits of study abroad, and are seeking out graduates who have had study abroad experiences. Key jobs skills such as adaptability, global understanding and tolerance, leadership, and independence are directly fostered by learning and living abroad...For parents concerned about the return on their investment, studying abroad offers some very clear benefits for graduates.”

Dr. Mary M. Dwyer,
President and CEO, IES Abroad

A recent IES Abroad study finds that studying abroad may be one of the best ways for college students to find jobs sooner after graduation, related to their majors, and at a higher salary.



PLU Global Education

- CHALLENGING
- EXPERIENTIAL
- UNCOMFORTABLE
- SUPPORTIVE
- TRANSFORMATIVE
- ESSENTIAL
- REWARDING
- IN/VALUABLE



Tamara Williams

Executive Director

**Wang Center for Global
Education**

www.plu.edu/wang-center
studyaway.plu.edu/

ASSESSMENT PLAN FOR PLU STUDY AWAY PROGRAMS

by
Ann Kelleher, Paula Leitz, Tamara R. Williams
March 26, 2018

Study Away Programs make a significant contribution to PLU's mission of educating students for lives of thoughtful inquiry, leadership and care--for other people, for their communities, and for the earth. Study away is also integral to supporting students' achievement of this mission through specific Integrated Learning Objective. Of these, the "Multiple Framework" category provides the more readily recognized relationship of PLU's ILO objectives to study away learning; for example, "Cultivate respect for diverse cultures, practices, and traditions." ILOs in all the other categories related to academic knowledge, skill, and attitude development also apply to learning in off-campus programs.

Participating in a study away program can enable students to learn about "Living with the complexities of life" as part of "understanding the interconnections of liberal arts and sciences." Off campus programs produce critical reflection as participants deepen their ability to "explain divergent viewpoints on complex issues, assess the support available for each, defend their own judgments, and consider issues from multiple perspectives." In interacting with people in a society different from their own, study away encourages the "acknowledgement of and responds to conflicting ideas" as well as "identification of common interests where possible" and "the development and promotion of effective strategies and interpersonal relationships for implementing cooperative actions." Another significant learning outcome of Study Away is an increased capacity in valuing; for example, they can "articulate and assess their own values with an awareness of the communities and traditions that have helped to shape them," and "recognize charitably how others have arrived at values different from one's own."

Study away programs provide one illustration of how PLU's ILOs are genuinely "Integrative." Indeed, overall learning in study away happens holistically within an immersive context that includes a combination of academic coursework and co-curricular activities including study tours and daily living either in a homestay or with other students abroad. It is the entire experience, not only discrete parts of it, that constitutes a value-added high-impact experience that enhances each participant's education and advances our mission. It is this aspect of the study away experience that this assessment attempts to measure.

A. ASSESSMENT DESIGN: OBJECTIVES AND TEST INVENTORY

This two-part assessment, which will be administered pre-and post-a study away experience, is intended as a pilot to measure learning through a study away experience as related to the ILO statements above. As a pilot, it does not assess all ILOs related to study away. Specifically, it will measure the following four objective statements related to student participation in a Study Away Program:

- Recognize that their worldview is neither natural nor universal; become more aware of the presuppositions that shape their values
- Articulate a critical issue facing another society
- Demonstrate active engagement with a different culture, different society, different polity
- Cultivate respect for diverse cultures, practices and traditions

B. PRE-DEPARTURE ASSESSMENT QUESTIONS

1. Describe what characteristics you anticipate people will demonstrate in your host country. What do you think influences these characteristics?
2. Describe two critical issues your host society currently faces and its people consider as priorities. Why do you think they are occurring?
3. How often do you pay attention to international news issues/events? (not at all, weekly, daily, etc.)
4. What international issues/events are you following? Describe one you find particularly interesting.
5. Identify a bias you have. How will it influence your behaviors when interacting with those in your host country?
6. What differences and similarities do you anticipate you will experience in living in your host country in comparison to life in the U.S.? What do you think explains the behavioral patterns you have described?
7. What are some of the experiences you might be interested in pursuing while at PLU after you return from your study away program (e.g. coursework, community engagement, academic research, preparation for post-graduate opportunities)?
8. What are you planning to do after you leave PLU?

C. POST-PROGRAM ASSESSMENT QUESTIONS

1. Describe characteristics you observed people demonstrating in your host country. What do you think influenced these characteristics?
2. Describe two critical issues your host society currently faces and its people consider as priorities. Why do you think they are occurring?
3. How often do you pay attention to international news issues/events? (not at all, weekly, daily, etc.)
4. What international issues/events are you following? Describe one you find particularly interesting.
5. Identify a bias you have. How did it influence your behaviors when interacting with those in your host country?
6. What differences and similarities did you experience in living in your host country in comparison to life in the U.S.? What do you think explains the behavioral patterns you have described?
7. What are some of the experiences you might be interested in pursuing while at PLU after you return from your study away program (e.g. coursework, community engagement, academic research, preparation for post-graduate opportunities)?
8. What are you planning to do after you leave PLU?

D. OBJECTIVES AND RUBRIC FOR PRE-DEPARTURE ASSESSMENT

Objectives Statement:

1. Recognize that their worldview is not universal and awareness of their own biases.
2. Articulate at least two critical issues faced by another society.
3. Demonstrate interest in multiple world events and societies.
4. Cultivate respect for diverse cultures, practices and tradition

Questions	Outcome	Question not Answered	Initial Level of Development	Intermediate Level of Development	Intermediate-High Level of Development	Advanced Level of Development
1. Describe what characteristics you anticipate people will demonstrate in your host country. What do you think influences these characteristics?	Recognize that their worldview is not universal and awareness of their own biases	0	1 Uses stereotypes, platitudes and/or provides no specifics.	2 Articulates basic knowledge of at least one host country characteristic.	3 Demonstrates the ability to differentiate own cultural characteristics from those of host society and explains what influences these characteristics.	4 Level 3 with greater level of specificity and depth of understanding.
2. Describe two critical issues your host society currently faces and its people consider as priorities. Why do you think they are occurring?	Articulate a critical issue facing another society		Provides little knowledge of relevant issues or selects issues that are not current.	Provides information about one issue and attempts to explain why it is occurring or simply states two issues.	Can describe two critical issues faced by the host country and explain why these issues are occurring.	Level 3 with greater level of specificity and depth of understanding

3. How often do you pay attention to international news issues/events? (not at all, weekly, daily, etc.)	Demonstrate interest in multiple world events and societies.		Little to none.	Now and then, such as weekly.	Daily or close to it.	Level 3 with greater level of specificity and depth of understanding
4. What international issues/events are you following? Describe one you find particularly interesting.	Demonstrate interest in multiple world events and societies.		Lacks interest in any kind of news, or has interest only in news that is local, state or national.	Indicates some interest in news related to world events and notes one or two international issues/events	Demonstrates strong interest in international issues/events. Provides information as to why these issues/events are occurring.	Level 3 with greater level of specificity and depth of understanding
5. Identify a bias you have and describe how it may influence your behavior when interacting with those in your host country.	Recognize that their world view is not universal and awareness of their own biases.		Unable to identify bias and/or stereotypes or demonstrates judgmental point of view.	Recognizes and describes bias and its influence on interactions with others.	Demonstrates the ability to manage bias to enhance human interactions.	Level 3 with greater level of specificity and depth of understanding
6. What differences and similarities do you anticipate you will experience in living in your host country in comparison to life in the U.S.? What do you think explains the behavioral patterns you have described?	Recognize that their world view is not universal and awareness of their own biases <i>and</i> Cultivate respect for diverse cultures, practices and traditions		Uses stereotypes and/or demonstrates an attitude that one is better than the other. Presents some evidence	Presents evidence of a developing that understanding that different cultures and experiences affect behavior and attitudes.	Can apply cultural analysis to the behavior and assumptions of one's own and the host society.	Level 3 with greater level of specificity and depth of understanding

7. What are some of the experiences you might be interested in pursuing while at PLU after you return from your study away program (e.g. coursework, community engagement, academic research, preparation for post-graduate opportunities)?	Demonstrate interest and involvement in world issues and societies		Expresses no or a vague desire to participate but no examples.	Demonstrates a willingness to engage and can provide at least one example of possible participation.	Will engage in experience(s) related to study away program.	
8. What are you planning to do after you leave PLU?	Demonstrate interest in multiple world events and societies		Expresses no or a passing interest in world issues.	Shows a commitment to doing something relevant to world issues.	States that future plans include either graduate school, employment or voluntary services relevant to world issues.	

E. OBJECTIVES AND RUBRIC FOR POST-PROGRAM ASSESSMENT

Objectives Statement:

1. Recognize that their worldview is not universal and awareness of their own biases.
2. Articulate at least two critical issues faced by another society.
3. Demonstrate interest in multiple world events and societies.
4. Cultivate respect for diverse cultures, practices and traditions.

Questions	Outcome	Question not Answered	Initial Level of Development	Intermediate Level of Development	Intermediate-High Level of Development	Advanced Level of Development
1. Describe characteristics you observed people demonstrating in your host country. What do you think influenced these characteristics?	Measures Objectives 1, 2, 4	0	1 Uses stereotypes, platitudes and/or provides no specifics.	2 Articulates basic knowledge of at least one host country characteristic.	3 Demonstrates the ability to differentiate own cultural characteristics from those of host society and explains what influences these characteristics.	4 Level 3 with greater level of specificity and depth of understanding.

2. Describe two critical issues your host society currently faces and its people consider as priorities. Why do you think they are occurring?	Measures Objectives 2, 4		Provides little knowledge of relevant issues or selects issues that are not current.	Provides information about one issue and attempts to explain why it is occurring or simply states two issues.	Can describe two critical issues faced by the host country and explain why these issues are occurring.	Level 3 with greater level of specificity and depth of understanding
3. How often do you pay attention to international news issues/events? (not at all, weekly, daily, etc.)	Measures Objectives 2, 3		Little to none.	Now and then, such as weekly.	Daily or close to it.	Level 3 with greater level of specificity and depth of understanding
4. What international issues/events are you following? Describe one you find particularly interesting.	Measures Objectives 2 & 3		Lacks interest in any kind of news, or has interest only in news that is local, state or national.	Indicates some interest in news related to world events and notes one or two international issues/events	Demonstrates strong interest in international issues/events. Provides information as to why these issues/events are occurring.	Level 3 with greater level of specificity and depth of understanding
5. Identify a bias you have. How did it influence your behavior when interacting with those in your host country.	Measures Objectives 1 & 4		Unable to identify bias and/or stereotypes or demonstrates judgmental point of view.	Recognizes and describes bias and its influence on interactions with others.	Demonstrates the ability to manage bias to enhance human interactions.	Level 3 with greater level of specificity and depth of understanding

6. What differences and similarities do you anticipate you will experience in living in your host country in comparison to life in the U.S.? What do you think explains the behavioral patterns you have described?	Measures Objectives 1 & 4.		Uses stereotypes and/or demonstrates an attitude that one is better than the other. Presents some evidence	Presents evidence of a developing understanding that different cultures and experiences affect behavior and attitudes.	Can apply cultural analysis to the behavior and assumptions of one's own and the host society.	Level 3 with greater level of specificity and depth of understanding
7. What are some of the experiences you might be interested in pursuing while at PLU after you return from your study away program (e.g. coursework, community engagement, academic research, preparation for post-graduate opportunities)?	Measures Objective 3		Expresses no or a vague desire to participate but no examples.	Demonstrates a willingness to engage and can provide at least one example of possible participation.	Will engage in experience(s) related to study away program.	Level 3 with greater level of specificity.
8. What are you planning to do after you leave PLU?	Measures Objective 3		Expresses no or a passing interest in world issues.	Shows a commitment to doing something relevant to world issues.	States that future plans include either graduate school, employment or voluntary services relevant to world issues.	Level 3 with greater level of specificity.

Assignment of Credit for Study Away – PLU

Instructions

- Step 1: Review your transcript and CAPP report to confirm the status of your work toward degree requirements. With that in mind, research the course offerings for your study away program and determine which classes and degree requirements you want to fulfill while you are abroad.
- Step 2: List your desired courses and alternate choices on this form. If you list subjects, not specific course titles, you will not be able to receive pre-departure approval for your work while abroad.
- Step 3: Meet with your advisor to discuss your course selection and degree plan. Bring your program's course information to the meeting. Request your advisor's signature on this form.
- Step 4: Consult with **faculty department chairs** as listed below to review your plan and request approval for courses to meet specific major/minor or GenEd requirements. If you have questions about who should sign your form, please check with the Wang Center for contact information. Approval for departmental credit must be granted by the **chair of that department**. Gateway/Featured participants should reference the Interactive Guide for established course equivalencies; posted equivalencies do not require a signature.
www.plu.edu/registrar/equivalency-guides/interactive-guide

If you want to fulfill:	Meet with:
Major requirements	Major department chair
Minor requirements	Minor department chair
Language requirement	Language department chair
General Education Elements	Chair of the relevant department (e.g. Philosophy Chair for Philosophy GenEd)

Step 5: Sign and submit the form to the Wang Center; keep a copy for your records.

Student Name _____ Student ID _____

Major(s) _____ Minor(s) _____

Study Away Program: _____ Term/Year of Study Away _____

Class Standing at Time of Study Away _____ Expected Graduation Date _____

Are you studying away during your last semester at PLU? ☐ Yes ☐ No

If yes, do you plan to walk at Commencement? ☐ Yes ☐ No

ADVISOR SIGNATURE(S)

I have met with this student and discussed study away plans in relation to academic plans. Application of study away coursework to PLU degree requirements may be contingent upon final approval from the relevant academic department(s) and the Registrar's Office after completion of the study away program.

Advisor for 1st Major

Print Name _____ Signature _____ Date _____

Department _____ Comments _____

Advisor for 2nd Major or Minor (if applicable)

Print Name _____ Signature _____ Date _____

Department _____ Comments _____

Assignment of Credit for Study Away - PLU

Use the area below to indicate the courses you would like to take while abroad and the requirements you would like the course to fulfill. Department chairs may add details below about how courses will fulfill degree requirements and any additional considerations such as evaluation of syllabi, class assignments, etc. upon return to PLU. PLU indicates Study Away courses with "SA" at the end of the number. Courses with approved equivalencies will transfer as the PLU number + "SA". Courses without a direct course equivalency will transfer as 150/250/350/450SA in the PLU equivalent academic department in which the credits were earned. In cases where x50 is a direct equivalency, indicate "Yes" below.* A course listed as GENR indicates transferable credit with no specific PLU equivalent. Refer to the Interactive Guide for established course equivalencies.

Study Away Course Title	PLU Credits	Major Req.	Minor Req.	Gen Ed	Elective (check)	*Direct PLU Equivalency?	Approval: Department Chair signature
Example 1 Foreign Policy Analysis	5	POLS 350 (GLST)				<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> One-time approval	Print: <u>Name of Dept Chair</u> Signature: _____ <input type="checkbox"/> No signature required (check if an equivalency is on the Interactive Guide or for elective credit)
Example 2 MATH 2110: Linear Algebra at UWI	4		MATH 331	NS		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> One-time approval	Print: _____ Signature: _____ <input checked="" type="checkbox"/> No signature required (check if an equivalency is on the Interactive Guide or for elective credit)
Example 3 Alpine Ecology	4	BIOL 350 (Ecology req.)				<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> One-time approval	Print: <u>Name of Dept Chair</u> Signature: _____ <input type="checkbox"/> No signature required (check if an equivalency is on the Interactive Guide or for elective credit)
						<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> One-time approval	Print: _____ Signature: _____ <input type="checkbox"/> No signature required (check if an equivalency is on the Interactive Guide or for elective credit)
						<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> One-time approval	Print: _____ Signature: _____ <input type="checkbox"/> No signature required (check if an equivalency is on the Interactive Guide or for elective credit)
						<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> One-time approval	Print: _____ Signature: _____ <input type="checkbox"/> No signature required (check if an equivalency is on the Interactive Guide or for elective credit)
						<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> One-time approval	Print: _____ Signature: _____ <input type="checkbox"/> No signature required (check if an equivalency is on the Interactive Guide or for elective credit)
						<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> One-time approval	Print: _____ Signature: _____ <input type="checkbox"/> No signature required (check if an equivalency is on the Interactive Guide or for elective credit)
						<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> One-time approval	Print: _____ Signature: _____ <input type="checkbox"/> No signature required (check if an equivalency is on the Interactive Guide or for elective credit)
						<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> One-time approval	Print: _____ Signature: _____ <input type="checkbox"/> No signature required (check if an equivalency is on the Interactive Guide or for elective credit)
						<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> One-time approval	Print: _____ Signature: _____ <input type="checkbox"/> No signature required (check if an equivalency is on the Interactive Guide or for elective credit)
						<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> One-time approval	Print: _____ Signature: _____ <input type="checkbox"/> No signature required (check if an equivalency is on the Interactive Guide or for elective credit)

STUDENT SIGNATURE

I understand how my study away courses can be applied to my degree requirements.

Signature _____ Date _____

Assignment of Credit for Study Away - Approved

Instructions

- Step 1: Review your transcript and CAPP report to confirm the status of your work toward degree requirements. With that in mind, research the course offerings for your study away program and determine which classes and degree requirements you want to fulfill while you are abroad.
- Step 2: List your desired courses and alternate choices on this form. If you list subjects, not specific course titles, you will not be able to receive pre-departure approval for your work while abroad.
- Step 3: Meet with your advisor to discuss your course selection and degree plan. Bring your program's course information to the meeting. Request your advisor's signature on this form.
- Step 4: Consult with **faculty department chairs** as listed below to review your plan and request approval for courses to meet specific major/minor or GenEd requirements. If you have questions about who should sign your form, please check with the Wang Center for contact information. Approval for departmental credit must be granted by the chair of that department.

If you want to fulfill:	Meet with:
Major requirements	Major department chair
Minor requirements	Minor department chair
Language requirement	Language department chair
General Education Elements	Chair of the relevant department (e.g. Philosophy Chair for Philosophy GenEd)

Step 5: Sign and submit the form to the Wang Center; **keep a copy for your records.**

Student Name _____ Student ID _____

Major(s) _____ Minor(s) _____

Study Away Program: _____ Term/Year of Study Away _____

Class Standing at Time of Study Away _____ Expected Graduation Date _____

Are you studying away during your **last** semester at PLU? ☐ Yes ☐ No

If yes, do you plan to walk at Commencement? ☐ Yes ☐ No

ADVISOR SIGNATURE(S)

I have met with this student and discussed study away plans in relation to academic plans. Application of study away coursework to PLU degree requirements may be contingent upon final approval from the relevant academic department(s) and the Registrar's Office after completion of the study away program.

Advisor for 1st Major

Print Name _____ Signature _____ Date _____

Department _____ Comments _____

Advisor for 2nd Major or Minor (if applicable)

Print Name _____ Signature _____ Date _____

Department _____ Comments _____

Assignment of Credit for Study Away - Approved

Use the area below to indicate the courses you would like to take while abroad and the requirements you would like the course to fulfill. Department chairs may add details below about how courses will fulfill degree requirements and any additional considerations such as evaluation of syllabi, class assignments, etc. upon return to PLU. PLU indicates Study Away courses with "SA" at the end of the number. Courses with approved equivalencies will transfer as the PLU number + "SA". Courses without a direct course equivalency will transfer as 150/250/350/450SA in the PLU equivalent academic department in which the credits were earned. In cases where x50 is a direct equivalency, indicate "Yes" below.* A course listed as GENR indicates transferable credit with no specific PLU equivalent.

Study Away Course Title	PLU Credits	Major Req.	Minor Req.	Gen Ed	Elective (check)	*Direct PLU Equivalency?	Approval: Department Chair signature
Example 1 MATH 2110: Linear Algebra at Univ.	4	MATH 331		NS		Yes X No <input type="checkbox"/>	Print: <u> </u> Signature: <u> </u> <input type="checkbox"/> No signature required (elective credit only)
Example 2 Rainforest Ecology	4		BIOL 350			Yes <input type="checkbox"/> No X	Print: <u> </u> Signature: <u> </u> <input type="checkbox"/> No signature required (elective credit only)
Example 3 Italian Language	3				X	Yes <input type="checkbox"/> No X	Print: <u> </u> Signature: <u> </u> X No signature required (elective credit only)
						Yes <input type="checkbox"/> No <input type="checkbox"/>	Print: <u> </u> Signature: <u> </u> <input type="checkbox"/> No signature required (elective credit only)
						Yes <input type="checkbox"/> No <input type="checkbox"/>	Print: <u> </u> Signature: <u> </u> <input type="checkbox"/> No signature required (elective credit only)
						Yes <input type="checkbox"/> No <input type="checkbox"/>	Print: <u> </u> Signature: <u> </u> <input type="checkbox"/> No signature required (elective credit only)
						Yes <input type="checkbox"/> No <input type="checkbox"/>	Print: <u> </u> Signature: <u> </u> <input type="checkbox"/> No signature required (elective credit only)
						Yes <input type="checkbox"/> No <input type="checkbox"/>	Print: <u> </u> Signature: <u> </u> <input type="checkbox"/> No signature required (elective credit only)
						Yes <input type="checkbox"/> No <input type="checkbox"/>	Print: <u> </u> Signature: <u> </u> <input type="checkbox"/> No signature required (elective credit only)
						Yes <input type="checkbox"/> No <input type="checkbox"/>	Print: <u> </u> Signature: <u> </u> <input type="checkbox"/> No signature required (elective credit only)
						Yes <input type="checkbox"/> No <input type="checkbox"/>	Print: <u> </u> Signature: <u> </u> <input type="checkbox"/> No signature required (elective credit only)

STUDENT SIGNATURE

I understand how my study away courses can be applied to my degree requirements.

Signature _____ Date _____

Short-Term Study Away Course Proposal_Guidelines and Policies

Please read the [Off-Campus Course Proposal Guidelines and Policies](#) document.

I verify that I have read and understand the Short-Term Course Proposal Guidelines and Policies document.

Standards of Good Practice for Education Abroad

The Standards of Good Practice for Education Abroad were developed by the [Forum on Education Abroad](#), which PLU is a member of.

Please download the [Standards of Good Practice for Education Abroad \(5th Edition, 2015\)](#) and consider the guidelines and best practices therein as you design your study away course/program.

Short-Term Study Away Course Proposal_Application Questions:

(*) Indicates the question is required.

1. Is this a new program? (*)
For renewals, how many times has this program been offered in the past?

Please select one

2. FACULTY INFORMATION AND EXPERIENCE (*)

Please provide the following details:

- a) Faculty Leader Name
- b) Department
- c) Faculty Co-Leader Name (if applicable)
- d) Department (if applicable)

If this course will be co-taught, what proportion of FTE will be applied to each of the faculty's load?

Please describe employment status for each faculty leader (e.g., is teaching this course part of phased retirement?).

4000 characters left

3. Have you led this study away course before? (*)

If Yes, please address the following questions:

- a) When did you lead this course?
- b) What were the successful elements of this course?
- c) What were some challenges?
- d) What changes are you planning (with regard to course structure, activities, schedule, etc.)?
- e) Were you offered advice or feedback from the Global Education Committee last time you submitted this course proposal? If Yes, please describe how you have addressed these in the new proposal.

Please select one

4. Site Visits

If you have not led a study away course before, do you plan to make a site visit prior to the start of this course? If Yes, when? How will this be funded?

NOTE: There are limited funds available for planning grants. Please contact megan.grover@plu.edu for more information.

Please select one

5. Faculty Leader Experience (previous and planned) (*)

Please indicate:

- a) Your prior experience leading groups of students off campus;
- b) Your experience with the topic of the proposed course and culture and language of the place where it is being taught;
- c) Any prior preparation you plan to do before leading the program.

4000 characters left

6. Have you established contacts in your selected program site(s)? (*)

If Yes, please name the contacts and describe your relationship briefly.

Please select one

7. Will this course be taught off-campus for the first time? (*)

Please select one

8. If this course has been taught off-campus before, will it be taught in the same location(s)?

Please select one

9. Did you receive Mellon Grant funding to develop this course for first-year student participation? (*)

Please select one

10. ACADEMIC INFORMATION (*)

Please provide the following details:

- a) Course number(s);
- b) Course title;
- c) Instructor(s) of record;
- d) Proposed course location(s).

For the course title, please consider something that would be appealing to students from a marketing and recruitment perspective. The Wang Center is happy to assist you with the development of your study away course title.

4000 characters left

11. Elements of General Education (*)

This course will fulfill the following university requirements (please confirm attributes with the Registrar's Office and check all that apply -- to select more than one from the list below, please hold the 'Ctrl' button on your keyboard and select options by clicking with your mouse):

Alternative Perspectives Diversity Requirement (Requires EPC/Gen Ed Council approval)

12. Course Description (*)


Please provide a 100 word course description that will be used for the online brochure page and other marketing purposes.

Additionally, please provide a brief response (no more than 3 sentences) to this prompt, "Why study X in place Y?", that the Wang Center will use for marketing purposes.

A text input field with a dark border and a light gray background. It contains a small cursor icon on the left. To the right of the input field, there is a vertical bar and the text "4000 characters left".

13. Integrative Learning Objectives (*)

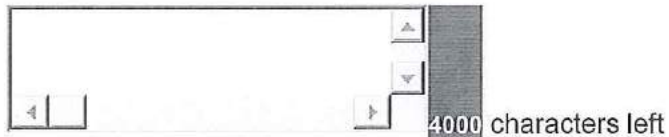
Please provide a paragraph that identifies three course Integrative Learning Objectives using assessable verbs (e.g., identify, analyze, demonstrate, categorize, design, etc.). Please make a deliberate connection to PLU's Integrative Learning Objectives.

A text input field with a dark border and a light gray background. It contains a small cursor icon on the left. To the right of the input field, there is a vertical bar and the text "4000 characters left".

14. Study Away Location (*)

Please provide a paragraph that explains how teaching the proposed course in the selected off-campus location enhances the three course Integrative Learning Objectives you have identified.

For non-English program destination(s), how do you intend to address language learning? For example, please address how/if students will be encouraged to learn and use basic greetings, courtesy expressions, etc. to communicate with people who do not speak English and/or as a way to show respect for the host culture.

A text input field with a dark border and a light gray background. It contains a small cursor icon on the left. To the right of the input field, there is a vertical bar and the text "4000 characters left".

15. Course Proposal Guidelines and Policies (*)

Please provide a brief description of how the proposed course meets the guidelines detailed in the 'Short-Term Course Proposal Guidelines and Policies' document. This document can be found in the Signature Documents section of your course proposal application. Please address these specific guidelines in your response:

- Academic Framework
- Engagement of Host Community
- Language and Cultural Activities
- Specific Pre-Travel Considerations

- PLU's Values of Diversity, Social Justice, and Sustainability
- Homestay Experience (if applicable)

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16. Draft Itinerary (*)

Please provide a preliminary course schedule/itinerary.

If you plan to work with a tour operator, please provide a sample or past itinerary.

The itinerary must include expected travel dates, specific regions/locations, type of lodging, mode of intended international and local transportation, etc. Please explicitly identify the risks inherent to your program for the following categories:

- o i. Health risks in the locations of travel
- o ii. Activities that may put an individual's health at risk

Identify your program's physical requirements along a scale of "regular", "strenuous", or "very strenuous". If "strenuous" or "very strenuous", please list the types of activities that may be expected (hiking, swimming, boating, scuba diving, caving, etc.). Some of the important risks to help identify the physical requirements include, but are not limited to, the altitude(s) of the program; amount of hiking, walking, climbing or swimming; wheelchair/ramp/elevator accessibility; potential for motion sickness; temperature variation; air quality; water/food sources (opportunities for local/adventurous eating); rural vs. urban settings; accommodation type (hotel vs. homestay vs. camping); and exposure to animals.

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17. REQUIRED APPLICATION PROCEDURES AND ORIENTATIONS (*)

To enhance the safety and quality of Short-Term Study Away courses, the Wang Center requires your participation in all Study Away course pre-departure orientations and that you, in collaboration with the Wang Center Staff, offer NO FEWER than two additional pre-departure orientation sessions.

Do you agree to participate fully and collaborate with the Wang Center staff to make these pre-departure orientations possible?

Please select one

▼

18. Additional application procedures (*)

Do you anticipate having additional application procedures for your course such as pre-selection interviews? If Yes, please explain.

Please select one

▼

19. PROGRAM ASSISTANTS AND ADDITIONAL TRAVEL COMPANIONS (*)

PLU offers a professional development opportunity for faculty/staff/administrators that wish to serve as a Program Assistant with a short-term study away course. The selection process takes several months. The Wang Center sends a campus-wide announcement for this opportunity each year, in April. Understanding your needs in advance will help with planning. Do you anticipate the need for a PLU faculty/staff/administrator Program Assistant? If Yes, please explain.

Please select one

20. Essential or non-essential adults (*)

Do you plan to include other essential or non-essential adults in your program? If Yes, please review the 'Policies and Guidelines: Essential and Non-Essential Accompanying Adults and Minors in PLU Short-Term Study Away Courses' (page 3 of the 'Short-Term Course Proposal Guidelines and Policies' document, located in the Materials section of your course proposal application) and provide a brief description of your plans in this regard.

Please select one

21. Minors (*)

Do you plan to travel with minors? If Yes, please review the 'Policies and Guidelines: Essential and Non-Essential Accompanying Adults and Minors in PLU Short-Term Study Away Courses' (page 3 of the 'Short-Term Course Proposal Guidelines and Policies' document, located in the Materials section of your course proposal application) and provide a brief description of your plans in this regard.

Please select one

Short-Term Study Away Course Proposal Budget Template

To assist the Global Education Committee and the Wang Center staff in determining viability of the proposed itinerary, i.e. estimated costs and program fee, maximum and minimum enrollment, please access the Short-Term Study Away Course Proposal Budget Template (link provided below). Please include your estimated operational costs of the program. If you require assistance in developing the estimated program budget, please contact Megan Grover at megan.grover@plu.edu or 253-535-8754.

Short-Term Course Proposal Budget Template

Once you've completed the budget worksheet, please save the Excel file to your computer and please upload it to the Questionnaires section of your short-term study away course proposal application.

Short-Term Study Away Course Proposal Budget Upload:

Instructions:

Please access the short-term study away course proposal budget template in the Learning Content section of your application. Save the completed Excel file to your computer hard drive. Then, please upload the Excel file to the Questionnaires section of your short-term study away course proposal application. Please contact Megan Grover at megan.grover@plu.edu or 253-535-8754 if you need assistance.

(*) Indicates the question is required.

1. Short-Term Course Proposal Budget (*)

To upload your budget, please click on the yellow folder icon in the toolbar, you will then get a pop-up menu allowing you to select a file from your hard drive.

FontSizeFormat Source

Short-Term Study Away Course Proposal_Chair/Dean Approval:

Instructions:

By supplying Department Chair and Dean names, the Wang Center will send an electronic copy of your short-term study away course proposal to the individuals you have indicated by email. In addition, you must request a Chair/Dean approval (located in the 'Recommendations' section of your application). Written letter of recommendation is not required but the approval form includes space for optional comments from Chairs/Deans.

(*) Indicates the question is required.

1. Name of Department Chair(s) (*)

If this course is cross-listed, please list all relevant department Chairs.

If you are the Chair of your department, please list your name.

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2. Name of Dean(s) (*)

If this course is cross-listed, please list all relevant Deans.

If you are the Dean of your division, please list your name.

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- d) What changes are you planning (with regard to course structure, activities, schedule, etc.)?
- e) Were you offered advice or feedback from the Global Education Committee last time you submitted this course proposal? If Yes, please describe how you have addressed these in the new proposal.
-

NO

4. Site Visits

If you have not led a study away course before, do you plan to make a site visit prior to the start of this course? If Yes, when? How will this be funded?

NOTE: There are limited funds available for planning grants. Please contact megan.grover@plu.edu for more information.

Yes

Explanation: I have lived and studied in the UK for several years, so I am already familiar with the culture and various sites of interest; I will also be leading a study away course for the IHON program in Oxford in J-Term 2018, during which time I will be able to re-visit sites of interest for the History study away course.

5. Faculty Leader Experience (previous and planned)

Please indicate:

- a) Your prior experience leading groups of students off campus;
 - b) Your experience with the topic of the proposed course and culture and language of the place where it is being taught;
 - c) Any prior preparation you plan to do before leading the program.
-

a) Although I have not yet had the opportunity to lead a group of students off-campus, I will be leading a group of IHON students to Oxford in J-Term 2018, and teaching a course (IHON 258) on "Travel and Travel Writing". I am very excited about this, since I am very familiar with Oxford (having studied there for my doctoral degree), and I am looking forward to introducing students to the city of Oxford and surrounding places such as London, where we will likely be taking a short trip.

b) Tudor England was the focus of my doctoral degree at the University of Oxford, where I lived for 3 years (2006-2009). I have also made several research and conference trips to the UK since then, spending a lot of time in the British Library and National Archives in London. Most recently this summer (2017) I made a research trip to England and Scotland thanks to a Huntington Library Fellowship to gather material for my next book project. I have been trained to read early modern English paleography, Latin and French.

c) I plan to do extensive research on finding new places to stay in London and organizing tour guides and booking tickets for travel and theatre performances. I am grateful for the support offered to me by Dr Michael Halvorson, who has led this class three times in the past, and is willing to share with me many of his experiences and tips for where to go and what to book. I am also grateful for the experience I am gaining through the Oxford-IHON orientation sessions I have been attending in preparation for my IHON J-Term study away course, which has given me many insights into ways I can prepare my History students before their travel to England.

6. Have you established contacts in your selected program site(s)?

If Yes, please name the contacts and describe your relationship briefly.

Yes

Explanation: I have a number of contacts through Oxford University, in particular Prof Lyn Robson of Regent's College who has been assisting the IHON-Oxford program, and Admissions Officer Helen Wilton Godberfforde at the Boolean Library, who is experienced in leading tours of the library for students and setting up readers cards for them. Although I have not yet made direct contact with tour guides or hotels yet, Dr Halvorson has recommended a number of excellent contacts for me to follow up, and which he has established a good connection with: these include Nigel Hake (a London tour guide, who has apparently been very popular with students in the past), and Cheryl Corcoran, a blue badge guide for Southwest England who has expertise in Oxford and the Cotswold region.

7. Has this course been approved by EPC to be taught on campus?

YES

8. Will this course be taught off-campus for the first time?

NO

9. If this course has been taught off-campus before, will it be taught in the same location(s)?

YES

10. Did you receive Mellon Grant funding to develop this course for first-year student participation?

NO

11. ACADEMIC INFORMATION

Please provide the following details:

- a) Course number(s);
- b) Course title;
- c) Instructor(s) of record;
- d) Proposed course location(s).

For the course title, please consider something that would be appealing to students from a marketing and recruitment perspective. The Wang Center is happy to assist you with the development of your study away course title.

-
- a) Course number: HIST 332
 - b) Course title: Tudor England
 - c) Instructor(s) of record: xxxxx
 - d) Proposed course location(s): England

12. University Requirements

This course will fulfill the following university requirements (please confirm attributes with the Registrar's Office and check all that apply -- to select more than one from the list below, please hold the 'Ctrl' button on your keyboard and select options by clicking with your mouse):

General Education Elements
Department Credit

13. Course Description

Please provide a 100 word course description that will be used for the online brochure page and other marketing purposes.

Additionally, please provide a brief response (no more than 3 sentences) to this prompt, "Why study X in place Y?", that the Wang Center will use for marketing purposes.

Walk in the footsteps of queens and kings, knights, playwrights, and common folk as you explore the history, politics, and culture of England during the Tudor monarchies (1485-1603). You will explore major museums and cathedrals in London, visit the courts of Henry VIII and Elizabeth I, study (and watch!) a few plays in Shakespeare's Stratford-upon-Avon, and experience student life in the university town of Oxford. Learn British history while living and working in England! Optional side trips to Edinburgh, Paris, Windsor, or the Harry Potter Studios near London.

England is the perfect place to study the European Renaissance and Reformation, since so many of the buildings and towns from the sixteenth century have been preserved almost exactly as they were when such famous figures as Shakespeare or Queen Elizabeth I walked among them. Visiting historic, picturesque towns like Oxford often feels like walking back through time, since so many important events -- such as the public executions of high profile English Protestants, or the dissolution of the monasteries -- took place there. It is one thing to read about the lives of kings, queens, artists and writers, or look at pictures of medieval castles -- but another thing to feel, see, smell, touch and wander through their world in real life!

14. Integrative Learning Objectives

Please provide a paragraph that identifies three course Integrative Learning Objectives using assessable verbs (e.g., identify, analyze, demonstrate, categorize, design, etc.).

Please make a deliberate connection to PLU's Integrative Learning Objectives.

1. Hist 332 students will analyze primary documents (texts) from early modern England by visiting local sites in Stratford-upon-Avon, London, and Oxford. A major learning objective of historical study at PLU is exposing students to primary and secondary sources. Within the context of this course, numerous original documents will be examined. (For example, the Magna Carta and a Shakespeare folio in the British Museum.)
2. Hist 332 students will explore historic sites associated with the Tudor monarchs (especially Henry VIII and Elizabeth). For example, an entire day will be spent (per site) analyzing and exploring the Tower of London complex, Hampton Court, and Windsor Castle--all of which are historic residences, administrative sites, mints, and defensive fortifications for Tudor governments.
3. Hist 332 students will examine and analyze original paintings and other artistic artifacts, in order to study Tudor history through its material culture and art. Material culture examples from the Tudor period are to be found in London's Victoria and Albert museum. The best paintings for our trip will be in London's National Gallery and London's National Portrait Gallery.

15. Study Away Location

Please provide a paragraph that explains how teaching the proposed course in the selected off-campus location enhances the three course Integrative Learning Objectives you have identified.

For non-English program destination(s), how do you intend to address language learning? For example, please address how/if students will be encouraged to learn and use basic greetings, courtesy expressions, etc. to communicate with people who do not speak English and/or as a way to show respect for the host culture.

It is possible to study historic artifacts such as castles, cathedrals, and paintings via PowerPoint slides in a classroom--or through textbooks, videos, and other media. However, this particular course focuses on an age that has been well-preserved in Britain; the sites associated with Tudor England are readily accessible, and through their scale and physicality, they make for very compelling educational materials. There are also contexts in England that simply cannot be recreated back home in a Parkland classroom.

In addition, it is extremely useful for PLU students to meet and learn from people in other contexts and cultures. We will be living and working in London, Oxford, and Stratford-upon-Avon. Our contacts with English people and English culture will be real and (hopefully) deeply influential. Most importantly, I want to model the life of an engaged scholar and citizen of the world, so that they can also learn to become fascinated with other cultures and how they work. I want the students to learn how to be cultural detectives and to become active participants in the search for knowledge about the past.

16. Course Proposal Guidelines and Policies

Please provide a paragraph addressing the 'Short-Term Course Proposal Guidelines and Policies' document. This document can be found in the Signature Documents section of your course proposal application.

The Wang Center Proposal Guidelines are quite thought-provoking; they encourage faculty to design courses that promote rich interactivity with local cultures, practices, and languages, and also to consider such "mission oriented" items such as justice, diversity, and sustainability.

While Hist 332: Tudor England is a history course, designed to help students understand and analyze vital and influential cultures of the past (not particularly the present), we are not limited to simply examining historic

paintings and artifacts. Indeed, the purpose of studying art and theatre within its current contexts in England is a big part of what we are wanting to do in local communities, such as the town-sized Stratford-upon-Avon. Students will be required to attend local events in the town, read the plays with sensitivity to the environment, gender issues, diversity, and other post-modern literary approaches.

I would love to create a student residential living experience in Oxford and London that encourages contact with British students; this is a goal but may be challenging due to the realities of British school terms and the demand for housing. But we will definitely consider issues of diversity, growth-management, museum preservation, and economic development in modern Britain as we seek to understand the context of Tudor England in world history today. Although historians study the past, we do so with modern methods and commitments, and especially those of PLU and our globally focused mission.

17. Draft Itinerary

Please provide a preliminary course schedule/itinerary.

If you plan to work with a tour operator, please provide a sample or past itinerary.

The itinerary must include expected travel dates, specific regions/locations, type of lodging, mode of intended international and local transportation, etc. Please explicitly identify the risks inherent to your program for the following categories:

- o i. Health risks in the locations of travel
- o ii. Activities that may put an individual's health at risk

Identify your program's physical requirements along a scale of "regular", "strenuous", or "very strenuous". If "strenuous" or "very strenuous", please list the types of activities that may be expected (hiking, swimming, boating, scuba diving, caving, etc.). Some of the important risks to help identify the physical requirements include, but are not limited to, the altitude(s) of the program; amount of hiking, walking, climbing or swimming; wheelchair/ramp/elevator accessibility; potential for motion sickness; temperature variation; air quality; water/food sources (opportunities for local/adventurous eating); rural vs. urban settings; accommodation type (hotel vs. homestay vs. camping); and exposure to animals.

Draft Itinerary for HIST 332: Tudor England, J-Term 2019

- Wed Jan 2nd – Mon Jan 7th: Parkland

Class discussion and reading of materials (including textbook Early Modern Europe, eds. Buckholtz and Key) and selected primary sources (possibly a Shakespeare play); general orientation on what to expect in England (cultural differences, weather, public transport, etc).

- Tuesday Jan 8th: Flight from Seattle to London
- Wednesday Jan 9th – Wednesday Jan 16th: London

Stay in London ("The Highbury Center" has been recommended as accommodation by Dr Halvorson). After initial rest day, take tours of London (walking tour of Parliament, Westminster Abbey, St Paul's Cathedral etc with tour guide Nigel Hake); visits to the National Gallery, National Portrait Gallery, the Victoria and Albert Museums and British Museum; Day-trip out to Hampton Court Palace (a short train ride out of London).

- Thurs Jan 17th – Thurs 24th: Oxford

Travel to Oxford by train. Preliminary research suggests the Hampton by Hilton Oxford Hotel will have the best competitive price for group booking, but various other options available. Tours in and around Oxford include: visits to various colleges of historical significance (some such as Christ Church have close ties to the Reformation); visits to the Bodleian library (for reading and research); St Mary's University Church (where Protestant "martyrs" were tried and executed). We can also take short day trips from Oxford to explore nearby places such as the medieval market town of Woodstock (take a tour of Blenheim Palace); the Cotswolds (area of outstanding natural beauty and medieval history), or even Bath (built by the Romans and "rediscovered" by the Tudors).

- Friday Jan 25th – Tues 29th: Stratford-upon-Avon

Travel from Oxford to Stratford by train. Stay at Best Western Grosvenor (used by Dr Halvorson on his previous J-Term trip). Activities include: walking tours around the town, exploring the legacy of William Shakespeare and his world; attend Shakespeare performance (the Royal Shakespeare Company has not yet announced its 2019 season yet, but depending on which play(s) will be performed, I can tailor the readings/dates accordingly; tour of the backstage area for students to learn more about history of theatre etc.

- Wed Jan 30th: Train from Stratford-upon-Avon to London

- Thurs Jan 31st: Depart London for Seattle

i. Health risks in the locations of travel: I anticipate the health risks will be minimal, since we will be travelling in generally very safe urban and town areas, with perhaps some short hikes in the English countryside. Obvious potential risks will be traffic (students will be repeatedly reminded to look both ways, since traffic will be coming from opposite side of the road than they will anticipate!). Public transport in England is generally very efficient and safe.

ii. Activities that may put students' health at risk: We will not be doing any strenuous activities aside from short walking tours (multiple rest breaks will be factored into the time for each activity). Roads and sidewalks in medieval towns like Oxford and Stratford are not always wheel-chair friendly, but I will strive to make accommodations (e.g. alternative paths) as needed as I plot out a more detailed itinerary.

18. REQUIRED APPLICATION PROCEDURES AND ORIENTATIONS

To enhance the safety and quality of Short-Term Study Away courses, the Wang Center requires your participation in all Study Away course pre-departure orientations and that you, in collaboration with the Wang Center Staff, offer NO FEWER than two additional pre-departure orientation sessions.

Do you agree to participate fully and collaborate with the Wang Center staff to make these pre-departure orientations possible?

YES

19. Additional application procedures

Do you anticipate having additional application procedures for your course such as pre-selection interviews? If Yes, please explain.

Yes

Explanation: Pre-selection interviews are an excellent place to explain fine points of the trip and its rewards and challenges. I would also find this very useful.

20. PROGRAM ASSISTANTS AND ADDITIONAL TRAVEL COMPANIONS

PLU offers a professional development opportunity for faculty/staff/administrators that wish to serve as a Program Assistant with a short-term study away course. The selection process takes several months. The Wang Center sends a campus-wide announcement for this opportunity each year, in April. Understanding your needs in advance will help with planning. Do you anticipate the need for a PLU faculty/staff/administrator Program Assistant? If Yes, please explain.

Yes

Explanation: With a group of 16-18 students, I would find it extremely useful to have a colleague to help with student needs and coordinating events. If we drop down to 12 students, a second person may not be necessary. Travel related illnesses and other complications are a reality in trips like this, and it helps so much to have a second person if possible. Either a male staff assistant or a female staff assistant would be welcome if we attract enough students.

21. Essential or non-essential adults

Do you plan to include other essential or non-essential adults in your program? If Yes, please review the 'Policies and Guidelines: Essential and Non-Essential Accompanying Adults and Minors in PLU Short-Term Study Away Courses' (page 3 of the 'Short-Term Course Proposal Guidelines and Policies' document, located in the Materials section of your course proposal application) and provide a brief description of your plans in this regard.

NO

22. Minors

Do you plan to travel with minors? If Yes, please review the 'Policies and Guidelines: Essential and Non-Essential Accompanying Adults and Minors in PLU Short-Term Study Away Courses' (page 3 of the 'Short-Term Course Proposal Guidelines and Policies' document, located in the Materials section of your course proposal application) and provide a brief description of your plans in this regard.

NO

**Wang Center for Global Education
Budget Worksheet, Short-Term Study Away Programs**

Course Title:	Tudor England
Course #:	Hist 332
Location (City, Country):	London, England
Program Travel Dates:	Jan. 8-Jan. 31, 2019
Faculty Leader(s):	xxxxx
Minimum Enrollment:	12
Maximum Enrollment:	18

EXPENSES:

Student Expenses	Per Person	Total
Airfare	1,350.00	16,200.00
Lodging	2,100.00	25,200.00
Local Transportation	400.00	4,800.00
In-Country Meals	100.00	1,200.00
Meals/Refreshments for Pre-Departure Meetings	25.00	300.00
Registration/Excursions/Tours/Museums	400.00	4,800.00
Classroom/Facility Rental	50.00	600.00
Speaker Fees/Honoraria/Translators	50.00	600.00
Local Coordinators/Guides	150.00	1,800.00
International Student Identity Card (ISIC)	-	-
VISA, permits, etc.	-	-
Contingency	200.00	2,400.00
Subtotal, Student Expenses	\$ 4,825.00	\$ 57,900.00
Faculty Leader + Program Assistant Expenses	Per Person	Total
Airfare	1,350.00	2,700.00
Lodging	3,150.00	6,300.00
Local Transportation	400.00	800.00
In-Country Meals	840.00	1,680.00
Phone/Internet	50.00	100.00
Books/Supplies/Instructional Materials	250.00	500.00
Airport Mileage/Shuttle/SeaTac Parking	75.00	150.00
OTHER - gifts/tips, airline baggage, banking fees, etc.	100.00	200.00
Subtotal, Faculty Leader + Program Assistant Expenses	\$ 6,215.00	\$ 12,430.00

Total Direct Program Expenses	\$ 70,330.00
Cost Per Student	\$ 5,860.83
FINAL PROGRAM FEE (Per Student)	\$ 5,875.00
BALANCE (Available Funds/Student)	\$ 14.17
TOTAL AVAILABLE FUNDS	\$ 170.00

Definitions and Guiding Principles for Budget Projection

- ◊ Divide program components into two categories; Essential and Non-Essential (see definitions below)
 - Essential - critical to the learning objectives and goals
 - Non-Essential - elements which are 'on reserve', or if the budget allows. Make no guarantees to students.
- ◊ In an effort to reduce variation and to assist with budgetary determinations for the 'Meals' category, follow these program types:
 - (Program Type 1) Homestay - generally, 2 meals/day
 - (Program Type 2) Comprehensive - all/most meals included
 - Examples: cruises/ships, remote destinations without access to restaurants
 - (Program Type 3) Partial - limited meals included
 - Examples: breakfast daily + 2 group dinners (welcome and farewell)
- ◊ Contingencies are firm at \$200 per student and should be reserved for emergencies/unanticipated expenses only
 - Example: re-configuring a planned tour because of a sudden public health advisory on-site
- ◊ Minimum Enrollment Considerations for Team-Taught Programs = 16-20
- ◊ Minimum Enrollment Consideration Programs Taught by 1 Faculty Leader = 12-14
- ◊ Budget for pre-departure orientation costs and reunion events (within limits). Make no guarantees to students.
- ◊ Airline estimates should be based on the group fare rate, for groups larger than 10 passengers

General Information:

Recommender's Name:

XXXXX

Recommender's Email:**Applicant Name:**

XXXXX

Intended Program of Study:

*Off-Campus Course Proposal, Short-Term Study Away Programs

Program Location:**Year & term:**

Course Proposal, 2019

Responses for "Department Chair Approval"

Instructions:

Please select "yes" or "no" below to indicate whether or not you approve this applicant's proposal.

1. Do you support this applicant's proposal?

YES

2. Additional comments (optional)

Rayne is working with a very successful SA course that xxxxx piloted. We are pleased that she will pick up this course and continue it as a J-term Study Away option.

General Information:

Recommender's Name:

XXXXX

Recommender's Email:

Applicant Name:

XXXXX

Intended Program of Study:

*Off-Campus Course Proposal, Short-Term Study Away Programs

Program Location:

Year & term:

Course Proposal, 2019

Responses for "Department Dean Approval"

Instructions:

Please select "yes" or "no" below to indicate whether or not you approve this applicant's proposal.

1. Do you support this applicant's proposal?

YES

2. Additional comments (optional)

PROGRAM:
STUDENT:

REVIEWER:
DATE:

QUALITIES WE SEEK	1 LOW	3 AVERAGE	5 ABOVE AVERAGE	UNABLE TO EVALUATE
ACADEMIC READINESS				
ACADEMIC FIT (I.E. MEETS APPLICANT'S MINOR, MAJOR, GEN ED OR OTHER PERSONAL OR PROFESSIONAL GOALS)				
MOTIVATION, INTELLECTUAL CURIOSITY, PRIOR ENGAGEMENT WITH THE SITE OR THE COURSE MATERIAL				
QUALITIES OF CHARACTER (RESPONSIBILITY, PATIENCE, FLEXIBILITY, HUMOR, GOOD JUDGEMENT)				
INTERPERSONAL SKILLS, INCLUDING SENSITIVITY TO DIVERSITY				
POTENTIAL CONTRIBUTIONS TO THE PROGRAM				
TOTAL PTS.	0	0	0	0

Please note other factors that you weighed in your decision:

*ACCEPT

REJECT

COND. ACCEPT

WAITLIST

Indicate with an X



Student Code of Conduct Policies to Know

Alcoholic Beverages

- Local, state, and federal laws still apply in regards to alcohol consumption and possession
- Possession or consumption of alcoholic beverages is prohibited in or on university spaces. This includes empty containers and paraphernalia
- Misconduct related to consumption, provision of alcohol to others or misuse of alcohol that creates risks for one's safety, threatens the safety of others, detracts from the living-learning community, disrupts the university community either on or off campus is against the code of conduct
- Work with your group leaders to set community standards around local laws, PLU code of conduct, and your expectations

Drugs

- PLU prohibits the unauthorized possession, use, distribution, and/or sale of the following:
 - Illegal drugs
 - Includes but is not limited to: cannabis, acids, hallucinogens, barbiturates, amphetamines, and narcotics
 - Prescription medication
 - Any other substance identified to be dangerous by PLU, in its sole discretion
 - Drug Paraphernalia

Academic Integrity

- PLU expects that students will not cheat nor plagiarize, or violate procedures prescribed to protect the integrity of an assignment, test, or evaluation.
- Cheating includes but is not limited to:
 - Submitting material that is not yours as part of your course performance, using information or devices not allowed by the instructor, fabricating information, collaborating with others on assignments without the instructor's consent, cooperating with or helping another student cheat, other forms of dishonest behavior.
- Plagiarism includes, but is not limited to:
 - Directly quoting the words of another without attribution, using any course work previously produced by the same students without prior approval from the current instructor, using altered wording or materials or ideas without properly identifying the source, or representing an idea or strategy that is significant in one's own work as one's own when it comes from someone else.

Concern for Self and Others

- PLU prohibits activities that cause or threaten mental, emotional, or physical harm, suffering or exhaustion; or which may cause damage or constitute a safety or health hazard for the university and/or its component parts, as well as for self and/or others.

Disruption of University Community

- Students are expected to treat every individual with respect and civility.
- The university prohibits any activities which cause or threaten physical or mental harm, suffering or exhaustion, which demean the dignity of any individual, and/or which interfere with one's academic progress, living environment or employment responsibilities.
- Students are also expected to demonstrate respect and good judgment by acting in a manner that is appropriate to the university setting, on campus or while engaged in a University sponsored activity. Disruption or obstruction of teaching, research, administration, or any PLU sponsored activity is prohibited.

Firearms, Weapons, Explosives

- Items that could be hazardous to members of the campus community are prohibited. Items not allowed include, but are not limited to:
 - Air-soft guns, bb guns, stun guns, flare guns, toy guns designed to replicate authentic guns, paint ball guns, and pellet guns
 - Firecrackers, fireworks and other explosives, live ammunition, combustible liquids and flares
 - Hunting weapons, swords, knives, martial arts weapons, sling shots, metal knuckles, spring blade knives, or pocket knives more than 3 inches long.

Sexual Misconduct

- PLU does not tolerate any sexual misconduct. This includes sexual harassment, sexual intimidation, sexual exploitation, non-consensual sexual contact, and non-consensual sexual intercourse.
 - Consent is defined as: permission explicitly granted by an individual who is physically and mentally capable of providing it. It is the responsibility of the person who wants to engage in the sexual activity to ensure that they have the valid consent of the other to engage in the activity.
 - Consent is informed, knowing, and voluntary. Consent is active, not passive.
 - Silence, in and of itself, is not consent. Consent can be given by words or actions, as long as those words or actions create clear and mutually understandable permission regarding the conditions of sexual activity.
 - Consent to one form of sexual activity cannot imply consent to other forms of sexual activity, even within the same intimate situation. Previous relationships or consent cannot imply consent to future sexual acts
 - Consent cannot be procured by use of physical force, threats, intimidating behavior, or coercion.
- Please see the entire policy at: www.plu.edu/srr-policy/code-of-conduct/sexual-misconduct

What Happens if the Code of Conduct is Violated while Away?

If a student violates the Code of Conduct, is displaying troubling behavior, or might need an educational discussion, the procedures of the Office of Student Rights and Responsibilities will still apply.

Based on the complaint, it may be determined that a review meeting should be conducted with the students. Review meetings can happen:

1. Via Skype/Facetime/Google Hangout/Telephone while the student is at study away, if deemed necessary
2. Can wait until the student arrives back on campus at PLU

Types of SRR Meetings:

1. **Review Meetings:** Review meetings are formal conduct meetings with trained review officer(s). The purpose of these meetings is to discuss the incident fully, and the review officer(s) will determine whether a policy has been violated or not.
2. **Pre-Conduct Meetings:** Pre-Conduct meetings are informal discussions and educational conversations had between students and professional staff in SRR. The purpose of these meetings is to give a "warning" before an issue could be brought into conduct. These conversations are not added to a student's conduct file.
3. **Educational Conversations:** These conversations are honest discussions between the student and professional staff in SRR. The purpose of these meetings is to discuss some behavior the student might be exhibiting, and talks about ways to best support that student. These conversations are not added to a student's conduct file.

RE-Thinking Your Study Away Group as Community

The relatively small group of participants in the PLU Gateway Program you are directing constitutes a small community. Students in this community interact with each other on a regular basis. They share common experiences and together represent the PLU community abroad. The behavior of each member of the community directly impacts the other members both negatively and positively. To enhance the quality of the living and learning experience of a study away program, it is highly recommended that site-directors facilitate a process whereby the group establishes a set of agreed-upon community standards that each community member willingly adopts as an acknowledgement that their choices impact the well being of the whole.

What are Community Standards?

- Community Standards are a set of agreements among program participants about how they will relate to and treat one another as part of the group.
- They provide a means by which students take responsibility or authority for creating a community that aspires the quality of living and learning increases in a community aspires to safety, health and a sense of well being best meets everyone's needs. This means that our behavior impacts other people, and in the same way, the behavior of other people affects us.
- Site-Directors are encouraged to hold a special Community Standards meeting, within the first two weeks of classes.
- Community Standards should be posted in the common area and be revisited throughout the period of the program to evaluate and update the standards as the community evolves.

Difference between a Standard and a Policy

- A policy is something that all residents are expected to adhere to (policies exist to address basic health and safety concerns, or to assist the College in abiding by state law).
- A standard is something that all residents agree to adhere to (standards and policies may be closely related).
- For example, a group may set a standard that requires that no person will leave an establishment alone after 9:30 p.m. at night. This standard is not related to or in support of any particular policy, nor is it a violation of any policy. It is simply an agreement that the community has made that underscores their commitment to safety of all its members in a study away context.
- A major difference between standards and policies is how people are held accountable. Policy violations may result in disciplinary action from the College. Community members hold each other accountable for upholding standards. To the degree that the site-director is a member of the community, he/she plays an important role as ensuring that the spirit of the Community Standards document is upheld and intervening if it is not.
- Issues to consider in the development of Community Standards vary based on the goals and learning outcomes of a study away program. Some of these include:

- Expectations as U.S./ PLU Ambassadors abroad
- Clarification of student expectations of Site-Director duties
- Alcohol/drug use (the interpersonal impact)
- Bystander behaviors
- Language use policy (in a foreign language program)
- Disruptive classroom behavior
- Demeanor (noise-level, average group size, etc.) when in public places
- Sharing of common spaces
- Guidelines for verbal/physical interactions with each other, with in-country hosts, guides, etc.
- Process to establish accountability
- Re-affirm PLU Student Conduct policy and distinguish from group-standards



Wang Center for Global Education

Educating to achieve a just, healthy, sustainable and peaceful world, both locally and globally.



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Materials : View

Material: J-Term 2019 Course Approval Letter



J-Term 2019 Course Approval Letter

Congratulations on your approval to teach a J-Term 2019 study away course!

J-Term 2019 Study Away Course Approval Letter

On behalf of the Wang Center and the Global Education Committee, it is my pleasure to confirm that your J-Term 2019 study away course has been approved. With 15 approved programs representing an array of units/divisions, we are poised, once again, to offer a range of compelling study away learning opportunities for PLU students. Having said this, we anticipate that in J-Term 2019, as in J-Term 2018, the persistence of economic challenges faced by our students will impact overall participation. Moving forward, we hope to partner with you in identifying ways to make your program as affordable as possible to all students.

An important feature of the J-Term study away experience at PLU is the consistency of quality across the spectrum of offerings. In an effort to maintain this level of quality, this document, prepared by the Wang Center, serves as an A-Z for a study away course cycle. It includes guidelines and expectations for faculty leading off-campus J-Term courses. These include: faculty responsibility related to recruitment, review of applications, participation in required orientations, timeline for syllabus and travel planning, budget development and management, administering of course evaluations and participation in ongoing assessment initiatives. We ask that you read the document carefully and sign it by no later than February 10, 2018. If you have concerns or questions related to signing this document, please contact Tamara Williams at williatr@plu.edu (<mailto:williatr@plu.edu>).

Recruitment, Application Review, and Course Orientations:

Active involvement of the faculty leader in all stages of the course cycle—recruitment, application, and course orientations—is a key to building a (relatively) smooth and successful study away experience. Orientation sessions, specifically, are essential for purposes of university liability; they provide the opportunity to engage students' in the academic focus of the course and for building community within the group.

In order to streamline the application process, reduce the use of paper products and enhance complex record-keeping, the Wang Center will use Terra Dotta. The application components in this system include student data (name, birthdate, etc.), a short essay section and one faculty recommendation. The Wang Center is available to answer any questions and consider recommendations related to the use of Terra Dotta. Please consider this timeline and follow these steps as part of the online application review process:

- **Feb. 1:** Terra Dotta online program brochure edits due to Wang Center

- **Feb. 7:** Application cycle opens
NOTE: Feel free to contact the Wang Center anytime to request information about the number of applications that have been initiated for your course.
- **Feb. 20:** Changes to paper course flyer (provided to you in February) due to Wang Center
- **Mar. 2:** Participate in the Study Away Fair, AUC Regency Room, 10am-2pm. Please consider having a student or two, who participated in a previous J-Term with you, or who studied away in the location of your J-Term course help represent you and your course.
- **Apr. 15:** Application deadline
- **Apr. 16:** The Wang Center will email you with instructions for how to log-in to Terra Dotta to review “pending” applications for your courseNOTE: If you choose to conduct interviews for your course, please make sure this is done during April 16th – 30th.
- **May 1:** Please email megan.grover@plu.edu (mailto:megan.grover@plu.edu) with your final list of accepted student namesNOTE: If a student is not accepted for your course, please notify the Wang Center immediately so that we may move the student’s application in order to receive consideration by their second choice program.
- **May 4:** The Wang Center will change “pending” applications to “accepted”, “not accepted”, “waitlist” statuses per your instructions
- **May 9:** J-Term 2019 Celebratory Orientation for accepted students, details TBA
- **May 18:** Confirmation deposits due.
- **Summer 2018:** Work with the Wang Center to secure airline reservations, make deposits, etc.
- **Fall 2018:** Conduct a minimum of 2, and no more than 4, pre-departure orientation sessions with your students to include the following topics:
 - ?Community building and community standards
 - Introduction to course content, cultural practices and related behavioral expectations, etc.
 - Last minute details session to review departure, arrival and ticket information

Syllabus and Travel Plans: Course Design and Integration:

A short-term study away course is uniquely structured to bring together academic coursework and experiential learning “on the road” in approximately a one-month period. To guarantee students a high-quality learning experience and reasonable cost, it is imperative that planning for the course syllabus, program itinerary and travel logistics begin early. For this reason, faculty leaders are expected to:

- **Participate in a required workshop, conducted by the Wang Center. Three workshops will be offered during Fall 2018. Please attend one of them.** This workshop will provide information related to PLU travel policies, student life issues, and other important details. It will also be an opportunity to share and collaborate on syllabi and to refine guidelines appropriate to your particular program and location.
- **NOTE:** The Wang Center Executive Director has seen an increase in the number of complaints from students related to the amount of coursework assigned to J-Term study away participants through the prior fall semester. All faculty are reminded that as with an on-campus J-Term course, study away coursework should be assigned and completed within the official J-Term calendar dates which are January 2-30, 2019.
- **Submit a draft itinerary to Megan Grover at the Wang Center no later than April 30th.** This must include travel dates, specific regions/locations, type of lodging, mode of intended international and local transportation, etc. Please explicitly identify the risks inherent to your program for the following categories:
 - i. Health risks in the locations of travel
 - ii. Activities that may put an individual's health at risk

Identify your program’s physical requirements along a scale of “regular”, “strenuous”, or “very strenuous”. If “strenuous” or “very strenuous”, please list the types of activities that may be

expected (hiking, swimming, boating, scuba diving, caving, etc.). Some of the important risks to help identify the physical requirements include, but are not limited to, the altitude(s) of the program; amount of hiking, walking, climbing or swimming; potential for motion sickness; temperature variation; air quality; water/food sources (opportunities for local/adventurous eating); rural vs. urban settings; accommodation type (hotel vs. homestay vs. camping); and exposure to animals.

- **?Provide the Wang Center with an updated itinerary and draft syllabus no later than June 30th.** Megan will work with you during the summer months on transportation and other logistical arrangements.

Budget Development and Management:

The cost of travel can be substantially reduced through early planning and purchase of travel related services. For this reason, we expect faculty leaders to:

- **Begin early to work closely with Megan Grover to identify and quantify expenses** and project a budget that adequately covers course's travel related expenses
- **Work within the allotted budget approved for the course**, and maintain travel expense records in accordance with university policies. Faculty leaders should not normally reimburse students with program funds. Please contact the Wang Center in advance if a situation arises where a student may need to be reimbursed.
- **Submit your expense tracking worksheet and receipts upon your return and no later than February 20, 2019** (instructions on this will be part of the workshops conducted during Fall 2018).
- **All program expenses should be finalized by February 20, 2019.** Once the program Travel Expense Vouchers are finalized, no additional expenses may be charged against the program account without prior approval from the Wang Center.

Assessment and Evaluation:

Ongoing assessment and evaluation of J-Term study away offerings is essential to maintaining quality and consistency. For this reason, faculty leaders are expected to:

- **Complete PLU and other appropriate student evaluations and assessment inventories** in accordance with usual practices.
- **Submit a final course syllabus** to the Wang Center by February 20, 2019.

Determining J-Term Course Viability: Timeline and Process:

While several factors determine the viability of a short-term study away course, low enrollment is the most common reason for cancellation. Please keep in mind the following regarding the process and determination of course cancellation:

- Maintain communication with the Wang Center during spring semester to keep informed of applications received for your course.
- Most courses are to be designed for a minimum of 12 – 18 students. A written rationale must be submitted for approval to take fewer.
- A sufficient number of applications must be submitted for the course by April 15, 2018, to ensure the necessary minimum enrollment and keep the course on the books as a 'go.'
- The first review of "go/no go" courses will be made following the April 15th application deadline.
- In the event your course does not garner sufficient enrollment, and it becomes necessary to cancel the course, you are expected to teach an on-campus course in its place during J-Term 2019. You should prepare an alternate teaching assignment with your department chair and/or dean for an on-campus course, preferably one that will serve the needs of students seeking lower division general education credit.

Other Policies: Calendar Requirements, Team-Taught Courses, Special Accommodations, Spouse/Partner Travel Funding:

- For planning purposes, J-Term 2019 dates are January 2 - 30; all course requirements need to be completed by the conclusion of J-Term, and grades submitted in accordance with the standard university deadline. Alternate dates must receive prior-approval from the Wang Center. Similarly, it is strongly recommended that pre-travel readings and assignments be limited in consideration of students carrying a full load in the Fall semester.
- PLU's standard policies and practices apply to faculty both on and off campus and while leading an off-campus course.
- If a course is team-taught, normally both instructors will accompany the group throughout the entire course.
- To better support faculty leaders, the Wang Center would appreciate being informed of any special needs (health or otherwise) you may have so that necessary accommodations can be factored into travel planning.
- Limited funds are available for spouse/partner travel. Please contact Megan for more information on the conditions for funding.
- If you indicated a wish to have a program assistant on your course, the Wang Center follows an approved university process of identifying potential program assistants. We request that you not recruit a program assistant on your own.

While we acknowledge that the amount of information laid out above is staggering, experience has shown us that this information is essential for the development and implementation of a successful J-Term study away program. Please don't hesitate to contact Tamara Williams at 253-535-7678 or Megan Grover at 253-535-8754, should you have any questions or concerns.

Again, our heartiest congratulations and also sincere appreciation for offering a study away course in J-Term 2019. We look forward to working with you in the coming months.

Tamara R. Williams
Executive Director, Wang Center for Global Education

Megan Grover
Assistant Director & Short-Term Study Away Program Manager, Wang Center for Global Education

PLU Gateway Program Director Responsibilities
Updated Fall 2017

- Proposes and monitors the philosophical, cultural, and pedagogical design and integrity of the semester program and facilitates ongoing program development. Through the Wang Center Executive Director, provides curricular and evaluation reports to Global Education Committee
- Works with PLU faculty, departments and school on integrating Gateway courses into the PLU curriculum
- Identifies and recommends to the Executive Director faculty site director candidates, using a 3 year into future model; with departmental, dean and Provost approval serves as site director from time to time as schedule allows.
- As appropriate to the program, identifies and recommends hiring of appropriate on-site faculty and consultants.
- Takes the lead in recruiting students for the program and works collaboratively with Wang Center staff on this effort.
- Works collaboratively with Wang Center staff, and site director, as appropriate, to assess student applications and communicate acceptances through the Wang Center.
- In coordination with the Wang Center, organizes and attends all academic and cultural orientation sessions for students before their departure. This is done in collaboration with the general study away cross-cultural and pre-departure orientation by the Wang Center.
- Advises students on academic choices at the program site, including students of institutional partners and their campus advisors.
- Provides extensive pre-departure orientation for the site director, including local contacts, site specific issues, etc.
- Liaisons closely with the site director while program is in progress, assisting with trouble-shooting as needed and functioning as part of crisis management or incident response team with the Wang Center.
- Serves as the PLU faculty liaison with on-site academic institutions.
- Works with the Wang Center Gateway Program Manager to submit a budget proposal as part of the Wang Center's annual collaborative budget building process.
- Participates in a pre-departure financial orientation with site director and Wang Center Gateway Program Manager of the Wang Center.

- Reviews on-site program expenditures and trends as compiled by the Wang Center Gateways Program Manager at conclusion of program and during the program as appropriate.
- Evaluates and proposes equipment, supply, and other on-site infrastructure needs, as well as faculty development needs for program.
- Budget permitting, orients and accompanies future site directors/program affiliates on introductory visit to the program site; ideally combined with site visit during semester of the program.
- Designs and implements faculty development opportunities for broader participation of PLU faculty, subject to availability of funding and approval of the Wang Center Executive Director.
- Encourages input and ideas for improvement and/or expansion of the program from all faculty, staff and student participants.
- Works closely with the Wang Center on administrative matters such as health, safety, liability, and academic credit transfer issues.
- Regularly liaisons with partner universities in the U.S.
- Ensures timely order/duplication of course materials books and using an electronic medium, uploads readings for students on the program. Recommends books and media for the PLU and on-site program library, if there is one.
- Prepares the master semester calendar in collaboration with the Wang Center Gateways Program Manager.
- Collaborates with Wang Center Gateways Program Manager on promotional materials, including the program website.
- Reviews student evaluations and site director's report; debriefs with site director and separately with Wang Center Executive director.
- Convenes program advisory committee for ongoing assessment and other activities.
- Collaborates with Wang Center Executive Director on applications for outside funding and new partnerships in support of the program.
- Participates in program director meetings and other global education planning.
- Participates in annual program review with Wang Center Executive Director, to whom the program director reports.

GATEWAY SITE DIRECTOR RESPONSIBILITIES

Updated Fall 2017

Prior to Program Start:

- Undertake in-depth orientation with program director and previous site directors, as well as general site director orientation through Wang Center.
- Participate in site visit.
- Assist program director and Wang Center with student recruiting.
- Assist program director with applicant review and selection.
- Participate in student orientation sessions.
- Become familiar with student profiles and special needs.
- Review budget and spending guidelines with program director and director of Wang Center. Submit pre-travel authorization; obtain PLU purchasing card.
- Prepares administrative calendar in collaboration with the Wang Center Gateway Programs Manager

During Program:

- Travel, as appropriate, with students to site and oversee their settling in.
- Liaison with on-site faculty and staff.
- Ensure planned in-country orientation, including health and safety.
- Ensure participant understanding of academic and conduct expectations and monitor compliance.
- Fulfill specific instructional obligations as agreed upon in advance.
- Confirm, arrange, reschedule as necessary, and accompany students on field trips and excursions as listed on schedule.
- Respond to emergencies and incidents in accordance with university policy.
- Arrange payment of lecturers, transportation, etc.
- Meet weekly with student group to discuss academic progress, monitor adjustment, and resolve issues.
- Be available to individual students for advising, counseling, and assistance in academic, emotional, and other matters.
- Assist as appropriate students participating in independent internships and/or research on site.
- Inform and advise Wang Center and program director of any urgent health, disciplinary or other issues that may arise.
- Liaison with those responsible for living arrangements.
- Monitor and retain records and receipts for all expenditures of monies.
- Function as PLU's public representative at all events and with all community, government, and academic representatives.
- Ensure students fill out evaluation forms before departure and maintain their confidentiality.
- Teach an appropriate course or courses as arranged by the PLU China Program Director.
- Administer pre and post-semester surveys.

Upon Return:

- Submit by established deadline a full accounting of expenditures (with receipts).
- Submit written report to program director and Wang Center.
- Ensure student evaluations are turned in to Wang Center.
- Schedule separate debriefings with Wang Center director and program director.

Subsequent Semester(s):

- Assist with publicizing program and recruiting.
- Meet with next site director.
- Participate as part of program advisory committee.
- Assist with orientation.



**Response to Serious Emergencies during Off-campus Study
PLU/Wang Center Protocol**
Internal document for administrators and faculty program leaders

Step 1. Program Leader or Representative

- a. Make local emergency contacts as appropriate to situation.
- b. Call a Wang Center representative (see Step 2 below).
- c. If Wang Center representative is not available, call PLU Campus Safety at 253-535-7911 (phone is answered 24/7 year-round).

Contact local police, local medical services, US Consulate as appropriate, & EIHA/Seven Corners, as necessary, to initiate a claim (or direct a student to do so for her/himself).

What is a serious emergency?

PLU considers it to be something that has or could result in severe physical harm or seriously jeopardize the safety of an individual or group.

Examples include:

- Serious injury, illness, hospitalization, incarceration, or death
- Emotional or psychological stress that appears to require removal from the situation or professional attention
- Being the victim of a crime (theft, assault, rape, harassment, accused of committing a crime, etc.)
- Sexual harassment
- A situation in-country arises that causes serious concern, i.e. political uprising or natural disaster
- Vehicle accident or damage.

As a leader of a PLU off-campus program, use your best judgment and common sense in responding to unusual situations. Keep in touch with the Wang Center; **complete incident report(s), Maxient and/or Wang Center, as necessary.**

Step 2. Recipient of Emergency Call (Wang Center representative or Campus Safety)

- a. When emergency call comes in, obtain name of caller, location, contact numbers (cell, hotel, other), and brief description of emergency (see back side).
- b. If call comes to Campus Safety, gather details in item “a” above and call a Wang Center representative at work or at home until speaking with someone who will follow through. **Also, relay the information to the Campus Safety Director, Operations Supervisor, and/or designee.**

Megan Grover	Office 253.535.8754	Home same as cell	Cell 253.878.8899	Email: megan.grover@plu.edu
Jessica Hanson	Office 253.535.8375	Home same as cell	Cell 503.707.4512	Email: hansonjk@plu.edu
Brynn Smith	Office 253.535.7628	Home same as cell	Cell 253.549.3765	Email: smithba@plu.edu
Tamara Williams	Office 253.535.7678	Home same as cell	Cell 253.678.7731	Email: williatr@plu.edu
Wang Center-During Business Hours	Office 253.535.7577			Email: wang.center@plu.edu

Step 3. Wang Center for Global Education

- a. If call comes in from Campus Safety, immediately call Program Leader to gather more information.
- b. Contact Executive Director of the Wang Center who will, as appropriate to situation, immediately initiate the emergency team phone tree that begins with the Provost, or until someone is reached.
- c. Contact Sue Liden with emergency details and EIHA/Seven Corners claim number (+1-317-818-2097) to ensure efficient on-site support.

Sue Liden Office 253.535.7116 Home 360.446.1589 Cell 360.951.4740
Email: lidensj@plu.edu

Tamara Williams

(or)

Acting Provost
Joanna Gregson
Office 253.535.7123 or 7126
Cell 206.979.4918
Email: gregsojg@plu.edu

Acting President and Sr. VP
& Chief Administrative Officer
Allan Belton
Office 253.535.7103 or 7101
Home 253.265.3230
Cell 253.549.3859

Collaborate with President’s Office and appropriate others to determine if emergency team needs to be put into motion. Contact Marketing & Communications.

(or)

VP, Student Life
Joanna Royce-Davis
Office 253.535.7193 or 7191
Cell 209.401.5034
Email: roycedjc@plu.edu

Collaborate with Student Life, Health Center, Counseling Center, Campus Ministry, Center for Gender Equity: Gender-Based Violence Advocate and others as needed. Contact student family as appropriate.

Response to Serious Emergencies during Off-campus Study
PLU/Wang Center Protocol
Internal document for administrators and faculty program leaders

Name: _____ Date: _____ Time: _____

The department/individual receiving first notification should obtain the following information:

Name of individual who called: _____

Phone number to contact them (please circle cell / landline): _____

Where incident occurred: _____

When incident occurred (local time): _____

Brief description of incident (including individuals involved): _____

Has a claim process been initiated with EIHA? _____

If yes, please list claim number: _____

Who else has been contacted? _____

Additional contact information (including email): _____

DRAFT
PLU Wang Center for Global Education
J-Term and Spring 2016 Gateway Programs
Emergency Response Plan
HEIGHTENED TERRORISM ALERT
December 1, 2015

I.- J-Term and Spring 2016 Gateway Programs Emergency Crisis Team:

A.- J-Term and Spring 2016 Risk Management Committee:

Allan Belton, VP of Finance and Administration, or designee
Hal DeLaRosby, Director of Advising
Megan Grover, Short-Term Program Manager
Sue Liden, Director of Risk-Management and Insurance
Joanna Royce-Davis, VP for Student Life, or designee
Steve Starkovich, Provost, or designees
Willis Taylor, Study Away Advisor and Semester Program Liaison or
Tanya Ulsted, Gateway Manager and Study Away Coordinator
Tamara R. Williams, Executive Director, Wang Center for Global Education

B.- Communications protocol for J-Term and Spring 2016 Risk Management Committee:

The J-Term and Spring 2016 Risk Management Committee will rely on PLU’s Alert system to communicate about a crisis or potential crisis situation. A three-level alert system will send phone and text messages indicating the following: “awareness alert”, “decision-needed alert” and “meeting required”. For remote meeting, the committee is encouraged to use the following emergency number:

C.- J-Term and Spring 2016 Gateway Faculty and Staff Assistants:

I.- J-Term 2016 faculty leaders, assistants, course information and enrollment

Hal DeLaRosby	(COMA 235/493)	w/ Melody Ferguson	ENGLAND	17
Ed Powell	(MUSI 101/395)	n/a	AUSTRIA	
			CZECH.	
			GERMANY	18
Wendy Shore	(PSYC 483)	n/a	ENGLAND	15
Marianne Taylor				
Paul Tegels	(MUSI 390)	n/a	GERMANY	
			NETHER.	4
Tyler Travillian	(CLAS 241/341)	w/ Laree Winer	ITALY	18
Karen Travis	(ECON 215)	n/a	ITALY	12
Mark Reiman				

II.- J-Term/Spring Gateway Program and Site-Directors

Greg Johnson

Oxford, IHON

ENGLAND 10

Telemark

NORWAY 3

II.- J-TERM AND GATEWAY SEMESTER PROGRAM DECISION MAKING PROCESS AND COMMUNICATIONS:

A.- Communication to PLU to PLU faculty, staff and students thus far

The Wang Center has sent out several email communications to J-Term and spring semester Europe-bound faculty and students. The message has been primarily to inform that PLU has not suspended programs but underscoring additional precautions all travelers should take when traveling both at home and abroad.

B.- Communication with PLU faculty, staff and on-site partners once program begins

The Wang Center Staff, Program Directors and Site-Directors will be in regular contact electronically and by cell phone throughout the Christmas break. Once students from both the J-Term and the spring semester programs arrive on site, the Wang Center staff will be in regular contact with program leaders via email, Skype and other forms of virtual communication. Communication can become daily as needed. Megan Grover, Short-Term Program Manager, will maintain communication with all impacted J-Term Program leaders. Willis Taylor, Study Away Advisor and Semester Program Liaison, will maintain communication with spring semester PLU Gateway program site-directors and on-site coordinators.

C. Communication with PLU students on site

An emergency phone plan will be established by each faculty leader with their students and tested for effectiveness TWICE throughout the semester: once during the third week of January and once at the mid-semester point.

D. Under what conditions should program communication be initiated?

The Wang Center will continue to monitor the risk level for terrorism in Europe and Scandinavia throughout J-Term and spring by consulting various sources. These include PLU Program leaders, in-country sources and officials and U.S. State Department webpages. Based on information received regarding the risk to our faculty and students, the J-Term and Spring 2016 Gateway Semester Emergency Crisis Team will determine if altering or canceling the program is necessary. Conditions being monitored include evidence of risk of terrorism on-site.

D. Under what circumstances will the program be moved and/or cancelled?

The program will be cancelled upon the recommendation of the J-Term and Spring 2016 Gateway Programs Emergency Crisis Team, which in turn will be monitoring the risk-level for terrorism in countries of Europe and Scandinavia.

E. Moving students or faculty?

Should it become evident that PLU students and faculty are at risk of terrorist attack, we have in place a three-stage response for removing students from the program. STAGE 1 envisions a scenario where the program is cancelled prior to departure. STAGE 2 envisions a scenario where the program ends at the end of the January term in time for students to enroll in courses at PLU for spring semester. STAGE 3 envisions a scenario where it becomes necessary to evacuate students from their program site prior to the end of the spring semester.

Based on the specific configuration and staffing for each program and for the purposes of this plan, program leaders, staff assistants, site-directors, on-site coordinators or a combination thereof, will operate as the on-site coordinator/s of the emergency response plan. They will work

in coordination with the Wang Center staff and in consultation with US Embassy officials and other resources to determine and implement the response as per the "2016 J-Term and Spring 2016 Gateway and Featured Programs Emergency Response Plan" outlined below.

III.- J-TERM AND SPRING 2016 GATEWAY PROGRAMS CONTACT INFORMATION FOR FACULTY LEADERS, SITE-DIRECTORS, ON-SITE PROGRAM STAFF AND PARTNERS:

A.- PLU On-Site Faculty Contacts:

1.- Name:

Email:

US cell phone:

In country cell phone (if available):

Physical Address/es on site by date:

Emails of lodging location/s:

Phone numbers of lodging location/s:

2.- Name:

Email:

US cell phone:

In country cell phone (if available):

Physical Address/es on site by date:

Emails of lodging location/s:

Phone numbers of lodging location/s:

B.- Primary On-Site Contacts:

1.- Name:

Email:

Cell phone:

2.- Name:

Email:

Cell phone:

C.- On-site US Embassy Contacts:

1.- Name and title:

Email:

Cell phone:

2.- Name and title:

Email:

Cell phone:

D.- Transportation and logistical support:

Transportation for all three stages will be provided by:

1.- Name:

Email:

Cell phone:

IV. Outline of THREE-STAGE Response Plan:

STAGE ONE: Cancellation prior to departure

Based on the recommendation of the J-Term and Spring 2016 Emergency Crisis Team some or all J-Term and Spring PLU Gateway Programs will be cancelled prior to start date. Working with the Academic Advising Office, the Registrar's Office and relevant academic program chairs and deans, students will be registered for course work and resume their studies on the PLU campus for J-Term and Spring 2016.

STAGE TWO: Termination and/or evacuation during J-Term 2016

Based on the recommendation of the J-Term and Spring 2016 Emergency Crisis Team some or all of the J-Term courses will be terminated including those embedded in semester programs (Granada, Oxford, Trinidad). Based on the specific timeline of the early termination recommendation from the Crisis Team, students will complete the J-Term course with their respective PLU program faculty either on-site or on the PLU campus. Working with the Academic Advising Office, the Registrar's Office and relevant academic program chairs and deans, students will be registered for course work and resume their studies on the PLU campus Spring 2017.

STAGE THREE: Termination prior to Spring Semester end date

Based on the recommendation of the J-Term and Spring 2016 Emergency Crisis Team Spring Semester PLU Gateway Programs will be terminated and students returned to the US prior to the end of the spring semester end date. Working with on-site faculty teaching PLU students, PLU's Academic Advising Office, the Registrar's Office and relevant PLU academic program chairs and deans, students will complete coursework online upon their return. NOTE: In this scenario, students will be unable to complete the clinical and/or internship component of their course work.

Ethical Considerations for Taking Photos in Other Countries and Cultures

- 1) **REFLECT ON WHY YOU'RE TAKING A PHOTO:** Is it because you want to remember something, show your family your hotel, create a record of a place or people, or because taking pictures just seems natural? Many people take photos when they travel because they need to feel busy or to put something between them and new surroundings. Take time to simply enjoy the experience and realize different types of photos require time and care to take.
- 2) **BE INTERACTIVE:** Try to take more interactive photos compared to objective ones. Try to always ask permission when taking pictures of people. Getting peoples' names and stories as well as their photo can be a meaningful experience. It also will give more meaning to your photo when you bring it back and helps avoid the objectification of people that can commonly happen in photos of unfamiliar places, especially ones we think of as more "exotic".
- 3) **WHAT'S IN AND WHAT'S OUT?:** Think about what you want to include in your pictures – and then look at what you might be leaving out. Are you ignoring part of a person's life or the story of a town because you don't think it is "picturesque enough"? Realize that no photo is going to capture the reality of any place you visit, so think about how you can strive to show many different aspects of a place or culture, not just the tourist spots or well-known parts of a culture that everyone takes photos of.
- 4) **CONSIDER AND RESPECT HISTORICAL AND CULTURAL ASPECTS AND LAWS:** Most people know to ask permission to take photos in sacred or religious sites, but many countries also have laws against taking photos of government buildings and more. And even if there is no law against taking a photo, be respectful of the culture – a city, village, or landscape is not there for you to consume through your camera, but is part of the lives of those in your host country. Consider whether your photo is an appropriate representation of the culture or if it would reinforce negative stereotypes or aspects of a culture that the majority of the citizens would find embarrassing or shameful.
- 5) **SHOW PEOPLE YOUR CAMERA AND PHOTOS:** Digital cameras are great to interact with people you might take photos of. Kids especially like to see themselves on the camera screens. Letting people you meet play with your camera a little can be a hit too if you are spending a good amount of time with someone.
- 6) **PHOTO EXCHANGE:** When possible, try to find a way to give a copy of the photo to the people you take pictures of. Getting their address and sending them a photo is sometimes an option or if you are meeting people through an organization or traveling with a company, think about sending them the photos to distribute. You could also bring photos of yourself or your family to give out to people when you take their photo or meet them.
- 7) **THINK ABOUT YOUR CAPTIONS:** When you present a photo, be intentional about captions and how you choose to label and title a photo. When possible, give names and details and a greater context to the photo and be careful about what you are and are not comparing the people or place to. The photos should be part of a story you can share with people once you return home.
- 8) **BE MINDFUL OF THE CONTENT OF THE PHOTO:** Be respectful of the people you are photographing and their right to privacy. Are the photos of situations or circumstances someone would not want publicly shared? Especially take into consideration local citizens who may be the recipients of social and human services, such as food and supplies from local food banks, and taking photos of local residents who may live in shelters.
- 9) **REFLECTING OR BRAGGING?:** Posting incredible images of stunning views and landscapes to social media may inspire other students to embark on their own study away journey! While your intentions may be good, be cognizant that not everyone is as privileged as you are, don't make your posts about yourself / do make your posts about the people and the place you're visiting, and be selective (i.e., don't over-share).

Created by Bryanna Plog '10. Adapted: April 2012, August 2013, September 2016