

# Self-Study of International Education

At DePauw University

January 29, 2010

Contact: Kate Knaul, Director of the Center for International & Experiential  
Education, [kknaul@depauw.edu](mailto:kknaul@depauw.edu)

## Table of Contents

Self-Study Process.....	ii
Executive Summary.....	iv
Off-Campus Study.....	1
Winter Term.....	17
On-Campus Curriculum.....	31
Faculty Development & Inter-Institutional Collaborations.....	38
Admission and Recruitment.....	45
Student Life & Campus Programming.....	49
Student Internships.....	58
Recruitment and Support of International Employees.....	61
Academic Support and Resources.....	68
Governance of International Education.....	78
Conclusions.....	86
Appendix 1 - International Learning Goals.....	88
Appendix 2 - IEC Charge.....	90
Appendix 3 - Self-study contributors.....	91
Appendix 4 - Off-Campus Study Handbook and Application Materials.....	92
Appendix 5 - Criteria for approving OCS Programs 3.19.08.....	118
Appendix 6 - A Summary of Findings - International Recruitment in Peer Institutions.....	119
Appendix 7 - Declared Majors for International Students.....	120
Appendix 8 - Summary of Responses to Survey re Experiences on the IEC.....	122
Resources Available On-Campus to External Reviewers.....	127

## Self-Study Process

DePauw University's most recent strategic plan (2005-2010) includes the goal "to prepare students to make a positive difference in the diverse and interconnected world in which they will live and work." In the light of internationalization initiatives that have taken place over the last few years, and as DePauw moves forward under new leadership, it seems an ideal time to examine and define the role of international education in the University's present and future. For this reason, the International Education Committee (the IEC), with guidance from the former Vice President of Academic Affairs, decided to undertake a comprehensive analysis of the current state of international education at DePauw during the 2008-2009 academic year. As a result of this process—including the present self-study, a report from a team of outside visitors, and our response to their report—we hope to draw up a clear set of guidelines, established collaboratively and with input from constituents across campus, that will direct us on how to move forward to establish and secure the place of international education as a central piece of the University's mission, tied closely to a renewed emphasis on intellectual life that began to be renewed in 2009-2009 with the arrival of President Casey.

Since international education includes many broad and diverse aspects, a self-study of international education differs necessarily from that of a department or program. Considering the international learning goals the IEC drafted (see Appendix 1) and taking as an organizing principle the "charge" of the IEC that was approved by the Committee on Academic Policy and Planning (CAPP) in 2007-2008 and that now appears in the academic handbook (see Appendix 2), the IEC decided to consider the *international components* of the following areas: off-campus study, winter term projects, the on-campus curriculum, faculty development, admission and recruitment, student life, student internships, campus programming, and inter-institutional collaborations. The committee also believed it was important to consider the *international components* of three areas not specifically mentioned in the charge: the recruitment and support of faculty and staff, academic support and resources, and the governance of international education. After consideration, the committee decided to organize these areas into the following ten sections, each to be examined by a designated working group:

1. Off-campus study
2. Winter Term projects
3. On-campus curriculum
4. Faculty development and inter-institutional collaborations
5. Admission and recruitment
6. Student life and campus programming
7. Student internships
8. Recruitment and support of faculty and staff
9. Academic support and resources
10. Governance of international education

Working groups were comprised of between two and six members. A member of the International Education Committee served as the convener of each group, and the remaining members were recruited based on their interest and experience in the area. Working group members included faculty, staff, administrators, and students. (See Appendix 3 for a full list of individuals who contributed to this self study.)

Working groups were constituted in January of 2009. Working groups met, gathered data, and wrote reports during the spring 2009 semester. These reports were collected in summer 2009 by Kate Knaul (Director of the Center for International and Experiential Education and Assistant Dean of Academic Affairs) and Carrie Klaus (Associate Professor of Modern Languages and 2009-2010 chair of the IEC).

Due to the breadth and diversity of the areas studied, it proved difficult to create as comprehensive an analysis as the IEC had initially intended. However, given the timeliness of this self-study and the importance of using the data gathered in it to inform current “intellectual life” discussions at DePauw, the committee decided to provide as much information on the topics explored as possible.

Appendix:

- 1 – International Learning Goals
- 2 – International Education Committee Charge
- 3 – Self-Study Contributors

## Executive Summary

For many years, international education has been a central piece of a DePauw University education. In the past decade, international education as a program has begun to change some, largely due to a professional staff within international education, rather than a staff of faculty members. Together with the University's recent strategic plan (2005-2010) that includes the goal "to prepare students to make a positive difference in the diverse and interconnected world in which they will live and work" and clearer professional standards in the field of international education, the international education staff of the University has spent more time discussing the success of the program.

The Center for International and Experiential Education (CIEE), otherwise known as the Durham House, is home to the professional staff that administers many aspects of the international education program. As stated on the CIEE's homepage:

We are devoted to student intellectual and personal growth, working collaboratively with academic and student life offices across campus, as well as external constituencies, including parents, alumni and the Greencastle community. We value cultural and individual diversity and encourage individual creativity and commitment to personal growth.

An international and experiential education at DePauw is one in which individuals are challenged to develop multiple skills, gain new knowledge and develop greater personal awareness through reflection and synthesis of their multiple and continued experiences related to diverse, particularly global, topics and/or interests. Through these experiences, individuals actively engage in their own education, enhancing their ability to think critically and independently, drawing connections between what they know and what they experience, all of which contribute to life-long learning.

We strive to provide a variety of services to assist DePauw international students, scholars, faculty and staff and all students who seek opportunities to study, research, or intern in the U.S. and abroad.

The CIEE works with international students, scholars and faculty members, providing them the necessary immigration, academic and support services. The staff works with students wishing to spend a semester or Winter Term off campus, advising students on the appropriate process and the array of opportunities. The CIEE has also been the administrative center of the Winter Term, handling registrar duties in addition to student and faculty advising and program development. The current staff structure of the CIEE is as follows:

### **International Students & Scholars**

*Loutfi Jirari*, Associate Director (x6697, [loutfijirari@depauw.edu](mailto:loutfijirari@depauw.edu))

- Immigration support for 4-year international students
- Immigration support for visiting/exchange international students
- Insurance questions and support
- Adjustment and transition support
- Advisor to the International Student Association

*Aliza Frame*, Assistant Director(x4368, [alizaframe@depauw.edu](mailto:alizaframe@depauw.edu))

- Admission of visiting/exchange international students
- Immigration support for visiting/exchange international students
- Immigration support for 4-year international students
- Adjustment and transition support

*Linda Martin*, Coordinator of English Language Support and International Services (x4496, [lindamartin@depauw.edu](mailto:lindamartin@depauw.edu))

- Instructor of English 110, College Writing for Non-Native Speakers of English
- English language tutoring
- Academic support for international students
- Support for faculty members working with international students

*Rajai Bimbo*, Assistant Director (x4058, [rajaibimbo@depauw.edu](mailto:rajaibimbo@depauw.edu))

- Hoosier Hospitality Dinner Program

### **International Employees**

*Aliza Frame*, Assistant Director (x4368, [alizaframe@depauw.edu](mailto:alizaframe@depauw.edu))

- Hiring foreign nationals
- Immigration support for foreign nationals

### **Off-Campus Study**

*Rajai Bimbo*, Assistant Director (x4058, [rajaibimbo@depauw.edu](mailto:rajaibimbo@depauw.edu))

- Advising
- Pre-departure and re-entry programming
- Assistance with program applications and visa questions

*Aliza Frame*, Assistant Director (x4368, [alizaframe@depauw.edu](mailto:alizaframe@depauw.edu))

- Advising
- Pre-departure and re-entry programming
- Assistance with program applications and visa questions

*Kate Knaul*, Director (x4371, [kknaul@depauw.edu](mailto:kknaul@depauw.edu))

- Approved programs
- Inter-institutional agreements
- International Education Committee

*Angela Modglin*, Program Administrator (x4373, [angelamodglin@depauw.edu](mailto:angelamodglin@depauw.edu))

- Off-campus study tuition payments
- Off-campus study costs and dates
- Off-campus study transcripts
- Scheduling advising appointments

*Roni McMains*, Secretary (x4355, [rmcmains@depauw.edu](mailto:rmcmains@depauw.edu))

- Scheduling advising appointments

### **Winter Term**

*Mandy Brookins Blinn*, Associate Director (x4090, [amandabrookinsblinn@depauw.edu](mailto:amandabrookinsblinn@depauw.edu))

- Faculty-led off-campus project coordination
- Independent Study Project advising and coordination
- Winter Term Subcommittee

*Kyle Danforth*, Senior Assistant Director (x6004, [kyledanforth@depauw.edu](mailto:kyledanforth@depauw.edu))

- Internship coordination and advising
- Independent Study Project advising
- Alternative Winter Term completions

*Kate Knaul*, Director (x4371, [kknaul@depauw.edu](mailto:kknaul@depauw.edu))

- On-campus courses
- Faculty obligations
- Winter Term Subcommittee

*Roni McMains*, Secretary (x4355, [rmcmains@depauw.edu](mailto:rmcmains@depauw.edu))

- Billing and accounts
- Financial support for students
- Course registration

*Sarah Ryan*, Director of Hartman House and Winter Term In Service (x4619, [sryan@depauw.edu](mailto:sryan@depauw.edu))

(\* Sarah is a staff member in the Hartman House, not the Durham House)

- Winter Term In Service

### **Internships**

*Kyle Danforth*, Senior Assistant Director (x6004, [kyledanforth@depauw.edu](mailto:kyledanforth@depauw.edu))

- 5<sup>th</sup> Year Internships
- Independently Designed Internships
- Summer Internships (Univ 297)

While the CIEE is the administrative body that implements these aspects of the program, it works collaboratively with a number of other administrative bodies, including the offices of Admission, the Vice President of Academic Affairs and the Dean of Academic Life, Faculty Development, Human Resources, the Academic Resource Center, the Registrar as well as many offices within the division of Student Life, including Health and Counseling Services, Spiritual Life, Housing and Dining Services. It also works with two faculty committees – the Winter Term Subcommittee, a subcommittee of the Committee on Academic Policy and Planning (CAPP) that oversees Winter Term, and the International Education Committee (IEC), an executive committee of CAPP that oversees most other aspects of international education at DePauw.

Since international education includes many broad and diverse aspects, this self-study of international education is based on the international components of the IEC's charge as well as several other international components of the University's work. A summary of each area follows.

1. Off-campus study
2. Winter Term projects
3. On-campus curriculum
4. Faculty development and inter-institutional collaborations
5. Admission and recruitment
6. Student life and campus programming
7. Student internships
8. Recruitment and support of faculty and staff
9. Academic support and resources
10. Governance of international education

### **Off-Campus Study**

To study off campus, students must be approved by faculty members of the International Education Committee. Students must meet certain quantifiable requirements (e.g., 2.5 GPA, be on track with graduation requirements, declared major, language study, if appropriate) and must also submit a compelling statement of intent articulating how the semester(s) off campus complement or extend their

on-campus academic focus. The list of programs from which students can choose to participate in, together with the option of proposing a non-approved program, meet the various interests and needs students have. Students who study off campus pay tuition and fees as they normally do, in addition to an off-campus study fee of \$2500 that subsidizes the CIEE's budget to pay a student's tuition to off-campus program providers. For this additional fee, there is financial support for students eligible for need-based aid. Between 2004-2005 and 2008-2009, just over \$500,000 has been awarded to support students with financial need study abroad.

Over the time period of the study, 713 students studied internationally for a semester; the majority of whom (648) went in their junior year. 71.53% of the study abroad population was female and 90.04% were Caucasian. Compared with national averages reported in *Open Doors*, DePauw sends more women off campus and more Caucasian students. Students with financial need study off campus; 42% of the off-campus study population have demonstrated financial need, compared with 49% of the general student population. From a survey conducted in fall 2009, students report that they do not study internationally for a semester because of conflicting career or academic requirements, participation in other programs or activities (such as programs of distinction that require a semester off campus and leadership positions on campus), a lack of understanding or awareness of the application process, and some family concerns. The most frequent reason cited for not studying internationally was the added cost. From the survey, it is clear that there needs to be better and more information about financial support to assist students with and without demonstrated financial need so they pursue study abroad.

Off-campus study appears to be well integrated into the curriculum. While there are some issues about how courses are coded and tracked within the system, courses count for major and minor credit as well as general elective and distribution requirements. Faculty members generally report that there is tremendous value in study abroad. However, they are mixed about the value of study abroad courses to their departmental curriculum. Department chairs state that off-campus study course approvals are necessary, though a frustrating process. They look for courses that are similar to departmental offerings or are at an appropriate level of rigor. Ultimately, the decision as to which courses are approved depends highly on the department chair. The Office of the Registrar maintains a coding system to identify courses taken off campus. It is not foolproof and needs some revisions, as some departments like to have courses specially identified as off-campus courses counting toward a major.

From a survey conducted amongst students who studied off campus over the last five graduating classes, almost all students respond that linguistic and cultural immersion is the most influential aspect of their study abroad. All students cite some growth in knowledge or understanding about their host country, while some report that their perception of the United States changed, that they now see the world from a less American-centric perspective. Surprisingly, most students claim that while their study abroad nicely complemented their DePauw courses, it did not influence their post-graduate plans. The majority of students report that studying abroad was one of the most meaningful and memorable experiences of their lives.

Oversight of the off-campus study program is by the faculty International Education Committee (IEC) and the Center for International & Experiential Education (CIEE). The IEC's role is to approve the list of off-campus programs from which students can select based on an approved set of criteria, to approve the application process and to review the applications submitted by students. The CIEE staff members approach advising and the application process as developmental, helping students define academic goals and select programs and locations that will help them achieve these academic goals. The application materials and website information explain the process and philosophy of the off-campus study program. However, there needs to be additional information about how programs adhere to the best practices and ethical standards of the field. It is also clear from the student survey that students do not fully understand the role the CIEE staff members play vis-à-vis the IEC faculty members. Those students who were not

approved to study off campus stated they felt misled by CIEE staff, particularly the director, as she is the person who communicates with students about their application denial.

### **Winter Term**

Winter Term was originally begun in 1969. The faculty at that time gave this as the purpose of the term:

“Winter Term should foster creativity and independence on the part of everyone...”

Winter Term offers members of the DePauw community a change of pace between the traditional semesters. It provides an unusual space for experiential learning, opportunities for new forms of collegiality among and between students and faculty members, and a special time for reflection. The relative informality of Winter Term encourages the sharing of interests among students and faculty members, and the reduced emphasis on grades encourages more adventurous mutual exploration by removing penalties for only partial success.

We rather hope that Winter Term (along with the other undergraduate academic and social activities) encourages our graduates to be self-educating citizens.

Winter term is a three-and-a-half week term that takes place in January. Students are required to complete successfully any combination of three winter terms in order to graduate. Credit earned is “winter term” credit and does not factor into major, minor or distribution credits or GPA. Options for winter term include faculty-led off-campus study and service projects, internships, independent study projects, study at another school, and on-campus courses.

Winter term is governed by the Winter Term Subcommittee (WTS), a faculty subcommittee of the Committee on Academic Policy and Planning. WTS is responsible for reviewing and approving all course proposals in addition to establishing the criteria for proposal submissions. Winter term also has an administrative staff that acts as a conduit between the subcommittee and the individual faculty members and attends to administrative aspects of the program (i.e., student applications and required forms, financial support, required pre-departure orientations and trainings).

This report indicates an increase in participation in international faculty-led winter term courses, particularly to less-common areas for study abroad: 31% of participants go to Latin America, 18% to Africa, 15% to Asia, 1% to Oceania and 35% to Europe. The majority of independent-study projects are in Europe (52%), but students also travel independently to less-common destinations (27% to Latin America, 6% to Oceania, 4% to Africa, 11% to Asia). Of the relatively few students participating in international internships, the majority are international students returning home to complete an internship, with 55% going to Asia. As the University anticipates a larger incoming classes and a greater emphasis on internationalism, one can expect the increase in international destinations to continue. However, there is concern about academic quality and accessibility to all students.

Students who participate in Winter Term report mainly positive experiences. Many indicate that their worldview has changed for the better and that their off-campus experiences have shaped their post-DePauw academic and professional lives. While a short experience like Winter Term often generates superficial changes in perspectives, it does often open the door to more options in the long term.

Finally, the faculty has never altered the 1969 purpose of Winter Term, but with current conversations surrounding a reinvigorated intellectual life, for the first time the faculty is seriously talking about the purpose and make-up of Winter Term. Some of the topics under discussion include the following:

- Intellectual rigor and academic consistency
- The place of internships in the curriculum

- Faculty credit and workload
- Winter Term courses offered for a grade
- Winter Term courses offered for regular academic credit
- Cost of and access to Winter Term experiences
- Curricular integration and synthesis of experiences

### **On-Campus Curriculum**

The first part of this section considers existing internationally related majors and minors at DePauw. It is suggested that more should be done with majors and minors “with a non-US regional focus”, including Asian Studies, Latin American and Caribbean Studies, European Studies, and Russian Studies so that they may “attain the level of cohesion and growth that would be desirable as part of DePauw’s internationalization initiative.” DePauw’s majors and minors “with Global focus”, namely, Conflict Studies and International Business, have strengths, such as an introductory course and senior seminar capstone experience, but also weaknesses, such as the program’s lack of cohesion.. The International Business minor has a number of problems, such as its lack of internal cohesion (it is essentially a double minor and has no introductory course or senior capstone experience), its inaccessibility to students (because the number of courses required is burdensome, it is essentially possible only for students with certain majors to complete the minor; on average, only two students per year graduate with an International Business minor), and a lack of support for internships.

Programs in international studies and international relations at Middlebury, Williams, and Mount Holyoke Colleges and at Denison University, as well as the Global Development Studies program at Grinnell College are described, including evaluations of the strengths and weaknesses of each and the possibilities for such programs at DePauw.

Ultimately, DePauw lags behind peer institutions in terms of internationally related majors and minors and global-focus programs. Keeping in mind the reality of budgetary constraints, DePauw ought to build upon strengths in the curriculum and develop connections between departments and programs in order to enhance existing studies programs; successful studies programs should have both an introductory course and capstone experience. One strength upon which DePauw could build is the large number of its students who study abroad; more connections should be made between study-abroad experiences and internationally related programs on campus.

### **Faculty development programs and inter-institutional collaborations**

Faculty members often travel internationally both for their scholarly and artistic work and for personal enrichment. Long-term travel is possible only at times when faculty members do not have on-campus commitments (during semester- or year-long sabbatical leaves, during semester-long Fisher Fellowships, during winter term and summer). Short-term travel (attendance at conferences, conventions, workshops, shows, performances, and book signings) takes place during the regular academic year. Projects undertaken during sabbatical leaves and Fisher Fellowships tend to be closely related to faculty members’ fields of expertise, while winter term projects allow faculty members to explore new areas that may then result in new faculty-student research collaborations or in the development of new courses. A number of faculty development resources do specifically mention international travel and activities, but not all do; these are noted in the report as are resources beyond DePauw to support international opportunities.

Included is information on faculty members (identified by department only) funded from 2003-2008 for scholarly and artistic projects with an international focus and/or travel through the following categories of faculty development support: professional development fund, language immersion, summer stipends, summer research, faculty fellowship, conferences (with and without presentations), Fisher Time-Outs, sabbaticals (with and without international relocation) and pre-tenure leaves (with and without

international relocation). Not all departments are represented in these awards; nonetheless, there is an array of departments in the natural sciences, social sciences, arts and humanities that are represented, indicating that faculty members in various kinds of disciplines are having international experiences.

DePauw faculty members participate in informal inter-institutional collaborations through personal and professional contacts developed through their leaves and participation in conferences. In addition, the University maintains a number of formal and informal collaborations with institutions around the world, though they are student-based; however, most universities and programs welcome DePauw faculty members inquiring about collaborative work or even just space in which to carry out a special project. The Center for International & Experiential Education maintains these exchange agreements and partnerships and provides introductions of the faculty members to the foreign institution. However, it remains largely the faculty member's responsibility to pursue communication with relevant departments to secure space and, perhaps, funding to carry out their intended projects.

### **Admission and recruitment**

The first part of this section deals with how on-campus diversity and opportunities for international travel play a role in the recruitment of domestic students, bringing in evidence from a recent survey of 59 first-year students. According to the survey, the international diversity of the faculty exerted a moderate or high influence on the choice of college of 24% of first-year students, the international diversity of the student body exerted a moderate or high influence on 31%, international guest speakers moderately or highly influenced 41%, and international guest artists and musicians moderately or highly influenced 47%.

150-200 DePauw students typically study abroad (for a semester or a year) in any given academic year. According to the survey, opportunities to study abroad were moderately or highly influential for 76% of first-year students in their decision to attend DePauw. At least 250 students spend winter term in a foreign country each year. According to the survey, foreign winter term opportunities were moderately or highly significant for 82% of first-year students. The School of Music's touring ensembles (the Chamber Symphony and the Chamber Singers) also travel internationally, but opportunities for foreign travel with these ensembles was moderately or highly significant for only 41% of first-year music students.

The second part of this section deals with the recruitment and admission of international students to DePauw. In 2005, President Robert Bottoms stated his goal of increasing the number of international students at DePauw from 2% of the student population to 8-10%. The 2005-2010 Strategic Plan includes a general goal of increasing the international student population but does not state a specific percentage of students or a goal related to geographic diversity among the international student population; the Strategic Plan does, however, state the goal of lowering the discount rate of the international population to bring it more in line with that of the domestic student population (at that time, the discount rate for international students was about 94%, while the discount rate for domestic students was 50-55%). In 2006, the Office of Admission developed new recruitment and yield strategies to reach international students and began active recruitment based on international travel, including small- and large-group travel, participation in college fairs, meeting with guidance counselors, and on-site visits to schools. Area visits have varied, and in some countries, DePauw has worked with admission consultancy firms, such as JJI in China.

DePauw has found four key successes in its recruitment and admission process: (1) prospective and current international students seem to understand DePauw as a liberal-arts institution and to value its liberal-arts focus; (2) the international applicant pool has increased; (3) the discount rate has dropped (for the class of 2013, it is approximately 54%); (4) student credentials have not dropped.

However, there are four areas of concern: (1) we need ways to assess the effectiveness of our international recruiting efforts, particularly the return on international travel and on investing with agencies such as

JJL; (2) the DePauw website needs to be tailored more toward international students' interests, especially given that a quarter of international students indicated they had first learned about DePauw through the Internet; (3) we need to invest in areas more than through a single visit in order to reassure counselors that DePauw's interests in students from a particular region are not temporary, and we need to develop a sense of how to balance maintaining relationships in specific regions with opening up new relationships in others; (4) we need to clarify our international recruiting goals, consider how we want to balance social, cultural, and regional diversity, and communicate our goals effectively to prospective and current students.

### **Student life and campus programming**

This area of the report draws on data results of a survey sent to all current students in fall 2009. Of the 2,354 total students, 229 responded.

Internationally focused campus programming is done by several offices on campus, most especially the office of Multicultural and Community Life and the CIEE. There is some question to how much overlap there is between the two offices, but they do collaborate rather effectively. Students are most aware of the large events that have been held for a significant number of years like the International Food Festival and the off-campus study program, but are less aware of events or programs that have more targeted audiences, like the Hoosier Hospitality Program (a family-friendly program for international students). 37% of respondents (99 students) reported they have never attended an international event at the University. When asked how international programming and events could be improved, students suggested improving advertising and the visibility of campus diversity (e.g., a large globe central to campus), coordinating better across the diverse student organizations, and providing non-Greek social spaces that have an international theme.

First-year international students are generally well placed across housing units so that they are not all in one location. Exchange students tend to be more grouped together, typically because they are older and want more independent living; upperclass international students sometimes cluster as well, for similar reasons. International students are provided with inexpensive break housing when University housing is closed. Housing and Residence Life hires international students as Resident Assistants (RAs) and provides in-depth training to RAs on issues of diversity. 52% of survey respondents (132 students) were satisfied with the RAs' training and knowledge of multicultural diversity. The majority of respondents also indicated satisfaction with the level of international programming and internationally themed housing options that students have. The greatest challenge the University faces is the division of students, primarily in their first year, along national boundaries. Some students see this as a result of international students socially segregating themselves, while others see it as domestic students not reaching out enough to international students. Most students are satisfied with the diversity of dining services, though they would like to see even more diversity.

International students have long participated in the numerous clubs and organizations that exist on campus. They are part of the newspaper, radio and TV staff; they are leaders of internationally and non-internationally themed organizations; and they hold positions in student government. They have begun new clubs like the Chess Club, the Cricket Club and a Chinese student organization. They also participate in the many service opportunities that connect them with the local community. They also participate in Greek life, with 54% of international male students in a fraternity (3.5% of the overall fraternity population) and 26% of international female students in a sorority (2% of the overall sorority population).

Students report that student organizations are welcoming of international students and that many offer international themes. Suggestions to improve student organizations largely centered on making the

opportunities known to the campus. Since a number of organizations do similar kinds of events, they might consider collaborating more, which might get more students to attend events.

The Office of Spiritual Life offers an array of programs that can be attractive to students from various international backgrounds. While some of the offerings are minimal on campus, the office does try to arrange trips to nearby destinations, such as the mosque in Plainfield (about 40 minutes away). A list of programs is provided. 33% (73 students) report that their worship needs are not met through on-campus services. 46% (102 students) report that through their spiritual life, they do explore international themes, but nearly 15% fewer indicate they share their spiritual life with people of international backgrounds. There seems to be a need for additional space designed specifically for interfaith learning and dialogue, as well as worship, which can connect various international faith traditions.

This section of the report concludes that overall, student life and campus programming are richly international. However, better communication and coordination of events and programs, particularly through the technology students are currently using, would help to engage more students in international learning.

### **Student internships**

This section of the self-study provides a summary of how students pursue international internships. While some students are able to secure semester-long internships through programs of distinction, the majority of students doing an internship abroad do so through an organized off-campus study program. Other students pursue unofficial internship-like experiences also through off-campus study programs. Still others pursue international internships during Winter Term, but many of these are international students returning home.

The level of academic integration in the various kinds of internships varies: internships with on-site hosts and program providers are better able to help with integration, not to mention support in finding housing, helping with labor regulations and intervening when there are difficulties in the internship. Such support ensures that the internship is experiential, not just observational. For this reason, to increase the number and quality of international internships, it would be prudent to work through organized off-campus study program providers to offer international internships.

Included in this section is a discussion of nationally competitive scholarships and fellowships. Of the 2008-2009 winners of these scholarships, all studied abroad for either a semester or a Winter Term. Of the 19 students accepted to Teach for America, 16 studied abroad for a semester or Winter Term. General academic advising should include information on study abroad and nationally competitive scholarships, although students should be aware that there are no definite paths from study abroad to graduate fellowships.

### **Recruitment and support of faculty and staff**

This section of the report provides background on the recruitment of international employees. Although it does not maintain an accurate assessment of how many employees are hired after becoming naturalized, the University does track the number of employees who are non-immigrants and immigrants. As of the writing of this report, there are 69 international employees, including 15 staff members and 54 faculty members. The strongest representation (at least 4 employees each) comes from China, Germany, India, Japan and Russia.

The success in hiring international faculty and staff members is because departments have made international experience a priority when creating job descriptions, ranking and interviewing candidates, and working to meet employees' immigration needs. That said, the University should explore how other

similar institutions recruit and support their international employees and establish goals to continue the success the University has seen thus far.

The majority of this section is devoted to the hiring and employment authorization process. This process includes advertising positions, creating job descriptions, detecting immigration sponsorship needs, and policies and procedures guiding the process. Advertising positions follows the normal process of all job advertisements; depending on the minimum requirements for the rank and field of the position and the budget available to the department posting the position, the advertisement is posted in print and/or online in local and/or national media sources. Job descriptions are created by the supervising administrator and approved by the division Vice President. The language used in job descriptions can make it easy or impossible to hire international candidates, and while we have done relatively well in reviewing language for immigration purposes, the University should build a standard review of language and duties included in job descriptions before they are posted, which would reduce the few complications the University experiences.

Identifying which candidates need immigration sponsorship is challenging. Currently, the Center for International and Experiential Education receives as much information as possible from Human Resources or the hiring division about any international candidates. Once this information is received, the CIEE is able to analyze and outline any potential immigration needs. As a result of experiences thus far, documents have been created for both hiring departments and new international employees. These documents lay out the immigration process, requirements, costs, timeframes and expectations. These documents have helped candidates through the process and helped the University adhere to best practices.

Looking forward, the hiring policy and procedure documents should be approved as quickly as possible and provided to all departments and divisions with guidance about including in their budget the added costs for hiring an international employee. Additional guidance should be provided about the language that must be included in job descriptions. The recruitment process should include an opportunity for legal counsel to review the job posting. Finally, the University needs to gather feedback from international employees about the quality of the recruitment and support of international employees.

### **Academic support and resources**

Academic support and resources extend to all students. They also extend to faculty members in their work to help students achieve academically. This report focuses on the international aspects of academic support and resources; because the growth in the last four years has been largely in the international student body, this report is skewed to the support provided to international students.

Within the curriculum, foreign languages require out-of-class support; students typically receive tutoring through the Modern Languages department. The Academic Resource Center (ARC) tries to list tutoring support but relies on departments to tell them when the tutoring takes place, so not all tutoring is publically advertised. In addition to peer tutors, the University hires native speakers here as exchange students to act as language department assistants. These students usually support Spanish, French, Italian, Chinese and Japanese. We also occasionally have a Fulbright scholar or other language scholar who supports language learning, usually in Russian.

English department courses are the primary focus of this section, as they provide the greatest academic support for non-native-English-speaking international students. Since it has proven problematic for some international students to enroll directly in English 130 (College English II), the English course that most domestic students take during their first year at DePauw, courses for non-native speakers of English have been developed as prerequisites to English 130. In 2006-2007, English 100 (College Writing for Non-Native Speakers) was added to the English department's courses; this course was taught again in 2007-2008. In 2008-2009, English 100 (perceived as being too remedial) was replaced by English 110

(Seminar for Non-Native Speakers of English); additionally, a few students enrolled in another new course, English 120I, in the spring. Because some international students continued to have need for such a course in the spring, the English department decided to create English 115 (also titled Seminar for Non-Native Speakers of English). In 2009-2010, both English 110 and 115 or the equivalent were listed as prerequisites for English 130 for all non-native speakers of English. Students are placed into English 110 or English 115 as a result of the written assessment they complete during international student orientation. Placement is done by the English language coordinator, in conjunction with members of the English department faculty and the Writing Center director.

Faculty development is essential to providing adequate support to international students. With an increasingly diverse curriculum and student body, faculty development is critical so faculty members can adjust their pedagogy appropriately. It remains a struggle to get more faculty members involved in the discussion around four primary topics:

- Grading papers for content and grammatical correctness.
- Conducting and engaging student discussion in the classroom.
- Cultural awareness and cultural differences in the classroom.
- Addressing classroom expectations.

The Academic Resource Center (ARC) supports students in their academic pursuits while at DePauw, working collaboratively with the Competency Program Centers – the Speaking and Listening Center, The Writing Center and the Quantitative Reasoning Center. Collectively, these centers provide individual and group support through tutoring, learning skills assessments and workshops, and specialized sessions, such as graduate school test preparation. The ARC has provided special sessions for international students to help them better understand the academic environment of DePauw, including how to participate in class discussions, note-taking strategies, study skill habits and learning style inventories.

The recent influx of international students has affected our ability to meet the tutoring needs of all students, as many international students are seeking the help of peer tutors in the Writing Center. The ARC, in particular the W and S tutoring program, has been inundated over the last two years with international students seeking English-language support and comments that this high demand not only causes scheduling problems but affects the perception of the ARC, which seeks to retain its identity as a non-remedial support service. The W and S centers are successful because tutors help students at all levels of ability both weak and strong, but they struggle to maintain an identity that is not one of remedial support.

To support the demand on the Writing Center tutors, additional professional staff members have been added, though none are yet permanent except for the Coordinator of English Language Support. This is a key need in providing the right kind of language support to international students. The Coordinator's office has moved into the ARC to help with tutoring, and any additional staff should also be located here. The biggest challenge is to better coordinate language support, including staffing, across all the departments and offices that are impacted, including the W and S Centers, the English department, the ARC and the CIEE.

Finally, this section of the study comments on library resources. The University's libraries have strengths in language and literature, medieval and modern history, international economic relations, and politics/international relations. Circulation rates of resources related to international study vary by geographical region; there is high circulation of works related to Asian Studies, for example, and low circulation of German, French and Russian titles. Library holdings in support of the study of Africa and other geographic areas currently underrepresented in the collection should be increased. The interlibrary loan service has expanded its geographic scope; most notably, DePauw both borrows and lends internationally, and library staff have been trained to use English-language catalogs at major research

libraries in other countries. DePauw librarians train international students during the fall orientation period to use library resources on campus.

### **Governance of international education**

This section of the self-study provides an overview of and evaluative comments regarding the two main bodies that oversee many aspects of international education at DePauw, the Center for International and Experiential Education (CIEE) and the International Education Committee (IEC).

The CIEE administers semester, year, and winter term off-campus study programs as well as student internships. It also serves as the office for International Students and Scholars Support, which includes English-language support (jointly administered with the English department and the ARC, see section IX above). Data on the CIEE was gathered by polling CIEE staff with regard to their roles and duties, sufficiency of resources, workload, and other comments. The poll showed that staff members at the CIEE are generally satisfied with the governance of international education in the areas for which they are responsible. One concern raised repeatedly was the need to increase staffing to support international students, especially if numbers continue to rise. Concerns about the need to make more deliberate and explicit connections between students' winter term experiences and their majors and programs of study and about the difficulty finding and working with short-term internships in January are more relevant to sections II and VII of this self-study.

The IEC is an executive committee of the Committee on Academic Policy and Planning (CAPP) whose membership includes faculty, administrators, and students. The new IEC "charge" developed in 2007-2008 (and included in this report), which details the aspects of international education at DePauw with which the IEC has the jurisdiction and the responsibility, to deal, is described in this study. (This charge was also the main organizing principle for this self-study.) Current and recent members of the IEC were polled regarding the appropriateness of the charge, the actual work of the committee, its membership structure, and overall effectiveness. The following main concerns emerged from this poll: (1) The IEC spends an inordinate amount of time reading and reviewing applications for off-campus study, a task that might be better entrusted to the professionals at the CIEE; (2) The IEC feels frustrated by a lack of opportunities for input with regard to policy (the area mentioned most frequently was Admission); (3) The IEC would be more effective if all faculty members on the committee had previous experience and interest in international education; (4) A problematic articulation between faculty and administrative interests poses challenges for the IEC and is the source of some confusion; (5) The IEC lacks clarity in terms of its goals (the IEC charge, which was an attempt to provide this clarity, may be too broad to be effective).

## OFF-CAMPUS STUDY

Off-campus study at DePauw University is semester and year-long study at programs and universities in the United States and abroad and has been part of the University for more than forty years. Originally, DePauw ran its own semester programs, sending groups of students with faculty members to a location overseas for a semester at a time; the most notable of these being the DePauw programs in Athens, Greece, Freiburg, Germany, and Vienna, Austria. The Vienna program was the last to be administered, finally being cancelled in 2003 as a result of insufficient enrollment.

As the administration of off-campus programs has evolved, as student and faculty interests have changed and as the professionalization of the off-campus study administrative staff has developed, four main questions stand at the forefront in this self-study:

1. How accessible is off-campus study?
2. How is off-campus study integrated into the curriculum?
3. What are the outcomes of off-campus study?
4. Is there adequate administrative oversight of the off-campus study program?

### *How accessible is off-campus study?*

Accessibility of off-campus study was conceptualized in different ways for this self-study. First, the availability of information about off-campus study processes and programs, second, the demographic information of students participating in off-campus study programs, and third, the financial accessibility of off-campus study to students.

### *Off-Campus Study Information*

Students interested in studying off campus begin to receive information about the opportunities when they initially look at applying to DePauw. The Office of Admission maintains its own publicity materials, which include information on students who have studied off campus. Some of these materials are reviewed by the Center for International & Experiential Education (CIEE), but only when they are being redesigned. On an annual basis, the CIEE does update its section of off-campus study data on the University Profile page. Other opportunities to learn about off-campus study include Office of Admission Preview Days, Admitted Student Open Houses, First-Year orientation programming and information sessions held by the CIEE throughout the academic year. Most students, however, mention learning of off-campus study opportunities as prospective students through the Office of Admission and through their upper-class student colleagues once on campus. Word of mouth and online publications have tended to be more successful in recent years; in-person information sessions ten years ago drew many students, but in the past couple of years, they draw very few students. Students also report that they find their way to the CIEE for off-campus study advising and information as a result of classroom visits by off-campus study program representatives and through their faculty advisors. The CIEE sends out information about off-campus study to the faculty several weeks in advance of the application deadlines so they can encourage their students to consider studying off campus.

Information about off-campus study is maintained on the CIEE website as well as in the Durham House offices. Students may print out the complete set of materials they need to inform them of the policies and procedures for off-campus study; they also receive the application materials at their mandatory meeting with an off-campus study advisor. In surveys of students returning from off-campus study, students report that the advising they receive from the off-campus study office is helpful in narrowing down program options and defining academic goals that connect to a chosen location. While some students remain unaware of the deadline and requirement for an advising meeting, the number is small (less than

10 reported annually). Looking at the annual numbers of students who apply and are approved for off-campus study, the success rate of students applying to study off campus is annually greater than 90%. Since the implementation of the option to rewrite an application, that success rate has risen to 98%. The off-campus study advisors report that the intent behind the advising and application process is a developmental approach, helping students define their personal academic goals and the strengths of a program and location have to achieve those academic goals.

Students who apply to study off campus must have a minimum 2.5 GPA, be on track with their graduation requirements, and have an academic focus, declaring their major by the time they apply. As such, these students tend to be academically focused and high achievers socially. While some students are on academic and social probation, they tend to be level-one incidents that are not so egregious to prevent them from studying off campus. The requirement to maintain academic and social good-standing is made clear in the application handbook, the statement of agreement on the application (which students must sign), and in the letter sent to students upon being approved to study off campus (See Appendix 4).

The CIEE maintains a list of off-campus programs, approved by the International Education Committee (IEC), that include destinations on all but one continent and in all of the most popular destinations. Recognizing that there will be students who want something different, there is a process to apply to a program not on the approved list. There are, annually, 8-10 students who participate in a program they petitioned to participate in. Given the diversity of these petitioned programs, the existing list of destinations represents student and faculty interest well. The criteria the IEC uses to evaluate an off-campus program is available on the CIEE website (also see Appendix 5).

Over the past five years, the CIEE and the IEC have refined the approved program list to ensure there is not redundancy – multiple programs with similar offerings in the same location – and in order to ensure a greater familiarity with the program providers and destinations. This has helped the off-campus study advisors become better acquainted with what is offered and how students are supported while off-campus, thereby better advising students about their off-campus options. While not every program or location is suitable to every student, the collective seems to meet a diversity of GPAs, language abilities and academic subjects. There are programs that are in English-speaking countries, programs taught in English in other-language countries, and language-intensive programs. There are programs that have an internship as the core experience, a small internship component, volunteer opportunities, and research possibilities.

#### *Demographic information: Who studies off-campus?*

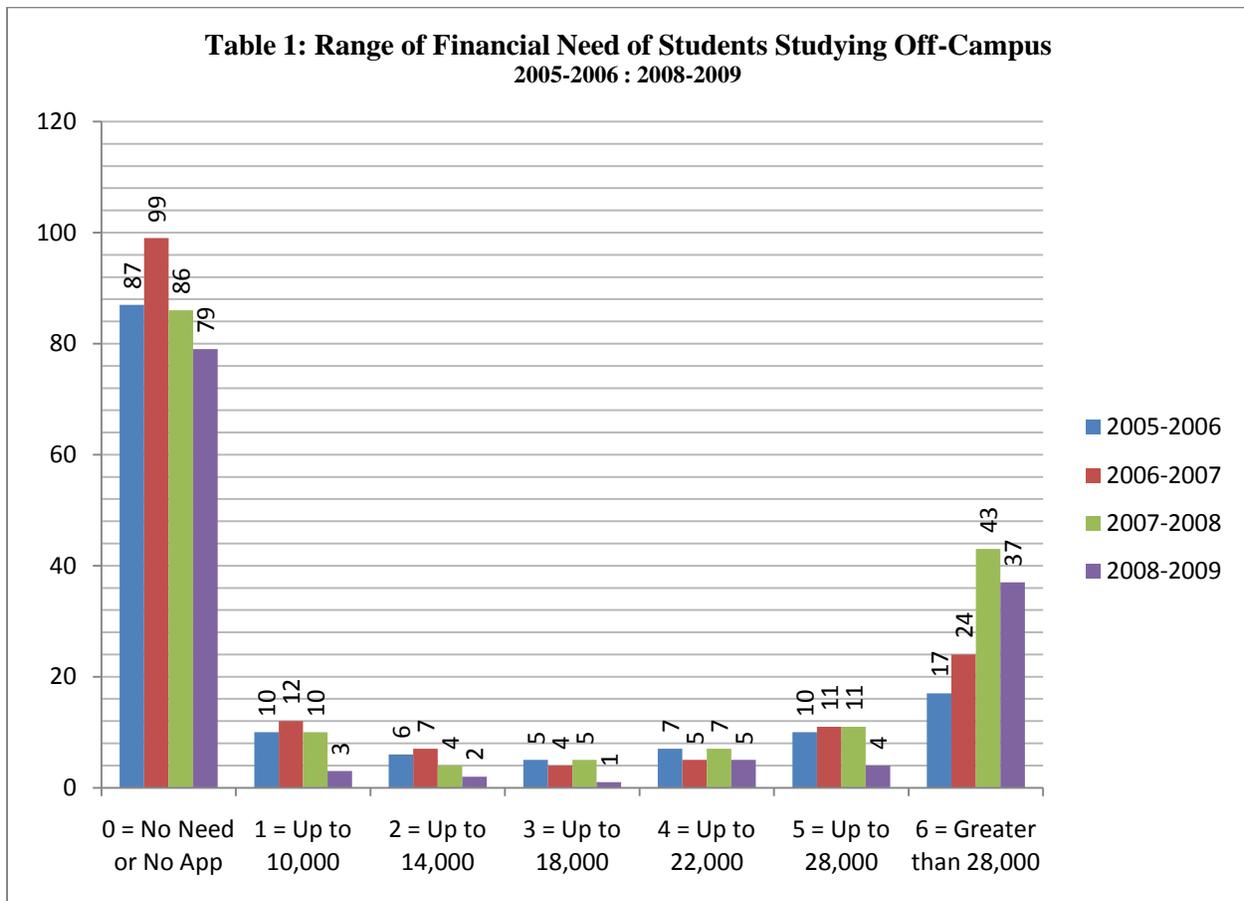
Between 2004-2005 and 2008-2009; 713 students studied internationally for a semester. Students who study off campus for a semester typically do so in their junior year, comparable to national averages. 648 of 713 (or 90.88%) studied abroad in their junior year while 49 (6.87%) studied abroad in their senior year, and 16 (2.24%) studied abroad in their sophomore year. In the same time period, 510 women studied abroad, or 71.53% of the study abroad student population, where as 203 men studied abroad, or 28.47% of the study abroad student population. Over the same time period, women constituted 55.97% of the student population, while men constituted 44.03% of the student population. Compared to the national average (65%) reported in Open Doors 2007, DePauw sends a higher percentage of women abroad; we also send a lower percentage of men abroad than the national average (35%).

In the same time period, 642 Caucasian students studied abroad (90.04% of the study abroad student population), 54 students of color studied abroad (7.57% of the study abroad student population), and 17 international students studied abroad (2.38% of the study abroad student population). Caucasian students made up 83.21% of the total DePauw student population, while students of color made up 13.71% and international students made up 3.08%. Compared to the national average (83%) reported in Open Doors

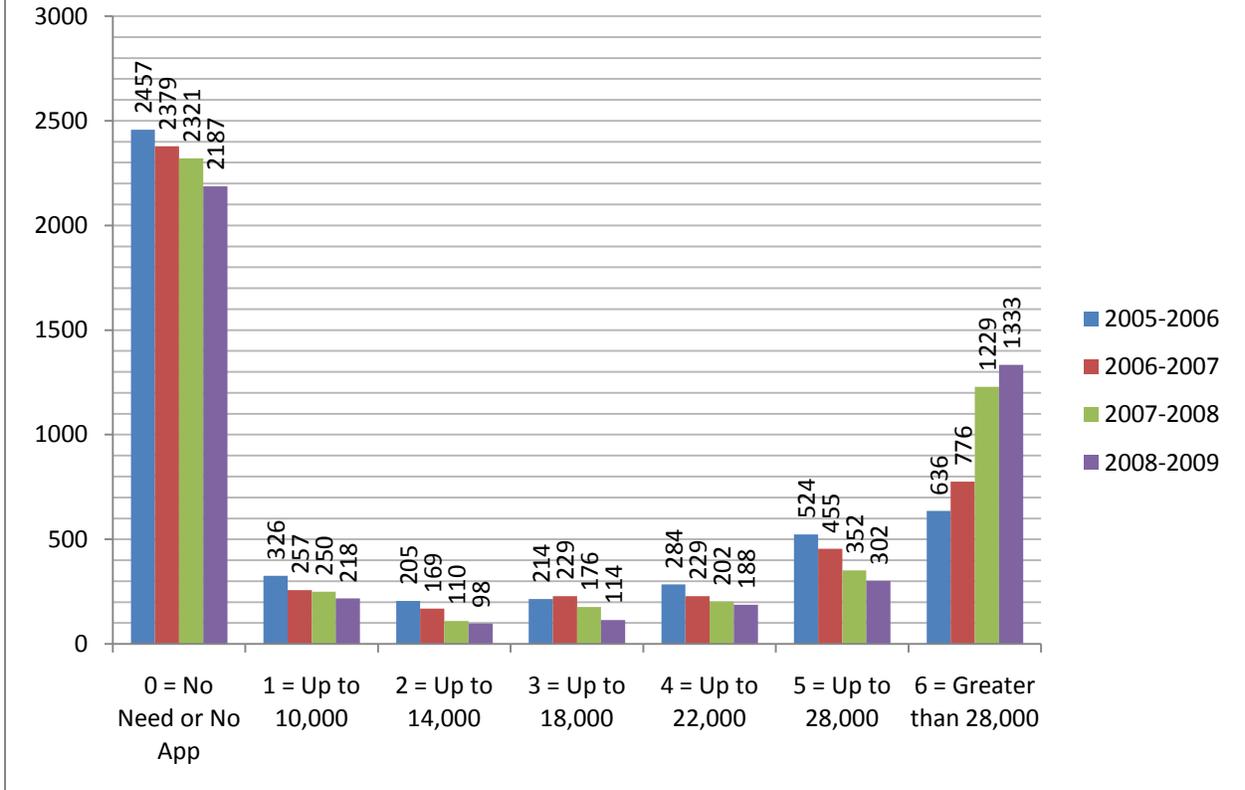
2007, we send more Caucasian students abroad; we send fewer students of color abroad than the national average (18%). While not central to this study, 13 of 85 students (15.29%) on domestic off-campus program between 2004-2005 and 2008-2009 were students of color. Domestic programs are in Philadelphia, PA, New York City, NY and Washington, DC. With this figure, the percentage of students of color who study off campus is better at 8.40%, but still far less than the national average and the average student of color population at DePauw. (Note: Open Doors statistics count only United States citizens, so international students studying abroad are not included in national figures).

Financial need of students is determined by submission of the Free Application for Federal Student Aid (FAFSA) to the financial aid office. The University maintains a categorization of students depending on their level of need, which in turn is used to make financial awards for off-campus study and other similar programs. The data represent information available in years since a switch of databases within the financial aid office and also represent all off-campus students, including those who went on domestic programs. It is not possible to break out just those who studied internationally.

Table 1 shows the range of financial need over four years of students studying off campus. Table 2 shows the range of financial need over four years of all DePauw students. Of the 601 students who studied off campus over the years 2005-2006 to 2008-2009, 250 (42%) had demonstrated financial need, compared to 49% of the total student population. It is worth noting that the categorization of levels of financial need have not changed over time, despite the clear rise in students' increase in financial need over time.



**Table 2: Range of Financial Need of All DePauw Students  
2005-2006 : 2008-2009**



Multiple reasons prevent students from applying to study off campus - lack of academic clarity, community conduct problems, financial constraints, academic conflicts, family disapproval, and other obligations or commitments, such as athletics or leadership positions. In fall 2009, we administered a survey to all students who did not spend a semester on a semester-long study abroad program in order to ascertain the reasons they chose not to do so. Of the 359 students who received the survey, only 63 responded (17.55%). 70% of the respondents were women and 90% of the respondents were Caucasian. Since participation in study abroad is greater amongst women and Caucasians, the responses are far from conclusive. Nonetheless, the results confirm the reasons international educators know exist for students choosing to not study off campus: costs are prohibitive, sports and academic conflicts exist, lack of or conflict with family and social interests and obligations.

The survey asked students to respond to the following categories of reasons for not studying internationally for a semester. Students were asked to mark as many reasons as applied.

- *Interest, Awareness and Application Process*: 43 % of respondents indicated they were not interested in study abroad, while 17% responded they thought the application process seemed too difficult and time consuming. The majority of students (24 students or 52%) specified their own reasons for not studying internationally. The top reason cited (6 responses) was that off-campus study was too expensive, while participation in a domestic program or a program of distinction internship (5 responses) was second. Other reasons cited were participation in sports or an academic program made it impossible, family members were not supportive and lack of interest in being away from DePauw.

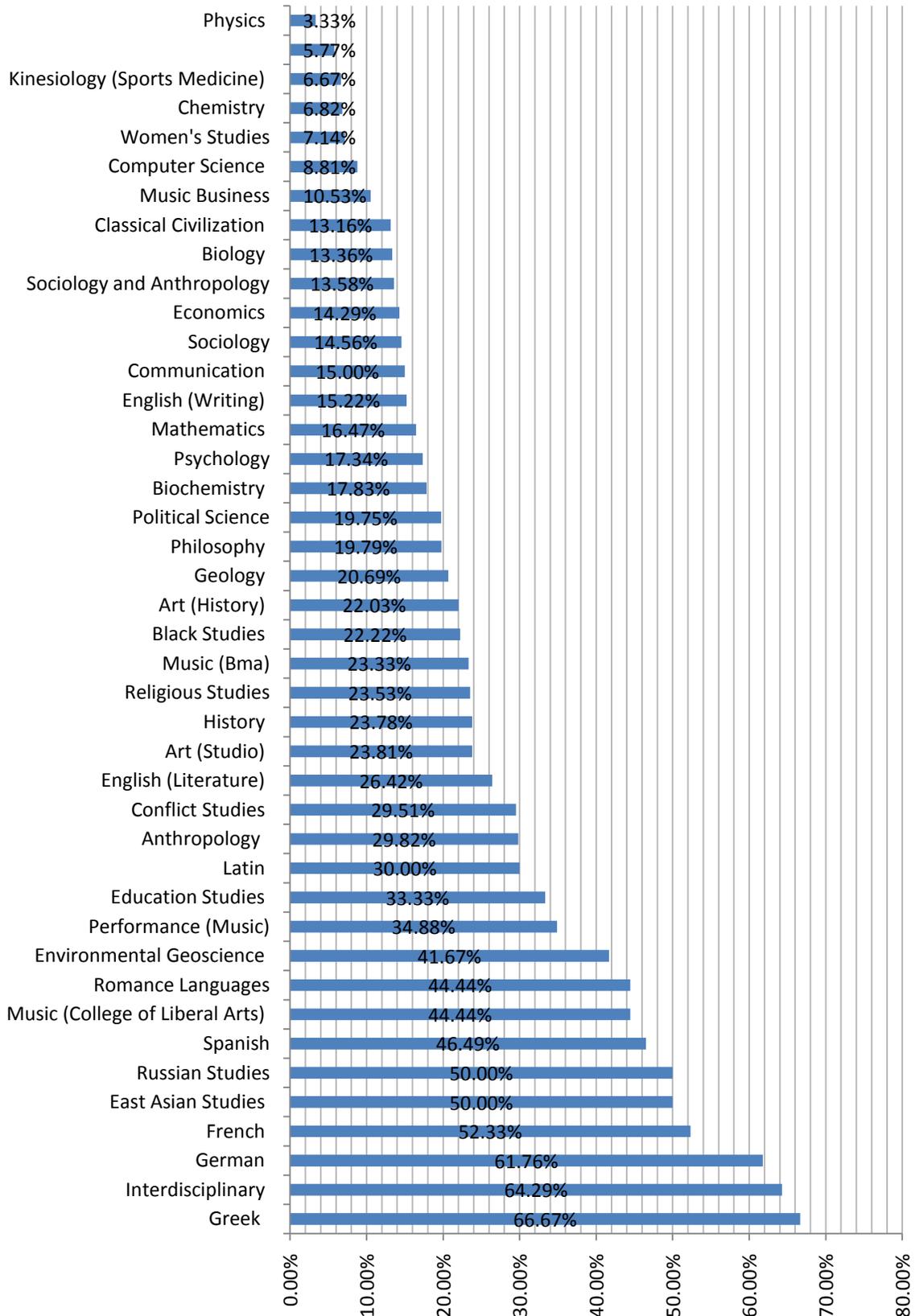
- *Curricular or Career Plans:* 56% of respondents indicated they could not fit study abroad into their curricular plans while 19% said they could not fit it into their career plans (e.g., medical school, engineering). 37% of respondents indicated they met their goals for an international experience through a Winter Term project, summer program or personal travel.
- *Finances and Costs:* 79% of respondents indicated the cost of studying off campus prohibited them from pursuing the opportunity, while 21% reported they were unaware of financial support available to help with the costs. Several students commented that they were not eligible for the financial support that was available. An additional 26% responded they did not think the value of studying abroad justified the cost.
- *Social and Family Reasons:* 45% of respondents indicated they did not want to be away from campus for an entire semester, which corresponds to the 41% who indicated they were involved in other campus activities. 18% indicated they were an athlete and did not want to be away for a semester while 11% stated their family did not want them to study internationally.

While the number of responses to the survey makes the results statistically insignificant, several responses highlight the need for more information given about the financial resources available at DePauw and nationally to support study abroad. They also highlight the need to better collaborate with academic departments about which programs are approved and the process of applying to study off campus so faculty advisors can help students through the process.

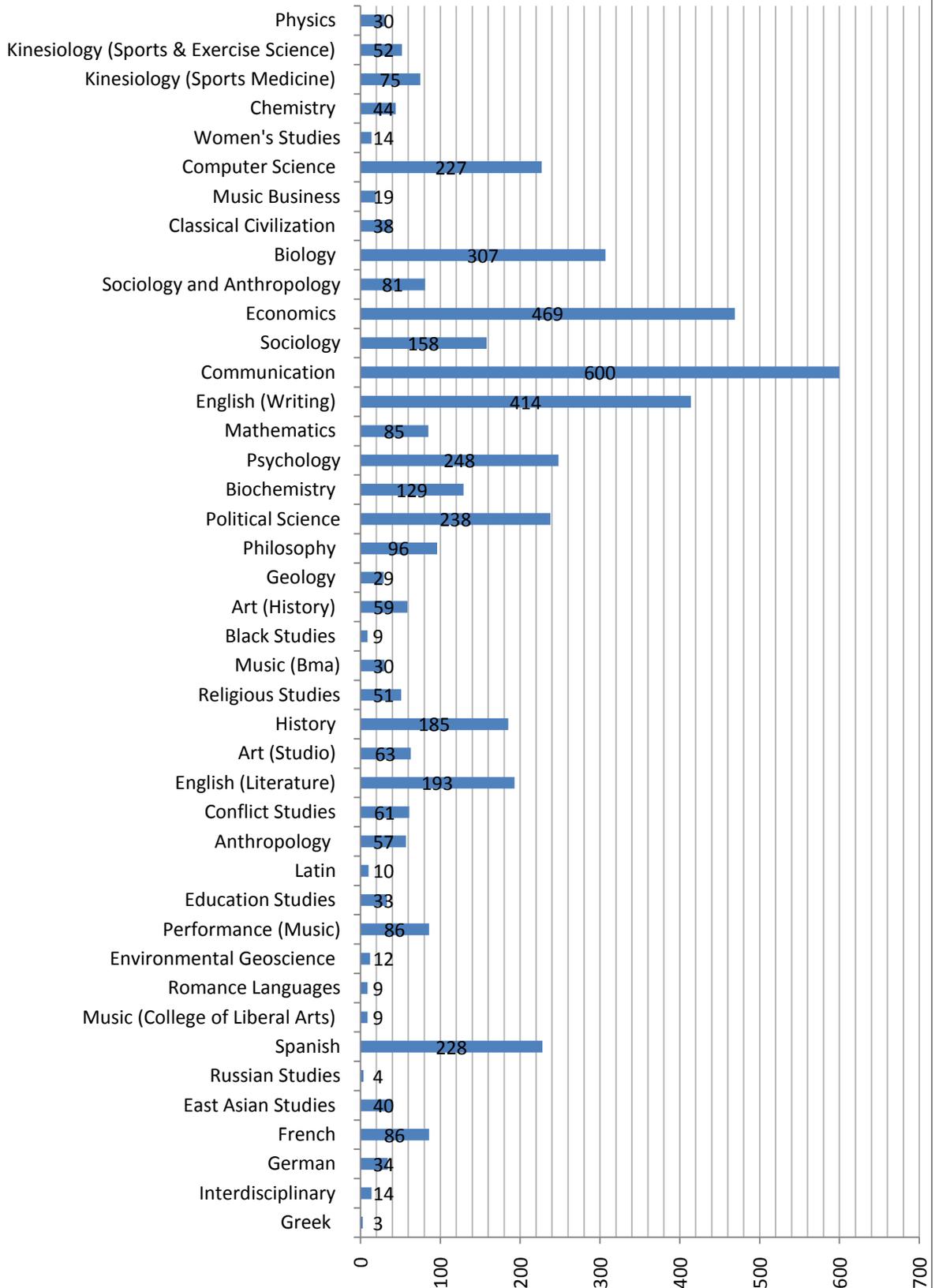
Students in most disciplines participate in semester off-campus study abroad in countries around the world, though in differing percentages. Table 3 shows the percentage of students in each major that study off-campus. Students who majored in two departments are listed twice. Table 4 shows the total number of students enrolled in each major, on and off campus. As one would expect, greater percentages of students whose major is a language study off-campus, typically in a country where that language is spoken. With the exception of environmental geosciences, smaller percentages of majors in sciences and math study off-campus. This has long been a concern among science faculty.

Table 5 shows the number of students studying off campus by country between academic years 2004-2009. Most DePauw students studying abroad for a semester go to the more traditional locations – western Europe, Australia and New Zealand. The higher number of students going to Spain and France reflect the number of students studying the language on campus. The University's history of an Asian Studies program and having students from Asia, Japan in particular, contribute to the higher numbers of students studying in East Asia for a semester. We do considerably less well in sending students for a semester to the non-traditional areas, in particular to south Asia, the Middle East and Africa.

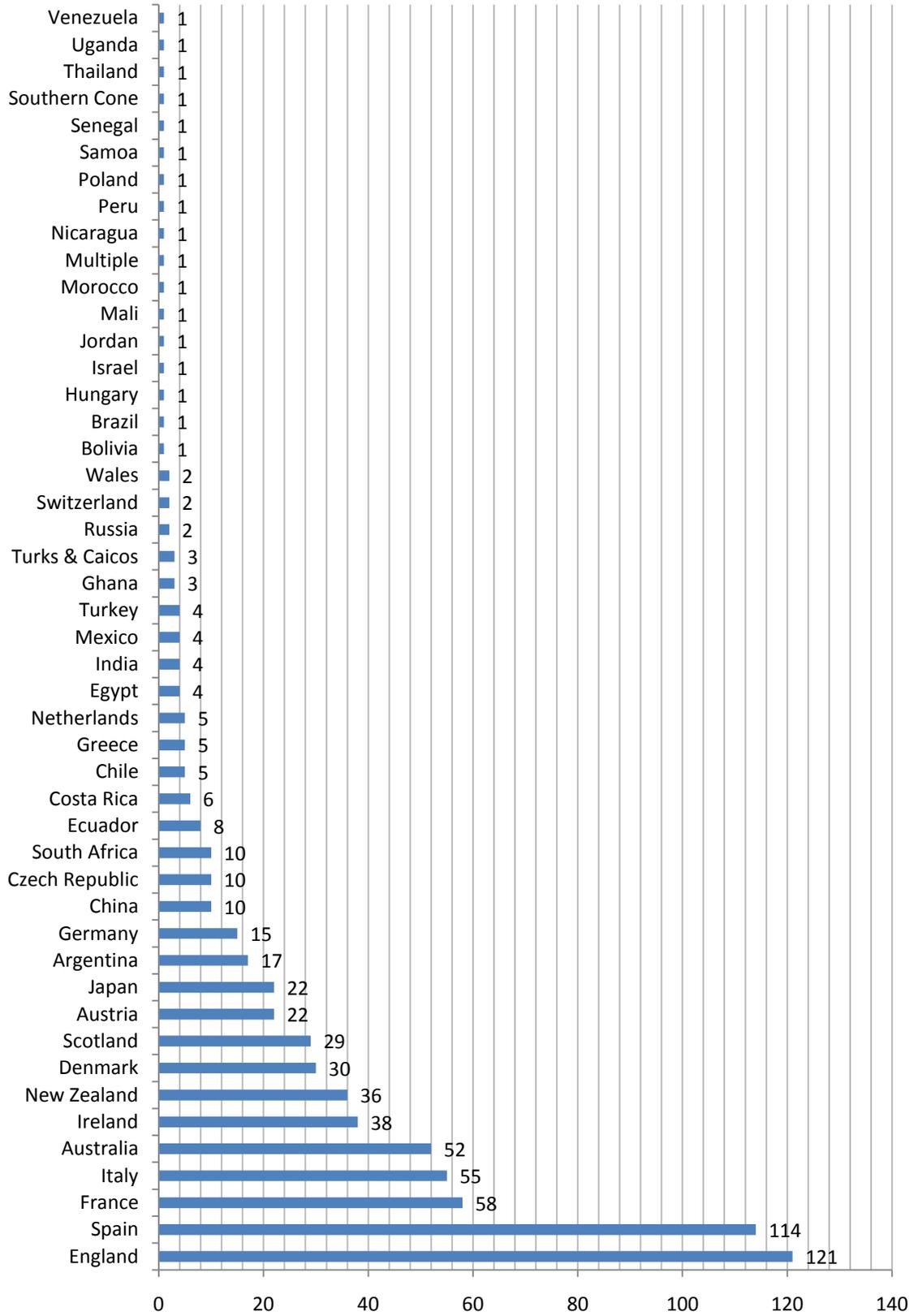
**Table 3: Percentage of Majors Studying Off Campus  
2004-2005 : 2008-2009**



**Table 4: Total number of Majors  
2004-2005 : 2008-2009**



**Table 5: Study Abroad by Country**  
2004-2005 : 2008-2009



### *Financial Accessibility*

To help students make off-campus study financially accessible, the Uniform Tuition Policy is in place. With this policy, students pay DePauw tuition regardless of the cost of their off-campus program; because of the set of approved programs, in some cases DePauw pays more tuition to an off-campus program than what we charge in tuition. Students continue to receive all financial aid and scholarship as they normally do (with the exception of work study). Students also pay their chosen program's room and board costs in addition to the other additional costs of off-campus study, including airfare, books, local travel, and health insurance. The Financial Aid office is able to recalculate a student's financial aid package to take into account the loss of work-study and the additional costs of off-campus study. In 2002, a 12% spike in student interest in off-campus study made it impossible to send that many students off campus given the budget at the time. As a result, to better manage the off-campus study budget while maximizing the number of students who could study off campus, the University implemented enrollment limits on programs and an off-campus study fee (\$2500 for one semester, \$3000 for two semesters). The amount of the fee was determined to be the average difference between the net tuition income from what is charged to DePauw students and the average tuition expense the University pays to an off-campus program. This fee was not well accepted by students, parents, alumni or trustees. However, because of the desire to not cut other programs or services in order to allocate more money to the off-campus study budget and because of tightening budgets across the University, the Trustees have maintained this fee.

At the same time, recognizing not all students could afford this additional cost, the University implemented financial support for those students qualifying for need-based financial aid. In the years since, this scholarship of roughly \$100,000 a year has remained, and additional scholarships are made available. These include two scholarships that are subject or location specific, in addition to the growing number of endowed scholarships that support the general scholarship fund. In the years 2004-2005 to 2008-2009, a total of 315 students received an off-campus study scholarship for a total of just over \$500,000. Awards ranged from \$150 to \$3200. Given the rising financial need of students at the University (as shown earlier in Table 2) and the use of a student's level of financial need to make these awards to support off-campus study, it is important the University review the categorization of financial need levels to ensure we are equitably administering financial support to all students studying off campus.

### *How is off-campus study integrated into the curriculum?*

Before students depart for their off-campus program, they are required to complete a course credit form to account for, and acquire approval for, course credit. This requires an advisor signature and a department chair signature for any course counting toward a major or minor. The CIEE reviews the form for credit conversions and appropriate courses. The Office of the Registrar double checks and files the form. The goal is for students to begin their off-campus program with as many courses approved for credit as possible. However, many students will change courses when they begin their program and seek approval for courses via email. In spring 2009, department chairs were surveyed about the course approval process for off-campus study and the role of off-campus study in their departments' curriculum. Of the 13 department chairs who responded to the survey, almost all of them report that the course approval process is difficult as students do not always come with all materials they need to determine credit and often do so at the last minute. Most chairs also agree the process is necessary because department chairs need to be the ones who determine the appropriateness of the courses to the majors and minors. When reviewing course credit forms, chairs report that they generally look at courses that are similar to the courses offered within the department or are generally appropriate content for the department. Others report that they look at similar levels of rigor for the equivalent of a course level here (i.e., 300/400 level). Some department chairs use as few as a couple of sentences to describe the course while others require full syllabi; ultimately, approval and what is necessary to give that approval is determined by an individual chair.

Off-campus study courses are recorded with a course number of OCS. If requested, the Registrar will assign a specific course number with an O for a section number -- e.g. SPAN 335O. The problem with this, of course, is that the "O" looks like a zero. If the course is approved for department credit, the department prefix is added. If not, UNIV, for "University Studies" is used as the department prefix. Department chairs approve departmental credit, which includes credit toward majors and minors. In most cases, if the Office of the Registrar lists a course as department credit, it will apply to all the majors and minors in that department. If the Registrar wants something not to apply, the course is generally listed as UNIV. Often Modern Languages requests OCS courses to appear in the department, but not count toward the major. Right now, there is no good way to do this so often it's done by putting something in the title. For instance, a course called "Grammar and Composition" that is in Spanish but not to be counted toward the Spanish major might be listed on the transcript as UNIV OCS: Spanish Grammar and Composition.

The Office of the Registrar has the ability to assign specific courses to a major or minor. A sociology course that is listed as SOC OCS: Modern French Life can be marked in the student's transcript as fulfilling a social science graduation requirement. This only affects the advising transcript, but it makes a lot of students happy to see their courses under their majors.

The Office of the Registrar maintains a listing called "semester header" that is used for the header on each term. For OCS semesters or transfer work, the Registrar lists the program in the term information. Generally, the program name used is what is on the OCS course approval form, not the name of the transcribing institution. Thus, for the Butler programs, it's not stated that the credit is from Butler, but from IFSA Paris, for example. This is the only indication of where the credit is coming from. In the future, the Registrar has indicated wanting to have the information associated with each course, rather than the term.

The amount of credit awarded is usually based on conversion charts supplied by the OCS program. These are sometimes difficult to figure out, though they are reviewed annually by the Center for International & Experiential Education and often the same schools are used from year to year, so they're pretty accurate. One wrinkle in the amount of credit awarded is the lack of consistency about how courses are counted toward a major or minor. Generally, a course that transfers as .75 credit will count as one course toward the major or minor or fulfilling a graduation requirement, but one that transfers as .5 credit will only count as a half. We are thus somewhat ambiguous on whether we are counting credit totals or number of courses.

The Management Fellows and the Media Fellows programs of distinction require students to do an internship off campus as a part of the program curriculum. The program directors coordinate the internships with the students. No other academic program or department requires students to study off campus. Rather, some departments recommend it or just mention it in their departmental descriptions. Departments that reference study abroad include: Anthropology/Sociology, Art, Biology, Classical Studies, Geosciences, East Asian Studies, Economics, English, Modern Languages, History, Physics, Political Science and Women's Studies. Departments that do not refer to off-campus study include: Chemistry/Biochemistry, Black Studies, Communications & Theatre, Computer Science, Conflict Studies, Education Studies, Film Studies, Kinesiology, Mathematics, Music (CLA), Philosophy, Psychology and Religious Studies. Beyond what is in the course catalog, how faculty members include study abroad in their conversations with students is highly dependent on their own experiences and their relationships with students. The same core group of faculty members tends to write recommendations for students applying to study off campus on a regular basis, from which one might assume these faculty members have included study abroad more in their conversations with students.

In the spring 2009 survey of department chairs, faculty members generally reported that there is tremendous value in study abroad. However, they provide a mixed response about the value of study abroad courses to their departmental curriculum. They state the following:

*“It has no direct connections to my [department] but I think it is valuable for students to study abroad.”*

*“No. There is no control on the quality of the off-campus course, no guarantee that the student has done the work, or done the work well. We just have to assume the student has gotten something out of the course.”*

*“Yes, it is enriching to our students; we redesigned our curriculum to be easier for students to work out & do; it is a direct fit to our discipline”*

*“For some programs, this is definitely true; some courses/fields aren’t offered here, for one reason or another. For other programs, I believe the OCS courses are not as high-quality as what we can offer here (but these are hard to pinpoint) because of lack of labs, very large class size, etc...”*

*“Yes – it seems obvious. They come back more mature and sensitized to differences, and they have a broader menu of courses to choose from (maybe) than our small program can provide.”*

*“It is essential for our students to go overseas. Learning ‘in the field’ can make material come alive in a way that is not possible back here at DePauw.”*

All students who study off campus are required to complete an off-campus program evaluation, which are in turn made available to any student exploring off-campus study. From these evaluations, students generally indicate the successful integration of off-campus courses and courses in a variety of major and minor fields, including: Anthropology, Art History, Classical Studies, Computer Science, Economics, English, History, Modern Languages, Political Science, and Sociology. While students majoring in the sciences do not often receive credit for their majors from off campus programs, having a science major does not prohibit a student from studying abroad and receiving credit in other areas of the curriculum. Many DePauw students who participate in study abroad programs are double majors, so we do well in accommodating diverse student need. It is also apparent that DePauw closely monitors the quality of the programs it offers to its students. In their overall evaluation of the program, nearly all students rate the programs as excellent or good.

In many cases, students use off-campus study as an opportunity to take courses in areas not offered at DePauw, which may add depth or perspective to their general education or major field curriculum. One student writes in her evaluation that her economics course was “interesting because we learned about the British economy, which is something I had never studied before.” Another writes that her primary goal was “to explore classes outside my major. I did so . . . with Renaissance Art, something I never would have taken before here.” For students studying in countries where they study in a language other than English, they often reply that their primary motivations for study abroad were either to improve their command of a foreign language and/or to immerse themselves in an authentic cultural environment. A typical response is:

*“To improve my French, learn more about other cultures so that I could be confident in my French classes. I feel that I definitely accomplished them.”*

Generally, most students are very satisfied with the fit of the program into their academic plan. Students comment that the programs provide them with relevant classes to further their academic goals and allow them to receive credit for major or graduation requirements they need to fulfill. One student writes, “I

wanted to learn about the British arts, and I don't think I could have succeeded more thoroughly. . . . All four credits [counted] toward my [theatre] major." From such responses it is apparent that the programs to which we currently send students are diverse in their offerings and able to meet student expectations. They cannot only take courses for credit in their primary major but also for a second major or for a minor. Students respond favorably that their courses cover a sufficient amount of material at a reasonable pace, presenting a different perspective in the major field of study and causing them to think critically about issues in the United States. They generally are in agreement that their off-campus experience lived up to their expectations.

While students' off-campus program evaluations include complaints about individual courses, professors, or administrative practices, these complaints are mostly isolated and almost always qualified with a more general approval of the program and the experience. More consistent criticism focuses on academic advising within the off-campus programs; students note that they receive little advice about course selection, university facilities, or extracurricular activities. One student writes, "We had one week of orientation . . . before classes began. Workshops were mostly about study skills—nothing practical for foreign students. Simple things, like how to make a local phone call or how to write my L. U. [Lancaster University] address, would have been helpful. . . . The university is all about red tape and inefficiency." Some students also express mild disapproval at the lecture style of their professors and the apparent passivity of non-American students, commenting that they were not challenged to think critically. Another student writes, "The classes were long and only once a week, which didn't lend itself well to learning for me. British Politics was interesting but only fairly taught. International Management was low quality." Another student writes, "Having pre-defined lectures . . . kept you less on your toes. One could slack until the final weeks easily. [This format] promoted a bad work ethic." These criticisms seem to be related. Accustomed to the culture of a liberal arts institution, DePauw students prefer close interaction with their advisors and discussion-based classes. Finally, when asked about the level of rigor or the quality of education offered by the programs, students acknowledge that program courses are often easier than their courses at DePauw.

As part of our broader curricular integration efforts, all students who study off-campus are required to attend pre-departure sessions and attend two of three re-entry sessions. Pre-departure orientation covers academic issues, financial issues and general health and safety information. Also integral to pre-departure orientation is a discussion with returned off-campus study students and faculty members about cultural adjustment, with specific focus on the kind of program and experience students are undertaking (e.g., students going to a language program talk with a language faculty member about how to maximize language learning; students doing a direct enroll talk with returned students and faculty members about how to approach a different academic style). Upon return from off-campus study, students are required to attend an initial celebratory reception at which a member of the faculty speaks about the academic integration that now needs to take place (in the recent semesters, the President, a faculty member in religious studies, and the Dean of Academic Life have spoken). Students are then required to attend at least one of the additional two sessions, aimed to introduce ways in which they can extend and synthesize their experiences off-campus, and which are typically a career-panel discussion and a reflection session with a member of counseling services. In addition to these events, students also have the opportunity to participate in a photo display, open mic nights and individual presentations.

DePauw University and the CIEE have worked to get students to reflect on the academic nature as well as the personal nature of their experience. Currently, we are participating in a pre- and post- survey instrument administered by the Great Lakes Colleges Association (GLCA). This is administered to all of our semester and Winter Term students going abroad. The goal is to identify aspects of a program that promote intercultural awareness within the context of the liberal arts. While not directly related to curriculum integration, this instrument may lead to identifying certain aspects of study abroad that we can better integrate into the curriculum for the students' benefit, both pre-departure and upon return.

Faculty members, as well, play an integral role in curricular integration efforts of the off-campus study program. Recent figures indicate that nearly three-quarters of DePauw's faculty have had considerable experience outside of the United States, by their upbringing in another country, by academic or professional work in another country, or by leading groups of students abroad for a Winter Term course. DePauw's policies toward leaves and sabbaticals allows for additional financial assistance for those pursuing their leaves abroad, encouraging this international experience amongst the faculty. In turn, this helps students integrate their experiences. They can speak with faculty members who have personal experience living and working abroad. Faculty members who have had this experience call on students to talk about their experiences when they return to campus. While these reports are common, they are anecdotal. We do not currently have a clear assessment process in place to accurately determine how often or in what ways this integration in the classroom happens. Including this as an element in departmental self-studies is one way, though other means are needed for more regular assessment.

Finally, DePauw's use of technology in and outside of the classroom is quite common. This is an area that could better be taken advantage of in enhancing international study and tying the off-campus experience with the on-campus curriculum. While time zones do complicate things, the existence of inexpensive open software like Skype could allow for more communication between off-campus students and on-campus students. There could also be more communication via technology between international partners – contacts made through faculty relationships and University partnerships – and DePauw classrooms.

### ***What are the outcomes of off-campus study?***

In Spring 2009, 2311 students and graduates who had participated in an international project or program (for Winter Term or semester-long) were asked to complete a survey that asked if studying abroad directly influenced their postgraduate plans. Of the 212 students that studied off campus for a semester, 194 responded with comments. This same number of students indicated that their off-campus study influenced their postgraduate plans. In some cases, working independently at a large university in a cosmopolitan milieu made them feel more prepared for graduate study. A student preparing for graduate work in Classical Studies writes, "Oxford is excellent preparation for graduate school... It was the best experience of my college career." In other cases, the experience revealed exciting and unexpected opportunities and compelled students to revise their postgraduate plans. Students who return from studying abroad often return to Durham House to investigate options for working abroad or studying abroad after graduation. One student who interned at a public relations agency in London writes that studying abroad "has helped me to figure out where I would like to focus on after school, as in my job. It has interested me in working overseas or with a company that has branches overseas." Another student writes, "I have become more adventurous in deciding what I want to do in the future. [Studying abroad] influenced me to want to teach abroad after graduating." Several students indicate that they are exploring Peace Corps and Teach for America as potential plans after being influenced by their off-campus study.

When asked what aspect of off-campus study influences them the most, almost all students respond that that linguistic and cultural immersion is the most influential. All students cite some growth in knowledge or understanding about their host country while some report that their perception of the United States has changed by seeing the world from a less American-centric perspective. A majority of students indicate that their off-campus experience complements their DePauw courses, with many reporting that courses counted for credit in their majors or minors. All students respond that they would recommend study abroad to other students as a means of academic advantage and personal growth.

At this time, DePauw does not conduct a pre/post evaluation to measure changes in knowledge or attitude of students studying abroad. However, we are participating through the GLCA in a Teagle Foundation

funded study to determine qualities of study abroad programs that lead to desired liberal arts outcomes. As a result, we should be better able to determine the outcomes of students studying abroad.

***Is there adequate administrative oversight of the off-campus study program?***

The Center for International & Experiential Education (CIEE) is the administrative body for study abroad. Members of the Center have numerous years of experience and training in the field of international education and are aware of the Standards of Good Practice for Education Abroad, put forth by the Forum on Education Abroad (<http://www.forumea.org/>). As it currently stands, the administrative staff is reviewing elements of these standards, with particular attention to health and safety. CIEE staff also work have oversight of Winter Term, international student services, international employee services and some internship advising, much of the work in these areas is done together, in order to generate consistent policies, forms, and processes. The off-campus study staff of the CIEE currently includes:

*Rajai Bimbo*, Assistant Director (x4058, [rajaibimbo@depauw.edu](mailto:rajaibimbo@depauw.edu))

- Advising
- Pre-departure and re-entry programming
- Assistance with program applications and visa questions

*Aliza Frame*, Assistant Director(x4368, [alizaframe@depauw.edu](mailto:alizaframe@depauw.edu))

- Advising
- Pre-departure and re-entry programming
- Assistance with program applications and visa questions

*Kate Knaul*, Director (x4371, [knaul@depauw.edu](mailto:knaul@depauw.edu))

- Approved programs
- Inter-institutional agreements
- International Education Committee

*Angela Modglin*, Program Administrator (x4373, [angelamodglin@depauw.edu](mailto:angelamodglin@depauw.edu))

- Off-campus study tuition payments
- Off-campus study costs and dates
- Off-campus study transcripts
- Scheduling advising appointments

*Roni McMains*, Secretary (x4355, [rmcmains@depauw.edu](mailto:rmcmains@depauw.edu))

- Scheduling advising appointments

The CIEE collaborates with academic departments and programs, including academic departments, the Academic Resource Center, Academic Advising, the Office of the Registrar, and Career Services. It works closely with the Wellness Center, the Dean of Students Office, and Housing and Residential Life. It also works with the Office of Institutional Research and the Office of Admission. Through these multiple relationships, the CIEE aims to develop and implement policies that are in line with the goals of academic and student life. The CIEE in turn is overseen by the Office and Vice President of Academic Affairs, through the Dean of Academic Life.

The CIEE maintains all written documents and policies on its website in order to make materials accessible to all University constituents. The CIEE works with the International Education Committee (IEC), a faculty committee that reports to the Committee on Academic Policy and Planning (CAPP), to establish and approve the application process for students to study off campus. It also works with the IEC

to identify programs that may better meet the needs of students and departments, gathering appropriate information for the faculty committee to make a decision. From the IEC's charge:

The purpose of the International Educational Committee is to make policy recommendations about international education. The IEC defines "international education" as inclusive of the international components of off-campus study, winter term projects, on-campus curriculum, faculty development, admissions and recruitment, student life, student internships, campus programming, and inter-institutional collaborations. The IEC is committed foremost to ensuring the quality of international education opportunities at DePauw, with due attention to the number, diversity, and accessibility of these opportunities. The IEC will act as a liaison between the Center for International and Experiential Education (CIEE) and coordinating committees and administrative bodies at DePauw. The IEC will consider all aspects of international education at DePauw, including:

- a. Establishing and refining an international education philosophy that includes a set of criteria by which the success of international education at DePauw may be assessed;
- b. Setting standards for international education opportunities, such as approval of off-campus study programs;
- c. Advising CAPP on admission standards for international students;
- d. Advising on administrative issues that affect international education, such as off-campus study costs and international student recruitment;
- e. Promoting international education throughout the on-campus curriculum;
- f. Promoting international learning opportunities for DePauw faculty, staff, and community members;
- g. Reviewing the on-campus support structures for international students at DePauw;
- h. Reviewing policies related to the recruitment and support of international faculty members;
- i. Approving programs for off-campus study opportunities for students; and
- j. Reviewing off-campus study applications and monitoring the off-campus study application process.

While the staffing of the CIEE as it relates to off-campus study has fluctuated, it currently stands at a total of two FTE. Staff members who advise on off-campus study work with prospective students to off-campus study, those ready to depart and those returning to campus. The average in-person advising load and number of advisors over the past five years plus, the 2009-2010 year (estimated) is as follows:

<b>Off-Campus Study</b>	<b>Average</b>
Prospective advising	273
Pre-departure advising	151
Returned advising	159
Total advised	583
Number of advisors	2
Advisees per Advisor	292

Advising sessions are an average of 45 minutes long, so with an average of one 45-minute advising session per students, 26235 minutes or 437 hours are spent doing in-person advising. Of course, off-

campus study advisors also do a lot of email follow up with program providers and students, conduct information sessions, pre-departure and re-entry orientations, and participate in campus and regional or national committee work.

While the majority of student responses about off-campus study are positive, there is a minority of negative responses, particularly with two recurrent criticisms. First, that administrators at the CIEE make the application unnecessarily complicated, and that applications are sometimes protracted or denied for “vague” or “personal” reasons, even when the proposed study abroad program seems to match the student’s academic plan. Second, unexpected fees and expenses sometimes forced students to change or abort their plans to study abroad. In both cases, students claim that they were “misled” about the cost of applying or about the criteria by which their applications are evaluated. To the authors, it is not evident that these criticisms are justified, but it is clear that the application process must be more transparent and that student expectations are clearly cultivated so that these perceptions of inconsistency do not continue.

Finally, the CIEE is also responsible for risk management within all off-campus study at the University. There is no formal directive from above or participation with other offices. Instead, the CIEE staff request annual meetings with the director of emergency services and other meetings with individuals as needed. While student orientation sessions are adequately covered, broader issues of risk management have not been fully vetted or adopted by the University as a whole. This remains a central piece of the CIEE’s work.

### ***Conclusion***

Off-campus study is a valuable and appreciated part of the DePauw experience. An overwhelming majority of students that have studied off campus for a semester report that they would recommend off-campus study to others. Repeated comments of “YES!” “definitely” and “absolutely” indicate students’ enthusiasm for the experience and their desire to have more classmates participate. Students acknowledge the assistance of the Center for International & Experiential Education and their academic advisors at DePauw in planning their off-campus study. The majority of students report that studying abroad was one of the most meaningful and memorable experiences of their lives. Fostered by careful advising and preparation, off-campus study complements a wide variety of academic plans. In fact, the experience is often transformative, enhancing students’ work on campus and enlarging their sense of possibility after graduation. In this way, off-campus study is not simply compatible with our curriculum, but integral to it.

As internationalization continues at DePauw, it is important to continue work on the following:

- Increased transparency in administrative operations.
- Improved clarity of roles between administrators and faculty members.
- An improved financial structure to maximize the number of students studying off campus.
- Additional research into how faculty members integrate returned study abroad students’ experiences in the classroom.
- Public and clear statements about adherence to the ethics and integrity of administering study abroad programs, based on the Standards of Good Practice for Education Abroad, published by the Forum on Education Abroad.
- Better assessment of student learning and development, rather than reliance on student-reported growth.

### **Appendix:**

4 – Criteria for approving OCS Programs 3.19.08

5 – Off-Campus Study Handbook and Application Materials 2009-2010

## WINTER TERM

Winter Term provides multiple international opportunities to students and faculty. Below is a detailed description of the international Winter Term options: Faculty-led Off-Campus Study and Service courses, Internships, Independent Study projects and Study at Another School. While this report reflects the last 5 years of Winter Term program offerings, discussions surrounding DePauw's Intellectual Life and the role Winter Term plays in contributing to the intellectual development of our community may significantly change how Winter Term is administered and perceived on campus.

From a survey sent to students in spring 2009, 113 responded having an international Winter Term experience. Students report mostly positive experiences as part of Winter Term off-campus options. Many indicate long-lasting impacts on their perceptions of the world and how their experiences shaped their academic and post-graduate lives. While returnees claim superficial changes in perspectives, often the three weeks abroad can play a role in opening the door to more options to students if they choose to take them.

Participation in international Winter Term options is steadily rising with students traveling to diverse destinations. With larger incoming classes and an emphasis on internationalism at DePauw University, this trend is expected to continue. While more students seeking out international experiences can be a good thing, concern lies in ensuring these opportunities are of high academic quality while making the opportunity accessible for all students.

Finally, Winter Term is a focal point of the Intellectual Life discussions occurring at DePauw University. A number of issues related to the Winter Term program are being addressed by faculty and staff. The issues include, but are not limited to: intellectual rigor and academic integrity, grading of Winter Term courses (moving away from Pass/Fail), faculty workload and expectations of Winter Term obligations, access for students with high levels of financial need, and the fact that Winter Term courses are rarely integrated into a student's other course or co-curricular work. The expectation is that Winter Term as a program will be dramatically different as early as Winter Term 2012. The goal is to integrate Winter Term into the academic and intellectual life of DePauw and hold it up as a cornerstone of a DePauw education.

### History of Winter Term

Winter Term was adopted as part of the academic calendar and curriculum in 1969. In 1982, the faculty reviewed the purpose of Winter Term, upholding the original purpose:

“Winter Term should foster creativity and independence on the part of everyone...’  
Winter Term offers members of the DePauw community a change of pace between the traditional semesters. It provides an unusual space for experiential learning, opportunities for new forms of collegiality among and between students and faculty members, and a special time for reflection. The relative informality of Winter Term encourages the sharing of interests among students and faculty members, and the reduced emphasis on grades encourages more adventurous mutual exploration by removing penalties for only partial success.

We rather hope that Winter Term (along with the other undergraduate academic and social activities) encourages our graduates to be self-educating citizens.

The 1982 task force further stated that they felt the purposes of Winter Term for students were:

1. To study or work intensively on one specific problem or on topics of significant personal interest and educational merit;

2. To explore a new subject;
3. To work collaboratively with faculty members with similar interests;
4. To study a problem or topic from a cross-disciplinary perspective;
5. To learn and practice a new skill;
6. To participate in a group project, performance or educational experience;
7. To explore or experience a potential career or major;
8. To learn about oneself in relation to potential majors;
9. To work and live with others in providing a community service;
10. To participate in a different community experience.

For faculty members, the task force suggested the following purposes:

1. Offer discipline-related projects during Winter Term that are too specialized for a semester course
2. Teach an area of expertise beyond the normal boundaries of their department
3. Become co-learners with colleagues and students
4. Teach in a different ways, including tutorials, intensive seminars, team-teaching, exploration of less-traditional methods

The faculty has not substantially revised the definition or purpose of Winter Term since its inception. In 2008-2009, newly appointed President Casey charged the faculty to seriously reconsider many aspects of the curriculum, including Winter Term. The faculty spent the year debating what Winter Term should be, with a summer working group putting forth one proposal for further discussion in the summer of 2009. Currently, the Winter Term Subcommittee, the appointed subcommittee of the Committee on Academic Policy and Planning (CAPP), is working on drafting a final proposal to submit to the faculty for a vote, anticipated to take place in 2010.

Some of the topics under discussion include the following:

- *Intellectual rigor and academic consistency:* The original purpose of Winter Term as a time to explore areas of interest with a decreased emphasis on grades, coupled with the intent for the term to be experiential, has led to a wide range of quality and rigor across the work of both students and faculty members. Questions about rigor and academic quality include how to grade a faculty-led course off campus, how to assess learning that takes place in three weeks, what kind of rigor is delivered in a three-week course, and what kind of assessment can be implemented for a student doing an internship who does not interact with a university representative over the course of the term. Together with the lack of down-time between Winter Term and the fall and spring semesters, particularly between Winter Term and the spring semester, many students and faculty comment in course evaluations that they feel Winter Term should be more relaxed and an easier time.
- *The place of internships in the curriculum:* DePauw students can pursue internships through a variety of departments and means, for semester and for Winter Term, all resulting in an uneven quality of experience and academic synthesis. Should the internship program in Winter Term be extracted and housed in a central administrative location? Should Winter Term internships earn academic credit, and if so, what should be the academic requirements?
- *Faculty credit and workload:* Currently, faculty members are required as part of their teaching position to teach Winter Term every three years. They earn credit every time they teach an on-campus course (3 credits), an off-campus study or service project (3 credits) or supervise interns (2 credits). Faculty members who are tenure-track who offer courses in years they are not obligated, earn a percentage of salary replacement toward a longer sabbatical (10% for those offering off-campus or on-campus courses, 7% for those supervising interns). They do not earn credit for supervising students completing independent study projects. For on-campus courses and off-campus study and service projects, faculty have little down time between semesters, and

often have to turn around quickly to prepare for the spring semester. Many report feeling burnt out as a result. The question posed is: should the teaching of a Winter Term course be part of the teaching load? Resulting questions include how this would impact a faculty department's semester curriculum, and how would this impact course size.

- *Winter Term courses offered for a grade:* There are strong advocates for continuing a pass/fail system as it is “difficult” to grade an experience. Pass/fail also allows students to explore topics they might not otherwise because they do not need to fear the impact on their GPA that might result. However, others argue that the pass/fail culture results in students not taking the course seriously.
- *Winter Term courses offered for regular academic credit:* Currently, Winter Term courses on and off campus are offered for Winter Term credit, where students need to earn three to graduate in addition to their semester requirements. There is some question if Winter Term courses should be offered for regular academic credit, increasing the total number of credits necessary to graduate. Some individuals argue this would help students take the courses more seriously and allow some departments to teach courses for their majors they would otherwise not be able to offer for major credit. Others argue this would detract from the exploratory nature of Winter Term. There is also the question of how this impacts what is normally taught in the semesters already, faculty teaching load and class size.
- *Cost of and access to Winter Term experiences:* As costs of programs have gone up, the duration of international projects has shortened, so what students are getting is different. As costs have increased, the question of who has access to these experiences also changes. While financial support is more available than in the past, the reality is there is not enough for every student to afford the course costs. Do we have a two-tiered system where those with the resources can participate in international Winter Term opportunities at DePauw, while those who do not have the means are denied access? How do we continue to make these opportunities affordable for all students without sacrificing academic integrity?
- *Curricular integration and synthesis of experiences:* upon return from Winter Term, how do students incorporate their experiences and new knowledge into their classes at DePauw? Currently there is no formal “re-entry” programming for returned Winter Term students. Without sustained reflection after the experience, experiential learning falls flat. New perspectives and global-awareness may find their ways into individual course work or discussions with other students, but there are limited data showing the impact international Winter Term experiences have in on-campus courses.

### **Winter Term Office**

The Winter Term Office is part of the division of Academic Life, reporting to the Dean of Academic Life. The Office currently consists of the following individuals and their responsibilities:

*Mandy Brookins Blinn*, Associate Director (x4090, [amandabrookinsblinn@depauw.edu](mailto:amandabrookinsblinn@depauw.edu))

- Faculty-led off-campus project coordination
- Independent Study Project advising and coordination
- Winter Term Subcommittee

*Kyle Danforth*, Senior Assistant Director (x6004, [kyledanforth@depauw.edu](mailto:kyledanforth@depauw.edu))

- Internship coordination and advising
- Independent Study Project advising
- Alternative Winter Term completions

*Kate Knaul*, Director (x4371, [kknaul@depauw.edu](mailto:kknaul@depauw.edu))

- On-campus courses

- Faculty obligations
- Winter Term Subcommittee

Roni McMains, Secretary (x4355, [rmcmains@depauw.edu](mailto:rmcmains@depauw.edu))

- Billing and accounts
- Financial support for students
- Course registration

In addition, the Winter Term Office works collaboratively with the two staff members in the Winter Term in Service (WTIS) Office, which is part of the Hartman House for Civic Engagement and the division of Student Life. The WTIS Office works with the off-campus faculty-led projects that are centered on a service project, coordinating a number of the logistics, processing the finances of the projects, and awarding additional WTIS scholarships. The Winter Term Office does the same work, though none of the logistical coordination, largely because of the sheer number of projects (an average of 18 projects compared with an average of 4 WTIS projects).

The Winter Term Office works with the Winter Term Subcommittee, a subcommittee of the Committee on Academic Policy and Planning. From the Academic Handbook:

The Winter Term Subcommittee is a subcommittee of CAPP. It is composed of four full-time faculty members (appointed by CAPP, one from each division, for three-year staggered terms), two students (appointed yearly by Student Congress), the Vice President for Academic Affairs (or his or her representative), and the Winter Term Coordinator as an ex-officio member. The committee should report to CAPP in the spring of every year. The responsibilities of the Winter Term Committee are the following: 1) review policies, procedures, and standards pertaining to all Winter Term programs; 2) oversee and make final recommendations about the staffing of Winter Term programs; 3) review and approve all proposed Winter Term projects and courses - both on-campus and off-campus; and 4) evaluate Winter Term on an annual basis, and make recommendations to CAPP regarding policy changes.

### **International Winter Term Options**

#### Winter Term Faculty-Led Off-Campus Study/Service Projects:

Winter Term study courses, led by DePauw faculty members, offer an excellent opportunity for students to explore and experience another culture, learn in a new environment, develop a skill not readily available elsewhere, and deepen their awareness of the global community. Winter Term In-Service courses (WTIS), led by students and faculty, seek to immerse students in the local community while working on projects in areas such as construction, public health, education, the environment, and technology.

The administration of Faculty-Led Off-Campus Study/Service projects requires a significant amount of time from conception to completion. Each Winter Term project requires approximately 18 months complete the administrative cycle.

The Winter Term Subcommittee discusses and approves the guidelines for the following year's Winter Term off-campus proposals in the beginning of the fall semester. Guidelines include the academic rigor and merits of a particular proposal, the relevance and diversity of the proposed destinations, confirmation the proposal was submitted by a faculty member and confirmation of two university employee leaders per group (usually two faculty members, but sometimes a faculty member and staff member). A proposed budget and potential cost per student must also accompany any proposed course off-campus.

After approval, the Call for Proposals is sent out to faculty mid-November for the following year's Winter Term program. For example, in November 2009, the WT Subcommittee sent out the Call for Proposals for Winter Term 2011. Proposals are due in February 2010.

Proposals are reviewed by the Winter Term Subcommittee during the months of February and March. Once approved, course leaders meet with the CIEE staff to go over the planning calendar and the process of choosing students to participate.

Courses are publicly announced on the Winter Term website during the last week of March. An Open House is scheduled to showcase courses available for the upcoming Winter Term where students can ask questions of faculty leaders and learn about the options for faculty-led off-campus study/service courses.

A common application is available for all course offerings through Moodle, DePauw's online learning management system. Students apply for three off-campus Winter Term courses and respond to a question related to the academic topic and course destination. Faculty leaders review applications from students and fill their rosters with their chosen students. Three rounds of applications are considered: the 1<sup>st</sup> round includes applications for students' first choice of project; the 2<sup>nd</sup> round includes those with a second choice; 3<sup>rd</sup> round includes those students who identified a third project choice. Often, popular courses are filled during the 1<sup>st</sup> round, bumping those who chose highly subscribed courses to their 3<sup>rd</sup> choice if it is still available. Students often apply for the three most popular courses at once, and are ultimately not be assigned to any courses.

Course rosters are announced and students notified of their application status (accepted or not accepted) the first week of May. Faculty leaders are asked to meet with their group of students prior to the end of the academic year. Students are asked to commit to their course by submitting an "Intent to Participate" form. This form tells the CIEE that students agree to the schedule of non-refundable and non-transferable charges to their student accounts and withdrawal policy:

*Payment calendar for Accepted students for Winter Term OCS:*

- \$100 non-refundable, non-transferable deposit charged to student account July 1
- \$150 non-refundable, non-transferable deposit charged to student account Aug. 1
- Final project cost balance charged to student account October 1

*Withdrawal Policy:*

*Students who withdraw on or before October 1<sup>st</sup> are not responsible for the remaining project cost balance. Deposits made before October 1<sup>st</sup> are not refundable or transferable. Students who withdraw after October 1<sup>st</sup> are responsible for the non-refundable project funds committed on their behalf at that time (i.e. airfare, hotel deposits, etc). Charges to the student's tuition account will be reversed only when the student's share of previously paid project costs are refundable to DePauw University.*

During the summer prior to Winter Term, leaders submit travel provider contracts and itineraries for review by the CIEE and the Vice President of Academic Affairs. Once signed and approved by the VPAA, leaders can begin working on the details of the course, and submit invoices for payment to the CIEE.

Early in the fall semester, students have another opportunity to apply for faculty-led off-campus study/service courses. Applications for "open" courses are available for those who were not placed on a project, or for incoming first year students. Similar to the spring semester application period, students choose their top three courses and applications are reviewed over the course of three rounds.

Student Financial Support (Phase I) is distributed to students with demonstrated need by their financial aid determined Need Code. Awards are calculated percentages of the course fixed costs, ranging from 15% - 40%. The percentage awarded is directly correlated with the student's Need Code (higher Need Codes receive higher award percentages). Students are also eligible to apply for any posted TA positions within their course, something that began with study projects only a couple of years ago. TA responsibilities are determined by faculty leaders and positions are usually by appointment only. Typically, there is a 30% discount of the fixed course costs for students acting as Teaching Assistants.

Students are required to complete a pre-departure orientation program online through Moodle, and submit the following documents:

- Authorization and Medical Liability form: signed by the student and their guardian (regardless of the student's age)
- Medical Form: students are advised to self-disclose any medications, medical history or information which would be of use in the event of an emergency
- Code of Conduct: signifying students recognize they are to behave responsibly and are subject to the policies set forth by DePauw's Student and Academic handbooks.
- Two copies of the student's valid passport

Copies of each document submitted by students are provided to course leaders for their reference while traveling abroad.

Leaders are issued University Commercial Cards, after completing training facilitated by the Accounting Office, and are instructed to utilize the credit cards within the guidelines of the Business Expense Policy when making purchases. Leaders can also request cash advances, but must reconcile cash purchases by providing detailed accounting of each purchase and currency exchange rates as they apply.

Upon return from Winter Term, leaders submit commercial card and cash advance reconciliations for review by the CIEE, the Vice President of Academic Affairs, and the Accounting Office. Once all funds have been accounted for, if there is more than \$20/student remaining in the course account, student accounts will be credited from the remaining balance. Courses with a deficit require charges to be placed on participating student accounts.

Students complete an online evaluation of their overall Winter Term experience, including the application process, pre-departure orientation, academic rigor and on-site cultural experience. Leaders are also asked to submit a final report evaluating the experience.

Table 3 shows the number of students participating in international faculty -led Winter Term off-campus courses. With the exception of 2007, the number of students in this type of Winter Term experience has consistently risen since Winter Term 2005.

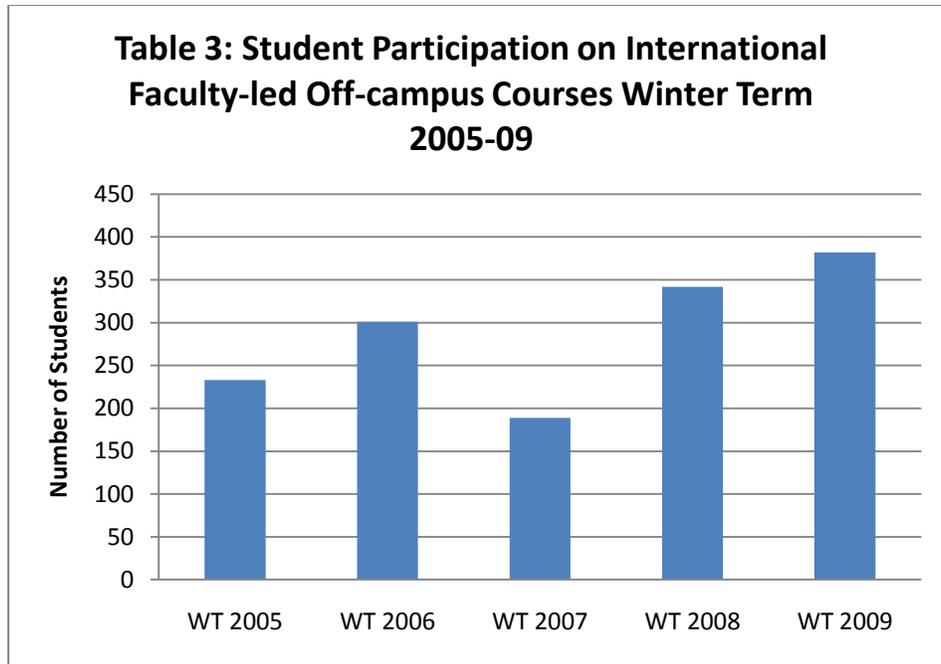
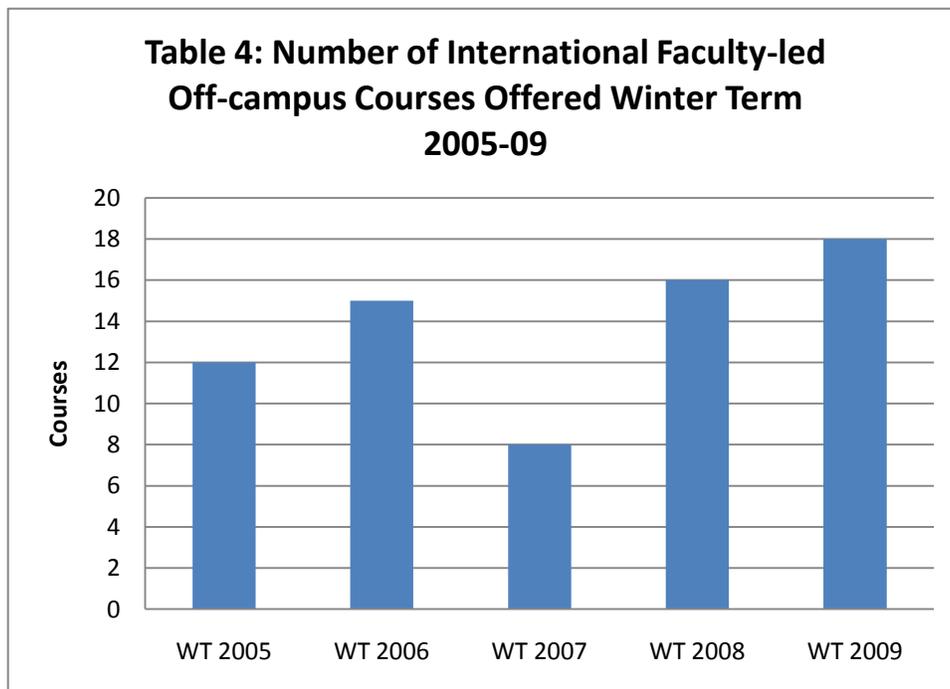
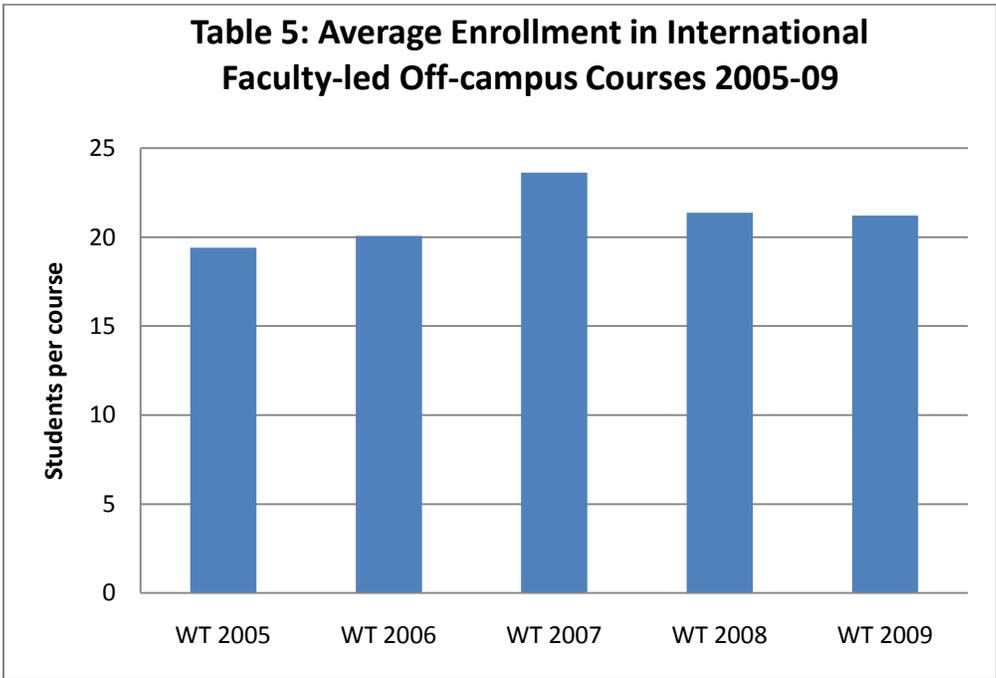


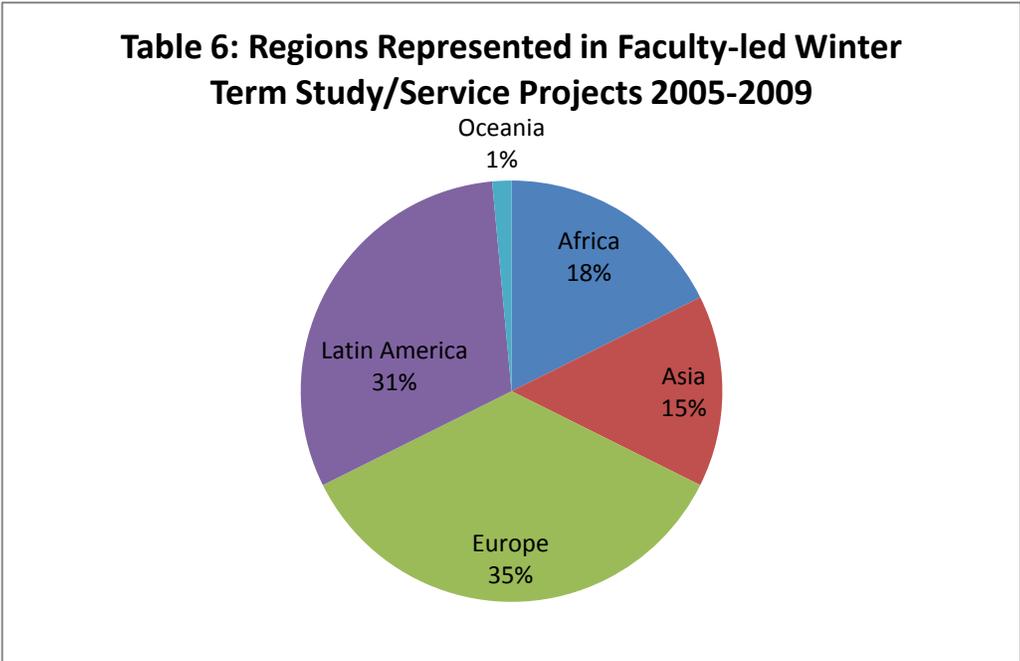
Table 4 shows the number of international faculty-led Winter Term courses since 2005. The number of international Winter Term faculty-led courses has increased by 50% since 2005, with 2007 having significantly fewer international courses, most likely due to many faculty members being on sabbatical leave.



High demand for international Winter Term courses has resulted in more courses offered (Table 4), and a slight increase in the number of students per course (Table 5). With a goal of no more than 24 students per course, DePauw is meeting its demand for international faculty-led Winter Term off-campus courses.



Winter Term international course offerings reflect a diversity of destinations and have remained generally unchanged since 2005. Table 6 shows the regional destinations of international courses. Traditionally, more Winter Term courses visit Europe and Latin America. However, a notable number of courses (3-4 per year) have gone to African and Asian destinations, something that strengthens our overall international program and that we continue to be pleased with.



## Internships

Winter Term internships offer students the chance to gain a new kind of knowledge that often affects their goals and plans for the future. Not only does such a project allow students to expand their educational horizons, but it also gives them a practical background in a particular field. DePauw students develop projects in virtually every professional field, including: business, education, health sciences, law, research, communications, media and the non-profit sector.

Applications for internships are due in late October, along with any request for Student Financial Support (Phase II). Phase II Financial Support is similar to Phase I (for off-campus courses) as students are awarded a percentage of their funding request based on their financial aid need code. Typically awards do not exceed 50% of the proposed budget. Students doing internships abroad are required to submit the same documents as those participating in faculty-led off-campus study or service courses.

Once students have submitted an internship application, which includes a host confirmation form outlining 35-40 hours of work per week for the duration of Winter Term, the CIEE assigns them to a faculty member who supervises the internship. Faculty members wishing to supervise Winter Term Interns submit their request to the Winter Term Subcommittee for approval. The intent is to assign a group of students with similar internships to a faculty member with some expertise in the area (e.g., legal/political science internships with a political science professor, biochemistry/health sciences internships with a chemistry professor, communication internships with a communications professor, etc.) Typically each faculty supervisor has 15–18 students. Students and faculty continue to work together during the fall semester in building goals and learning objectives for the three-week internships. Learning Contracts detailing goals and end “products” are submitted with the supervising faculty’s signature prior to enrollment in Winter Term.

Table 7 shows the number of students enrolled in international internships since 2005. International internship participation doubled for Winter Term 2009. The vast majority of students participating in international internships that year were international students interning in their home country for Winter Term (16 of 19). The entering class of 2012 included a noteworthy and substantial increase of incoming 4-year degree-seeking international students. This could be an explanation for the significant jump in international internship participation.

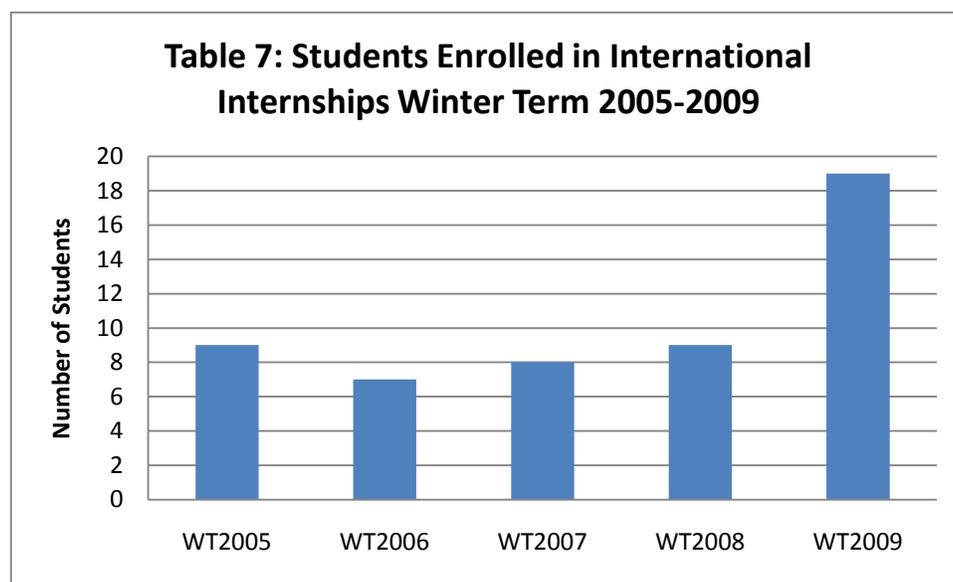
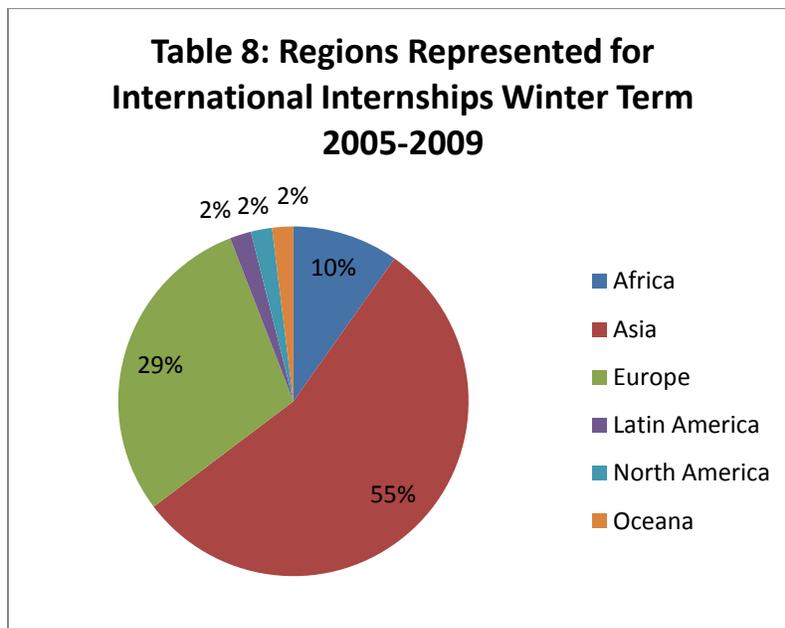


Table 8 shows the regions of the world where international internships took place. Asia is the most common location for international internships. This distribution reflects DePauw's international student population, which consists largely of students from China.



#### Independent Study

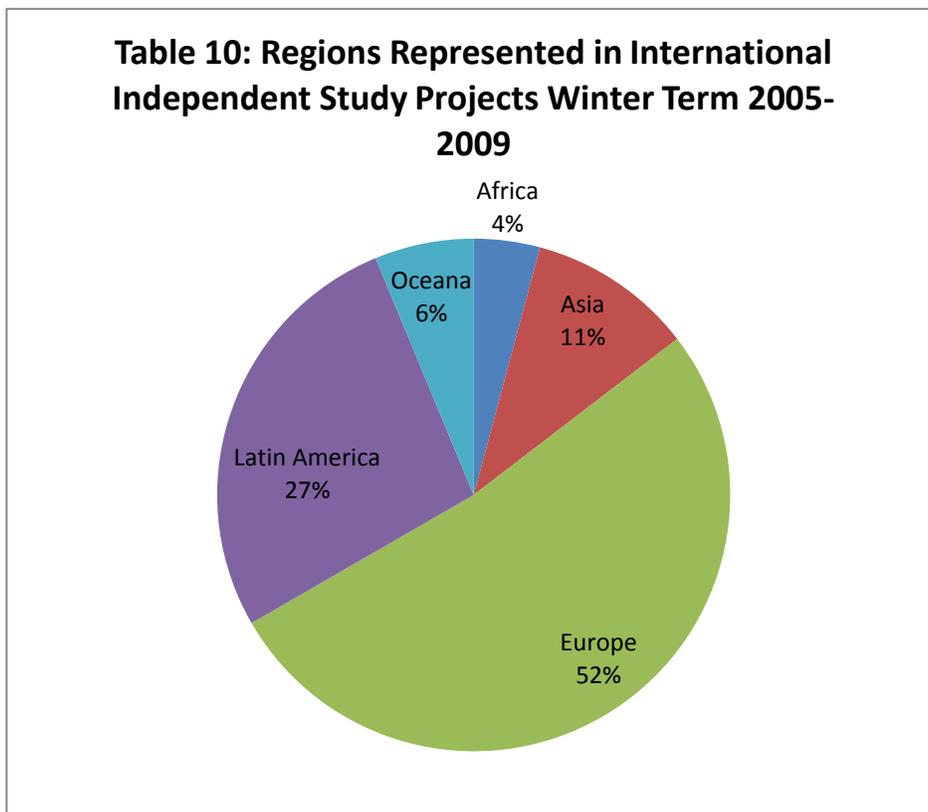
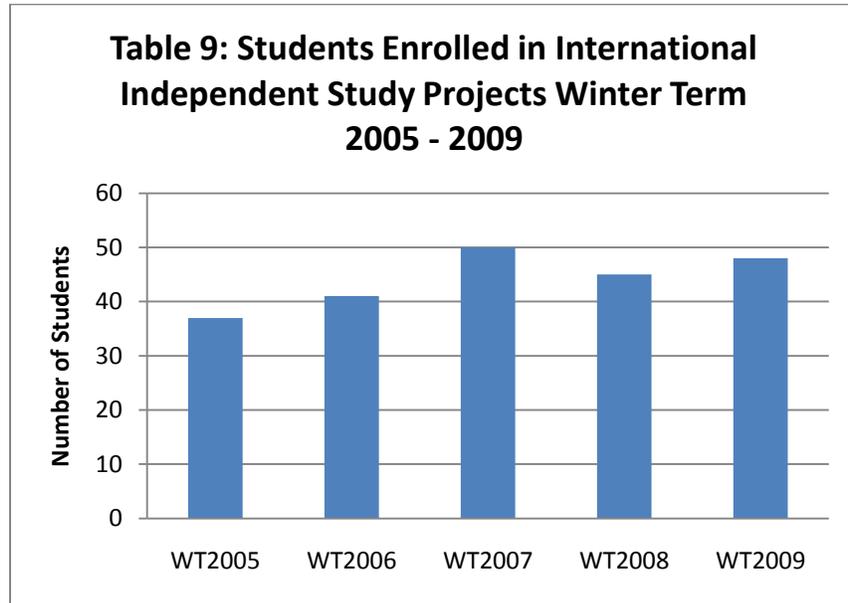
Winter Term Independent Study Projects offers a unique opportunity to explore an area of special interest. Many students find the Independent Study Project to be a good opportunity to explore a senior thesis topic or future graduate school study. These month-long projects offer significant learning experiences, and are meant neither to duplicate on-campus courses nor repeat previous projects or summer job experiences. Projects range from traditionally academic topics such as an in-depth exploration of poetry or religious texts to highly-experiential projects such as travel writing excursions. Independent study projects may be carried out on-campus or off-campus.

Students develop and propose their projects in conjunction with a supervising member of the faculty. The CIEE is available to help develop ideas for an Independent Study Project. However, students typically work more closely with a supervising faculty member who serves as the principal point of contact and evaluates the finished product. Students are expected to spend approximately 35-40 hours per week on the project and check in frequently with their faculty supervisor during Winter Term.

Similar to the internship program, students and faculty work together during the fall semester to create research strategies and formulate goals for the project. Project proposals must be academic in nature with a specific topic or goal in mind. Students traveling in groups of more than four are discouraged from submitting Independent Study Proposals. Learning contracts signed by both the faculty supervisor and student are also required late in the semester.

Applications with initial project proposals are due in late October, along with any request for Student Financial Support (Phase II), as described with the internship categories. Students doing independent study projects abroad are required to submit the same documents as those participating in faculty-led off-campus study or service courses.

Table 9 shows that the number of students enrolling international independent study projects has steadily increased. There is no quantifiable data to explain the increase. The majority of independent study projects occur in Europe (Table 10). This trend best correlates with the common destinations for semester study abroad. Europe is “familiar” and students more likely have a basic linguistic competency in western European countries.



### Study at Another School or Organization

Many other institutions and organizations also offer courses during the month of January. Students can take advantage of an even greater number of course offerings by enrolling in a Winter Term program at another 4-1-4 college or participating in a group project sponsored by another organization, such as a language intensive program abroad.

Students wishing to participate in activities at another institution must research that program individually, apply directly to the program, and submit any acceptance or confirmation letter along with their registration form to the CIEE. Upon completion of the program, students must submit a transcript or certification of completion to the CIEE for credit.

Applications are due in late October, along with any request for Student Financial Support (Phase II), as described with the internship and independent study categories. Students traveling to study at another school are required to submit the same documents as those participating in faculty-led off-campus study or service courses.

The number of students studying at another school abroad has varied since 2005, ranging from 1 in 2008 to 8 in 2007. While it does seem to be that students wanting an intensive language program take advantage of this option, there is no clear reason for the fluctuation in participation. Other Winter Term options do not seem to play a role. Regardless, there are so few students that a change in one or two individuals drastically changes the look of enrollments over time. The overwhelming majority of students (72%) that study at another school abroad do so in Latin America, largely for intensive language study.

### **Long Term Impact: Survey of former WT participants**

The spring 2009 survey included responses from 113 students who participated in an international Winter Term experience. These students cited how that program influenced their continuing education at DePauw and beyond.

#### *Compliment of the international experience to DePauw courses*

Those who reported their experience was not directly related to their major or other courses found that the international course work broadened their interests and allowed them to study something outside their traditional major.

They did not directly complement my major or minor. But I am a firm supporter of the Winter Term because it is a part of what makes us a unique DePauw student. Each time I learned important and new aspects about myself, as well as had my eyes opened to other cultures and other ways of life. It is important for us to have the opportunity to go to these places and develop ourselves not only as a classroom student but as a global citizen.

Many students identified the course either enhanced their major course of study.

Major - poli-sci: Learning about the political history of the Chile/Argentina border and then actually meeting border guards, other climbers and farmers put a real voice behind a long history of tension. Rather than reading many sources to gain perspective I was able to interact directly with those who were living it.

Other students reported a change in academic direction as a direct result of their international experience.

It provided me with more of an interest in courses that I never would have taken before. After traveling to Tanzania, I then enrolled in African Cultures and other anthropology classes which allowed me to learn even more about the African continent.

Dispelling preconceived notions:

Many students identified themselves as having preconceived notions about their destination. While some found their expectations matched their perceived reality, others found their host country to be different than they expected.

The short duration of Winter Term off-campus study experiences does not lend to a thorough understanding of a culture or civilization. For this reason, many students only see what is on the surface, and as a result, cultural stereotypes end up being enforced instead of overcome:

I now know, after twice having pickpockets try and get in my pants, that stereotypes about Gypsies are true.

I was bothered by the baksheesh economy because it resulted in a lot of pressure on the tourists and subtracted from the overall experience

I realized that Europeans don't like Americans.

England DOES have decent food, and though we both speak English the two languages are completely different.

For those whose preconceived notions were challenged, many of them identified being part of a Winter Term in Service project where they interacted with local populations more frequently. Some students on study projects were able to recognize a deeper understanding as well.

It changed everything I thought about Africa. What you hear from the media and see in TV ads is only a very small part of what is actually going on in the African continent. Seeing that first hand was very eye opening.

I went to Nicaragua and a WTIS trip. Previous to the trip, my knowledge of the country amounted to, roughly, "something about Sandinistas and Contras," and that it might be dangerous. But after traveling there, meeting the people who lived there, and even some people involved in the conflict, I realized there was so much more to the story I -- like most people -- had never heard. Research when I returned to campus became part of my honor scholar thesis.

The warmth of the Cuban people toward us was remarkable and unexpected. It gave faces and voices to the country and helped us to understand the complexity regarding our two countries' relationship.

Post Graduate Planning:

Some students report their study abroad experience directly impacted their post-graduate plans.

Confirmed my plans to pursue public health. Also led me to join AmeriCorps NCCC next fall. I also plan to participate in Peace Corps after that.

Traveling abroad in college made me realize that I wanted to travel not just as a tourist but in a way I could help the people. Now, I am in dental school and this summer will be going on a dental mission trip to Guatemala to work in the clinic for a week.

My Winter Term experience made me want to explore, and potentially, pursue a career in the volun-tourism field. If nothing else, it helped me to focus my career interests in the direction of international work.

Others equate the experience as a good conversation piece, or a gateway to possible future travel.

Traveling overseas falls under the "uncommon success" category. It is a great conversation piece and shows you are open to experiencing new things.

While seemingly a small by-product of spending time off-campus, a number of students reported a greater level of confidence in themselves as individuals:

I don't think it really influenced my post-graduate plans at all but in the future I would definitely be more open to visiting a place where I was previously uncertain based on my experience on WTIS.

My trip to Greece was my first trip outside North America, and it really showed me how much I enjoy learning about and experiencing other culture. Since this trip I have visited Thailand and Vietnam, and am planning a trip to Spain and Portugal.

### **Conclusion**

Winter Term has long-provided a diversity of educational opportunities in an array of places around the world to many students and faculty members. One of the key strengths of Winter Term has been this diversity and allowance for individual creativity. Anecdotally and in public forums, faculty members and students alike have benefitted, largely from the shared pursuits during Winter Term. Today's faculty members see these two things as key parts of Winter Term that they do not want to lose. However, they also see that who our students are and what our University provides are not the same as they were when Winter Term began. With a revision of the broader curriculum, attention to faculty workload and student ownership of their education, much has to be decided about what Winter Term will include and how it will be administered.

## ON-CAMPUS CURRICULUM

### A. Defining "International/Global" in our curriculum

From the “International Learning Goals” developed by the International Education Committee (IEC) during the 2007-08 academic year [see appendix], it is clear that the emphasis on international education at DePauw is to ensure that students “function well in the globally interdependent world of the 21st century.” Typically, courses that provide students with additional knowledge about nations and peoples outside the United States will students succeed in the global setting envisioned by these learning goals. This type of learning happens in a wide variety of places in our curriculum, including any course that addresses culture, history and societies outside the United States.

### B. Existing Majors and Minors with non-US regional focus

A recent report compiled and written by Brett O’Bannon, Associate Professor of Political Science, entitled “Interdisciplinarity at DePauw University: Problems and Prospects for Realizing the Promise of Collaborative and Integrative Learning” provides a comprehensive look at DePauw’s existing majors and minors with a non-US regional focus. In his report, he argues that Asian Studies, which offers a minor and major, represents a “highly institutionalized” program, whereas Latin American and Caribbean Studies is a program characterized by “mid-range institutionalization” since it has only a minor and is recently established. In the category of “low-level institutionalization,” European Studies and Russian Studies offer minors that have a non-US regional focus.

O’Bannon argues in the report that these types of programs with a non-US regional focus are part of the interdisciplinary structure of the university that is partly driven by the need to have students understand the complexity and interconnectedness of humans in society. What students couldn’t do and learn by focusing narrowly on a single discipline like Political Science or Economics can be done within the framework of these regionally focused programs. Clearly more needs to be done with these programs for them attain to the level of cohesion and growth that would be desirable as part of DePauw’s internationalization initiative.

### C. Existing Majors and Minors with Global focus

Conflict Studies is a popular interdisciplinary major at DePauw, typically graduating 10 majors per year. The major has a requirement of 11 courses, including CFT 100: Introduction to Conflict Studies and CFT 430: Senior Seminar. The Conflict Studies program also has a minor available, which includes 5 required courses, including Introduction to Conflict Studies.

While the Conflict Studies major/minor program has many good features, including an introductory course and a senior seminar capstone experience, it does not have the cohesive nature of some of the programs at other liberal arts colleges like those described in sections F and G below.

The International Business program (another global focus program) at DePauw is problematic. It is essentially a double-minor (in a modern language and international economics/business.) In addition, the minor is only available to students who major either in Economics or in a specific list of modern languages (Asian Studies, French, German, Russian Studies or Spanish.) Despite the popularity of “international business” among admitted students, very few actually complete the program. (On average each year, just over two students graduate with a minor in International Business.)

As essentially a double-minor, the International Business program requires many more courses than a typical minor—6-10 or more, depending on language placement. If a student is starting from “scratch” as

a non-Econ/non-language major starting a new foreign language, they will need to take a total of 17 courses to get a major in a language and a minor in International Business, or 20 courses for a major in economics and a minor in International Business. As a result, the most common International Business program graduate is one who was able to place fairly high in Spanish language upon entering DePauw.

This program needs to be reformed so it is available to more students and it is a reasonable amount of work for the degree of certification given for completing the program. The departments of Economics and Management and Modern Languages are in discussions about how best to reform this minor. Compared to the International Studies and International Relations programs at comparison schools in sections F and G, the International Business program at DePauw is weak—there is no introductory course and there is no senior capstone experience. While internships are essentially required for the minor, there isn't sufficient support for finding those internships. There is also no plan for re-entry and the program does not have curricular complementarities with internship experiences for International Business students. Sometimes students are able to piggy-back on Management Fellows support structures, but the process is not sufficiently regularized.

#### D. Foreign Language Curriculum

The Department of Modern Languages consists of nine language programs: Arabic, Chinese, French, German, Italian, Japanese, Portuguese, Russian, and Spanish. Each program offers a broad range of courses in literatures and cultures as well as language. Non-language courses taught in English are listed under ML in the catalogue. Majors and/or minors are available in Chinese (minor only), French, German, Japanese (minor only), Romance Languages, Russian (minor only) and Spanish as well as in the interdepartmental programs of Asian Studies, European Studies, Latin American and Caribbean Studies, and Russian Studies. In addition, the Department of Classical Studies offers majors in Latin and Greek. Students wanting to major in any of these languages are highly encouraged to have an international experience.

The courses prepare students to function in new environments both linguistically and culturally in order to have optimal academic experiences overseas.

The Global Teaching Fellows program recruits qualified native speakers as part-time instructors from the global community as part of Internationalization at DePauw. The department also brings in language departmental assistants (teaching assistants) for each language to help students learn the language and culture and to build up the global community at DePauw.

#### E. Potential for International Studies and International Relations as a Major/Minor or Bridge program

In this section, we look at models from various liberal arts schools to explore models of International Studies and International Relations program that we may implement here. We selected the schools based on how interesting their programs appeared to be during our web search for internationally related major or minor programs at selective liberal arts colleges in the United States. What follows is our assessment of the programs at Middlebury College, Williams College, Denison University and Mount Holyoke and how such models might be applied at DePauw.

#### **Middlebury College International Studies**

International Studies at Middlebury (a college particularly known for its foreign-language instruction) is an interdisciplinary major which draws faculty from 19 separate academic units, including languages and literatures, other humanities fields, social sciences, and environmental studies. The requirements for the major are quite broad (at least 13 courses) and include language competency, expertise in a specific region, expertise in a particular liberal arts discipline, as well as introductory and capstone international

studies courses. Students are also required to study abroad for at least one semester. The requirements are administrated separately by the language program, the regional studies program, and the disciplines of specialization. There are also a number of courses listed or cross-listed as International Studies courses, first and foremost, the core course, International Studies 101.

It is clear that at Middlebury, the International Studies major is not considered an additional course of study or a competency in depth. Indeed, students who complete this majors are encouraged not to have secondary majors, and courses taken for the IS major may not count towards another major. It would seem, given heavy course requirements, that students probably come to Middlebury with the major in mind, rather than discovering it in the course of their studies. While there is no evidence available as to how this demanding program works in practice, it is clear that its success would depend upon the seven interdisciplinary regional studies programs on which it is based (African, East Asian, European, Latin American, Middle East, Russian and East European, and Southeast Asian Studies), as well as much coordination work keeping students on track with the several different types of requirements and making sure that the core courses are not only packaged as International Studies but are part of one coherent program.

What would it take for DePauw to develop a similar program? A number of the prerequisites of the Middlebury situation are lacking. Upgrading DePauw's interdisciplinary programs would require a variety of resources (e.g., new faculty, faculty release time from other obligations) and a large amount of faculty commitment to these goals. Language proficiency goals could be satisfied with current personnel in Spanish, French, and German, but are more doubtful at advanced levels for other currently offered languages such as Arabic, Chinese, Italian, Japanese, and Russian. Of course, there are a number of other languages not even represented at DePauw, and we cannot come close to duplicating the appearance of "world coverage" which one sees at Middlebury. While a variety of courses already exist in the curriculum that could approach the goals of International Studies core courses, it seems that it would require a fair amount of work to re-conceptualize them with this intent in mind, such as what we mean by the term international studies itself. It would seem that this final point is where to make a beginning, which might turn into increased student interest for the regional studies programs and advanced language study.

### **Williams College International Studies**

Williams College offers an International Studies concentration (equivalent to a minor or one of DePauw's programs of distinction) with two possible tracks through the concentration: area and thematic. Requirements for each track include International Studies 101, five courses within the chosen track, attendance at a weekly International Studies colloquium, and completion of a senior exercise. In the program at Williams, available area tracks are: African Studies, East Asian Studies, Latin American Studies, Middle Eastern Studies, Russian and Eurasian Studies, and South and Southeast Asia Studies. Thematic tracks possible for Williams students to pursue are: Borders, Exile and Diaspora Studies; Economic Development Studies; and Global Health.

International Studies 101 is a topics course that is usually team-taught. Study abroad and/or internships are "an essential component" and some courses completed in an approved off-campus programs can count toward the track requirements. Students with an International Studies concentration are encouraged to attend the program's colloquia throughout their time at Williams and are expected to attend 15 sessions their senior year. Colloquia presenters and participants include faculty, students, CDE (Center for Developmental Economics) fellows, and outside speakers.

The senior exercise requirement is a “substantial piece of writing (20-25 pages) that allows a student to draw together both their disciplinary skills and expertise in a particular area.” The paper may be a component of a senior seminar course in the student’s major.

DePauw currently offers interdisciplinary studies minors in some of the same areas as Williams’ International Relation area tracks, i.e. Asian Studies, European Studies, Latin American and Caribbean Studies, and Russian Studies. It appears that the International Studies concentrations at Williams College are supervised like interdisciplinary majors at DePauw, by a steering committee that provides oversight of and direction to, students in these programs. The major items missing at DePauw are the introductory course (International Studies 101) and a weekly colloquium. In addition, while DePauw has a senior requirement for majors, there are none for minors. Williams, on the other hand, has a required senior exercise for the International Studies concentration, which, in some cases is met through the students’ major capstone seminar.

### **Denison University International Studies Program**

Denison University has a major in International Studies, but students are not allowed to major *only* in International Studies. They choose International Studies as a second major, complementing their primary major. (Students are required to “articulate a synergistic relationship between their other major and their program of study in International Studies.”) Students take one year of language beyond the general education requirement and have an off-campus study experience that is integrated with their program of study. Students declare their International Studies major by the end of their sophomore year.

Coursework in Denison’s International Studies major includes two language courses, four courses arranged thematically, two foundation courses, three core courses and a senior capstone seminar (during the fall semester, senior year.) Students choose their own set of courses in their major, and so this program has some intensive advising associated with it. Some themes students have chosen in the past include International Human Rights; Latin American Women’s Movements; European Integration and French National Identity; Refugees in Sub-Saharan Africa. Clearly these themes can be developed from the strengths faculty bring to the university, and this flexible way of organizing the major means that there will always be possibilities for various concentrations based on the current curricula of various departments around campus. (Some that commonly contribute to Denison’s major include Political Science, History, Philosophy and the language departments.)

For DePauw to pursue a major in International Studies similar to Denison’s program, we would have to develop the foundation courses and senior capstone experiences specific to the program. Given DePauw’s existing curriculum in related disciplines, it is possible to put together core courses and interdisciplinary concentrations that would complete the program.

### **Mount Holyoke International Relations Program**

Mount Holyoke College’s International Relations program includes a major and minor that are explicitly interdisciplinary, but also includes coursework specific to the International Relations program. Courses specific to the International Relations program include subjects that would typically fit into the Political Science or History department’s curriculum: American Foreign Policy, Islamic Political Thought, International Human Rights. The program is administered by a steering committee consisting of faculty from a variety of departments, including History, Politics, Geography, Economics, Latin American Studies, Russian and Eurasian Studies, and International Relations.

The major in International Relations at Mount Holyoke College requires students to attain proficiency in a foreign language and complete 10 courses. Students propose their plan of study arranged around a topic

with the advice of an advisor selected from the steering committee members. Possible foci for a student's academic program include Diplomatic History, Foreign Policy Analysis, International Political Economy, and International Law and Organization.

Students in International Relations at Mount Holyoke are required to have proficiency in a foreign language beyond the general education requirements of the College, at the level that would be sufficient to do research in that language. DePauw has coursework in several languages that could lead to the level of proficiency required by a system similar to that of the International Relations program at Mount Holyoke. These languages include: Chinese, Japanese, French, German, Spanish and Russian.

Of the 10 courses in Mount Holyoke's program, four are required courses in four different departments across the College: History, Political Science, Geography, and Economics. (DePauw has existing courses similar to all of these except for the Geography course.) For the remaining 6 courses, students choose courses in consultation with their International Relations academic advisor in order to ensure that they are completing an approved focus for their program. At least 5 of those courses must be at the 300-level or higher, and in at least two different disciplines. Students also complete an independent study that is supervised by a member of the International Relations committee—students must submit a prospectus for this course during the registration period for the semester in which they are to complete the independent study.

For DePauw to have a major in international relations similar to that of Mount Holyoke, we would need additional organization (perhaps created in a structure like existing area-studies majors or programs of distinction.) In addition, if there were to be a thriving major with 10-15 students per year participating in the International Relations program, there would have to be commitments from various departments to offer sufficient numbers of sections of courses that would be declared part of the core that all students would be required to take. Students in interdisciplinary programs at DePauw that draw heavily on fields with popular majors (e.g., Conflict Studies majors taking Sociology courses,) have sometimes had difficulty getting into courses they need. In order to ensure that doesn't happen to International Relations students, buy-in from all the contributing programs is necessary.

For the International Relations minor at Mount Holyoke, students complete a certificate program that runs across the Five-College Consortium to which Mount Holyoke belongs. (The other schools include Amherst, Hampshire, Smith and the University of Massachusetts-Amherst.) This consortium confers clear advantages on this program at Mount Holyoke: By being in close proximity to these colleges, students are able to take courses at other consortium colleges and have them count for their major or minor in International Relations at Mount Holyoke.

DePauw should begin sharing ideas and students with other colleges in the area—efforts to connect courses through GLCA and/or NITLE should be encouraged in order to enhance options for students. But at this point, the necessary organizational structures simply don't exist to have a minor certificate program like that of Mount Holyoke. Minors without sufficient support do not fare well over the longer term—programs either grow or wither, and so having a minor in International Relations would have to be merely a step toward a major with commitments from the various related departments in order for it to be a success.

#### F. Potential for Global Studies as a Major/Minor or Bridge program

Most schools similar to DePauw have not adopted this moniker for majors/minors or programs, but a model Global Studies program could be considered similar to an international studies program that uses a thematic organizing principle. For example, Williams College's thematic emphasis on Global Health

could be a model for part of a global studies program at DePauw. Another option would be to capitalize on existing strengths in global development to form a major/minor or bridge program.

### **Grinnell College Global Development Studies**

In this section, Grinnell's Global Development Studies program is used as a model for what might be possible at DePauw by way of a Global Studies major/minor or bridge program.

Grinnell's program in Global Development Studies is an interdisciplinary concentration that "introduces students to diverse perspectives on processes of change in the so-called 'Third World.'" Students take the equivalent of eight courses. Required coursework in the concentration includes courses in the social sciences and humanities, along with one required course under the rubric of "Environment and Development." All students take a course called "Introduction to Global Development Studies." Students also do an internship or "mentored advanced project" as part of their required coursework in the concentration and complete a senior seminar in a related department. Language study is strongly recommended (especially for those pursuing an international internship,) but is not required of all concentrators.

DePauw certainly has the coursework available for the main courses in the concentration, but would have to develop an Introduction to Global Studies course along with options for internships and "mentored advanced projects" that would provide the beginning and ending timeline for their academic requirements in such a Global Studies program.

### **Conclusions**

Rose-Hulman has recently announced its intention to have a major in International Studies within its Humanities/Social Science division, stating in its press release that "The international studies major provides Rose-Hulman students with the opportunity to compliment their primary major with a second major that prepares them for an interdependent, multicultural and transnational world." (<http://www.insideindianabusiness.com/newsitem.asp?ID=34578>) Based on our research of programs at similar liberal arts colleges, DePauw is playing catch-up in terms of internationally related majors/minors and global-focus programs.

Given finite resources, we need to improve upon existing strengths in the curriculum and focus efforts on developing connections between departments and programs in order to enhance studies programs related to international/global education.

A model like Williams College's International Studies with both area and thematic tracks could provide organizational structure and coordination that would assist students in finding and developing their academic program. Developing a program like theirs would require additional advising and interaction between faculty and students that would result in coordinated and integrated student study plans.

Programs that succeed will include ones that have both an introductory course and a capstone experience, and so we encourage programs and departments to develop these courses. Signs of strength in some of DePauw's existing programs include those with an introductory course (for example, in Latin and Caribbean Studies, which currently has only a minor, but has developed LACS 100: Introduction to Latin and Caribbean Studies). Further progress needs to be made in order to integrate and strengthen these programs, as noted in O'Bannon's report on interdisciplinary studies at DePauw.

Another strength of DePauw's academic structure related to international curriculum is that many students study abroad. For example, a high proportion of majors in the Modern Languages department

have studied abroad, and this translates into students who are more prepared for senior-level coursework in languages. Developing even more connections between these internationally related programs and study abroad experiences could strengthen these programs further.

## FACULTY DEVELOPMENT PROGRAMS AND INTER-INSTITUTIONAL COLLABORATIONS

### Faculty Development

Faculty members consistently engage in scholarly and artistic work of international nature simply because of the content of their work. Some disciplines may be more obviously predisposed to “international” components than others (e.g. history, languages, music, sociology). Brief sojourns or trips abroad may sometimes be imperative for more specific research and data accumulation for certain projects, but even when not “necessary” for their work, faculty often utilize opportunities to go abroad to enrich their cultural, personal and intellectual lives.

Opportunities for longer time abroad generally occur during sabbaticals and pre-tenure leaves, special leaves such as the Fisher Fellowship, or when classes are not in session—summers and winter terms. Shorter-term opportunities possible during the academic year include international conferences, conventions, workshops, shows, performances, and book signings.

There are two primary ways in which faculty gain professional development:

#### 1. Sabbatical, pre-tenure and special leaves

Activities that faculty members engage in are as diverse as their fields of specialization and individual interests. One may be an active participant (performer in a concert) or an observer (attending concerts to compare productions). The level of participation also differs: one could be the keynote speaker at a conference, a discussant, or a poster presenter. The duration abroad also varies, affecting where and how much of the country one can actually experience (e.g. attending an intense three-day seminar in a four-star hotel does not exactly simulate regular living in any city.) These factors all affect how much contact one has with the residents, the culture and the life of the host country, and thus the true extent of one’s internationalization.

International activities can be categorized as teaching-oriented, research/performance-oriented, service-oriented, or a combination thereof. Within these categories, faculty may be working individually, or leading DePauw students as teacher/mentor/facilitator (e.g. international Winter Term courses, research projects). From data accumulated the past five years, most leave projects tend to be related to one’s area of specialization, either directly or indirectly. Faculty members have, on occasion, pursued projects abroad for their own self-edification. More information on individual projects may be obtained from the Faculty Development website: <http://www.depauw.edu/admin/acadaffairs/facdev/FacultyAwards.asp>

Table 1 provides the number and percentage of faculty members who have had an internationally related leave between 2003 and 2008. Leaves include professional development funds for an international project, language immersion study, summer stipends to support international travel, summer research abroad with students, faculty fellowship awards for projects abroad, conference travel and presentations abroad, and time-out awards with international topics, as well as the traditional sabbatical and pre-tenure leaves with international topics and/or relocations. Not all departments are represented in these awards; nonetheless, there is an array of departments in the natural sciences, social sciences, arts and humanities that are represented, indicating that faculty members in various kinds of disciplines are having international experiences.

**Faculty Development Leaves  
2003-2004 : 2007-2008**

<b>Department</b>	Total # PDF Appl	PDF International	Language Immersion	Total # of SS Appl	Summer Stipends w/Intl	Total # of Sum Res Appl	Summer Research w/Intl	Total # of FF Appl	Faculty Fellowships w/Intl	Total # of Conferences	Intl Conferences	Intl Conferences w/Presentations	Total # of Time-Outs	Time-Outs w/Intl	Total # of Sabbaticals	Sabbaticals w/Intl Topics	Sabbaticals w/Intl Relocation	Total # Pre-tenure Leaves	Pre-tenure Leaves w/Intl Topics	Pre-tenure Leaves w/Intl Relocation
Art		10	0		1		1		3		0	5		0		5	5		1	1
Biology		3	0		0		0		0		0	6		0		0	1		0	1
Chemistry		1	1		0		0		0		0	0		0		0	1		0	0
Classical Studies		5	0		3		4		2		0	7		2		2	3		1	0
Communications		6	0		1		0		0		0	7		0		1	2		0	0
Computer Science		0	0		0		0		0		0	4		0		1	1		0	0
Economics		2	0		1		1		0		1	4		0		0	2		0	0
Education		3	1		0		0		0		2	1		0		1	1		0	0
English		8	3		3		0		3		1	19		0		4	6		2	2
Geosciences		4	0		0		3		0		0	2		0		0	0		0	2
History		12	0		1		0		3		3	17		0		5	5		0	0
Mathematics		1	0		0		0		0		1	6		0		1	1		0	0
Modern Languages		13	4		6		1		4		6	15		2		11	10		1	1
Music		6	0		0		0		0		4	5		0		1	2		1	1
Philosophy		4	0		1		0		2		0	1		0		1	1		0	0
Physics/ Astronomy		1	0		0		0		0		0	1		0		0	0		0	0
Political Science		6	0		0		1		1		0	4		0		3	4		0	0
Psychology		1	0		0		0		0		2	4		0		2	3		0	0
Religious Studies		5	0		1		0		2		1	4		1		3	3		1	0
Sociology/ Anthropology		9	0		1		3		1		0	7		1		2	2		1	1
University Studies												1								
<b>TOTAL</b>	290	100	9	97	19	99	14	61	21	1414	21	120	36	6	116	43	53	46	8	9
<b>Total %</b>		34%	3%		20%		14%		34%		1%	8%		17%		37%	46%		17%	20%

There are various levels of funding, which may be competitive or non-competitive. Those that specify support for international activities are noted below.

*Open Internal Funding:*

Open Internal Funding is awarded on a first come, first serve bases until all funds are used.

- Professional Conference Fund – additional funding is provided for those attending and/or presenting at an international conference
- Professional Workshop Fund
- One-day Conference Fund
- Supplemental Conference Fund
- Professional Development Fund – this includes funding and encouragement for foreign language development, as noted in the faculty handbook:

- Language Immersion. DePauw encourages all faculty members to acquire and sustain the expertise to engage and participate fully with a culture outside of the U.S.A. whose language is not English. Funding is available to gain expertise in a new language and culture and to refresh and deepen an expertise and familiarity already developed, whether or not it relates directly to the faculty member's main field of teaching and research or to an ongoing professional project. Funding for a language immersion visit must involve a stay in the foreign culture of at least three weeks. A faculty member may be funded for a language immersion only once every four years. The faculty member should plan to participate in a structured program of study of the language, or to work with a credentialed tutor, unless he or she already has significant experience and competence with the target language, as determined by self-report; some examples might be the ability to function well in conversation and understand newspapers, radio, TV, and films. A final narrative report on the experience is required. Funding for a language immersion experience is limited to \$2000 per visit and is an alternate use of each faculty member's regular Professional Development Fund grant eligibility. Such funding may be used to support language study during a sabbatical leave or for a three-week extension of a stay associated with attendance at a professional meeting in a non-English speaking country.
- Professional Society - Officer Fund
- Student Research and Artistic Grant

*Competitive Internal Funding:*

Each award has its own set of criteria and requirements.

- Faculty Fellowship
- Fisher Fellowship
- Fisher Time-Outs
- Summer Stipends for Faculty Development - Please note: awards suspended for Summer 2009 – to support course development and renewal during the summer, as noted by the faculty handbook:
  - Course Development and Renewal. Summer stipends may also be granted for course development, or for significant revision of full-credit courses and curricula. Priority will be given to proposals that support University-wide institutional goals and initiatives, such as multicultural diversity, interdisciplinarity, internationalization, ethics, and First-Year Seminars. Applicants should attach a letter of support from their department Chairs and from Directors or Coordinators of relevant interdisciplinary programs, confirming that the proposed course or revision meets a department and/or program need and that the course will be able to be offered within two years of the award. It is desirable that these courses be offered more than once and become part of the regular DePauw curriculum
- Student/Faculty Summer Research Fund
- Mellon Faculty Career Enhancement (FCE)

The Faculty Handbook spells out the categories and eligibility for funding towards professional development:

**Faculty Categories and Eligibility for Funding**

**Category A:** Full-time Tenure-Track Faculty Members, and Faculty Members on Multi-Year (2 or 3 or more years) or Renewable Term Appointments (including Librarians).

Faculty members in Category A are eligible for:

- Professional Conference Fund - \$3,000 per three-year intervals (2-year appointments receive \$2,000)
- Professional Development Fund (PDF) - \$2,000 per academic year
- Professional Workshop Fund - \$1,000 (one time workshop per year)
- Supplemental Conference Fund (for CUR, GLCA, PKAL, MFS)
- One-day Conference Fund (locations within a 300 mile radius)

Faculty members in Category A are also eligible to apply for:

- Fisher Fellowship - must be tenured to apply. Fisher Fellowships can only be held at least one academic year away from a leave.
- Faculty Fellowships - must be tenured to apply.
- Fisher Time-Out - term faculty members must have completed successful third-year review. Fisher Time-Out may not be taken during a leave year.
- Summer Stipends - must hold the terminal degree to apply. Summer Stipends may not be taken directly preceding or following a leave.
- Student/Faculty Summer Research - faculty members must hold the terminal degree to apply.
- Sabbatical Leave - must be tenured.
- Pre-tenure Leave - must have completed satisfactory interim review.
- Pre-retirement Leave - must be tenured.

**Category B:** Full-Time employees in the years in which they teach part-time, and Senior Faculty Members in the years in which they teach. Faculty Development awards are made only for activities in the professional areas of teaching responsibilities.

Faculty members in Category B may receive a total of \$500 per academic year from the Professional Conference Fund, the Professional Workshop Fund, and the Professional Development Fund.

They are also eligible for the Supplemental Conference Fund (CUR, GLCA, PKAL, MFS) and the One-day Conference Fund.

Continuing faculty members in Category B are eligible to apply for Summer Stipends and Student/Faculty Summer Research awards, provided they hold the terminal degree.

**Category C:** Faculty Members with One-Year Appointments (One semester term faculty members are not eligible for funding.)

Faculty members in Category C may receive up to \$800 per academic year from the combination of the Professional Conference Fund, the Professional Workshop Fund and the Professional Development Fund.

Faculty members in Category C are also eligible for the Supplemental Conference Fund (CUR, GLCA, PKAL, MFS) and for the One-day Conference Fund.

**Category D:** Part-Time Faculty Members (First-year part-time faculty members are not eligible for funding.) Part-time faculty members who have completed from two to twenty semesters at DePauw may receive a total of \$300 per academic year from the Professional Conference Fund, the Professional Workshop Fund, and the Professional Development Fund. Those faculty members who have completed more than twenty semesters may receive up to \$500 combined funding per academic year.

Please see additional information under the heading of the specific fund or award in which you are interested.

<b>Holder of an award which extends into the following year</b>	<b>May apply for (or be considered for) the following awards</b>	<b>May not apply for (or be considered for) the following awards</b>
Sabbatical	Faculty Fellowship; University Professorship; Distinguished Prof. Award; Department Endowed Prof.	Fisher Fellowship; Fisher Time-Out
Fisher Fellowship	University Professorship; Distinguished Prof. Award; Department Endowed Prof.	Fisher Time-Out; Faculty Fellowship
University Professorship	Fisher Fellowship; Dept. Endowed Prof. (normally only 1 year overlap)	Faculty Fellowship; Distinguished Prof. Award; Fisher Time-Out
Distinguished Professorship	Fisher Fellowship; Faculty Fellowship; Dept. Endowed Prof.	Fisher Time-Out; University Professorship
Faculty Fellowship	University Professorship; Distinguished Prof. Award; Department Endowed Prof.	Fisher Time-Out; Fisher Fellowship
Department Endowed Professorship	University Professorship; Distinguished Prof. Award; Fisher Fellowship; Faculty Fellowship; Fisher Time-Out	

2. Winter Term faculty-led courses off campus

Winter Term projects tend to be more “outside the box” as faculty members often utilize them to explore areas of interest that they would not normally do. These experiences may then spark further collaboration between students and faculty for further research, or spark an interest in the faculty member to develop new courses. There are no personal costs to faculty members to participate in running these projects, as course costs charged to students include faculty expenses.

**Winter Term 2010 Faculty-Led Courses**

<b>Destination</b>	<b>Course Title</b>	<b>Department 1</b>	<b>Department 2</b>
Brazil	Playing the Samba in Rio: Traditional Music of Brazil	Music	Modern Languages
China	From the Paris of the Orient to the Bird’s Nest: Contemporary Art, Architecture and Visual Culture in China	East Asian Studies	Museum curator
Ecuador	The Galapagos-Natural Laboratories for Evolution	Biology	English
El Salvador	WTIS Las Marias	Modern Languages	Modern Languages
French Polynesia	Discovering French Polynesia’s society islands: language, culture, the colonial legacy and the consumption of exoticism	Modern Languages	English
Germany/Austria	The Marriage of Figaro	Music	Music
Ghana	Ghana: The Presence of the Past	Political Science	

Greece	Origins of Contemporary Democratic Discourse: Greece and Rome	Communications	Economics
Israel	Jerusalem: The Holy City	Religious Studies	Classical Studies
Italy	Pagans and Christians in Italy	Classical Studies	Classical Studies
Japan	Power and Periphery: A Study of Contemporary Japan	East Asian Studies	Sociology
Morocco	Education in Morocco: a look at the Moroccan educational system through its rich culture and history.	Computer Science	International Student Advisor
New Zealand	Geology of New Zealand	Geosciences	Geosciences
Spain & Portugal	Changing Role of Food in Spain & Portugal	Anthropology	Psychology

### **Inter-Institutional Collaborations**

Collaboration with faculty from other institutions either nationally or internationally is often inevitable in one's scholarly and artistic pursuits. Faculty members from different locations may co-author manuscripts or engage in discussion without necessarily meeting in person. On a larger scale, collaboration may be under the auspices of institutions and organizations--professors may spend their sabbaticals teaching at universities abroad, engaging in research at a foreign institute, or performing at international music festivals. While these may be short-term and one-time, longer term and more frequent collaborations often exist due to similar interests, and/or because of the reputation and qualities of the institution and how it might contribute to the faculty's professional development. Personal friendships and professional contacts developed in the process also result in further collaboration, sometimes of a life-long nature.

Inter-institutional collaborations are generally initiated by individual faculty members. For those just beginning their international collaborations, the Faculty Development website lists some external grant sources that may be associated with international institutions and organizations:

- American Council of Learned Societies (ACLS)
- Fulbright Programs
- Guggenheim
- National Endowment for the Humanities
- National Research Council
- Stanford Humanities Center due 10/16
- New York Public Library Fellowships
- The MacDowell Colony
- American Academy in Rome
- The Getty Museum
- NSF-CCLI Grantwriting Workshop
- Mellon Faculty Career Enhancement (FCE)
- National Endowment for the Humanities Collaborative Grants
- Post-Doctoral Fulbrights
- National Science Foundation Anthropology Program
- Wenner Gren Foundation for Anthropological Research
- Spencer Post-Doctoral Fellowships in Education
- Spencer Foundation Research Grants

- American Association of University Women
- National Endowment for the Humanities summer stipends
- IREX Short-term travel grants program (Eastern Europe)

In addition to these, faculty members are made aware of the institutional collaborations DePauw has with universities in other countries. These exchange agreements and partner organizations are student-based; however, most universities and programs welcome DePauw faculty members inquiring about collaborator work or even just space in which to carry out a special project. The Center for International & Experiential Education maintains these exchange agreements and partnerships and provides introductions of the faculty members to the foreign institution. However, it remains largely the faculty member's responsibility to pursue communication with relevant departments to secure space and, perhaps, funding to carry out their intended projects. Currently, these student exchange agreements and partnerships are with the following universities:

- Aoyama Gakuin University: Tokyo, Japan (exchange program)
- Ewha Womans University: Seoul, South Korea (exchange program)
- Kansai Gaidai University: Osaka, Japan (exchange program)
- Koç University: Istanbul, Turkey (exchange program)
- Nanzan University: Nagoya, Japan (exchange program)
- Tsinghua University: Beijing, China (exchange program)
- Japan Study: Waseda University in Tokyo, Japan (mediated exchange program)
- Brethren Colleges Abroad (BCA): Various locations
- Business and Education Initiative (BEI): Belfast, Northern Ireland
- Institute for the International Education of Students (IES): Various locations

There is at least one request per year from a faculty member to establish an exchange partnership, either for students or faculty, or both. Typically, we recommend starting with students, should there be sufficient interest and opportunity on both exchange partner sides. The student exchange agreements typically allow for 2 full-year (or 4 semester) students to study at the exchange partner in each academic year. Each of the exchanges, save for Aoyama Gakuin University due to the differing calendar, have had numerous students traveling in both directions for the duration of their existence. The small size of DePauw University and our individual departments does not typically allow for a formal faculty exchange partnership. It is recommended, however, that an informal arrangement to support a faculty exchange is included. Faculty members in recent years have been able to pursue professional development at Waseda University with the support of Japan Study.

Other opportunities for inter-institutional collaborations are more informal. DePauw University recently became part of the Global Liberal Arts Alliance, a collaboration of liberal arts colleges and universities in the United States and abroad. While brand new, there is potential benefit to students and faculty members, with the goal of improving the liberal arts at each of the institutions.

Without the establishment of our own semester study abroad programs, inter-institutional collaborations remain largely the relationships we have with our limited number of student exchange partners. We continually explore new opportunities, but without a consistent stream of faculty members from DePauw interested in a particular institution, the collaborations that take place are generally informal and between individuals, not institutions.

## ADMISSION AND RECRUITMENT

### International Component of Recruiting Domestic Students

DePauw's ongoing effort to expand its reach beyond the borders of the US has a role to play in the recruitment of students from within them. Faculty and Admissions staff field questions from prospective students about the opportunities for foreign travel, and the diversity of student and faculty culture is clearly evident to any campus visitor.

#### Diversity on Campus

The University's success in attracting faculty and guest speakers/artists from overseas brings new perspectives to our classrooms and new breadth to our academic culture. The small but steady increases in international enrollment have gradually left their mark on campus life too. A recent survey of first-year domestic students indicates that the international diversity of the faculty exerted some influence on their choice of college in 69% of students, though only 24% declared the influence to be either 'moderate' or 'high', whilst the international diversity of the student body was moderately or highly influential for 31%. The frequent presence of international guests seems to be a stronger influence, with 41% indicating moderate/high influence in the case of speakers (Ubben Lectures etc), and 47% for guest artists, musicians, actors etc.

#### Study Abroad

DePauw's connections with overseas academic institutions enable the University to place a significant number of students in 'study abroad' semesters each year, with a typical year seeing between 150 and 200 students pursuing these opportunities. A survey of first-year students indicated the importance of the opportunity for study abroad in choosing to enroll at DePauw, with 76% placing it as a moderately or highly significant factor.

#### Winter Term

The Winter Term program is a distinctive component of DePauw's academic curriculum, and the system of financial support in place through the Winter Term office enables at least 250 students to spend January in a foreign country each year. Enrollment in international WT projects has increased over the last 5 years by some 33%, with a particularly significant increase seen in international WT Internships (2 in 2004; 17 in 2008) and in international Independent Studies, which have more than doubled from 24 in 2004 to 50 in 2008. DePauw's current first-year students attest to the role which our foreign Winter Term trips play in recruiting domestic students, with 82% placing it as a moderately or highly significant factor.

#### Touring Ensembles

Finally, the School of Music's touring Ensembles play a multi-faceted role in recruitment, since these major ensemble tours (commonly embarked on each year, alternating between the Chamber Symphony and the Chamber Singers) will themselves serve as recruiting trips for the University. However, the opportunity for foreign travel with an ensemble was not moderately or highly influential for the majority of DePauw's first-year music students who answered the survey, with only 41% indicating that the opportunity to tour with a major ensemble was moderately or highly significant in their choice of college.

(Data compiled from Zoomerang Survey of First Year Students: "Impact of internationalization on enrollment"; No. Responses: 59)

### The Recruitment and Admission of International Students

#### Admission and Recruitment Goals

In 2005, President Robert Bottoms indicated that it was his goal for DePauw to significantly increase the

percentage of international students on campus. At the time, our international student presence was around 2% of the total population; Dr. Bottoms indicated that he intended for us to grow to international students comprising 8-10% of the student population. As part of the 2005-2010 Strategic Plan, a more general goal to increase the international student population (without a specific goal cited) was stated. There was no specific goal stated related to geographic diversity within the admit pool, but only that we would attempt to lower the discount rate of the international population to that which was more reflective of the domestic student population (50-55%).

With these general targets in mind, the Office of Admission launched a recruitment effort of international students in 2006 which would enable the University to make contact with interested students across the globe. The discount rate for international students at that point in time was approximately 94%, so it was imperative that we sought students with some financial means, as well as continue to offer significant funding to students of considerable academic strength. Over the past three years the Office of Admission has developed recruitment and yield strategies (utilizing recruitment travel, conference connections, print and electronic communications, and an enhanced website) to reach our target audience.

#### *Recruitment Tools and Strategies*

Prior to 2005, the Admissions Office recruitment of international students consisted of publications, guides and purchasing potential student names from SAT and other testing agencies. Active recruitment based on international travel began in 2006. International travel since then has consisted of both small group and large group travels, and has involved participating in college fairs, as well as meeting with guidance counselors of various schools and on-site visits to schools. Areas visited have varied from year to year, at times depending on the consortium or travel group. In places like China, there has also been a concerted effort to work with admissions consultancy firms, such as JLL.

There have been some successes in recruitment. First, DePauw's "branding" seems to be on the mark as far as international students are concerned. At college fairs, as well as on applications, DePauw seems to be overlapping with its peer and aspirant colleges. More international students are choosing to cancel their application to DePauw in order to attend other liberal arts colleges such as Grinnell, Franklin and Marshall, etc. Also, in a spring 2009 survey conducted amongst international students, a fifth of the students mentioned DePauw's liberal arts component as the reason they applied to DePauw. While the majority of international students pursue majors in just a handful of departments (Appendix 7), about half of them indicated DePauw's liberal arts aspect of education as the most rewarding part of their DePauw experience. Second, the international applicant pool has certainly increased tremendously (600 applications in 2009), while lowering the discount rate for admitted students (for the class of 2013 it is approximately 54%) and without compromising on student quality (based on credentials at the time of application).

Certain areas of concern have also emerged over the course of these three years. First, we need to develop better ways of recording information and developing ways to collect information to better assess the effectiveness of various international recruiting efforts. In particular here, how can we assess the return on international travel, and within international travel, on small-group versus large-group travel? Or, the return for investing with agencies such as the JLL in China? For example, in the surveys administered to international students, none of the students from China mentioned JLL (albeit the number of respondents was low overall), and only one other student mentioned meeting with a traveling university counselor. Of course, it is highly unlikely that a student would first hear of DePauw through a recruitment agency or an international traveling counselor, but that does not mean the agencies or internationally traveling faculty or counselors had no role to play in a student's decision to apply to and/or attend DePauw. The international admissions counselor has met with a number of students and families, and even interviewed students in the past. Plus, the visits allow the counselor to meet with high school counselors who can often play a significant role in a student's application process. What is needed is perhaps developing a

better set of survey questions to gauge the effectiveness of these interactions. As Appendix 6 on peer institutions reveals, all colleges use some sort of international travel of counselors. We need to ensure that international travel is being used to maximize returns (and to not exhaust the counselor by having him/her traveling most of the time, and yet have him/her read upwards of 600 applications!).

Second, the website needs to be made more conducive and congenial for international student interests. Some of these changes need to also be made in conversation with other groups to advertise that we understand the capacities and accomplishments of incoming international students (e.g. TOEFL requirements, providing credits for A-Level, IB, etc.). A fourth of international students responded that they first learned about DePauw through the net. A better presentation of our international recruitment philosophy, and a website that reveals we truly understand international student concerns can go a long way towards further strengthening our recruitment. Third, we need to invest in areas more than just an off-visit, and school counselors need to be reassured that DePauw's interests in students from a specific region are not temporary. Of the forty countries to which our staff has traveled in the past three recruitment seasons, eleven countries were visited in all three years, thirteen were visited in two consecutive years and sixteen were only visited once. Of course, it is not going to be possible to visit every country every year, thus we need to have a sense of how to balance maintaining relationships in specific regions versus opening up new relationships in others. Fourth, we need to revisit our international recruiting goals and have a much clearer sense of how to proceed. How should we balance (if that is what we want to achieve) social, cultural and regional diversity? Already we have some students raising an issue about international students from certain regions dominating. That, in and of itself, is not really the issue as long as it meets whatever goals we set for ourselves, and then communicate those goals clearly to prospective and current students.

#### Admission requirements and criteria

International students are required to submit the following information to the Office of Admission to be considered for admission:

- Application for Admission
- Personal statement/essay
- High School transcript
- Secondary School report form
- SAT/ACT scores (unless the student has been educated in an English medium school for at least four years or resides in a country where it is not offered)
- TOEFL scores (minimum of 560 paper-based, 220 computer-based or 83 internet based) or IELTS scores (6.5 minimum required)
- Certification of Finances form
- College Official's Report (if transfer applicant)
- College transcript (if transfer applicant)
- Audition (if School of Music applicant)

Unlike domestic applicants, we do consider ability to pay as part of the admission process for international students. We do not currently have limitations on the number of students admitted from any given country, though a discussion on this issue related to China could occur in the next year or two if the number of applicants and matriculants continues to rise.

#### Scholarships and Financial Aid

The Office of Admission considers applications for international students in 3 cycles – those who apply Early Decision are considered for admission prior to January 1 (unless they are deferred for later consideration); those who apply Early Notification are considered in early February (again, unless they are deferred for later consideration); and the majority of applicants are considered in late February.

International students are considered for scholarships at the time of admission. However, international students can also be candidates for the Rector (DePauw's top academic award) and Holton (an award based on academic achievement, leadership and service) scholarships, and may apply for the Bonner Scholarship (an award and ongoing service program based on dedication to community service and financial need). We try to consider all applicants by country and, on a secondary level, by high school when awarding scholarships to try and recognize the top students, and use the aid as a tool to attract students from those countries from which we seek representation. Scholarships range from \$0 to almost full cost (currently \$47,050 with the associated fees for international students). A third of students surveyed mentioned scholarship and cost as being an important factor in their decision to come to DePauw.

### **Retention of Students**

The University does remarkably well in retaining students who choose to pursue international study opportunities and in retaining international students. Surely, those who pursue the many international study opportunities that exist already have some greater clarity on what they hope their college experience will be. However, we also have numerous reports of the intellectual engagement, both with other students and with faculty members, students gain in their international studies that we believe helps with retention. In the latest report on DePauw's National Student Survey of Engagement (NSSE), we found that our retention is significantly greater when students feel support for social and academic engagement as well as support from other students. Our international study opportunities tend to lend themselves to this. Historically, with the number of international students we have had and the high level of financial support they have received, our retention of international students is extremely high. As we admit more and as more have lower levels of financial support, we anticipate that more students may choose to leave DePauw. Nonetheless, we believe this will be in comparatively lower numbers to their domestic counterparts. This is due to several factors, including level of financial support they would receive at other schools, expectations of family members at home, and the level of personal and academic support international students are receiving at DePauw. As our percentage of international students grows, we know this is an area to pay careful attention to.

### **Philosophy on International Recruiting**

At the moment, a philosophical approach or clearly articulated priorities for admission and recruitment of international (and other minority populations) students does not exist. We acknowledge this is a central problem to the work of the Admission Office. The University has recently hired a new Vice President of Admission and Financial Aid who will begin in March 2010. With a new Vice President, there is ample opportunity to develop a philosophy and determine a recruitment goal and plan for increasing the number and diversity of international students. We believe that once this is done, there is potential for the University to create a capital campaign to raise funds to support the recruitment as well as the scholarship of those students with financial need. We acknowledge there will always be a tension between the practical (i.e., what money we have) and the philosophical (i.e., the ideal diversity of students), yet we continue to believe that with a clearly defined set of priorities, we can achieve our desired outcomes.

#### Appendix:

6 – A Summary of Findings - International Recruitment in Peer Institutions

7 – Declared Majors for International Students

## STUDENT LIFE & CAMPUS PROGRAMMING

Student Life makes a substantial contribution to the overall experience of higher education at DePauw University. Its different programs and services are good indicators of the quality of an institution. One basis of DePauw University's success in its international education initiative will be its achievement of a campus culture in which the best possible environment for personal growth and development for students is achieved and the importance of international education is celebrated and communicated to new generations of students.

Student Life's mission as stated on its Website: "*The Division of Student Life works toward providing programs and services that foster a positive living and learning environment for student success. A variety of services are offered by our departments encompassing most aspects of student life outside of the classroom*".

The Student Life division encompasses the following departments: Athletics, Multicultural & Community Life, Community Standards, Emergency Management, First-Year Experience, Fraternity/Sorority Life, Hartman House, Nature Park, The Posse Program, Public Safety, Residence Life & Housing, Spiritual Life, Wellness Center and the Women's Center.

Our information is gathered under six headings and is supplemented by the results of an electronic survey sent to all DePauw students focusing on the international aspects of student life and campus programming. The survey resulted in 229 responses out of the 2,354 total students enrolled at DePauw University in fall 2009.

1. Programs, Activities and Social Life
2. Information Accessibility
3. Housing & Dining Options
4. Student Organizations
5. Spiritual Life

### **1. Programs, Activities and Social Life**

In addition to the offices of Student Life and Campus Programming, the Center for International & Experiential Education offers an array of programming and activities with an international theme for international students, as well as for all students. There is some question about how much of this overlap is redundant, if not in programmatic topic, then in workload. Students do not typically make a distinction, but it is worth exploring, particular as financial resources become more scarce.

Also in addition to Student Life, the CIEE provides an orientation program for international students that connects to the all-student first-year orientation program. While they do not compete, there is some disappointment that there seems to be a division made between international and domestic students. As a result of the two orientations' design, students do report that it is difficult to meet and get to know students from the other group.

Students were asked to rank the international programs they were familiar with at DePauw University. 225 respondents indicated that they were most aware of the Winter-Term program. 221 students were aware of the Study Abroad program. Additionally, 109 students were aware of the International Bazaar that the International Student Association hosts every fall semester. 104 students were aware of the International Food Festival that is hosted every spring semester by the International Student Association. Respondents were least familiar with the Hoosier Hospitality program and Cultural Connections programs sponsored by the CIEE with only 29 students and 22 students, respectively, indicating they have heard about these two programs.

We asked students if they have attended international events at DePauw University. 105 students or 47% of the respondents indicated that they have attended international events. Conversely, 99 students or 39% of respondents indicated that they have never attended an international event at DePauw University.

We asked students if advertisements for the international events at DePauw were adequate. 80 students or 36% of the respondents indicated that advertising for international events was adequate. Conversely, 76 students or 34% of respondents indicated that advertising for international events was inadequate.

We asked students if they were satisfied with the international programming options at DePauw. 98 students or 43% of the respondents indicated they were satisfied with the international programs offered at DePauw. Conversely, 31 students or 14% of respondents indicated they were not satisfied with the international programming options at DePauw.

We asked students for suggestions to improve the international aspects of programming and events at DePauw. Students' responses included:

*"I personally wish that the international community got out more. I think because of DePauw's environment that stresses on groupings and division, the international students are allowed to stay in their own bubble and I know that after talking to some of them they have so much to share which is really cool".*

*"Making Study Abroad opportunities more congruent with education on campus, like with credits and financing".*

*"There are a bunch of different organizations and clubs on campus that are affiliated internationally in some way but I only know of a few that advertise at all. The orgs should work on their publicity because right now people don't know their events or even that their orgs exist".*

*"While I realize we have a lot of Chinese students at DePauw, I feel like all the international events are China related".*

*"I think the best way to improve international aspects is to both advertise directly to Greek Houses regarding the activities (since posters, newspaper ads, and DePauw Weekly postings may not be read or can be glossed over easier). Also, I would try to find ways (which I believe we are trying to do) to provide a forum or space in which international students and domestic students could interact. I feel like we are still separated a little bit on campus, though we do several large international events. Perhaps smaller more regular events would be beneficial"?*

*"A globe of some sort posted up in a central location on campus and each organization that is international organizations post their place upon the globe and any events that happen in their organization be advertised here. This way we could see what areas of our planet are being neglected on out campus and which organizations are most active and successful so that they can be examined closer and emulated in the other groups".*

Only 49 students or 22% of the respondents agreed that the places where they hang out on campus have an international feel. Conversely, 116 students or 52% of respondents indicated that the places where they hang out on campus do not have an international feel.

79 students or 35% of the respondents indicated that they hang out with people who have an international background. Conversely, 77 students or 34% of respondents indicated they do not hang out with people who have an international background.

We asked students for suggestions for improving the international aspects of the social life at DePauw. Responses included:

*“Maybe there can be a “big brother/big sister” program in which an international student can be paired up with a domestic freshman or upperclassman. This optional program would be good for both students because they are exposed to different culture”.*

*“Make it so that our international population is not so highly concentrated with students from China, Japan, and India. There are other countries in the world”.*

*“Making a stronger relationship and understanding with International students and the Greek community, since one is such a large part of our campus and its history and the other is a growing aspect of our school”.*

*“Everyone gets in where they feel most comfortable but I don't see people getting out of their comfort zones. International students as well as non-international students need to support each other by coming to events and joining clubs that they may be interested in despite if the people already in those activities or from a different country”.*

*“There is a big divide between the international students and students from the US. International students tend to only associate with each other and same goes for students from the US. Neither group really makes an effort to mix and socialize with each other”.*

*“My roommate is from China and we get along great. But, she has told me I'm her only American friend. There needs to be more events that mix the different cultures”.*

*“I am the most international of my friends, because I am the only one not white. It is hard to interact with international students, because they all hang out closely together and do not speak English with one another, so I feel like an outsider amongst people with my same racial heritage. It makes it hard to communicate or feel comfortable interaction with international students”.*

*Finally, another student noted, “Social life is centered around the Greek system for the majority of a DePauw student's career. Social spaces would need to be developed outside the Greek system first. Once that is done, spaces could have different international themes. A coffee shop could showcase coffees from around the world - either through a specific drink or the actual coffee used. A space could have a different theme party every week based on a different international culture or region”.*

One of the most important strengths of the programs and activities is the fact students are aware of the different international programs and events at DePauw. Students are most aware of the Winter-Term and Study Abroad programs. This is expected as Winter-Term and Study Abroad programs are important components of the educational curriculum at DePauw. Additionally, students were familiar with the International Bazaar and the International Food Festival that the International Student Association hosts every year. This finding is encouraging because providing venues for both domestic and international students to mingle, exchange ideas and work together is one of the objectives of the international initiative at DePauw University. The fact that a healthy number of students attend international events at DePauw University is an encouraging sign as well.

Finally, students had great suggestions for improving the international aspects of the social life at DePauw. As was noted by this student:

*“Social life is centered around the Greek system for the majority of a DePauw student's career. Social spaces would need to be developed outside the Greek system first. Once that is done, spaces could have different international themes. A coffee shop could showcase coffees from around the world - either through a specific drink or the actual coffee used. A space could have a different theme party every week based on a different international culture or region”.*

## **2. Information Accessibility**

In addition to asking about specific offices and programs, we also asked students where they get information about what is going on at DePauw. The two most popular ways of finding out about what is going on were Facebook and word-of-mouth, with 72% of the respondents indicating they got information from these sources. The DePauw Weekly, weekly e-mail digest, also seems to be an effective way of reaching students as 61% of the respondents chose this as a way they find out about what is going on at DePauw. Flyers on campus bulletin boards and e-mails from clubs and organizations were each a source of information for 56% of the respondents.

Among the less effective communication methods were WGRE, Twitter, and flyers on napkin holders in the Hub. Flyers in mailboxes also appear to be ineffective with only 17% of the respondents choosing that option.

## **3. Housing and Dining Options**

The Center for International & Experiential Education works well with Residence Life and Housing to spread first-year international students across the housing units and to make sure they have non-international students as roommates. Exchange students are bit more difficult as they are usually a bit older and want more independent living. We have been successful for most students in working with the housing staff to place these students in apartments.

During the academic-year breaks when campus housing (non-UOAH) is officially closed (Winter break, and summer break) we continue to offer break housing in the International Center. We can house 12 students on the 2nd floor (the first floor remains as social and meeting space for language groups and other student groups). This year was the first-year students could register to stay in their housing during Thanksgiving break. 52 of the 101 students who registered to stay in the halls were international students.

With the large first-year international student class of fall 2008 not all students who requested housing could be placed in the International Center (which can house 13 students). Working with the Vice President of Finance and Administration, a deal was arranged so that students could stay at the Walden Inn at a very discounted room rate, though despite the low daily rate, the cost for students over the duration of the Winter break led most students to find alternative solutions. Only one student ultimately stayed at the Walden Inn. Some students stayed with local families, arranged through the Hoosier Hospitality connections and the Cummins host family connections, while other students traveled elsewhere in the country. This year, with even more international students, nearly 60 requested break housing. Arrangements were made with the Residence Life and Housing Office along with University Services to use student as well as faculty/staff apartments and houses. However, because of a low per night charge to cover the cost of using all of these spaced, only 14 students followed through with submitting a break housing application.

Additional conversations need to be had about how to meet the housing needs of international student during the Winter and Summer break periods. There needs to be clearer communication about how and when these students can register to stay in their rooms as well as what other housing solutions might be.

Of all DePauw students, survey respondents were most positive about the fact the Residence Life and Housing Office hires a diverse group of Residents Assistants. 132 students or 58% of the respondents are satisfied with the fact Residents Assistants are aware of multicultural diversity with only 13 students or 5 % disagreeing. Additionally, 69 students or 31% of the survey's respondents agreed that the Residence Life and Housing Office promotes international events with 66 students or 29 % disagreeing.

69 students or 31% of the respondents agreed with the statement "the Residence Life and Housing Office promotes international events" with 66 students or 29% disagreeing.

In addition, 82 or 37% of the survey's respondents agreed that the Residence Life and Housing Office provides special housing interest that promotes international perspectives. Conversely, 50 students or 22% of the respondents disagreed.

On the negative side, only 69 students or 30% of the respondents agreed with the statement "the Residence Life and Housing Office promotes international awareness" with 71 students or 31% disagreeing.

Finally, we asked students for suggestions for improving the international aspects of the programs provided by the Residence Life and Housing Office. Some students expressed frustration with what the Housing Office offers about promoting international aspects in the residence halls:

*"There is nothing international about freshman resident life and housing. Some RAs try to encourage it but in the end, the international students tend to hang out in their own group and the national students do the same".*

*"Try to split more of the international students up, I have noticed that there is a large concentration of Asian international students in Hogate and they all hang out exclusively together, making it hard to get to know them".*

Students were positive about Dining Services. 125 students or 55% of those who responded agreed with the statement "Dining Services provide international food options", while 45 students or 20% disagreed with that statement.

We asked students for suggestions for improving the international aspects of Dining Services. Responses included:

*"There is not a wide variety of culture food at Kroger or at Wal-Mart; the Den is already a convenient store so why not add some typical Asian ingredients or even African American eating preferences to buy there".*

*"I personally think there's too many international options. I miss the Charleston Market".*

*"The dining staffs at the hub do a great job of trying to make international foods, though these are rarely authentic. Perhaps dining services could have international cuisine catered by specialty restaurants once in a while".*

*"They only have Chinese food for lunch/dinner. Try to mix it up by having Indian food, different types of French, Italian, Japanese, etc. food. I think students would really like to try other ethnic foods. Especially try to make Indian food since there isn't a place near DePauw that caters to Indian students at all".*

*“International living-learning community and better food (Ethiopian, Thai, Indian, Moroccan, and Turkish) that tastes like the food of those countries rather than cheap American versions of those foods. For example, we could make an international food bar where the pizza hut or food lab is now that specializes on making the foods of various countries”.*

#### **4. Student Organizations**

Anecdotally, international students have long participated in the many clubs and organizations across campus, most noticeably this year in ASIA club, African-American Association of Students (AAAS) and the International Student Association (ISA). There has been an increased attendance at Campus Life programming. International students are involved with campus media, serving in editorial and directorial positions for radio, TV and newspaper, and they often write for other student publications. They are active in theater and musical groups. International students serve as language partners, officially and unofficially, with students learning new languages. They serve as student mentors in the DePauw First-Year Experience Program and as Resident Assistants in university housing. Two international students serve as student coordinators for Cultural Connections and Conversation Café, which are two new community programs at the CIEE. In addition, two first-year students were elected to the Student Senate and a number of others are picking up applications for positions within student government. International students introduced new organizations to DePauw as well; Student Congress recently approved a Cricket Club and international students are in the process of forming a Chess Club and a Chinese student organization. They participate in activities through offices like the Hartman House (for community service), attend leadership conferences and volunteer. They also engage with the community by attending services at local churches.

International students are seeking other leadership opportunities, as evidenced by their participating in greater percentages in Hartman House (civic engagement and social justice) activities, such as attending student leadership conferences (IMPACT Conference, Indiana Governor's Conference on Community Service) and the Bonner Scholars Program.

Greek life is a visible, active part of social life at DePauw. Of the international students, 13 first-year men (or 59% of the international first-year men) joined a fraternity. Together with upperclass men, 54% of international male students are in a fraternity, representing nearly 3.5% of the overall fraternity population. Of the women, 8 first-year women students (or 19% of the international first-year women) joined a sorority. Together with upperclass women, 26% of international women are in a sorority, representing 2% of the overall sorority population.

From the survey to all DePauw students, respondents were most positive about student organizations at DePauw with 181 students or 80% of respondents agreeing that student groups provide programs that serve and welcome a diverse student population with only 13 students or 6% disagreeing. One-hundred and three students or 45% of the survey's respondents agreed that Greek organizations welcome students with international backgrounds and cultures. Conversely, 57 students or 25% of the survey's respondents disagreed with this statement.

The students who completed the survey were also positive that student organizations have an international theme with 187 students or 83% of respondents agreeing. Additionally, 87 students or 39% of respondents indicated they are members of student organizations that have an international theme.

Finally, we asked students for suggestions for improving the international aspects of student organizations. Responses included:

*“While certain organizations may have a specific cultural focus or demographic, they need to be working as hard as possible to let everyone on campus know that anyone is welcome to their events or meetings.*

*Also international students need to be seen less as international students and more as just students. They are learning the same things we are and deserve the same attention and respect that everyone else does”.*

*“There are many organizations that have a specific international theme. Most organizations serve a specific niche and therefore don't have a larger appeal to a variety of student backgrounds. If events could be held by multiple organizations that would encourage an interest from the larger population”.*

Students were most positive about student organizations at DePauw with 80% of respondents agreeing that student groups provide programs that serve and welcome a diverse student population. 45% percent of the survey's respondents agreed that Greek organizations welcome students with international backgrounds and cultures. As the international population continues to grow, more work will need to be done to ensure student organizations are welcoming and accepting of this increased diversity.

Finally, students suggested that organizations use better advertising methods such as flyers, catchy themes and hold events at places such as the Den, the Walden Inn, and ballrooms, which are more noticeable. Students suggested that organizations needed to work with each so that they can attract a larger audience.

## **5. Spiritual Life**

Students are always welcome at the Center for Spiritual Life, whether they are sure of their faith or have no idea where to start. Students are welcome no matter their identity, beliefs, background, or orientation.

The Center for Spiritual Life is eager to be in conversation with students who want to reflect on the relationship between faith and classroom learning. Students can often find others on a similar journey, learn from differences and share commonalities. The Center for Spiritual Life is happy to help students connect with a local (within driving distance) faith community if they so desire.

The Center welcomes and engages diversity, aiming to provide a safe, encouraging environment for students to explore their meaning and purpose in life. There are opportunities to take on increasing levels of leadership and to participate in interfaith dialogue and worship. There are spaces and resources available across campus, including the Bartlett Reflection Center at the Nature Park, Anderson St. sanctuary and reflection room, and Reese Hall. Opportunities for participation include:

- DePauw Hillel – gathers for Shabbat services about twice a month (20 – 30 usually participate); a student rabbi (Sandra Bellush from the Hebrew Union College in Cincinnati) will also be on campus during the High Holy Days.
- Muslim Students' Association – open to all interested in Islam
- Catholic Student Association: Student mass at St. Paul Catholic Church (within walking distance of campus) once a month with a meal following.
- DePauw Christian Fellowship – worship in the African-American tradition
- Gospel Choir—performs for DCF and other communities
- InterVarsity – non-denominational Christian worship and Bible study
- Young Life – Connects DePauw students with local high school students for worship
- Worldwide Discipleship Association – Individual and small group Bible study
- Habitat for Humanity—This re-energized student campus chapter is building community among students and building houses in cooperation with the Putnam County Habitat. One goal is to do a "House of Abraham" build -- that is, one sponsored by Hillel, the Muslim Student Association and Christians as well as anyone who would like to participate. Future plans also include Habitat Collegiate Challenge builds over spring break.
- Bread for the World – seeks to influence decision makers in government in order to address issues of hunger locally and globally

- The "Welcome Table" -- This event meets once a month over supper and is an opportunity for interfaith learning and dialogue.
- The Center for Spiritual Life is planning to have more contact with the Interfaith Youth Core (founded by Dr. Eboo Patel and based in Chicago; Dr. Eboo Patel, the founder of the IFYC, was recently appointed to Pres. Obama's interfaith council.) The IFYC can help us to build interfaith engagement on campus.
- Take Ten -- The Center for Spiritual Life has developed a time of hospitality, which celebrates, recognizes and thanks DePauw community members/organizations for their accomplishments. Students offer live jazz music and all are welcome.
- "Food for Thought" – a weekly event which gives students the opportunity to hear a speaker reflect on the question "What is most important to you and why?" This is an opportunity to consider one's values, beliefs and ethics.
- Green Ministry – engaging environmental issues; sponsors a wildflower planting in the spring of the year in the Nature Park and Earth Day worship
- Worship opportunities include interfaith services on campus, local/regional worship, and there are personal meditation spaces on campus including labyrinths.

When asked if their spiritual needs (e.g., places and opportunities to worship, communities to worship with) are met through the offerings of DePauw, 87 students or 39% of the respondents agreed. Conversely, 73 students or 33% of respondents disagreed.

102 students or 46% of the respondents agreed with the statement "In my spiritual life, I interact with issues that are internationally themed". Conversely, 29 students or 13% of the respondents disagreed. Additionally, 72 students or 32% of respondents indicated that they share their spiritual life with people of international backgrounds. Conversely, 50 students or 22% of respondents disagreed.

We believe that the campus could benefit greatly from a welcoming space/place intentionally designed for interfaith learning/dialogue and worship, as well as for worship in the various traditions themselves. A space for sharing meals representative of various faith traditions on specific holy days would be a marvelous asset to learning. An intentional place for hospitality, learning about religious traditions (hands-on, tactile, Montessori-style) and dialogue would be a tremendous asset to the campus in preparing future local, national and global leaders. Such a place could also include office space, food preparation space (kitchen, including kosher) because gathering around the table is important to people of many traditions. Space to build intentional pluralistic community and in which students may practice skills in interfaith dialogue and practice/celebrate their holy days would greatly enhance our common life.

## **Conclusion**

Of particular note in this study are the following:

1. Students are most aware of the Winter-Term and Study Abroad programs. This is expected as Winter-Term and Study Abroad programs are important components of the educational curriculum at DePauw.
2. Students are familiar with the International Bazaar and the International Food Festival that the International Student Association hosts every year. This finding is encouraging because providing venues for both domestic and international students to mingle, exchange ideas and work together is one of the objectives of the international initiative at DePauw University.
3. Students were positive about Dining Services. Dining Services should be commended for the services they provide to the students and for accommodating a wide variety of dietary needs.
4. Students' two most popular ways of finding out about what is happening on campus were Facebook and word of mouth. Both of these had 72% of the respondents indicating they got

information from them. The DePauw Weekly e-mail also seems to be an effective way of reaching international students as 61% of the respondents chose this as a way they find out about what is going on at DePauw.

5. Survey respondents were most positive about the fact the Residence Life and Housing Office hires a diverse group of resident assistants. Additionally, survey respondents agreed that the Residence Life and Housing Office promote international events.
6. Weaknesses or concerns of Spiritual Life were the absence of a welcoming space/place intentionally designed for interfaith learning/dialogue and worship on campus, as well as for worship in the various traditions themselves. A space for sharing meals representative of various faith traditions on specific holy days would be a marvelous asset to learning. An intentional place for hospitality, learning about religious traditions (hands-on, tactile, Montessori-style) and dialogue would be a tremendous asset to the campus in preparing future local, national and global leaders. Such a place could also include office space, food preparation space (kitchen, including kosher) because gathering around the table is important to people of many traditions. Space to build intentional pluralistic community in which students may practice skills in interfaith dialogue and practice/celebrate their holy days would greatly enhance our common life.

While the majority of the survey results were positive, it was a small sample (10%) of the student population that responded to the survey. It is very possible that those who did respond were those more interested in international events and activities than those who were not, clearly skewing the results. From an administrative perspective, it does appear that there is much effort to be inclusive of the increasing international diversity that exists on campus, adjusting offerings and opportunities to the changing needs of students. As this diversity grows and changes, attention to student needs will need to continue.

## STUDENT INTERNSHIPS

For DePauw students, the primary source of internship experiences abroad has been through off-campus study programs. EPA Internships in Europe offers internships (generally 2 DePauw credits) and coursework in several different locations. Most of our students who have enrolled in this program have chosen the London program and done the internship in the area of business/finance. The Scottish Parliamentary Program offers a governmental internship that is research based. Several other programs offer teaching internships (which are often non-credit) or science research opportunities. There are a number of programs that offer a field study component. The SIT programs that are scattered throughout the world generally involve a field study project with local or indigenous populations. These programs have been particularly appealing to students interested in sociology, anthropology and conflict studies. There are also some ecological field study programs available.

Obtaining an international internship through an off-campus study program involves the same sort of application that any other off-campus study program involves. Typically, students identify an area of interest for their internship and the program tries to match that. The program bears the responsibility of setting up the internship and for integrating it with the academic component.

The Management Fellows and Media Fellows programs have both regularly sponsored internships in London and Rome and the Management Fellows has been developing a program with Cummins Engine in India. These internships are set up and supervised by the program, which also provides the integrated academic component through an online readings course. For Winter Term independently-designed internships, faculty members are assigned to a group of students with a common theme of an internship. Students doing semester or summer independently-designed internships find a faculty member themselves to work with.

Independently-designed internships, no matter if they are semester-long, summer or Winter Term, require the student to establish contact with the potential host, develop a learning contract with the DePauw faculty sponsor, and work out the details of the internship. In the last five years, there have been a total of 45 Winter Term internships coded as international or about 9 per year. A number of these internships were done by international students returning to their home country for Winter Term. There were no cases of DePauw students doing independently-designed semester-long internships abroad.

### International Internships by Enrollment Category

Academic Year	Winter Term	Management Fellows	Media Fellows	Science Research Fellows	Independently Designed Internships	Off-Campus Study	UNI V 297*	COM M 299
2004-2005	0	2	0	0	0	13	0	0
2005-2006	7	0	1	0	0	5	0	0
2006-2007	8	0	2	0	0	9	0	0
2007-2008	15	0	3	0	0	12	1	0
2008-2009	15	4	4	1	0	11	0	0
<b>Total</b>	45	6	10	1	0	50	0	0

\* UNIV 297 summer internships are listed with the previous academic year (e.g., 2008 summer is with 2007-2008 academic year)

### International Internships by Broad Disciplinary Area

Academic Year	Social Service	Arts	Business	Science Research	Media	Legal/ Political
2004-2005	0	0	2	0	0	0
2005-2006	3	1	3	0	1	2
2006-2007	3	0	5	0	2	0
2007-2008	4	0	12	0	3	3
2008-2009	13	0	4	3	4	1
<b>Total</b>	23	1	25	3	10	6

\* Off-Campus Study is not included as there is incomplete data on the type of internship students completed.

When students seek an internship opportunity, they find it through one of three ways: personal contacts, the alumni or DePauw network, or a program provider. For those students wanting an internship in a more difficult area, they usually have to work through a program provider. Most students, however, do find an internship through personal or DePauw contacts. In no case are students placed by DePauw into an internship host; all must interview in some way for the internship. The exception is some of the off-campus programs that provide an internship, where because of location or timing restraints, they must place students in an internship based on the student's preferences and credentials.

A number of international internship opportunities exist in the summer. While these generally would not qualify for DePauw credit, they do give students an opportunity to obtain experience abroad. Sometimes, these internships are part of a business/finance program that may award a certificate in, for example, personal financial planning. A number of opportunities are available with international charity and service organizations, including many ecologically-themed organizations. Finally, some of the language immersion programs advertise an internship component, often in a school or daycare center. It is difficult for the student to assess the legitimacy of these programs and the quality of the internship experience. While it would be beneficial to our students if the off-campus study or career development offices could advise students about programs, we are not sure what kind of burden and responsibility this would put on those offices.

Our internship subcommittee talked at length about developing internship contacts abroad and making the kind of experience students in the Management Fellows and Media Fellows program enjoy more generally available. Mary Dixon, who had some experience with this when she was the director of the Management Fellows program, reported on the many difficulties of setting up internship sites abroad. These include obtaining the necessary visas, complying with the labor regulations, dealing with language issues and finding housing. As we see with domestic internships, hosts have to know how to work with interns. When this experience is lacking, the internship easily shifts from experiential to observational. While we recognize that it would be appealing in our literature promoting international experiences to point to "DePauw internships abroad," we think that it is much more prudent to work through off-campus study programs, like EPA or SIT, which have internship or field study experiences integrated into the program.

The internships subcommittee also looked briefly at the relation of international experiences to graduate fellowships. Since many of these fellowships are internationally-themed (e.g. Fulbright, JET), it is obvious that international experience is helpful if not crucial. A recent report by the director of the nationally competitive scholarship program noted, "All of DePauw's nationally competitive scholarship winners for 2008-09 studied abroad, either for an entire semester or during Winter Term. 16 of the 19 Teach for America corps members studied abroad." Off-campus study programs vary considerably in the type of intercultural experience they provide and certain types of experience might be better for certain fellowships than others. For instance, the kind of experience working with and observing local

populations that the SIT programs offer might fit well with the service-oriented fellowships. For the JET program, however, a language immersion program might work better. Given that most students are planning their off-campus experience early in their sophomore year, it might be looking too far ahead to bring the fellowship into the picture. With the current emphasis on graduate fellowships, however, it might make some sense to coordinate the advising without attempting to create the impression that there are definite pipelines from off-campus study experiences to graduate fellowships.

Finally, the assessment of internship experiences varies considerably. For students doing an internship as part of a semester off-campus program, it is the program that assesses the internship placement and learning as part of the course of instruction. For Management Fellow, Media Fellow, Winter Term, semester and summer independently-designed internships, individual faculty members along with host supervisors assess the student's learning. There are no institutional criteria for assessing internships or established outcomes that students should be working toward in their internship. As the University discusses the place and importance of internships in the curriculum, these criteria and outcomes must be part of the internship programs should they remain part of the curriculum going forward.

## RECRUITMENT AND SUPPORT OF INTERNATIONAL EMPLOYEES

In its mission statement, DePauw claims that it provides a “diverse learning and living community which is distinctive in its rigorous intellectual engagement and international and experiential learning opportunities.” As an employer, DePauw demonstrates its value of candidates with international backgrounds and experience by recruiting a significant percentage of international faculty and staff members. While we have not yet gathered all of the data we need in order to fully evaluate each aspect of DePauw’s recruitment, hiring, and retention of international employees, DePauw’s recent efforts to make comprehensive revisions to its international employee immigration policies and procedures, along with its Internationalization Initiative and the economic downturn make this an opportune moment for us to set goals for further examination of DePauw’s recruitment and support of international employees.

### I. Recruitment of a diverse Faculty and Staff

*Where is the (international) diversity in the Faculty and Staff at DePauw?*

During the 2008-09 academic year, DePauw employed 69 known international employees (members born outside of the United States), which equaled 11.9% of the 820 full- and part-time DePauw employees. This number included non-immigrants (in a temporary immigration status) and immigrants (in Legal Permanent Resident or Naturalized Citizen status). Of these 69 international employees, 15 were staff members and 54 were faculty members. Countries with the strongest representation (at least 4 employees) included China, Germany, India, Japan, Russia, and Unknown.

Thirteen international employees left DePauw University for the 2009-10 academic year, bringing our current total of known international employees to 56 and equaling 6.8% of the 820 full- and part-time DePauw employees. Of these 56 international employees, 13 are staff members and 43 are faculty members. Countries with the strongest representation (at least 4 employees) include China, Germany, India, and Unknown. Loss of the 13 international employees was due mostly to the changes to the economic downturn; most of these employees were faculty members teaching in temporary (“term”) positions, and no 2008-09 term positions were renewed for the 2009-10 academic year as a way to tighten DePauw’s budget. A few of the 13 international employees lost left for personal or professional reasons.

Country of birth	# Employees 2008-09	# Employees 2009-10
Argentina	1	1
Bangladesh	2	2
Barbados	1	1
Brazil	1	1
Cameroon	1	0
Canada	2	2
China	7	4
China (Taiwan)	1	1
Colombia	1	1
Croatia	1	0
Cuba	1	1
France	2	2
Germany	5	4
Haiti	1	1
India	9	8
Israel	2	1
Italy	1	1

Country of birth	# Employees 2008-09	# Employees 2009-10
Japan	4	3
Kenya	1	0
Korea	2	3
Mexico	1	1
Morocco	3	3
Pakistan	2	2
Romania	1	0
Russia	4	3
Sierra Leone	2	2
Singapore	1	1
Slovak Republic	1	1
Trinidad & Tobago	1	1
Turkey	1	0
United Kingdom	1	1
Unknown	4	4
Venezuela	1	0
<b>Total</b>	<b>69</b>	<b>56</b>

Employees born outside of the United States who are immigrants (Legal Permanent Residents or Naturalized Citizens) at the time of hire are not required to disclose their country of birth to DePauw, so there may be a greater number of international employees than we can actually report here. Of our current employees, there are 4 whom we know are international, but they have not self-disclosed their birth countries.

Our practical definition of an international employee is determined by birth country and, therefore, does not include employees who, while born inside the US, may have significant heritage, ties or experience outside the US. Such individuals do exist amongst our employee population and contribute to the international diversity of DePauw's employees, as well. We may want to find a way to identify such employees and include them in our reports and discussions of international employees.

*What is the process that has worked well to recruit that diverse faculty and staff?*

Department of Labor recruiting regulations do not permit employers to target or discriminate against applicants from specific countries or ethnic backgrounds. There exists no University-wide formula for recruitment of diverse faculty and staff members, but our search committees, academic departments, University divisions and the Office of Human Resources have nonetheless been successful in hiring an international faculty and staff. These departments and divisions may have formal or informal ways in which they recruit internationally diverse applicant pools, and a survey of those groups would uncover just how intentional they are in their recruitment of international job candidates and how they go about this recruitment.

While our candidate pools reflect, to some degree, the effectiveness of any intentional efforts to recruit international employees through advertisements, there are factors outside DePauw's control that affect our candidate pools. The Department of Labor only allows employers to hire international employees who have at least a Bachelor's degree, which limits our ability to hire international candidates for many of our hourly staff positions. Trends in higher education affect our applicant pools for faculty and staff searches. Since we cannot intentionally seek out candidates from a particular background (gender, ethnicity, age group), our candidate pools reflect local, regional and national availability of international candidates in a given field. Some academic fields, such as Mathematics and the Sciences, currently attract more international students and then produce more hireable faculty members than other fields. The global economy affects the numbers and nationalities of international students who can afford to study in the United States, which in turn affects the international diversity in faculty and staff job candidate pools.

*Where we need to go*

Anecdotally, we seem to be doing well in recruiting international faculty and staff members. DePauw is widely recognized for creating international education opportunities for its students, and during the 2008-09 academic year, we seemed to have the largest percentage of international employees in DePauw's history. However, in order to determine whether we are doing our best to create an internationally diverse learning community, we must compare DePauw's international employee numbers and recruitment practices with peer institutions. This comparison would help us gauge whether our percentage of international employees and recruitment efforts are up to best practices standards for a private, liberal arts institution of our size. Once we do have an idea of where we stand, we can determine what our next steps should be; we should be able to determine our goal numbers, develop strategies for recruiting and retaining more international employees, consider issues of equal geographic representation, etc.). At this point, we do not seem to be doing poorly in the area of international recruitment, but an assessment would be necessary in order to accurately assess where we stand and establish informed goals in this area.

## **II. Hiring and on-going employment authorization**

*What are our advertising strategies, and how has our advertising affected our faculty and staff composition?*

Professional staff positions may be posted in a national journal, such as The Chronicle for Higher Education or the most widely-recognized or professional journals for a particular field. For some professional positions and most hourly positions, job advertisements in local media are all that is needed to yield a qualified applicant pool. DePauw employees are notified of all updates to the Human Resources website (where position openings are posted) by email. In addition, a hard copy of each job announcement is located in the Office of Human Resources for potential walk-in candidates, which happens particularly for hourly staff positions.

Faculty positions require nationally competitive searches and committee review; DePauw's standard practice is to advertise in the print version (which also gets posted on-line) of The Chronicle of Higher Education for all teaching faculty positions. Advertising in a print version of a national journal important to the particular field of employment is required by the Department of Labor for the Permanent Residence process. The Chronicle satisfies this DOL requirement, so we use The Chronicle for all teaching faculty job advertisements, in addition to any other journals requested by the hiring Department or Division. Advertisement in any media source, but particularly national journals, has a cost, and the hiring Divisions keep this in mind when selecting the means by which we advertise for any open position.

Again, generally speaking, our advertising strategies do not specifically target international job candidates. Rather, hiring divisions determine what qualities they desire in a candidate for an open position and then craft job advertisements that would attract candidates with those desired qualities identified, staying within the normal minimum requirements for the rank and field of the open position. The media through which we advertise staff positions sometimes differ from the media we use for faculty openings, according to standard practices in a given field. Human Resources and hiring divisions determine on a case-by-case basis which media sources are most appropriate for each job posting. Given our numbers of international employees, it does seem that search committees and hiring departments frequently identify international experience as an important quality for job candidates to possess. Qualitative survey responses from department chairs and supervisors across campus would likely be the kind of data that we could gather in order to examine DePauw's current advertising strategies, most common criteria for identifying the most qualified candidates in an applicant pool, and how these strategies have affected our faculty and staff composition.

On a different note regarding job advertisements, the language used in job ads is crucial, as certain language must be used in order for the job search to qualify for use in immigration procedures. Job ads must list the minimum requirements for the advertised position; using language such as "preferred" rather than "required" to describe the minimum qualifications for a position can disqualify that search from being used to sponsor an international employee. Our recently updated international employee hiring procedure now includes a built-in, free attorney review of ALL of DePauw's professional staff and faculty job ads before they are posted to avoid any complications due to such a simple factor such as language. Finding effective ways to implement this new international employee hiring procedure will be necessary so that such changes have the desired effect.

*How do we create our job descriptions, and how do our job descriptions affect our faculty and staff composition?*

Supervisors are usually the administrators who create staff job descriptions, and those descriptions are approved by the vice president of the hiring division and any other appropriate administrators. Faculty

job descriptions are created through a joint effort between the Office of Academic Affairs and the search committee formed by the hiring academic department. Standard language does seem to exist within most divisions that might affect the specific language used in job descriptions. As in the creation of our job advertisements, the language used in job descriptions and the duties included could very well have an impact on the candidates who respond to our job advertisements and which of those candidates best meet our desired qualifications.

A survey of international employees, administrators and faculty members involved in hiring employees would be one way to gather feedback on how the job descriptions DePauw creates could affect our faculty and staff composition. This kind of data could be difficult to gather, given that it may not be feasible to survey job candidates on this subject. A study of our past candidate pools for job searches could produce some empirical data on our success rate of yielding highly qualified international candidates with our job searches (job advertisements and descriptions).

*How do we detect immigration sponsorship needs, and who gets informed about those needs?*

There are very limited opportunities to ask job candidates about their immigration needs during the interview process, as there are strict regulations that protect job candidates against discrimination during interviews. According to these regulations, we must also ask all candidates the same questions about their eligibility to work. Academic Affairs builds in a question for all job candidates whether they have employment authorization to work in the United States, and it is at this point that Academic Affairs usually learns about a candidate's need for immigration sponsorship. A new employee sometimes does not self-disclose immigration needs until an offer has been made. Once we know that an employee may have immigration needs, the office issuing the offer letter (Academic Affairs or Human Resources) inserts a standardize paragraph into the offer letter communicating that the new employee should contact Aliza Frame at the Center for International and Experiential Education as soon as possible to discuss immigration needs. Candidates who have been offered employment with DePauw and who have confirmed that they will require some form of immigration support are now immediately provided with a copy of DePauw's "International Employees: Immigration Policies and Procedures" document to initially review and reference in the future. This document, along with additional instructions communicated by the CIEE, prompt the new employee to send a detailed set of documents to DePauw. The CIEE conducts a review of these documents to determine short- and long-term immigration needs, estimated costs, and time frames for immigration application procedures and an estimated employment start date.

Learning about immigration needs as early as possible can significantly affect DePauw's ability to ensure that employment can begin on time and help minimize the effects of any complications that arise as we work to obtain the necessary employment authorization. Some immigration application processes can be costly and lengthy, so beginning as early as possible is crucial to ensure an employee's smooth transition to DePauw and that DePauw is not left without an important employee.

*What are our current policies and procedures for employees who require employment-based immigration sponsorship? How do we inform international candidates and current employees about those policies and procedures?*

We have been learning important lessons in the recruitment and hiring of international employees in recent years, particularly in regards to international staff members. In response to some of the issues that we have encountered with the hiring of both faculty and staff members, the CIEE, in collaboration with Academic Affairs and Human Resources, has created a "Hiring Policies and Procedures for International Employees" document to be used by hiring Departments and Divisions, in addition to the "International Employees: Immigration Policies and Procedures" for distribution to new international employees as they are hired. The goal of these documents is to make all immigration related requirements (including

recruitment requirements), costs, time frames and expectations clear to all involved parties. The use of such documents helps DePauw manage these issues and also adhere to best practices. Although we have begun providing all incoming international employees with our immigration policies and procedures document, we have not officially approved and begun use of the hiring policy and procedure document. Implementation of the hiring procedure needs to happen as soon as possible in order to avoid immigration complications, which cost the University money and cause unnecessary hardship for employees. Implementation of these policies by hiring departments and divisions should help ensure smoother, more economical immigration processes for the University and its employees.

### *Managing the cost of employee immigration needs*

There are significant costs that DePauw must cover, or has elected to cover, when hiring international employees and renewing their employment authorization. The CIEE, Academic Affairs and Human Resources do what they can to minimize immigration expenses while still ensuring that the necessary precautions are taken so that employees and the University are protected from legal complications. Minimizing legal fees should be one primary goal during all on-going immigration cases (which can often be done by involved DePauw administrators and employees taking extreme care to provide complete, accurate and good-quality information to legal counsel or to the necessary government agencies), while taking care not to compromise the quality of immigration work performed or the reputation of the University as an employer for the sake of saving money.

Employers are often required to pay for at least some portion of immigration costs for their international employees. DePauw generally pays for a bit more than the minimum requirement as a benefit to its employees; this is also looked well upon by the Department of Labor and helps DePauw maintain a good reputation among potential candidates. Given the current economic hardship that DePauw is facing and the possibility that further economic downturn could further affect DePauw's operating budget, we should periodically evaluate our policies on paying for immigration-related expenses. Academic Affairs, Human Resources, and the CIEE recently reviewed DePauw's policies regarding which immigration costs it covers and for which costs international employees are responsible. These new policies on immigration costs are included in DePauw's new policy documents, provided to employees upon their hire.

Reimbursement for immigration expenses by employees to the University should be monitored by Academic Affairs (faculty cases) or by Human Resources (staff cases). Academic Affairs recently updated its records and system for monitoring and collecting immigration reimbursement. Human Resources may find that a similar system works well for the staff cases it manages.

### *Where we need to go*

Implementing the "Hiring Policies and Procedures for International Employees" document is the most important next step in ensuring that our hiring of international employees complies with immigration regulations and that we can effectively maintain international employees' employment authorization throughout their tenure at DePauw. DePauw should periodically review these policies and procedures to ensure that they continue to comply with immigration regulations and satisfy the needs of the University.

A reimbursement agreement needs to be drafted which employees sign prior to beginning any new immigration process. This agreement would not, perhaps, have much impact if an employee leaves the United States without reimbursing DePauw for immigration expenses owed, but it would be helpful for making employees and the University aware at the beginning of each new immigration process of financial responsibility. This agreement should be helpful when employees stay at DePauw or change employers within the United States. Such a document should be reviewed by legal counsel prior to use to ensure compliance with immigration and labor regulations.

### **III. How do we retain international employees once we have initially hired them?**

*From an immigration standpoint: How do we transition international employees' temporary employment authorization to long-term employment authorization?*

In the past, we first secured short-term employment authorization first, and later worried about applying for long-term employment authorization. Waiting to review international employees' long-term immigration needs and eligibility for Permanent Residence has caused some serious complications for DePauw and its employees, and often leads to higher legal fees in the long run. The CIEE, Academic Affairs and Human Resources have collaborated to change DePauw's procedure for reviewing all new international employees' immigration needs and eligibility at the time of hire so that we are aware of any potential complications from the beginning. This early, comprehensive review also allows DePauw to lay out an appropriate plan (timeline) for preparing all of the necessary immigration applications that minimizes any interruptions in an employee's authorization to work. By conducting this initial review and establishing early plans for addressing short- and long-term immigration needs, DePauw also saves money on legal fees in a variety of ways.

A detailed explanation of the different ways in which DePauw obtains employment authorization for its employees can be found in the attached policy and procedure documents.

*From a professional standpoint: How do we meet international employees' professional development needs? How do we work together as a diverse team of professionals?*

University departments make professional development opportunities available to their employees internally and through outside conferences, as possible given departmental budgets. The Office of Human Resources offers additional professional development and wellness workshops on campus that are generally applicable to all employees. A survey of divisions and departments would be necessary to gather data on how we meet the professional development needs specifically of our international employees. DePauw does have a Diversity and Equity Committee that may already be contributing to professional development issues as they pertain to international employees, but we would need to survey this committee in order to gather this information.

*From a holistic standpoint: How does DePauw create an inviting (attractive) living environment for individuals and families? What are international employees' needs in order to continue employment at DePauw?*

A survey of University divisions and departments, in addition to the Diversity and Equity Committee, would be necessary to respond to this question.

*Which international employees have we retained and which have left? Why have international employees left DePauw?*

At present, there does not seem to be a comprehensive database of international employees who have left DePauw—we only have comprehensive information on international employees who are currently employed at DePauw. Some significant digging would be required to compile a database of former international employees.

A survey of former international employees and their supervisors would be necessary to gather data on international employees' reasons for leaving DePauw.

**IV. What structures and bodies are in place at DePauw to deal with these matters of recruitment, hiring and retention?**

The Office of Academic Affairs, the Office of Human Resources, the Center for International and Experiential Education, hiring academic Departments and the Diversity and Equity Committee are the main groups that deal with these matters. Each group has its own role, but we need to keep identifying ways to stay in communication about issues of concern, best practices, and how to better recruit and retain international employees.

Over the past few years, tremendous strides have been made in clarifying the structures, procedures and policies in place for hiring international employees. While some work needs to be done, the key next step is working with the international employees to assess the support they receive from DePauw.

## ACADEMIC SUPPORT AND RESOURCES

Academic support and resources extends across all students. It also extends to faculty members in their work to help students achieve academically. This report focuses on four main areas:

- I. Curriculum and Faculty Development
- II. English Language Support for Non-Native Speakers of English
- III. Academic Resource Center and Competency Programs
- IV. Library Resources

With the introduction of the 2005 strategic initiative for a more diverse and international student body, there has been much greater focus on the academic support and resources provided to the growing international student body. This has been challenging, largely because of the speed at which the international student population has grown and the newness for the campus in working with this student population. Over this same period of time we have seen relatively consistent numbers of students study abroad for a semester and for a Winter Term. Enrollments in foreign language courses have remained steady, with some growth in the areas of Chinese and Arabic (Arabic was first offered in 2008-2009).

### Enrollment History of International Students at DePauw (2004-2005 to 2009-2010), including Enrollment in English 100, 110, and 120I

Year	Total	New Degree Seeking	Returning Degree Seeking	Total Degree Seeking	Exchange	TA	Total New	ENG100/110 Degree-seeking/Exchange	ENG 120I Degree-seeking/Exchange
2004-2005	48	5	36	41	4	3	12	n/a	n/a
2005-2006	47	4	31	35	9	3	16	n/a	n/a
2006-2007	54	15#	21	35	14	4	34	1/10	0
2007-2008	70	31	26	57	9	4	45	13/6	2/0
2008-2009	125	67	48	115	6	5	77	15/5	6/0
2009-2010*	184	68#	104	172	7	4	80	13/0	21/3

# One Kansai Gaidai exchange student that is a two-year, degree-seeking student.

This report focuses on the international aspects of academic support and resources; because the growth in the last four years has been largely in the international student body, this report is largely skewed to the support provided to international students.

### I. Curriculum and Faculty Development

The two primary areas of academic support and resources as it relates to the curriculum are foreign language study and English courses for non-native speakers of English.

#### *Foreign Language Courses and Tutoring*

As noted in the Curriculum section, there are a variety of languages taught at DePauw at a variety of levels. Students needing tutoring in these languages find support in the department of Modern

Languages. The Academic Resource Center tries to list tutoring support, but typically refers students to the Modern language department. Each year the University admits one-year exchange students who act as language department teaching assistants. These students, along with upperclass majors in the languages provide academic tutoring. The language department assistants also provide cultural activities and discussion hours at which they speak in the native language.

### *English Department Courses*

The English department offers English 110 and English 115 as courses for non-native speakers of English. ENG 110, ENG 115 courses are prerequisites for ENG 130, the requisite English course of all DePauw students. They can be taken in succession or independently; placement in the appropriate English courses are made based on three criteria: 1) English language assessments administered on campus during orientation, 2) recommendation from the English language coordinator, 3) confirmed by appointed faculty representing the English department (department chair, W Center director, etc.). Successful completion in each course is required to advance to a higher-level course.

All English composition courses begin with critical thinking. Our aim is to teach college level thinking through college level writing. English courses for non-native speakers of English are aimed at strengthening existing language skills and developing new skills necessary for academic success. Courses are designed to position students for academic success.

ENG 110, Seminar for Non-Native Speakers of English, develops and strengthens the level of English language fluency of incoming international students who begin to write, speak and read proficiently and rigorously at an academic college level. English 110 may not be counted toward a major in English. See Writing Program for details.

ENG 115, Seminar for Non-Native Speakers of English is aimed at challenging incoming international students more than ENG 110. This course focuses more on academic writing proficiency and critical thinking in preparation for the advanced level of challenge offered by ENG 130. English 115 may not be counted toward a major in English.

Required entrance scores are determined by the Office of Admission with faculty input. The current requirements (TOEFL Paper-Based Test score of 560, Computer-Based Test of 220, or Internet-Based Test of 83; IELTS – 6.5) were established a decade ago and are in line with the requirements of peer institutions. As with other admission requirements, it is within the Faculty's purview to review and revise admission scores. Over the past several years, there has been increased discussion about the appropriateness of the language scores. However, what the scores should be remains a question as with the increased number of students admitted over this time, we have found students' abilities to vary widely, and may not, in fact, correspond to test scores. While some students may be prepared to enter directly into 130, there are other students who need at least two semester's of support before being ready to fully participate in English 130 and succeed.

We have learned from experience that international students can greatly enrich English 130 classes, but, at the same time, if underprepared, they will skew the level of the class instruction and require an inordinate amount of intervention in order to pass the class. This is not fair to either the teachers or the students in the 130 class. Therefore, we have found that our "pilot experiment" of these required prerequisites has been very successful in assuring the students make progress, receive credit and are prepared. During this last academic year we placed international students into these two courses on an experimental basis and found that the arrangement has worked very well. At the current rates of admission, we can handle these prerequisite courses with staff members who have ESL training.

### *Faculty Development*

One of the greatest needs we have had with an increasingly diverse curriculum and student body is helping faculty members adjust their pedagogy appropriately. Through an online resource for working with a cross-cultural community ([http://www.depauw.edu/admin/acadaffairs/facdev/About\\_Teaching.asp](http://www.depauw.edu/admin/acadaffairs/facdev/About_Teaching.asp)) and faculty development workshops, we have begun to address some faculty members' challenges and concerns. We continue to struggle with getting faculty members not already part of this conversation to attend, but our efforts persist. The primary issues we continue to discuss and address are the following:

- Grading papers for content and grammatical correctness.
- Conducting and engaging student discussion in the classroom.
- Cultural awareness and cultural differences in the classroom.
- Addressing classroom expectations.

## **II. English Language Support for Non-Native Speakers of English**

DePauw University has a long history of having international students, particularly non-native speakers of English. But due to their lower numbers, the language support of these students was provided individually on an ad-hoc basis by a member of the faculty. With the growth in the number of international students, beginning in the 2006-2007 academic year, there has been more attention paid to their academic success and to their impact on the faculty members' pedagogies. While all international students must submit comparably high English language test scores for admission, we recognize non-native speakers will continue to need language support in making the transition to, and be academically successful in an all-English institution and community. For these reasons, we have taken a more proactive approach.

### *2006-2007 Academic Year*

The total number of first-year international students entering for Fall 2006 was 25 (16 degree-seeking and 9 exchange students). In mid-September 2006, faculty members identified a group of non-native speakers of English among the international students who were struggling with their language skills in their classes. Shortly thereafter, written assessments were developed and conducted among 17 non-native speakers and resulted in adding a newly developed bridge course (ENG 100 College Writing for Non-Native Speakers of English) to the English department's courses. Eleven students, including a few exchange students, were enrolled across two sections in ENG 100 classes. Although recommended to, some students chose not to enroll. Communication with faculty members occurred on a consistent basis throughout the year to monitor the academic performances of these particular students, however attention to all international students' academics was heightened.

No additional courses were scheduled for the Spring Term for students to continue; however, tutoring was encouraged and available daily throughout the remainder of the academic year for anyone who requested any type of assistance with their language development. The English language coordinator provided tutoring in writing and pronunciation. Additional tutoring in writing was made available through the Writing Center and speaking and pronunciation practice was offered through the Speaking & Listening Center. Expanding the roles of the Speaking & Listening Center tutors became an integral part of the internationalization process.

### *2007-2008 Academic Year*

To anticipate the language needs of the non-native English speakers among the new 30 first year degree-seeking and 9 exchange students entering in Fall 2007, ENG 100 was again offered in two sections. 19 students enrolled across two sections for Fall Term; two students continued in an independent study in the Spring Term because of poor progress and low language proficiencies.

Activities and changes in 2007-2008 in the English language support program:

- Assessed *all* incoming non-native speakers of English with a written essay assessment during international student orientation to better place students in the appropriate English courses (i.e. ENG 110 or ENG 130) at the start of the Fall Term;
- Administered a brief oral interview. The oral interview identified students who exhibited weak pronunciation skills that could inhibit their oral communication in classes and in a social environment. These students were offered individual speaking and listening tutoring;
- Expanded the “S” Center’s tutors’ roles to serve as Conversation (chat) Partners and pronunciation tutors with non-native speakers of English;
- Expanded tutoring services;
- Renamed ENG 100 to avoid the “remedial” connotation associated with a 100-level course. The course is now: ENG 110 College Writing for Non-Native Speakers of English;
- Changed the course grading system from P/F to regular A-F system;
- Scheduled faculty workshops that focused on teaching pedagogies for international students;
- Offered language seminars to students that included topics such as cultural and academic differences;
- Created academic resources for students for their independent English language development on the International Students & Scholars (ISS) website;
- Created resources for faculty members relating to teaching and professional development on the ISS website;
- Presented at New Faculty Orientation and other workshops about teaching writing to non-native speakers of English;
- Created DePauw Leadership International to offer a civics type program to teach facets of American culture (two seminars were held) for international students on local, state and national levels. Connections between American culture and student’s cultures are threaded throughout the program to provide students examples that might be incorporated into their lives upon return to their home countries.

#### *2008-2009 Academic Year*

This year resulted in a marked increase in the total number of international students from the previous year with 66 degree-seeking and 11 exchange students, most of whom were non-native speakers of English. Twenty students enrolled across two sections of ENG 110 for the Fall Term; six students continued their language studies in another course (ENG 120I) for the Spring Term.

As a University, we affirmed the need to have all students prepared to succeed in an all-English medium classroom. To ensure a seamless progression for students, all international students (not just international students who are non-native speakers of English) entering in the Fall 2009 semester will be required to sit for an English language assessment. Those not meeting the ENG 130 level, as determined by the coordinator of English language support and members of the English department, will be required to take ENG 110 and/or ENG 115 (new course), as appropriate.

Activities and changes in 2008-2009 in the English language support program:

- Required written assessments and oral interviews of all first year non-native speakers of English;
- Hired a part-time professional staff member in the Academic Resource Center (ARC) to provide writing tutoring;
- Increased tutoring hours with the coordinator of English language support;
- Offered two sections of ENG 110 in the Fall Term;
- Offered one section of ENG 120I with six students in the Spring Term;
- Renamed the original ENG 100 course to: ENG 110 Writing Seminar for Non-Native Speakers of English I;

- Created ENG 115 Writing Seminar for Non-Native Speakers of English II.
- Established ENG 110 and ENG 115, or equivalent, as pre-requisites for ENG 130, effective for 2009 Fall Term;
- Scheduled faculty development seminars for new and returning faculty members in both Fall and Spring Terms;
- Held student seminars on topics for language, academic and cultural concerns and differences;
- Created and posted a faculty development resources page for teaching in a cross-cultural Community.

### *2009-2010 Academic Year*

Upon the conclusion of the mandatory written and oral English language assessments during orientation, a total of 37 students were placed into English 110 or 115, out of a total of 80 new international students. This year's assessment process included members of the English Department faculty, which allowed more faculty members to become part of the process and familiar with the level and type of needs non-native speakers have. This year we had only the Coordinator of English Language Support teaching three sections of English and providing tutoring to students in those courses. Students in other courses received tutoring support from peer tutors in the Writing and Speaking & Listening Centers. During the spring semester of 2010, we will have one additional professional staff members trained in ESL providing tutoring and academic support.

Activities and changes this year in the English language support program:

- Offered one section of ENG 110 and two sections of ENG 115 in the fall term.
- Will offer a section of ENG 115 in the spring semester.
- Held faculty development seminar in the fall; planning one for the spring.
- Adding one professional staff members with ESL training to provide tutoring and other academic support during the spring semester. An additional part-time staff member with ESL training (an IIE Scholar Rescue Fund scholar) will be added in spring 2010, but will not provide tutoring or instruction until the fall 2010 semester.
- Relocated the Coordinator's office to the Academic Resource Center.
- Developing library section for faculty development in second language teaching.
- Cross-linked the academic resources found on the International Student & Scholar webpage (part of CIEE) with the English department homepage.
- Creation of an ad-hoc committee to discuss the needs and issues in providing adequate English language support. Members of this committee had participated in these discussions in the past, but this year we sat together at once to discuss needs and concerns. This committee will continue to meet during the spring semester, with better coordination around discussion on more specific topics. The committee has identified the following as necessary issues to address:
  - Collection of data: who is using tutoring support, for what kinds of needs, how frequently, etc.
  - Assessment of the assessment and placement process: as we have more years of administering the language assessments and more students taking English 110 and 115, are students being placed appropriately and are they getting what they need from the courses to move on to the requisite English 130 course of all students? Also of note is with the inclusion English department faculty members in the review of written assessments, are the assessments in line with one another, given the faculty members have differing levels of experience working with assessment of English language proficiency.
  - Staffing: identifying at least one additional full-time professional staff member with training in ESL and continued training of more peer tutors in the Writing and Speaking &

- Listening Centers. It is also noted that additional peer tutors are needed for tutoring in various subjects, helping non-native speakers with specialized vocabulary and content
- Reviewing entrance scores and requirements: with several years of data on University entrance scores, placements scores, and course grades, is there any pattern to determine we need to alter our entrance requirements. Of particular note was the idea of looking at the breakdown of TOEFL scores in relation to the on-campus assessment and course grades.

### **III. Academic Resource Center and Competency Programs**

#### *Academic Resource Center*

The Academic Resource Center (ARC) supports students in their academic pursuits while at DePauw. The ARC works collaboratively with the Competency Program Centers – the Speaking and Listening Center, The Writing Center and the Quantitative Reasoning Center. Collectively, these centers provide individual and group support through tutoring, learning skills assessments and workshops, and specialized sessions, such as graduate school test preparation. The ARC has provided special sessions for international students to help them better understand the academic environment of DePauw, including how to participate in class discussions, note-taking strategies, study skill habits and learning style inventories. The Director of Student Academic Support coordinates or assists in developing these sorts of sessions.

#### *Competency Programs*

The Writing (W), Quantitative (Q) and Speaking and Listening (S) Centers' primary mission is to support the competency programs. W's primary student usage comes from English 130, W competency courses, and First-Year Seminars; Q and S's primary usage comes from First-Year Seminars, Q and S competency courses and related fields. A course from each of these competence areas are graduation requirements. In the last two years, the centers have certainly quickly become the frontlines for addressing international students' needs concerning English fluency (both written and oral). While this is very important work we have also struggled to keep a balance in serving all of our constituencies. One of the reasons that the centers have been so successful is that students understand that the tutors are available to students of all levels of ability, including those who are very strong writers. Thus, we want to serve the international students, but also keep true to our mission. (We also struggle to keep our identity as non-remedial support, but also recognize that we meet students where they are. We try to offer second language support and avoid the stigma of remedial connotations.) Our shared objective at the Academic Resource Center is to help facilitate the students' independent learning as soon as possible

The W, Q and S centers are staffed by full-time faculty members with "full rights and responsibilities" as faculty. As such, they report to their various department chairs, conduct research, do committee work and carry out their teaching. Their administrative duties are to carry out the Center's goals, coordinating with the Academic Resource Center (but they do not report to this office). The directors are selected based on their professional training and expertise and the current directors have worked at DePauw and at previous institutions with many international students.

As we continue providing English language support, there needs to be continued collaboration and cooperation among all constituencies involved in this work. The Competency directors, the Director of Student Academic Support, the English department and the Center for International & Experiential Education all have expertise to lend and must work together to ensure that the assessment and placement process goes smoothly and that students receive the academic and language support they need. This cooperation and collaboration has developed over the past few years, but further work and clarification of who does what needs to take place. The most immediate need is clarifying the role of the Coordinator of English Language Support, being clear about what her role is and who she reports to. However, there also

needs to be better clarity on the scope of what the University means by English language support. This clarity will hopefully lead to better and more integrated support across the University.

#### *Writing Center and English Language Support*

Last year, with the admission of 77 new international students, of quite varied abilities, we found that the W center was immediately inundated with requests for appointments. All available appointments for the first two weeks were booked within two days of the start of the semester—nearly all of the hours were taken up with multiple appointments per week, even per day, with international students. The students were told during orientation to seek out help proactively from professors and resources like the W and S centers, so this likely contributed to the demand. Clearly there were also students who needed support early in the semester and quickly determined that we were a good place to receive it. At one point in time, we found that virtually all of the available appoints (over 40 hours worth) were being scheduled by international students (primarily first-semester students); we quickly consulted and adapted our appointment scheduling procedures so that we could serve our “primary mission populations (as listed above) but also meet the needs of international students. Our task is to balance these demands, so that the services are not monopolized by international students or any one population. We need to keep this balance in order to keep the programs effective.

To help meet the high demand, the Academic Resource Center (ARC) added a staff member trained in ESL; she was available in an office down the hall from the ARC for about 2 hours a day in the morning. We worked hard to advertise her services, and once students became aware of her availability, more students signed up for appointments. It became obvious, though, that students prefer the nighttime and late afternoon hours and peer tutoring, so there was still very high demand for W Center tutors. (The ESL staff member has also adjusted her hours to later in the day.) International students often have made considerable progress in transitioning to doing academic work in English by the second semester and demand for tutoring is considerably less in the spring across all populations, so these issues tend to work themselves out in the spring semester. To provide support to all of the constituencies that use the centers, we made a number of changes:

- During peak usage periods, no student could schedule more than 1-hour appointment per week with W tutors. This evened out the usage and allowed all students equal chance to sign up, but we do not think this met the needs of the International students during the fall. Many of these students wanted to sign up for as many as 4-6 hours per week of tutoring.
- We coordinated the tutoring that Linda Martin, instructor of English courses for non-natives speakers of English, and the W tutors are able to provide.
- We also moved Linda Martin’s office from a separate building to the ARC, which has facilitated better coordination of tutoring support.

#### *Tutoring Support outside of Q, S and W*

International students also use the ARC to seek tutors who can explain content and ideas in courses across the curriculum. Last year, we found that students especially needed subject tutors in Political Science, Economics, History, Psychology and Sociology. We notified the chairs of these departments as we became aware of the needs, but no systematic tutoring was available for these content areas. Ongoing work is taking place to identify peer tutors in various academic departments, both for content and support with English vocabulary related to that discipline. These tutoring needs tend to arise on a case-by-case basis—depending upon which international students are in which courses and at what level.

#### *Ongoing Issues for ARC and International Student Support*

1. *Communication and Coordination of tutoring Services:* We will be able to best serve student needs if everyone who is involved in the tutoring is involved in the design of the programs. This means, at the very least, that the ESL staff person, the teacher(s) of English 110 and 115 and the W and S directors need to continue to consult and design how international students’ tutoring will be coordinated.

It will be very important to effectively coordinate and communicate the tutoring strategies offered in each place on campus. Without this careful coordination, the international students will likely receive conflicting messages and go to the “path of least resistance” (i.e. whoever will give them the most immediate “help” –as in fix the paper—or write the speech. Giving directive “fix-it” help is not the best pedagogy/ nor does it facilitate developing student independence. ) If a pattern of bad pedagogy/or inconsistent pedagogy gets set up, students will overload some resources and not choose others.

2. *Office Space*: Office space and space in general is very limited in the new ARC configuration—especially until we get the S Taping room in working order. It would be useful to have part of a classroom for tutoring and further office space—or we could use the new conference room on the second floor as office and tutoring space.

#### **IV. Library holdings**

DePauw University Libraries hold an impressive collection of resources in all formats to support existing international study programs offered at the university.

This international study conspectus was compiled over the last semester and was found to consist of over 20,500 titles, and 330 Reference titles. For ease of analysis, the conspectus divided International Education into the following categories: D, DB, DC, DD, DG, DK, DS, GR, GV, HD, HF, HG, JC, JX, JZ, N, PB, PC, PF, PG, PL, PQ, PT, and PZ.

Additional materials are catalogued under other multi-disciplinary categories.

(Please see Appendix 26: International Studies Library Holdings for details.)

#### **Strengths:**

The collection is shown to be strong in all Language and Literature categories; Medieval and Modern History; International Economic Relations (HF1401-1650), and Politics International Relations.

#### **Areas in need of Improvement:**

The materials related to world cultures are in need of improvement.

While this analysis shows that in the last few years, several relevant books, newspaper databases, DVDs, and media materials have been added to support related courses and programs, the collection still has an average age that needs to be upgraded. In many cases, a large percentage of the materials published between the years 2000-2008 show a high circulation rate, while a large percentage of the multi-lingual sections, German, French, and Russian titles did not circulate.

The Asian Studies collection reflects a relatively stronger circulation rate. This may be due to the high percentage of International students from this geographic region. Between the years 1995-2002, circulation of books rose in all areas, especially Japanese and Chinese Language and Literature.

While impressive progress has been made in book acquisition in African Studies, especially History and Politics, there is room for growth through cooperative acquisition projects for the library to adequately support the study of Africa as well as other geographic areas that are not yet fully represented in the International Education program at DePauw.

#### **Interlibrary Loan**

In spite of the impressive progress made in acquiring materials to support International Studies, DePauw

University, like many other Liberal Arts Universities, has to rely on Interlibrary Loan to meet the needs of users. DePauw's Interlibrary Loan (ILL) is a service provided for DePauw University faculty, students and staff to obtain materials that are either not owned by DePauw or items that are owned but missing. This service is offered at no cost to DePauw faculty, students, and staff who are engaged in research.

The department has made a number of procedural and policy changes designed to support the increase in internationalization on campus. We started by upgrading the policy governing the requests for foreign language materials. Now, when a student requests materials not in English, we process the request as usual, unless the student has specifically requested an English version of a given item. We also expanded our geographic reach in both our borrowing and lending departments. We have borrowed materials from as far away as New Zealand and sent our items to places as diverse as Israel, Australia, and Hong Kong. As part of our participation in the international interlibrary loan system, we have used the International Federation of Library Association's (IFLA) voucher program. The program replaces traditional charges based on local currencies with vouchers that can be sent with each item to pay for the costs of postage and copying. Finally, we have trained staff to use the English language catalogs at the major national libraries in other countries including the Bibliothèque nationale de France and the National Diet Library of Japan when our domestic sources have failed in locating an item.

### **Bibliographic Instruction Opportunities**

DePauw librarians regularly work with the Center for International & Experiential Education to schedule a library instruction session for incoming international students during their fall orientation. In this session, librarians give the students a tour of Roy O. West Library, demonstrate useful library resources and show them a guide created for them. The guide, located at <http://libguides.depauw.edu/international>, includes broad instructions for doing research, links to databases featuring international newspapers, glossaries of library terms translated into many languages, and links to information about international and ethnic food and festivals in Indiana (including Bloomington, Indianapolis, and Lafayette). At the end of the session, we offer to assist them with their research needs as they begin their studies, and encourage them to stop by the reference desk or schedule consultations with librarians as needed.

### **Meeting and study areas**

The Roy O West Library offers students seven study rooms throughout the library. The rooms can be used for individual or group study. Four of the rooms can be reserved by students in advance. Each room circulates for four hours and can be renewed if there is another room available for other students.

### **Multi-Media labs and other online Resources/IT support/training opportunities**

The University also offers a wide array of services and resources to support instruction and technology. These include:

- FITS- Faculty Instructional Technology Support
- DML- Digital Media
- MITC- Music Instructional Technology Center
- GIS- Geographic Information Systems
- SITS-Student Instructional Technology Support

There are four multi-media labs, a Help Desk, Tech Classrooms, Tablet PCs and Online tutorials and computing help for faculty and students. Details of these resources can be obtained at: <http://www.depauw.edu/univ/fits/support/support.asp>

### **Conclusion**

Through collaborative efforts between members of the Faculty Development Program, the Center for International and Experiential Education, the English Department, the Academic Resource Center and the Writing, and Speaking & Listening Centers, we accomplished the creation of an English language

program that recognizes not only the needs of non-native speakers of English, but also of the faculty members who teach these students. We continue to be proactive to find new methods and opportunities to continue to strengthen and expand our language support. In addition, we have included domestic (American) student groups in various discussions and workshops on topics of cultural differences, communication, etc.

## GOVERNANCE OF INTERNATIONAL EDUCATION

There are two main bodies that deal with the governance of international education at DePauw: the Center for International and Experiential Education (CIEE) and the International Education Committee (IEC). This report will examine each of these bodies separately.

### I. The Center for International and Experiential Education (CIEE)

#### A. Overview

Under the division of Academic Affairs, the CIEE administers semester, year, and winter term off-campus study programs, internships for students. The office also serves as the office for International Students and Scholars Support, which includes English language support, and advises on some internship opportunities. A detailed list of the current staff members and their duties follows:

#### **International Students & Scholars**

*Loufi Jirari*, Associate Director (x6697, [loufijirari@depauw.edu](mailto:loufijirari@depauw.edu))

- Immigration support for 4-year international students
- Immigration support for visiting/exchange international students
- Insurance questions and support
- Adjustment and transition support
- Advisor to the International Student Association

*Aliza Frame*, Assistant Director(x4368, [alizaframe@depauw.edu](mailto:alizaframe@depauw.edu))

- Admission of visiting/exchange international students
- Immigration support for visiting/exchange international students
- Immigration support for 4-year international students
- Adjustment and transition support

*Linda Martin*, Coordinator of English Language Support and International Services (x4496, [lindamartin@depauw.edu](mailto:lindamartin@depauw.edu))

- Instructor of English 110, College Writing for Non-Native Speakers of English
- English language tutoring
- Academic support for international students
- Support for faculty members working with international students

*Rajai Bimbo*, Assistant Director (x4058, [rajaibimbo@depauw.edu](mailto:rajaibimbo@depauw.edu))

- Hoosier Hospitality Dinner Program

#### **International Employees**

*Aliza Frame*, Assistant Director (x4368, [alizaframe@depauw.edu](mailto:alizaframe@depauw.edu))

- Hiring foreign nationals
- Immigration support for foreign nationals

#### **Off-Campus Study**

*Rajai Bimbo*, Assistant Director (x4058, [rajaibimbo@depauw.edu](mailto:rajaibimbo@depauw.edu))

- Advising
- Pre-departure and re-entry programming
- Assistance with program applications and visa questions

*Aliza Frame*, Assistant Director(x4368, [alizaframe@depauw.edu](mailto:alizaframe@depauw.edu))

- Advising

- Pre-departure and re-entry programming
- Assistance with program applications and visa questions

*Kate Knaul*, Director (x4371, [kknaul@depauw.edu](mailto:kknaul@depauw.edu))

- Approved programs
- Inter-institutional agreements
- International Education Committee

*Angela Modglin*, Program Administrator (x4373, [angelamodglin@depauw.edu](mailto:angelamodglin@depauw.edu))

- Off-campus study tuition payments
- Off-campus study costs and dates
- Off-campus study transcripts
- Scheduling advising appointments

*Roni McMains*, Secretary (x4355, [rmcmains@depauw.edu](mailto:rmcmains@depauw.edu))

- Scheduling advising appointments

### **Winter Term**

*Mandy Brookins Blinn*, Associate Director (x4090, [amandabrookinsblinn@depauw.edu](mailto:amandabrookinsblinn@depauw.edu))

- Faculty-led off-campus project coordination
- Independent Study Project advising and coordination
- Winter Term Subcommittee

*Kyle Danforth*, Senior Assistant Director (x6004, [kyledanforth@depauw.edu](mailto:kyledanforth@depauw.edu))

- Internship coordination and advising
- Independent Study Project advising
- Alternative Winter Term completions

*Kate Knaul*, Director (x4371, [kknaul@depauw.edu](mailto:kknaul@depauw.edu))

- On-campus courses
- Faculty obligations
- Winter Term Subcommittee

*Roni McMains*, Secretary (x4355, [rmcmains@depauw.edu](mailto:rmcmains@depauw.edu))

- Billing and accounts
- Financial support for students
- Course registration

*Sarah Ryan*, Director of Hartman House and Winter Term In Service (x4619, [sryan@depauw.edu](mailto:sryan@depauw.edu))

(\* Sarah is a staff member in the Hartman House, not the Durham House)

- Winter Term In Service

### **Internships**

*Kyle Danforth*, Senior Assistant Director (x6004, [kyledanforth@depauw.edu](mailto:kyledanforth@depauw.edu))

- 5<sup>th</sup> Year Internships
- Independently Designed Internships
- Summer Internships (Univ 297)

## **B. Assessment—Method**

To evaluate the roles and responsibilities of the CIEE as well as its effectiveness, a poll was distributed by email to each of the eight staff members that work at the center in March 2009. The poll including the following seven questions:

1. What areas do you focus on within the CIEE?
2. What are your work duties in your areas? (formal and informal)
3. What university committees/boards/task forces etc, do you sit on in regard to international education?
4. Are there any offices or departments with which you collaborate frequently?
5. Does the University provide you with the resources needed to fulfill your work duties?
6. What comments can you share regarding your workload?
7. Please share any general comments you might have about what works well and what can be improved in your area of focus.

### **C. Assessment—Outcome**

The specific roles and duties of each staff member and the offices with which these individuals collaborate (Questions 1-4) can be found in *Appendix A*.

The following is a description of the responses to questions 5-7.

#### *5. Does the university provide you with the resources needed to fulfill your work duties?*

Most respondents felt that they are provided with the resources needed to fulfill duties. Some, however, could see some need for improvement. As one respondent noted, “I need to attend workshops and conferences to obtain the up-to-date knowledge and skills in constantly changing immigration laws and matters to fulfill my work duties.” Other members noted that financial resources could be improved in order to better support staff projects. One staff member noted the need to provide more short-term housing for international students during university holidays and breaks as well as renovation of the international center as the numbers of students increase. “The Most significant resource we lack to effectively do our work with international students is transportation. We need at least one small van (I would much prefer a small bus similar to the one that is used by Rural Transit) to be able to manage all the events that we organize and international student needs that arise.”

In general, most staff felt that they received proper university support in their specific areas. “Yes I find support and insight from co-workers within the CIEE and across campus too. Additionally, I’ve been encouraged to attend relevant conferences and seminars to further professional development.”

#### *6. Workload*

Most staff at the CIEE indicated a moderate and manageable workload. It is evident from other staff members that there has been a dramatic increase in work duties associated with support of international students and scholars. Staff members working with international students, unlike others, stated that they often have to stay after hours with considerable weekend work as well. “My work load is high. I find it difficult to manage all of my responsibilities within normal work hours; my average work week averages between 45-50 hours.” Another staff member noted: “I usually have to stay in my office late in the evenings. Helping international students with personal matters in different capacities takes almost all of my time. We are expecting a larger incoming class of international students and therefore I will have to spend even longer hours in the evening to accommodate the needs of all international students.”

Because of the high volume of work, some staff members note challenge they face to managing tasks and achieving balance. “There’s a lot. Many things, including important things, do not get addressed and are always on a to-do list (e.g., updating/revising risk management planning; longer-term strategic planning).” On the issue of workload, another staff member states that, “DePauw’s culture of over-achievement and multi-tasking makes it difficult for students, staff, and faculty members to keep a

healthy balanced schedule.” Another staff member, however, stated that “For the most part it is manageable.”

#### *7. General comments, improvements, and what works well.*

In relation to the staff’s overall viewpoints on the workings of the CIEE, many respondents felt that the office is functioning well, but the most consistent concern comes from the support of International Students and Scholars. Others noted that more could be done to help support the growing numbers of international students. “It is becoming apparent that an increasing number of incoming international students will increase demands in my areas of focus at CIEE. The additions of many new programs and new activities offered and implemented in my areas of focus have increased the workload of my position. To ensure the high quality of services offered in my areas of focus, it will be very helpful to hire another staff member to help with the increased workload of having the larger number of international students, programs and activities.”

The CIEE uses e-Services to maintain student databases for off-campus study and Winter Term opportunities. One staff member noted that “E-Service is frustrating” in reaction to her use of the e-services system.

For winter term as well as off-campus study it was noted that more support is needed to help students develop connections between their off-campus study pursuits and on campus learning and growth. “...not much time is spent on the synthesis of the activities. Given the numbers of students participating on Winter Term (about 1,800), it’s difficult to promote synthesis.” For Winter Term internships another staff member notes the inherent problems faced due to the short nature of the internships and the challenge students have in finding internships opportunities. “Speaking to internships, the biggest challenge is assisting students who have very little opportunity to identify internship hosts. Short-term, international arrangements (such as Winter Term) are inherently difficult to manage because of the reduced potential for tangible output as a result of the intern’s (and host’s) effort.”

### **D. Conclusions**

Staff members at the CIEE seem generally satisfied with the governance of international education from their point of view. The one concern raised repeatedly was the need to increase staffing in the area of support of international students, especially if and as numbers continue to rise.

Concerns about the need to make more deliberate and explicit connections between students’ winter term experiences and their majors and programs of study and about the difficulty finding and working with short-term internships in January should be addressed in other portions of this self-study.

## **II. The International Education Committee (IEC)**

### **A. Overview**

The International Education Committee is an executive committee of CAPP (the Committee on Academic Policy and Planning) whose membership includes faculty, administrators, and students. In 2007-2008, the IEC engaged in extensive discussions of the committee’s function and membership and, in conjunction with CAPP, developed a new “charge”. The IEC Charge is included as an appendix to this self-study.

A main component of the IEC Charge is an explicit list of the aspects of international education at DePauw with which the IEC has the jurisdiction, and responsibility, to deal.

The other main component is the description of the membership of the committee. It should be noted that the IEC Charge revised in 2007-2008 reduces the number of faculty members on the IEC from eight—deemed unwieldy—to six.

### **B. Assessment--Method**

In order to evaluate the IEC's effectiveness in recent years, a poll was distributed by e-mail in March 2009 to all current and all recent members of the IEC (i.e., members who had served in the last five years) who are still on campus. The poll included the following questions:

1. Does the charge to the IEC (in particular, items a-j) seem appropriate to you?
2. With which of these areas did the IEC deal during your time on the committee?
3. Do you have any comments about the membership structure of the IEC?
4. In your experience, how effectively did/does the IEC carry out its work?

The poll was e-mailed to 20 faculty members, 4 administrators, and 4 students. Individuals polled were told they could either respond by e-mail or write/print their answers on a separate sheet of paper and return them anonymously. Responses were received from 9 faculty members, 2 administrators, 1 student, and 1 anonymous respondent. All responses except one were received electronically. Full anonymous responses to this poll are included as Appendix 8.

### **C. Assessment—Outcome**

#### *1. Does the charge to the IEC (in particular, items a-j) seem appropriate to you?*

Although some respondents were generally satisfied with the IEC Charge, others felt the areas detailed in the charge were too broad for a single committee. One person wrote, "It seems like so many very different things are going on—incoming international students, in-house students studying abroad, Winter Term, and the like—these are really each substantial programs being lumped in, I think, inappropriately due simply to their loosely 'international' status. Each deserves more committee attention, especially when the study abroad applications demand so much of the committee's energy." Another noted, "[T]here is an incredible breath [sic] of topics that cannot be dealt with in a meaningful way throughout the year. It's also unclear how the international dimensions of Winter Term (which seems vast) connect to the charge of the IEC." A third respondent acknowledged the broad scope of the charge but commented that the committee does not necessarily have to deal with all of these topics in any given year: "If the committee had to deal with each area in detail each year, that would probably be too onerous. Fortunately, there is some ebb and flow to the committee's demands and some discretion concerning emphases."

Some respondents expressed frustration with what the IEC was expected, observing that, in some ways, the committee was prevented from carrying out these tasks effectively. This frustration was expressed particularly with regard to item c on the charge, "Advising CAPP on admission standards for international students." One respondent wrote, "My only concern is that I would like the IEC committee to have a say on the recruitment and admission process of international students at DePauw. While it is wonderful to have a large class of international students, we all know internationalization should be more than numbers. An emphasis should be made to make sure we recruit and admit a diverse group of international students." Another commented, "[A]dmissions has their own agenda in visiting and recruiting students. Even when the committee asked, on several occasions, for more and varied targeted countries, we were told that it was a budget issue, that there is just one admissions person, that we have to take what we can get. We were also told that to make our tuition marks we had to take what we can get. Then, this year I find out that many of the international students that we were told were tuition payers are really heavily supported. Can you imagine how that feels? Or how it seems to other colleagues who feel that IEC is a pawn in a shell game?"

A third concern expressed was whether the faculty members on the committee possessed the necessary expertise for dealing with all of these issues. As one respondent explained, “[U]nless faculty members are familiar with the work of the CIEE or the IEC, they have a steep learning curve in order to participate (thereby making the work of the committee in addressing these various topics slow and challenging).” Another respondent judged that the IEC should not be involved in approving programs for off-campus study opportunities for students (presumably the expertise of the staff of the CIEE are more suited to this task). A third respondent noted more specifically, “The committee should review applications for off-campus studies and academic opportunities for international students, but should not be involved in recruitment issues or activities a regular faculty member has not trained for.”

2. *With which of these areas did the IEC deal during your time on the committee?*

Survey responses indicated that—with the exception of the 2007-2008 academic year, when the IEC Charge was drafted, and the 2008-2009 academic year, when the IEC coordinated this self-study of international education at DePauw—the IEC spent most of its time dealing with the topics that now make up items b, i and j of the charge:

- b. Setting standards for international education opportunities, such as approval of off-campus study programs
- i. Approving programs for off-campus study opportunities for students (note overlap with item b)
- j. Reviewing off-campus study applications and monitoring the off-campus study application process

One respondent expressed the strong opinion that items i and j were not appropriate for the IEC; this comment is of particular interest if these areas do, indeed, take up the bulk of the committee’s time and energies each year. This person wrote, “I did not think it was fair for faculty members to spend so much time doing administrative work by weeding through stacks of folders when this is more the duties of the staff than faculty. Our role as faculty members on the committee is to review and recommend...”

In fact, several respondents commented that they thought the IEC spent too much of its time dealing with applications for off-campus study. The IEC Charge may well have been drafted, at least in part, to respond to this concern—i.e., to the concern that the IEC had degenerated into a committee that simply read and approved applications and did not play an appropriate role in discussions of policy with regard to international education.

3. *Do you have any comments about the membership structure of the IEC?*

One concern raised in response to this question was the problematic articulation between the faculty and administrative aspects of the committee. As one respondent put it, “The primary difficulty is the lack of clarity of direction since there is a faculty chair and a full-time administrator who’s [sic] professional background and full-time position is to manage the international programs of the university.”

A second concern addressed the fact that some members felt they lacked the necessary expertise to participate fully on the committee. (See the related discussion in the final paragraph under question 1, above.) A new faculty member wrote, “I felt like I shouldn’t have been allowed to serve in the full capacity given my experience on campus (truthfully, I felt like I got in the way some, since people had to stop to explain things more fully for my sake—also I just didn’t have to [sic] scope of experience that I feel would inform my contributions better—something I attain as I near tenure).” A student member wrote, “As a student a lot of times I felt unaware or uninformed about information that may have been obtained at faculty meetings, however this is most likely unavoidable.”

Some respondents dealt with the issue of expertise in specific ways, offering comments for a representation structure that would ensure particular types of input.

- One respondent suggested that new members should be required to have experience in at least one of the areas with which the IEC deals: “I think it would be a much more effective committee if the members came with experience in one of the areas of the committee’s charge.” This same person added that “the committee might itself have ‘subcommittees’ within it that addressed different areas of the charge.”
- Two respondents sought ways to ensure input from the Department of Modern Languages: (1) “I understand that we should not have too many members, but it makes sense to me to have at least one faculty member from ML for every membership. I assume ML faculty is more aware of the issues concerning international education for both American and international students.”; (2) “I would prefer to see a closer integration with Modern Languages, since there is substantial overlap and shared interest.”
- Two respondents commented that connections between the IEC and the Office of Admission were crucial, though each had a different impression of the current state of the relationship between these two bodies: (1) “It seemed to me that it would be crucial to have a representative from the Admissions Office for each meeting. I was under the impression that the articulation between CIEE and Admission was not so great.”; (2) “I think the relationship forged with the Office of Admission makes a lot of sense.”
- One respondent thought it would be useful to find a way to ensure contributions from the School of Music, which only happen systematically when at least one of the six faculty members of the committee comes from the music faculty.

Infrequent communications between the IEC and CAPP were also mentioned as a problem, as was the difficulty of getting student members to attend the IEC’s meetings.

#### *4. In your experience, how effectively did/does the IEC carry out its work?*

Responses to this question were strongly divided, no doubt reflecting the fact that the effectiveness of the committee varies greatly from year to year depending on its membership. Although administrative membership on the committee is relatively stable, at least one-third of the faculty members are new to the committee each year, and new student members are elected each year as well. A new chair is also elected each year. As one respondent explained, “The effectiveness of the committee is wholly reliant on the chair and the relationship between the chair and the director of the CIEE. In years when the chair has been experienced at chairing a group AND experienced in the dimensions of the committee’s charge, the committee has been more effective. However, in most years, the committee has not been as effective as it could be. I think part of this is due to the majority of faculty members having little experience with the work of the IEC and CIEE, so they have little to contribute to most areas. What is most familiar and what ends up being done most regularly is the reading and evaluation of off-campus applications.”

Positive comments on the committee’s effectiveness included the following ones:

- “In my year, there was a good working relationship with the committee chair, the committee, and the director of CIEE. The lines of communication were open, input was encouraged, positions were vigorously debated, and considered decisions were made.”
- “I found that IEC was effective in carrying out its work, in and outside of meetings. Each member had their own concerns and was willing to focus on certain aspects of the IEC.”
- “Overall, I believe that the IEC members are carrying their charges effectively. All members seem dedicated and enthusiastic about the international education at DePauw.”

More negative comments included these:

- “I thought the charge fairly clear, but execution somewhat less so.”
- “This was one of the most dysfunctional committees I’ve ever served on. We met a lot, talked a lot, but not much seemed to get done... In addition, there is an inherent tension between the two

sections of the committee: faculty and the International office. I felt there was a lot of defensiveness.

One respondent indicated disappointment with the IEC's lack of accomplishments during the year this person served on the committee: "I was a little disappointed that the our yearlong effort—ie revising the mission statement for the IEC—didn't culminate in our bringing something to the faculty for approval. I also feel that the IEC is now on the back burner, having been eclipsed by the new President's charge to the faculty."

Another stated that it was never clear quite what the IEC was attempting to accomplish: "When I was on IEC, we were told many times how busy CIEE was, which I think is true and CIEE wanted faculty to share some responsibilities, getting more involved. I was not clear, however, on the vision DePauw or CIEE had in terms of international education. We discussed something for one and a half hours at every meeting, but it didn't get us very far. I'm not criticizing the way the meeting was carried out, rather, I wished that I had known what we were trying to accomplish as a committee in relation to CIEE."

#### **D. Conclusions**

To summarize, the following main concerns emerged from this study of the International Education Committee:

- The IEC spends an inordinate amount of time reading and reviewing applications for off-campus study, a task that might be better entrusted to the professionals at the Center for International and Experiential Education (CIEE).
- The IEC feels frustrated by a lack of opportunities for input with regard to policy (the area mentioned most frequently was Admission).
- The IEC would be more effective if all faculty members on the committee had previous experience and interest in international education.
- A problematic articulation between faculty and administrative interests poses challenges for the IEC and is the source of some confusion.
- The IEC lacks clarity in terms of its goals (the IEC Charge, which was an attempt to provide this clarity, may be too broad to be effective).

One final comment—information for this report was gained primarily from surveys of persons involved with the CIEE and the IEC. It would, perhaps, have been useful to ask individuals at the university (particularly faculty and students) who are *not* staff members of the CIEE and who have *not* served on the IEC about their perceptions regarding the effectiveness of the governance of international education at DePauw.

#### Appendix

8 - Summary of Responses to Survey Regarding Experiences on the IEC

## CONCLUSIONS

We now find ourselves five years past the strategic plan that first stated the importance of international education as part of the University's mission. In concert with a lively debate on intellectual life and improved coordination and collaboration between Student Life and Academic Life, this self-study seems well positioned to reaffirm the value of an international education as the University moves forward. To be successful, however, there are several issues that we need assistance in addressing.

1. *Off-Campus Study*: What might an application process look like that would allow improved pre-departure preparation (beyond the logistics of travel) and improved reflection throughout and after the experience, particularly as it relates to the academic aspects of off-campus study? What kind of staffing and funding might be needed to accomplish this?
2. *Winter Term*: It is fairly certain that we will continue to have a three and a half week term; while the faculty determines what exactly that will look like, how can we most effectively use this short term to support an international education program? More specifically, how can we use it move beyond the travel of students and faculty to near and far to a program that is intellectually engaging and curricularly integrated?
3. *On-Campus Curriculum*: As we continue to rejuvenate our intellectual life, how do we ensure that the importance of international learning is infused in our intellectual life and identity? How do we make stronger ties to faculty development, off-campus study and Winter Term opportunities, internships, and student life?
4. *Faculty Development and Inter-Institutional Collaboration*: DePauw has invested considerable resources in making it possible for faculty to travel internationally to do research and to present their work at international conferences, colloquia, etc. Are there ways the University could, with minimal budgetary impact, strengthen connections between DePauw faculty and scholars who live and work in the locations to which they travel? Similarly, should DePauw strive to welcome more "short-term" international faculty to campus, from scholars in residence to visiting speakers, who might maintain connections with the University when they return to their home institutions?
5. *Admission and Recruitment*: Beyond an understanding of the importance of having international students be a part of the university, there needs to be a clear understanding of how domestic students are part of an international education at DePauw. How do we ensure through the recruitment and admission process that domestic students are ready and willing to embrace an international education?
6. *Student Life and Campus Programming*: It is evident that the University offers a wide array of programs and services, but it is also evident that not all students engage equally in them. How can this be improved, with particular attention to improving the connection of domestic and international students?
7. *Student internships*: Are there other models of identifying and securing experiential and appropriately rigorous internships abroad that DePauw ought to consider?
8. *Recruitment and Support of International Employees*: Just as we have paid increasing attention to the support and retention of our international students, we need to do the same for our international employees. What models exist for communities like ours to support international employees?
9. *Academic Support*: Our greatest need is in our support of international students, particularly non-native speakers of English. How can we improve our coordination of English language support

efforts? Given the fact that international students tend to cluster in certain majors, how can we ensure that these departments have the adequate resources to support more international students?

10. *Governance of International Education*: While most of this work can likely be done within existing administrative units and budget lines, do we have the right number of staff members and enough financial resources to make the improvements we desire? How can we improve our faculty governance structure to better coordinate and complement the expertise of the professional staff? Is the faculty governance structure the right place to “own” international education, or does it need to be broader, and if so, who needs to own it?

Broadly stated, these issues center around an improved articulation of purpose behind what we are doing and an assessment of our work. As we look to our next steps—our own strategic planning within international education—it is critical we build intentionally a program that is supported by all levels and all corners of the University.

## Appendix 1 - International Learning Goals

DePauw University is dedicated to graduating students who function well in the globally interdependent world of the 21st century. The DePauw education and experience equip students for this task. Listed below are goals for international learning. International learning can take place in a classroom, during an internship in the U.S., and while traveling outside U.S. borders, etc.

As a result of their DePauw education, students...

### KNOWLEDGE

- **Begin to establish a good working knowledge of the broader world, its natural systems and nations, their characteristics, and their relationships with each other.**
- Have substantial knowledge of the culture, language, history, and/or current condition of at least one nation beyond their home country.
- Are able to analyze and evaluate the forces shaping international events, both now and in the past.
- Have a basic understanding of the extent to which knowledge, information, scholarship, and science are now internationally developed and thus seek answers to their questions by looking broadly.

### ATTITUDE

- **Have practiced adapting, reinterpreting, and restructuring their behavior when in new contexts, including new international situations.**
- Maintain an ongoing curiosity about global issues and a willingness to seek out international, intercultural, and co-cultural opportunities.
- Are able to function within complex systems of cultural diversity, both locally and internationally.

### REFLECTION

- **Are able to reflect constructively on an intercultural or co-cultural experience.**
- View international diversity as a resource, not a threat, and understand the fundamental principles of intercultural understanding and communication.
- Are humble in the face of difference, tolerant of ambiguity and unfamiliarity, and willing to be in the position of a learner when encountering others.

### CITIZENSHIP

- **Have developed a sense of responsibility and involvement with pressing global issues concerning health, poverty, the environment, conflict, inequality, human rights, civil society, and sustainable economic development.**
- Are able to contribute important international perspectives to the economic, educational, and cultural development of Indiana and their home communities.

- Are aware of, understand, and interact easily with immigrant populations in the communities where they live.

## **OUTCOMES**

- Have begun to understand the global context of their chosen discipline by adding international perspectives and expertise to their professional skills.
- Are able to begin building sustained, mutually beneficial partnerships with individuals and organizations from other countries.
- Are able to use diverse cultural frames of reference and alternate perspectives to think critically and solve problems.
- Are aware of how global issues impact their local environment, and vice versa.

*Developed by the IEC in 2007-2008. Adapted with permission from a handout provided by Susan Buck Sutton, Associate Dean for International Programs, IUPUI at the NAFSA regional conference on November 8, 2005.*

## Appendix 2 – International Education Committee Charge

1. **Function.** The purpose of the International Educational Committee is to make policy recommendations about international education. The IEC defines “international education” as inclusive of the international components of off-campus study, winter term projects, on-campus curriculum, faculty development, admissions and recruitment, student life, student internships, campus programming, and inter-institutional collaborations. The IEC is committed foremost to ensuring the quality of international education opportunities at DePauw, with due attention to the number, diversity, and accessibility of these opportunities. The IEC will act as a liaison between the Center for International and Experiential Education (CIEE) and coordinating committees and administrative bodies at DePauw. The IEC will consider all aspects of international education at DePauw, including:
  - a. Establishing and refining an international education philosophy that includes a set of criteria by which the success of international education at DePauw may be assessed;
  - b. Setting standards for international education opportunities, such as approval of off-campus study programs;
  - c. Advising CAPP on admission standards for international students;
  - d. Advising on administrative issues that affect international education, such as off-campus study costs and international student recruitment;
  - e. Promoting international education throughout the on-campus curriculum;
  - f. Promoting international learning opportunities for DePauw faculty, staff, and community members;
  - g. Reviewing the on-campus support structures for international students at DePauw;
  - h. Reviewing policies related to the recruitment and support of international faculty members;
  - i. Approving programs for off-campus study opportunities for students; and
  - j. Reviewing off-campus study applications and monitoring the off-campus study application process.

The IEC shall report each semester to the Committee on Academic Policy and Planning.

2. **Membership.** Voting Members: the President of the University, the Vice President for Academic Affairs (or his or her representative); the Director of International and Experiential Education; six elected faculty members (one elected from each division and two at-large faculty members); of which no more than two may be from one department; and three students, including one international student and another who has studied abroad.

Non-voting members: the Registrar; a representative of both the Admission and Financial Aid Offices; and the coordinator of the International Students and Scholars Program.

### **Appendix 3 - Contributors to the Self-Study of International Education at DePauw University (2008-2009, 2009-2010)**

The following individuals contributed to and/or authored portions of this self-study:

- Humberto Barreto, Professor of Economics and Management
- Rajai Bimbo, Assistant Director of the Center for International & Experiential Education
- Mandy Brookins Blinn, Associate Director of the Center for International & Experiential Education
- Harry Brown, Associate Professor of English
- Marthe Chandler, Professor of Philosophy
- Keith Chapman, student ('10)
- Hiroko Chiba, Associate Professor of Modern Languages (Japanese) and Director of the Asian Studies Program
- Ashley Clark, student ('09)
- Tim Cope, Associate Professor of Geosciences
- Page Cotton, Professor of Kinesiology
- Kyle Danforth, Senior Assistant Director of the Center for International & Experiential Education
- Robert Dewey, Assistant Professor of History
- Greg Dillon, Assistant Dean of Campus Life
- Mary Dixon, Professor of Economics
- Joyce Dixon-Fyle, Coordinator of Collection Development
- Rahim Elghanmi, Assistant Professor of Mathematics
- Nahyan Fancy, Assistant Professor of History
- Kelsey Flanagan, student ('10)
- Aliza Frame, Assistant Director of the Center for International & Experiential Education
- Jana Grimes, Director of Human Resources
- Susan Hahn, Professor of English and Director of the Writing Center
- Doug Harms, Professor of Computer Science
- Joe Heithaus, Associate Professor of English
- Robert Hershberger, Associate Professor of Modern Languages (Spanish)
- Loutfi Jirari, Associate Director of the Center for International & Experiential Education
- Ken Kirkpatrick, Registrar
- Carrie Klaus, Associate Professor of Modern Languages (French)
- Kate Knaul, Director of the Center for International & Experiential Education
- Erin Mahoney, Associate Director of Career Services
- Kristi Martin, student ('09)
- Linda Martin, Coordinator of English Language Support and International Services and Part-time Instructor of English
- Ghassan Nasr, Assistant Professor of Modern Languages (Arabic)
- Stefanie Niles, Vice President for Admission and Financial Aid
- Adebayo Olowoyeye, Instructor of Computer Science
- Kerry Pannell, Associate Professor of Economics and Management
- Gretchen Person, Director of Spiritual Life
- May Phang, Associate Professor of Music
- Howard Pollack-Milgate, Associate Professor of Modern Languages (German)
- Xinyi Wang, student ('12)
- Barbara Whitehead, Professor of History and Coordinator of the European Studies Program
- June Wildman, Associate Registrar

- Susan Wilson, Professor of Communication and Theatre
- Mira Yaseen, student ('12)

DePauw University  
*Off-Campus Study  
Application*

2009-2010



**Off-Campus Study Program**

Center for International & Experiential Education  
Durham House  
DePauw University  
309 E. Seminary Street  
Greencastle, IN 46135

Tel. (765) 658-4355  
Fax: (765) 658-4045  
ocs@depauw.edu  
<http://www.depauw.edu/univ.international/>

*DePauw University, in affirmation of its commitment to excellence, endeavors to provide equal opportunity for all individuals in its admission procedures. Institutional decisions regarding admission will be based on a person's qualifications and/or performance without regard to race, color, creed, religion, national origin, sexual orientation, disability, age, gender, gender identity or gender expression.*

# *Off-Campus Study*

## *Application Handbook*

### 2010-2011

#### **Handbook Contents**

International and Off-Campus Programs During the Semester _____	1
Deciding Whether to Study Off Campus _____	1
Parents and Off-Campus Study _____	2
Choosing a Program to Meet Your Goals _____	2
Deciding How Long To Study Off Campus _____	2
Deciding When To Study Off Campus _____	2
Summer Off-Campus Study _____	2
Approved Programs _____	3
Eligibility Requirements _____	3
Not Meeting Some of the Eligibility Requirements _____	4
Course Credit _____	4
Application Procedure _____	5
1) The DePauw Application Process _____	5
2) Applying to Your Program _____	5
Off-Campus Study Costs and Financial Aid _____	6
Program Changes, Withdrawal and Associated Fees _____	7
Disabilities and Accommodations _____	7
Orientation _____	7
Re-Entry and Evaluation _____	7

#### **International and Off-Campus Programs During the Semester**

DePauw offers off-campus study opportunities designed to broaden intellectual horizons and to enable the student to achieve a deeper sense of individual identity and cultural awareness. Through participation in an international program or an off-campus program in the United States, the student is able to enhance and strengthen academic goals and personal objectives. Off-campus study stimulates the growth of new thinking. Leaving the shelter of familiar circumstances encourages greater self-reliance and sophistication in thought and action. With an understanding of other cultures, one becomes dramatically aware of the need to search for solutions to the problems confronting humankind. (Adapted from Section V of the DePauw University Catalog: "International and Off-Campus Programs During the Semester")

#### **Deciding Whether to Study Off Campus**

Off-campus study is designed to complement and extend the DePauw academic and personal experience and is *not* a "semester off." Applications that convey this sentiment *will not be approved*. Choosing to study off campus means making choices and giving up some things. Students should think carefully about whether studying off campus is more or less important than other things, such as being fraternity or sorority president, playing soccer or basketball, etc. Students should think about and plan for ways to do both. Talking with fellow students, roommates, or fraternity brothers/sorority sisters will be helpful. But

talking with the staff of the Off-Campus Study Program and with academic advisors and other faculty members is also important to help define areas of interest.

### **Parents and Off-Campus Study**

Parents may have questions about you studying off campus. They want to know you will be getting a good education and staying safe regardless of where you are. The further from home you are the more questions and concerns they will have. Talk with them about your plans and how you are taking responsibility for this opportunity. Later in the process, they will receive information from the Off-Campus Study Program, but in the meantime they can view the Off-Campus Study Program website for answers to questions. They are welcome to contact the Off-Campus Study Program staff if they have questions or would like additional information.

### **Choosing a Program to Meet Your Goals**

There are various types of off-campus programs; each program is different in the level of responsibility placed on the student. Some programs take care of all of the housing, meal, travel and course enrollments with one simple application. Others, such as direct enrollment programs, require the applicant to do more. Independent study, internship or experiential learning programs provide alternatives to the typical American college education. These permit the student to pursue an in-depth study or research project in a selected field or on a special topic, or to "try out" a career interest, in addition to other coursework. The student accepts responsibility for completing the study or internship, or conducting the research, and writing a report on the experience.

The best program is the one that fits an individual's personal interests and goals. Students should talk with their off-campus advisor and faculty advisor about the following questions:

1. Why do you want to study off campus?
2. What are your academic interests, co-curricular and personal goals, and career goals? What can you do off campus to support these interests?
3. What do you want to do in addition to studying while you are off campus? Have an internship? Do a service project? Do independent research? Learn a language?
4. What can you do to take the best advantage of the place you want to go?
5. Do you want to attend classes with students from the host country or mainly with other Americans or foreign students? Do you want the classes to be based on the American model or on another model that may involve much more independent work?
6. Where do you want to live? If you are considering going abroad, do you want to live with a family, in a dorm with students from the host country, or with other Americans? If you are considering a domestic program, do you want to live in the neighborhood where you work, perhaps in a big city, or do you want to live with other students doing the same thing?
7. Where would you like to go? Do you prefer cities or small towns? Large universities or small programs?
8. Is foreign language proficiency necessary to study or intern in the country you are considering? If so, do you have the necessary proficiency, or do you have plans to gain it before you go?
9. Would studying off campus alter your graduation plans?
10. What languages have you studied or might you want to study off campus?

### **Deciding How Long To Study Off Campus**

Students may apply to spend up to two semesters off campus, either in the same place or in two different locations. Approval to spend one semester off campus does not automatically guarantee approval for two semesters. Students interested in foreign language programs should consider applying to spend both semesters in the same place to improve language and cultural skills. Students may also consider meeting two different academic or professional interests by spending two semesters in different places; those

applying for two semesters in different locations must submit a clear rationale in how both semesters equally address academic interests.

### **Deciding When To Study Off Campus**

While the majority of DePauw students study off-campus during their junior year, students may apply to study off campus as early as the second semester of their sophomore year and as late as the first semester of their senior year. Before deciding when to study off campus, students should *talk to their academic advisor* about how to best incorporate off-campus study into their academic plan.

### **Summer Off-Campus Study**

Students interested in studying abroad during the summer may find information on summer programs in the Off-Campus Study Program resource library. Many of the off-campus programs listed on the web site also have summer programs. Students must meet with an off-campus study advisor and submit the summer application for study abroad by the appropriate deadline. Summer study abroad students will be required to attend orientation and re-entry orientation sessions. In order to receive credit for a summer program, a transfer credit request form must be submitted to the Office of the Registrar (available on the Registrar's website). **DePauw financial aid does not apply to summer off-campus study.**

### **Approved Programs**

The DePauw faculty has approved a list of programs for off-campus study, located in the United States and many countries around the world. These programs have worked well for DePauw students in fulfilling specific academic, cultural, or pre-professional needs or programs that simply represent high quality and value. Programs are periodically reviewed and adjustments to the approved list are made when needed.

The University strives to provide a variety of programs with curricular and geographic diversity *and* to support all students wishing to study off campus. Because the cost of educating students off campus is significantly more than educating them on campus, there are limits on the number of students able to enroll in each of the pre-approved programs. The limits have been set based on past enrollment and the tuition costs of the programs. ***Because programs have a limited enrollment, this means not all students will get their first choice.*** Therefore, students should choose second and third choice programs that meet their needs and interests as an alternative in case they do not receive approval for their first choice due to the enrollment limit. The Off-Campus Study Program website has the most up-to-date list of off-campus programs and enrollment limits.

In the rare instance where a student's needs cannot be met by one of the pre-approved programs, the student may appeal to the International Education Committee (IEC) for an exception to apply to a non-approved program. Please refer to the section "Off-Campus Study Costs and Financial Aid" of the Handbook for financial implications.

### **Eligibility Requirements**

***The DePauw faculty believes off-campus study is an opportunity to be undertaken with serious thought and reflection in relation to a student's academic goals and activities.*** The International Education & Off-Campus Study Committee (IEC) has the charge of establishing the criteria students must demonstrate to be approved for off-campus study. In reviewing applications, faculty members of the Committee look for minimum quantifiable criteria, as listed below (bear in mind that off-campus programs may have additional criteria that also must be met). Of equal importance is a qualitative review of the application's statement of intent, which outlines a clear rationale and set of goals for their program of choice.

1. A minimum cumulative GPA of 2.5 in the semester of application is required for participation in an off-campus program. Host programs set their own requirements, usually between 2.5 and 3.5.
2. All students studying in a country where English is not the national language must take the national language or a local one if it is offered by the program.

3. If DePauw teaches the language, students must take at least one semester of the language in the semester before going off campus, even if the program does not require any previous language study. [*Fulfilling this requirement may take more than one semester of planning.*]
4. Participation in all off-campus programs depends on satisfactory completion of the prior semester's work and completion of DePauw's competency requirements within the mandated time frame.
  - For students in the College of Liberal Arts:
    - the W requirement must be met by the end of the sophomore year
    - the Q requirement must be met by the end of the junior year
    - the S requirement must be met by the end of the senior year
  - For students in the School of Music:
    - the W requirement must be met by the end of the junior year
    - the S requirement must be met by the end of the senior year
5. Students must have declared a major by the time of application.
6. Students must not be on academic probation as a result of the last semester before going off campus.
7. Students must not be on social probation in the semester of application or in the semester immediately before going off campus, as recommended by the Dean of Students.
8. The student should clearly and convincingly articulate his or her reasons for choosing the off-campus program in a statement of interest.
9. The student should demonstrate maturity and aptitude for adaptation to a different cultural experience.
10. Students must apply by the deadline for off-campus study, which falls in mid-February of the academic year *before* they plan to study off campus (the early notification deadline falls in mid-November).

Students in *Programs of Distinction* should speak with their program advisor about off-campus opportunities that fulfill that program's requirements. In the rare occurrence a student in a Program of Distinction is not able to find an off-campus opportunity through his or her program, he or she may apply for off-campus study through the Off-Campus Study Program. *All* students applying for off-campus study through the Off-Campus Study Program must meet eligibility requirements and submit the required application.

### **Not Meeting Some of the Eligibility Requirements**

Some students may not meet all of DePauw's requirements for off-campus study (i.e., students are below the 2.5 GPA requirement, cannot fulfill the language requirement, or are applying for a non-approved program). In these cases, a student may submit, in addition to all the application materials, a letter of explanation addressing the appropriate criteria to the International Education & Off-Campus Study Committee (IEC). There is no guarantee that an exception will be granted and each request will be considered on a case-by-case basis.

If a student cannot meet DePauw's requirements for fulfilling W, Q, or S requirements, he/she must submit a written *petition* for an exception to the *University Petitions Committee*, not to the IEC. This is a separate statement from the off-campus study application statement of intent.

The Off-Campus Study Program advisors can counsel students on actions to take if they do not meet some of the off-campus study program's own requirements. DePauw is not able to make exceptions on behalf of the chosen program.

### **Course Credit**

Students can receive credit for their major, minor, and group requirements while off campus. Departments generally allow two credits taken off campus to count toward the major and one credit to

count toward the minor. Not all courses in the field of study will count toward the major or minor. Prior to applying, students are strongly urged to discuss their course plan and seek their academic advisor's and department chair's advice on whether courses they have chosen will count in the areas they expect. If the student or academic advisor has serious doubts about whether a proposed course on the application will count, the student should consult the department chair about those courses prior to applying.

All coursework taken off campus for credit must have the prior approval of the Off-Campus Study Program, the major and minor department chairs (where major and minor credit is sought), and, whenever possible, be assigned to a DePauw academic department. Ultimately, only the department chair approves credit for courses toward the major or minor. The Registrar's Office approves courses for general education requirements (electives) and for group requirements.

The Office of the Registrar makes final credit evaluation for study off campus after the student has returned to campus. The recording of credit is based on the official academic transcript available from the off-campus program, the foreign school or the international study program. On all programs grades are recorded on the DePauw transcript but not calculated in the GPA. Since credit systems vary, one course on an off-campus program will not necessarily equal one DePauw credit. It is important to determine actual credit per individual course prior to enrolling. The Off-Campus Study Program or the Registrar's Office can help determine this.

In off-campus courses where grades are not available, the courses are recorded on a *credit-only* basis. In such cases, credit determination is made upon the recommendation of the appropriate academic department and the approval of the Office of the Registrar. Students receive grades of **S** (Satisfactory) or **U** (Unsatisfactory) for the internship component of off-campus programs. Consult the department chair in your major or minor department or the director of your Program of Distinction about how much internship credit you may apply towards your major, minor or Program of Distinction.

Students should take care to have 19 courses outside their major subject; students in dual-subject departments must have 19 courses outside the major subject and 16 courses outside the department. A maximum of ten courses may be earned in off-campus programs. Four and one-half courses is the maximum number a student may bring back to campus without having to pay additional tuition fees. Summer courses taken abroad, which are not part of the regular program, are not included in this limitation.

### **Application Procedure**

The process of selecting and applying for off-campus study is similar to selecting a college, a process of matching aptitude and interests with the academic strengths and cultural immersion aspects of a program. This is not a quick or easy process and it requires considerable research and planning. The off-campus study application procedure has two steps. Students must be approved by two sources:

1. the International Education Committee
2. the program on which they wish to study (Special attention should be paid to the *program* deadlines)

Students should apply by the November (early notification) deadline if their program application is earlier than the February deadline (regular notification). If you apply to and are accepted by an off-campus study program *before* being accepted by DePauw, you still need to go through the DePauw application process and be approved in order for financial aid and credit to be granted for your off-campus study program. **Neither credit nor financial aid will be granted if you bypass the DePauw application process.**

#### *1) The DePauw Application Process*

All applicants must have at least one advising session with an off-campus study advisor before submitting the application at the appropriate deadline. Completing an application requires

thought and research. Students will need to plan their DePauw curriculum with their academic advisor and select off-campus courses to integrate into their plan. Applicants will need recommendations and to write a well-written proposal, all of which takes time. **Students should not wait until February to start the process!**

The Off-Campus Study Program will forward on-time applications to the International Education & Off-Campus Study Committee (IEC). The IEC, which represents the DePauw faculty, has the charge of establishing the criteria students must demonstrate to be approved for off-campus study.

The IEC may approve or deny the application, or it may request a revision of the application based on questions posed by the Committee, but only one revision will be allowed. The application implies the release of the applicant's grades and transcript to the IEC for study in the decision-making process. Approval indicates that the student may expect to receive credit for work done with a minimum grade of C and that the student may expect financial aid to be applied as for study on campus.

## 2) *Applying to the Off-Campus Program*

Once DePauw has approved the application, the second part of the procedure is between the student and the off-campus program. Each program has its own deadlines, application forms, and eligibility requirements. Students will need to follow the procedures outlined by the program in order to be accepted into the specific program for which they have been approved to apply.

**Approval by the International Education Committee does not imply approval by your chosen off-campus study program.** While DePauw has an excellent track record of students being accepted by the programs for which they are approved, some students may have their application rejected from off-campus programs, most often due to the early filling of the program. In the event that a student is not accepted by the program but is still interested in studying off campus and has an alternative program in mind, it is the student's responsibility to contact the Off-Campus Study Program to gain permission to study on the alternate program. Students must have approval of the International Education Committee to receive academic credit and financial aid.

DePauw will supply off-campus programs with the names of students applying so the programs know to expect the students' applications in advance of their deadline. Applicants will then begin working with the program's representative, usually via e-mail or telephone, when they have specific questions about the program or the program's application. Many program representatives visit campus when students can meet with them and ask questions. The staff of the Off-Campus Study Program is also available to help fill out the program application.

The off-campus study program will, in most cases, require **letters of recommendation**, typically on their own forms. *You may not use the DePauw recommendation form for this purpose. **When asking for recommendations for the DePauw application, it would be wise to ask the professors to save a copy of what they have written on the DPU form so they can more easily complete the program's recommendation forms.***

Students will also need to include an **official DePauw transcript** when applying to the off-campus study program (not to DePauw). A transcript can be requested from the Office of the Registrar by completing the Transcript Release Form. Transcripts may be sent directly to the off-campus study program (by providing the correct address) or submitted with the rest of the application. A print-out of the e-services transcript is not acceptable.

## **Off-Campus Study Costs and Financial Aid**

There is a **uniform tuition charge**, which is the same as on-campus tuition for all DePauw-approved off-campus study opportunities. Students receive financial aid towards meeting this tuition charge according

to the normal rules for financial aid at DePauw. Each international degree-seeking student is normally eligible for financial aid to support only one semester of off-campus study; an international degree-seeking student may apply for a special exception to this policy by petition to the IEC. The off-campus programs bill DePauw for tuition and academic fees for participation in the program. Students should continue to use the same method of tuition payment during off-campus study as for other semesters. The off-campus program bills the student directly for all other expenses, which usually include room, board, and, in some cases, course-related fees (e.g., lab fees, studio fees), books and travel from and to the program site. Students are responsible for any additional expenses not included in the host program bill; costs can be obtained from the program directly or by asking the Off-Campus Study Program staff.

In addition to the uniform tuition charge, each student on an off-campus program will be billed the Off-Campus Study Fee, which supplements the budget allotted to cover the costs of off-campus study for students at DePauw University. Also, each student enrolling in an international off-campus program will be billed the Health Services Fee. The off-campus study fee is \$2,500 for a semester and \$3,000 for year-long study at one program or for an approved pair of programs. The fee is packaged for need-based financial aid loans, which are administered by the Financial Aid Office. ***There are additional funds available for need-based awards to support the cost of the off-campus study fee and the costs of travel to and from the off-campus study site.*** Students approved for off-campus study who are on need-based financial aid are eligible for these supplemental awards; other students may apply but must provide documentation of need. The awards will be administered by the Financial Aid Office in consultation with the administrative staff of Off-Campus Study Program.

Students must be considered full-time students while off campus (i.e., enrolled in at least three DePauw course credits off campus) to receive their financial aid. School of Music students who take private lessons while off campus will be reimbursed for those lessons up to the cost of lessons at DePauw.

If a student receives financial aid or scholarships which exceed the uniform tuition cost and off-campus study fee, that money can be used to pay for the off-campus room and board costs, and if funds remain, they may be used toward other costs, such as airfare and books. Questions about how much money a student can receive for off-campus study given her/his particular financial aid package should be directed to the Financial Aid Office.

For some programs, the only additional costs beyond those already outlined will be airfare to and from the program site. Other programs, especially ones in large cities, may charge a higher rate than DePauw for room and board, a student on such programs is responsible for all of these costs. Depending on the location of the program, there may be more ways to spend money than here in Greencastle and in most cases employment off campus is not an option. Careful budgeting is important. The Off-Campus Study Program staff can help each student select a program that will meet both budget, academic and personal needs.

*Each student should apply for any financial aid awarded by the off-campus program for which he/she qualifies.* In some cases by the policies of the program, the aid is applied to the student's portion of the program's bill owed directly to the program. In other cases, again by the policy of the program, such aid will be applied to the tuition bill from the off-campus study provider, allowing DePauw funding to be spread to support other qualifying students. Students who have federal and state loans may be able to replace loan money with financial aid awards from the program, thereby reducing the amount of loan money to repay.

For a student who requests and is approved by the International Education Committee to participate in a program not on the DePauw list of approved programs, DePauw will pay the tuition of the off-campus program up to the average per capita net tuition income to DePauw for the duration of the program. In

addition to paying normal tuition and receiving normal financial aid, the student is responsible for paying the remainder of the program costs.

For a student who is not approved for the first choice program, but wishes to participate in that program nonetheless rather than the second choice program for which approval was granted, DePauw will pay the tuition of the off-campus program up to the average per capita net tuition income to DePauw for the duration of the program. In addition to paying normal tuition and receiving normal financial aid, the student is responsible for paying the remainder of the program costs.

### **Program Changes, Withdrawal and Associated Fees**

If a student decides to change programs due to a change in circumstances (e.g., financial aid, change of major, change in the program), the student must *re-apply* for a different program. The student is required to submit the portions of the off-campus study application relating to program choice and program requirements, as well as an explanation of why the new program better meets the student's needs given the current circumstances. Approval to participate in the first program does not guarantee approval for a change in programs. The International Education Committee's decision on the change in program will be made within two weeks. Note that changing programs for the fall semester may be difficult as program deadlines for the fall semester often fall in early- or mid-March.

Students who withdraw from any off-campus program are **required to notify the Off-Campus Study Program office in writing immediately** and should also notify the program to which they applied. Students may change programs or withdraw without penalty (from DePauw) by July 1 for fall programs and September 15 for spring programs. After these dates a program withdrawal fee of \$100 will be assessed by DePauw, and any non-refundable fees the student has paid as well as any non-refundable tuition fees that DePauw has paid to the program will be billed to the student.

### **Disabilities and Accommodations**

DePauw University is committed to providing equal access to University programs to otherwise qualified students with disabilities. Not all off-campus programs have equal accommodations to that of DePauw for students with disabilities. The Off-Campus Study Program is confident that there is an appropriate program for every student and will work with the student to find that program. *Students are encouraged to self-disclose any disabilities the off-campus study advisor can assist in finding a program with appropriate accommodations.*

### **Orientation**

Off campus study is an investment in time, money, and energy. Approval to study off campus signifies that the University has faith that the student will be a good ambassador of DePauw University. This can be accomplished best if the student has some expectations of how to adapt to the new environment. Once approved for off-campus study, students are **required** to attend all orientation sessions led by the Off Campus Study Program. ***If a student misses any session, approval to study off campus will be rescinded.*** Orientation sessions will address such things as course-credit expectations, billing, how to register for classes while off campus, and techniques that will be helpful in adapting well to the new environment and dealing with culture shock. They will also cover logistical topics, such as money, travel, and health and safety, as well as site-specific information.

### **Re-Entry and Evaluation**

The Off-Campus Study Program sponsors a "Welcome Back" session each semester that ***students are required to attend.*** This session is designed to help students readjust to life at DePauw and, in many cases, life in the United States, upon their return.

***Students are also required to submit an off-campus study evaluation*** to the Off-Campus Study Program within two weeks of return to DePauw. These evaluations help us to identify issues pertinent to whether

we will keep or remove programs on DePauw's list and to identify which aspects of the off-campus experience are most beneficial and what issues can be better addressed during off-campus study orientation.

With the approval to study off campus as a DePauw student comes the obligation to complete the full cycle of programming that supports your experience: pre-departure orientation, the off-campus study program, and re-entry debriefing and evaluation.

## **Completing the Off-Campus Study Application:** *A Step-by-Step Guide to a Successful Application*

**Deadlines:** Only complete applications will be accepted, unless prior arrangements have been made with the Off-Campus Study Program. **Applications submitted after the deadline will not be accepted.**

### **NOVEMBER 24, 2008, 4:00 pm**

#### *Early notification*

*Students applying to any program are encouraged to apply in November. Those applying to the following programs are strongly encouraged to apply in November.*

- ACM Chicago Newberry Library
- ACS Global Partners Program in Turkey
- AHA International
- Antioch Buddhist Studies in India
- Ewha Woman's University
- GLCA Recognized Border Studies Program
- GLCA Recognized Japan Study at Waseda University
- GLCA Recognized NY Arts Program
- GLCA Recognized Oak Ridge Science Semester
- IES Amsterdam (music students)
- IES Milan (music students)
- IES Rome
- IFSA Butler University - Oxford University
- Kansai Gaidai University
- Koc University
- Nanzan University
- School for International Training
- Tsinghua University
- University College Cork
- University of Limerick
- University of Queensland
- University of Westminster
- University of York

### **FEBRUARY 16, 2009, 4:00 pm**

#### *Regular Notification*

**Make a copy** of the entire application for your records since your application will not be returned to you. *The Off-Campus Study Program will not make a copy for you.*

√

### **Checklist**

— **Advising meeting with OCS Advisor**

You are required to have had a meeting with an Off-Campus Study advisor prior to the application deadline. The Durham House will have record of this.

— **Page 1 Photo**

Attach a recent photograph of you to your application (optional). This helps the off-campus study staff identify you among the hundreds of other students we talk to about off-campus study throughout the year.

— **Section I: Agreement**

Read the agreement to apply and participate. Your signature is required.

— **Section II: Personal Information**

Fill in your home address so that we can contact you or your parents over the summer or over breaks if necessary. If you will not be reachable at your home address, please provide an appropriate alternate (non-DePauw) address where we may contact you or your parents.

— **Section III: Proposed Off-Campus Semester(s)**

Indicate which semester(s) you are applying to study off campus.

— **Section IV: Requested Recommendation(s)**

You are required to request a recommendation from a faculty member other than your advisor.

Please indicate the name of the faculty member from whom you have requested a recommendation. (You do not need to list your major advisor's name in this section.)

### **Section V: Program Information**

All programs have an enrollment limit so all students should select a second and third choice program that meet your academic goals. Please see the Off-Campus Study Program website for the most up-to-date enrollment limits on each of the approved off-campus programs. Your statement of intent (see Section VII) should focus on your first choice program only.

- **Name of Program:** Sometimes programs do not have a specific name; other times they do. "Japan Study Program" is a specific name, for example. If you aren't sure whether your program has a specific name, ask your off-campus study advisor. If you are planning to directly enroll in a university, you will place the university name here (e.g., University of Westminster, University of Queensland).
- **Provider Institution:** The provider institution is the university or organization that manages or directs the program, (e.g., IES, CIEE, Central College). If you are applying for a direct enrollment program, list the name of the university in the "name of program" section (e.g., University of Westminster, University of Queensland) and write "direct enrollment" in the "provider institution" section.
- **Program Location:** Indicate the city and country in which the program is located (if in U.S., also list the state).
- **Application Deadline:** This information can be found in the program's brochure or on the program's website. Please pay special attention to the deadline because you will have to meet that deadline as well as that of DePauw's. If you find that your program's deadline is the same as our February deadline or earlier, you are strongly encouraged to apply to DePauw by the *November* deadline.
- **Program Dates:** The exact dates of the program for next year may not be available at the time you apply. However, you will be able to provide general dates (e.g. mid-January to late May).
- **Is the program on the DPU approved list?** If the answer is *No*, do the following:
  - speak with your off-campus study advisor about your program choice prior to completing the application
  - include an additional one-page essay that addresses why other programs in the same general location that are approved (if there are any) cannot meet your academic needs
  - include supporting materials about the non-approved program (e.g., brochure or catalog, course descriptions for the courses you plan to take, and the tuition, room and board fees for the program)
  - work with your off-campus study advisor to select a back-up
- **Applying for two different programs in two different semesters:** If you are applying to go on two different programs in the fall and spring of next year, please copy page 1 (Sections I – V) of the application and submit page 2 with information relating to your second chosen program. Be sure to provide a course plan for both programs, list both programs on your advisor's form and your faculty recommendation form, and address your reasons for choosing both programs in your statement of intent.

If you are applying for a full-year program, you must be sure to clearly articulate in a compelling essay why the full year is relevant and beneficial to your academic and career goals. Likewise, if you are applying for two semesters in different locations, you must be clear how two different locations and/or programs contribute to your academic and career goals. There must be a compelling connection of both programs to your goals for studying off-campus. You are encouraged to speak with your Off-Campus Study advisor about this prior to writing your essays.

### **Section VI: Prerequisites**

### Program Prerequisites

You must meet the requirements for both DePauw and your chosen program in order to be eligible for participation. Program prerequisites can be found in the program brochure or on the program website. If you have questions about the program prerequisites, *call the program*, explain your situation, and ask whether they can tell you if you meet eligibility requirements or what you would have to do in order to meet them. *You should include the information you receive from the program about your eligibility with your application to DePauw.* Most programs are willing to work with you to figure out how their criteria apply to you.

- **Cumulative GPA required by program:** If you do not meet the *GPA required by the program* but still wish to be considered, please discuss the situation with your off-campus study advisor prior to turning in your application. S/he can work with you and your desired program to determine whether or not you would be considered for the program if you can meet certain conditions (e.g., improving your GPA in the next semester, obtaining an additional letter of reference, etc.). Most programs will not make exceptions for a student whose GPA is more than two-tenths of a point below their stated GPA requirement.
- **Semesters of college-level language study:** How many semesters of *college-level* language study are required? (e.g., completion of Spanish 232 is the equivalent of four semesters of college-level Spanish)
- **Other program prerequisites:** Does the program have any other prerequisites, for example, certain courses you need, a particular major, etc.?
- **Meeting all of the prerequisites:** Indicate if you meet all the requirements. If you do not, you must submit a *separate statement* as to why you do not meet the requirements and what you intend to do to meet them before going on the program. If you do not meet any requirement laid out by the program, you should contact the program for advice. If they send you information on your eligibility, you should include this with your application. *If you apply for a program for which you clearly do not meet the prerequisite or will not meet the prerequisites before applying to the program, it is unlikely that you will be accepted by DePauw for off-campus study on that program.* In order to avoid this situation, it is critical that you speak with your off-campus study advisor and let her/him help you choose a program for which you *are* eligible.

### DPU Prerequisites

- **Cumulative GPA:** DePauw's GPA requirement is 2.5. Indicate your current cumulative GPA.  
If you do not meet the 2.5 requirement, you must submit, in addition to the rest of your application, *a letter to the IEC that addresses your GPA.* In this letter you must point out the following:
  - Why your GPA is lower than 2.5. Did you have a disastrous freshman year but ever since then your grades have improved? Did you change majors and improve your GPA to its current level?
  - Address the direction your GPA is going. Will it continue to improve in the next one or two semesters?
  - How is your GPA in your major subject? If you plan to take courses in your major while off campus and your major grades are good, sometimes programs will agree to take you based on those grades.
- **Major GPA:** Indicate the GPA you currently have in your major. There is no requirement for a major GPA, but it helps the committee review your application for your chosen off-campus program.
- **Declared major:** You *must* declare a major before applying for off-campus study. This will

help you as you work through the process of selecting a program and choosing courses to take off campus. You can declare a major at the Office of the Registrar. If you have declared two majors, please indicate both.

- **Major advisor:** Indicate who your major advisor is. If you have declared two majors, indicate the advisors you have for each major. Your major advisor(s) completes the Advisor's Approval Form.
- **Minor:** Indicate any minors you have declared or intend to declare
- **Fellows program:** Indicate your Program of Distinction, if applicable.
- **Graduation requirements:** You must be on track to completing your graduation requirements.
  - **Group credits:** Please indicate which courses you have taken that count toward the group distribution requirements.
  - **W-course:** You must be on schedule to complete the W requirement by the end of your sophomore year in order to be eligible for off-campus study. You may only make a formal petition to waive this rule to the University Petitions Committee. (*Note: Students in the School of Music must complete the W requirement by the end of their junior year. If you are a music student planning to study off campus in the first semester of your junior year and you have not yet completed the W, please indicate that you will take a W course in the second semester of your junior year after you return.*)
  - **Q-course:** The Q requirement must be complete by the end of your junior year. If you plan to study off campus in the first semester of your junior year and you have not yet completed the Q requirement, please indicate that you will take a Q course in the second semester of your junior year after you return. You may only make a formal petition to waive this rule to the University Petitions Committee.
  - **S-course:** The S requirement must be complete by the end of your senior year. If you are applying to study off campus as a **first semester senior**, please check with your advisor about when your senior seminar is being offered if you plan to fulfill the S requirement with your seminar.
- **Study Abroad Foreign Language Requirement:** If DePauw offers the language of the country in which you are planning to study, you must take the language in the semester before you go. In some cases, the only course available may be offered two semesters before you go. If so, you must take that course. (e.g., Italian I is typically only offered in the fall semester. Students wanting to study in Italy in the fall semester must plan to take Italian I when it is offered, even if it is well in advance of the proposed semester off campus.) *This also applies to those who have already had a semester or more of the language.*

Additionally, you must enroll in a language class at your program site whether it is required by the program or not (e.g. you need to take Danish on the DIS program in Denmark).

If you find it impossible to meet this requirement, you need to submit a thorough explanation of your situation in the form of a letter to the International Education Committee along with your application.

### **Section VII: Off-Campus Study Course Plan**

Please indicate the courses you expect to take off campus. The courses you submit here are not binding; however, they should accurately reflect the *type* of courses you plan to take. Your proposed courses should reflect a combination of the following:

- Courses in your major and/or minor
- Courses that you can't find at DePauw (but are the *type* of courses DePauw gives credit for)
- Courses that have something specifically to do with the place you are going and that will allow you to take full advantage of your off-campus study location (e.g., Art History in Italy,

- Scottish archaeology in Aberdeen, coral reef biology in Costa Rica)
- An internship that will give you professional experience relevant to your career goals.

Applications that include course plans listing only electives will not be as competitive as those that address the areas listed above. Applications that do not list a class relevant to the location of study will not be as competitive as those that address the areas listed above. To find course listings as well as recommendations for good courses to take consult your program course catalog (often available on the program website), program brochures and the evaluations of former off-campus study students who went on your program.

---

### **Section VIII: Off-Campus Study Statement of Intent**

**The Statement of Intent is the most important part of your application for off-campus study.**

The International Education Committee (IEC), which reviews your application and represents the DePauw faculty, will only approve applications that provide a clear rationale for accepting credit from the program you choose to attend.

In reviewing applications, faculty members of the committee look for minimum quantifiable criteria, such as GPA, language study and progress in chosen major. Of equal importance is the faculty members' qualitative review of the statement of intent outlining the rationale the student has for their choice of off-campus study program. The statement of intent should be well-written, carefully proofread, concise, meaningful and specific. Statements of intent that are general in nature, without examples and without specifics of the program or location, are not compelling and will result in denial of the application. Allow yourself adequate time for multiple drafts, just as you would for any graded paper for a class. Statements of intent must comply with the Academic Honesty policy as outlined in the Academic Handbook; plagiarism is not acceptable and will result in denial of your application. The W-Center is a good resource to help you edit and strengthen your statement.

The purpose of the statement of intent is to show the committee that you take off-campus study seriously enough to have chosen a program that best fits your needs. Students that research a variety of possible programs ahead of time have an advantage because they will be more aware of what makes their choice of program a good fit for them. Your faculty advisor and your off-campus study advisor are good resources to help you explore your interests and motivations for off-campus study.

Some things to consider addressing in your statement of intent include:

- What makes this program a good fit for you and your academic goals?
- What specific aspects of the curriculum at your chosen program might fortify or broaden your academic experience?
- What new perspectives do you expect to gain in your field of study from this specific program?
- How might the academic environment at your chosen program enhance your learning experience?
- What aspects of the cultural or geographic environment are relevant to your academic pursuits, and why?
- What extracurricular activities are afforded by this program location, and how might these enhance your academic experience?

In order to encourage concise, meaningful writing, your statement of intent should be no longer than one page of single-spaced, 11 or 12 point text.

---

### **Section IX: Major Advisor's Approval Form**

This is a form that your major advisor completes after you have spoken with him or her about your off-campus study plans, how you are going to fulfill your DePauw and major requirements and your course plan for off-campus study. *Please meet with your major advisor early and give this form to*

*her or him at least two weeks prior to the deadline. Do not give this form to your advisor without also showing her or him your application and course plan.* You should speak with your advisor about the suitability of the type of courses you've proposed and whether DePauw is likely to give credit for these types of classes. If you have declared two majors, you must submit a Major Advisor's Approval Form from each advisor. An additional Major Advisor's Approval Form may be downloaded from the Off-Campus Study Program website.

#### **Section X: Faculty Recommendation Form**

You are required to submit at least one recommendation from a faculty member. The person you choose to recommend you for your DePauw application must be a DePauw faculty member rather than a coach or administrator. Your recommender *may not* be your academic advisor. Your recommender should be someone with whom you have had at least one course and who knows your academic work well. *If you are applying to a program where you will study a language that DePauw teaches, you must submit a faculty recommendation form from a faculty member with whom you have most recently studied that language.*

The program to which you will apply after you have been approved by DePauw, in most cases, will also require at least two letters of recommendation to be submitted on the program's own forms. It would be very helpful to your recommender(s) to supply them with the program's forms at the same time as you give them DePauw's. You may not use the program's forms in place of DePauw's recommendation form and advisor form. Please give the DPU faculty recommendation form to the faculty member *at least two weeks* prior to DePauw's deadline. The faculty member is responsible for submitting the letter of recommendation to the Off-Campus Study Program by the deadline at which your application is due (either November or February). An additional Faculty Recommendation Form may be downloaded from the Off-Campus Study Program website.

#### **Section XI: Off-Campus Budget Worksheet**

There are additional costs to studying off campus and it is in your best interest to plan for these ahead of time. You must fill in the estimated costs for the off-campus program for which you have chosen to apply. You can find the estimated costs for each of the programs on the approved list in the Durham House Resource Room. If you are applying for two programs, please submit this page for each program. This page does not affect your approval to study off campus. (Complete directions to completing the form can be found on its reverse side.)

#### **Section XII: Off-Campus Study Scholarship Application**

The Off-Campus Study Scholarship is designed to assist students who have financial need with the off-campus study fee. Awards are made on the basis of need, with consideration given to those who have accumulated a significant amount of student loan debt. In order to be considered for a scholarship, you must submit this form to the Off-Campus Study Program in the Durham House by the designated deadline. Applications for the scholarship do not affect the review of your application for off-campus study.

#### **Section XIII: Liability Release Form**

Your parent or legal guardian must sign the Liability Release Form, **regardless of your age.** The Liability Release Form is due by the application deadline, unless you make *prior arrangements* (i.e. at least a week before the deadline) with the Off-Campus Study Program to turn the form in at a mutually agreed-upon later date. *You may not go off campus without this signed form.*



**Third Choice:**

Name of program: \_\_\_\_\_ Sponsoring institution: \_\_\_\_\_

Program location: \_\_\_\_\_ Application deadline: \_\_\_\_\_

City State Country Program dates: \_\_\_\_\_ to \_\_\_\_\_

Is this program on the DPU approved list? Yes [ ] No [ ] if no, see handbook for instructions

**SECTION VI: Prerequisites**

Program Prerequisites

Cumulative GPA required by program: \_\_\_\_\_ Semesters of college-level language study: \_\_\_\_\_

Other program prerequisites (courses, major, etc.): \_\_\_\_\_

I meet all of the program prerequisites: Yes [ ] No [ ] If no, attach an additional explanation of why you do not meet the prerequisites and how you plan to satisfy them prior to departure.

DPU Prerequisites & Other Information

Cumulative GPA: \_\_\_\_\_ Major GPA: \_\_\_\_\_

Declared major: \_\_\_\_\_ Major advisor: \_\_\_\_\_

Declared 2nd major: \_\_\_\_\_ 2nd major advisor: \_\_\_\_\_

Declared minor(s): \_\_\_\_\_ I am part of the \_\_\_\_\_ Fellows program.

I have completed my W requirement [ ] or; I will complete my W requirement by taking the following course: \_\_\_\_\_ in (semester) \_\_\_\_\_.

I have completed my Q requirement [ ] or; I will complete my Q requirement by taking the following course \_\_\_\_\_ in (semester) \_\_\_\_\_.

Study Abroad Foreign Language Requirement (Refer to the handbook for more information.)

Students studying abroad in countries where English is not the first language *must* take a course in the language of that country the semester prior to off-campus study *if* DePauw offers such a course.

Is the language of the country of your desired program available at DPU? Yes [ ] No [ ]

If yes, which course will you take the semester prior to studying off campus? \_\_\_\_\_

**SECTION VII: Proposed Course Plan for Off-Campus Study**

Please list the courses you plan to take while off campus.

<u>Course Name &amp; Number</u>	<u>Program Credit</u>	<u>Expected DPU Department &amp; Credit</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**SECTION VIII: Off-Campus Study Statement of Intent**

The Statement of Intent is the most important part of your application to participate in an off-campus study program through DePauw University. As with any scholarly document, the Statement of Intent requires careful thought and attention to detail. It should be clear, to the point, and free of spelling or grammatical errors. Keep in mind that this document will be reviewed by a committee of faculty members who will primarily be evaluating how well you have defended your choice of off-campus study programs.

For guidance on writing the statement, please read Section VIII of “Completing the Off-Campus Study Application: A Step by Step Guide to a Successful Application.”

***In no more than one single-spaced page (11 or 12 point text) please respond to the following question:***  
Of all of the potential places one could study off-campus, why did you choose this particular program and location, and how do you believe this program will complement your academic goals at DePauw?

**SECTION IX: Major Advisor's Approval Form**

*Note to Applicant:* You should complete the top section before giving it to your major advisor and speaking with her/him about your plan for off-campus study.

**Student Name:** \_\_\_\_\_ **Advisor Name:** \_\_\_\_\_

**Off-Campus Program & Country:** \_\_\_\_\_

**Semester (s) Off Campus:** \_\_\_\_\_

Waiver Statement:

In accordance with the "Family Educational Rights and Privacy Act of 1974" DePauw University recognizes that students have the right to inspect and review all materials in their files unless they waive that right. Students should check one of the following statements:

In order to encourage candor, I waive my right to see this faculty recommendation.

I do not waive my right to see this recommendation. I understand this decision in no way affects my application.

\_\_\_\_\_  
*Student's signature*

\_\_\_\_\_  
*Date*

*Note to Advisor:* You may be asked to write a second recommendation for this student.

1. How well do you know the applicant? \_\_\_\_\_  
In what capacity? \_\_\_\_\_

2. In comparison with other students whom you have known at comparable stages of their careers, please rate the applicant in these areas.

	<u>Excellent</u>	<u>Good</u>	<u>Average</u>	<u>Below Average</u>	<u>Unable to Judge</u>
Academic interest & motivation	4	3	2	1	0
Capacity for independent study	4	3	2	1	0
Ability to cope with ambiguity	4	3	2	1	0
Emotional stability	4	3	2	1	0
Open-mindedness	4	3	2	1	0
Adaptability to new circumstances	4	3	2	1	0
Appropriate language competency	4	3	2	1	0

\*\*Please make comments on language appropriateness below.

3. Are there any courses your advisee must take **BEFORE** going off campus to fulfill graduation / major requirements?

4. Are there any courses your advisee must take **WHILE** off campus to fulfill graduation / major requirements?

5. Please comment on the student's motivation for this specific off-campus study program and experience. Please use reverse or additional sheets if needed.

I have discussed my advisee's proposed off-campus study program and course plan and see no obvious problems with this student fulfilling graduation and major/minor requirements if he/she participates in the proposed program.

\_\_\_\_\_  
*Recommender's signature*

\_\_\_\_\_  
*Printed Name*

\_\_\_\_\_  
*Date*

**Return to the Durham House by November 24, 2008 (early notification) or February 16, 2009 (regular notification)**

**SECTION X: Faculty Recommendation Form**

*Note to Applicant:* You should complete the top section before giving it to your major advisor and speaking with her/him about your plan for off-campus study.

**Student Name:** \_\_\_\_\_ **Faculty Name:** \_\_\_\_\_

**Off-Campus Program & Country:** \_\_\_\_\_

**Semester (s) Off Campus:** \_\_\_\_\_

Waiver Statement:

In accordance with the “Family Educational Rights and Privacy Act of 1974” DePauw University recognizes that students have the right to inspect and review all materials in their files unless they waive that right. Students should check one of the following statements:

In order to encourage candor, I waive my right to see this faculty recommendation.

I do not waive my right to see this recommendation. I understand this decision in no way affects my application.

\_\_\_\_\_  
*Student’s signature*

\_\_\_\_\_  
*Date*

*Note to Faculty Member:* You may be asked to write a second recommendation for this student.

1. How well do you know the applicant? \_\_\_\_\_  
In what capacity? \_\_\_\_\_

2. In comparison with other students whom you have known at comparable stages of their careers, please rate the applicant in these areas.

	<u>Excellent</u>	<u>Good</u>	<u>Average</u>	<u>Below Average</u>	<u>Unable to Judge</u>
Academic interest & motivation	4	3	2	1	0
Capacity for independent study	4	3	2	1	0
Ability to cope with ambiguity	4	3	2	1	0
Emotional stability	4	3	2	1	0
Open-mindedness	4	3	2	1	0
Adaptability to new circumstances	4	3	2	1	0
Appropriate language competency	4	3	2	1	0

\*\*Please make comments on language appropriateness below.

3. Please comment on the student’s motivation for off-campus study (reservations, concerns, expressions of support, appropriateness of program, etc.). Please use reverse or additional sheets if needed.

\_\_\_\_\_  
*Recommender’s signature*

\_\_\_\_\_  
*Printed Name*

\_\_\_\_\_  
*Date*

**Return to the Durham House by November 24, 2008 (early notification) or February 16, 2009 (regular notification)**

**SECTION XI: Off-Campus Study Budget Worksheet**

There are additional costs to studying off campus for which to plan. In the table below, list the estimated costs for the off-campus program for which you have chosen to apply. You can find this information in the resource room of the Off-Campus Study Program in the Durham House. If you are applying for two programs, please submit a worksheet for *each* program. *Please refer to the instructions on the back of this form for completing this worksheet.*

DePauw University has an Off-Campus Study Scholarship to help assist students with financial need in covering these additional costs. Please see the Off-Campus Study Handbook for full details. If you have questions or concerns about your ability to contribute to these additional costs, please make an appointment with your off-campus study advisor in the Durham House.

*This information is to help plan for your semester and doesn't affect your approval for off-campus study.*

Full Name \_\_\_\_\_ Current Class Year \_\_\_\_\_  
 Program \_\_\_\_\_ Term \_\_\_\_\_  
 City \_\_\_\_\_ Country \_\_\_\_\_

**Estimated Costs for Off Campus Study** (List costs per semester)

<b>Section A – Money owed to / received from DePauw</b>	(1) DePauw Tuition +	
	(2) Off-Campus Study Fee +	
	(3) Health Services Fee +	
	<b>(4) Total Tuition and Fees =</b>	
	(5) Financial Aid & Scholarship (minus work study) -	
	(6) Off-Campus Study Scholarship (estimate, if awarded) -	
	<b>(7) Balance =</b>	
<b>Section B – Money owed to program or is your own responsibility</b>		
	(8) Room +	
	(9) Board +	
	(10) Additional Meals +	
	(11) Other Non-Academic Fees +	
	(12) Round Trip Airfare to Program +	
	(13) Books, course fees, etc. +	
	(14) Health Insurance +	
	(15) Passport/Visa +	
	(16) Commuting Costs +	
	(17) Personal Expenses +	
	(18) Personal Travel Before and After +	
	<b>(19) TOTAL =</b>	
<b>Section C – Total Cost of Semester(s) Off Campus</b>		
	(20) Line 7 (balance to DePauw) +	
	(21) Line 19 (Total of money owed to program or is your own responsibility) +	
	<b>(22) TOTAL COST =</b>	
<b>Section D – Additional Sources of Funds</b>		
<i>Estimate the additional funds you may save or awards you may receive.</i>		
	(23) Spring, Summer and Winter Savings +	
	(24) Morehead-Givens Scholarship in Art History ( <i>awards are made to students to study art history for the first time while abroad in Europe</i> ) +	
	(25) Program Scholarships ( <i>check availability with your program</i> ) +	
	(26) Additional Borrowing – Financial Aid will ascertain your eligibility +	
	<b>(27) Additional Funds TOTAL =</b>	

### Completing the Off-Campus Study Budget Worksheet:

#### Section A - Money Owed to / Received from DePauw:

1. Students studying off campus pay DePauw tuition; list the estimated DePauw tuition per semester for 2009-10.
2. In addition to DePauw tuition, all students (with the exception of students on exchange programs and non-DPU students) are required to pay the Off-Campus Study Fee. If you are applying for 1 semester, put down \$2500. If you are applying for 2 semesters, put down \$3000.
3. All students studying outside of the United States are required to pay the Health Services Fee.
4. Add up the tuition, off-campus study fee, and health services fee (if applicable).
5. List the total amount of financial aid and/or scholarships you currently receive here. Do not include work study as it does not transfer off campus. This can be found by going to your e-services account. You will need to divide the amount on your e-services account by 2 to determine one semester's amount of aid.
6. Students applying for off-campus study are eligible to apply for the Off-Campus Study Scholarship to help with the Off-Campus Study Fee and travel costs. Preference is given to students with financial need, as determined by the student's DePauw financial need code. Students who receive an Off-Campus Study Scholarship have it credited to their DePauw bill. Awards typically range from \$300 to \$3000, based on the fee, travel costs, and financial need.
7. The amount here will either show a positive or negative balance. A positive balance means your financial aid and/or scholarships did not cover the costs and you still owe DePauw that amount. If the amount shows a negative (credit) balance, you can apply this amount to the program costs in section B.

#### Section B – Money Owed to the Off-Campus Study Program or is Your Personal Responsibility:

8. List the amount your program charges for housing.
9. List the amount your program charges for meals. If your program does not have a meal plan, list the estimate given by your program that you can expect to pay.
10. If your program's meal plan does not cover all meals (i.e. 21 meals per week), then list the amount you can expect to pay for additional meals.
11. List any non-academic fees here such as for immunizations, etc.
12. List the estimated amount for airfare round trip to your program. Some programs arrange flights, but in most cases you will need to arrange your own. You can get estimates from various travel websites for this section (ex. Expedia, Travelocity, STA-Travel, Student Universe).
13. List the estimated amount for books, lab fees, and art supplies (as appropriate) as given by your program.
14. If your international program requires health insurance, include the amount here. If you are staying in the US and do not have health insurance, but wish to purchase health insurance for the semester, include the amount here.
15. List costs for obtaining a passport and visa. Don't forget to include any costs associated with travel to get your visa, if appropriate.
16. List an estimate for commuting expenses.
17. List personal expenses and incidentals.
18. List the amount you expect to spend on travel during breaks, and before and after your program ends.
19. The total for this section is the amount you can expect to spend on program and personal costs.

#### Section C – Total Cost of Semester(s) Off Campus

20. In this line, put the figure from Line 7. This is the balance you owe to DePauw or will be credited by DePauw.
21. In this line, put the figure from Line 19. This is the amount you can expect to owe to the program other costs that are your personal responsibility.
22. The total for this section is the total amount you can expect to pay for your semester(s) off campus.

#### Section D - Additional Sources of Funds

23. Spring, Summer and Winter Savings – savings for your off-campus experience.
24. Morehead-Givens Scholarship in Art History – Students who are studying in Europe and who do not have a background in art history, but wish to take an art history class while abroad, can apply for this scholarship. It is a travel grant awarded based on merit and need, with a minimum award of \$500.
25. Program Scholarships – Many off-campus programs have merit scholarships and need-based financial aid. Inquire with your program about what is available, the level of award and your eligibility for the award.
26. Borrowing money – Students can speak with the Financial Aid Office about the opportunity to take out loans.
27. The total here is the amount you can expect to contribute to the cost of your semester(s) off campus (Line 22).

**SECTION XII: Off-Campus Study Scholarship Application**

The scholarship is designed to assist students with the Off-Campus Study Fee and additional travel costs. Awards are made on the basis of need, with consideration given to those who have accumulated a significant amount of student loan debt. The Financial Aid Office determines each student’s financial need based on submitted FAFSA forms, thereby issuing a student financial need code, which can be viewed on the student’s e-services account under “Financial Awards.” Students who receive awards must be in good academic standing and must be current with all financial obligations to the University. Scholarships that cover anything other than tuition, fees, or books are taxable. Please check with the Financial Aid Office for more information.

**Student Name:** \_\_\_\_\_ **DPU Need Code:** \_\_\_\_\_

**Campus Address:** \_\_\_\_\_ **Campus Email:** \_\_\_\_\_

**Current Class Year:**      Freshman      Sophomore      Junior      Senior

**Semester(s) Off Campus:**    Fall 2009      Spring 2010      Full Year 2009-2010      Spring 2010 & Fall 2010

**I. Have you taken any education loans to pay for your studies at DePauw University?**

\_\_\_ No     \_\_\_ Yes →     Date(s):     Amount(s) Borrowed:

_____	_____
_____	_____
_____	_____
_____	_____

Total: \_\_\_\_\_

**II. List your expected financial resources for the semester(s) during which you plan to study off campus:**

Personal Savings: \_\_\_\_\_  
Employment: \_\_\_\_\_  
Scholarship: \_\_\_\_\_  
Student Loans: \_\_\_\_\_  
Family Funds: \_\_\_\_\_  
Other Resources: \_\_\_\_\_

Total: \_\_\_\_\_

**III. Do you have any special expenses in addition to regular academic and living expenses? If so, please explain.**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature

Date

**Return to the Durham House by November 24, 2008 (early notification) or February 16, 2009 (regular notification)**

*Scholarship Applications do not affect the Off-Campus Study Application*

**Section XIII: General Release and Medical Authorization Form for Off-Campus Study**

The undersigned student (“Student”) and the Student’s parent(s) or legal guardian(s) (“Parents”) whose signatures appear below agree to the following:

1. Student has voluntarily chosen to participate in an off-campus program, and understands that such participation is not required by DePauw. Student will abide by all applicable laws of the countries/states to be visited. Student agrees to conform his/her conduct to all rules, regulations, and policies applicable to DePauw students in general, including the Student Handbook, and understands that failure to so conform may result in early termination from the program and being returned to DePauw at Student’s expense and without refund of any fees paid.
2. Student and Parents acknowledge that DePauw has not represented that it has superior knowledge of external conditions at the program site(s) and, as a matter of fact, may have none, and that DePauw has not provided guarantees of safety while Student is participating in the program. Student and Parents acknowledge that living and traveling off-campus involves locations which may have health and safety standards substantially below those enjoyed on-campus, and student voluntarily assumes any and all risks of personal injury or property damage, known or unknown, arising out of participation in the program or travel related to the program. If the off-campus program includes international travel, Student acknowledges that he/she should regularly consult with the State Department Consular Information Sheets and Travel Warnings at <http://travel.state.gov/travel/> and the Centers for Disease Control (CDC) at <http://www.cdc.gov/travel/> with regard to their destination country(s) prior to signing this Agreement, as well as prior to departure. If the off-campus program includes international travel to a country with current Travel Warnings issued by the U.S. Department of State, Student has completed a separate Supplemental Acknowledgment regarding that travel.
3. In consideration of DePauw authorizing Student to participate in the program and for other good and valuable consideration, Student and Parents hereby release and discharge DePauw, its officers, employees and trustees, and their successors and assigns, from all claims, liabilities, injuries or demands of any nature whatsoever for or an account of any injuries to person, including death, and/or loss to property, arising out of, or in connection with, participation in the program, including all transportation related to the program and any actions taken under paragraph 4 below.
4. Student grants to DePauw, or any of its designated representatives, full authority to take at Student’s expense, any action deemed necessary to protect Student’s mental or physical health and safety, including but not limited to, placing Student under the care of a doctor or in a hospital or such other appropriate place for medical examination and/or treatment, or returning Student to DePauw. Should the need arise, DePauw is authorized to make available to any health care provider who may during the program provide medical treatment to Student, any and all medical and mental health records, including opinions, reports, notes, x-rays, or any other information or documents in the possession, custody, or control of DePauw. Student hereby waives for such purpose any physician/patient or counselor/patient privilege which Student may have with respect to such information.

**Parent or Legal Guardian**  
 Signature: \_\_\_\_\_  
 Printed: \_\_\_\_\_  
 Address: \_\_\_\_\_  
 \_\_\_\_\_  
 Date signed: \_\_\_\_\_

**Student**  
 Signature: \_\_\_\_\_  
 Printed: \_\_\_\_\_  
 Home Address: \_\_\_\_\_  
 \_\_\_\_\_  
 Date signed: \_\_\_\_\_

**In case of emergency, notify the following person(s):** \_\_\_\_\_  
Name (Printed)

\_\_\_\_\_

Landline phone – area code and phone number \_\_\_\_\_ Cell phone – area code and phone number \_\_\_\_\_

\_\_\_\_\_

E-mail \_\_\_\_\_

Center for International & Experiential Education Fax# 765-658-4045 • Office Phone #765-658-4355  
 Mailing address: Durham House • 309 E. Seminary St. • Greencastle, IN 46135  
 1214674v3

## Appendix 5 - Criteria for approving OCS Programs 3.19.08

### Evaluation Criteria for Off-Campus Programs\*

NOTE: Evidence that programs meet the criteria for approval by DPU should be based upon site visits, student surveys, faculty input, and institutional reputation.

#### 1. Education Value

- Academic excellence (knowledge, skills, values)
  - For language programs, language immersion is paramount
- Rigor appropriate to course level
- Proper placement of students given their level of competence
- Some combination of:
  - Service
  - Planned out-of-classroom learning experiences
  - Internships
  - Research opportunities
  - Excursions

#### 2. Opportunities for cultural immersion

Study of local culture

- Structure that encourages substantive interaction with the local community
- Some combination of the following:
  - Living arrangements
  - Internships
  - Service Study of local language

#### 3. Opportunity for personal development

- Some combination of the following:
  - Individual attention from program personnel
  - Student support structure (i.e., advising)
  - Encouragement to use free time appropriately
  - Provides challenges and opportunities for personal growth

#### 4. Opportunities for synthesis and reflection

- Appropriate advising and guidance for students to reflect upon on-site experience as it relates to academic experience

#### 5. Health and Safety

- Students are oriented to local health and safety issues
- Appropriate support services during the term (i.e., counseling, mentorship)
- Program takes responsibility for health and safety of students

#### 6. Cost of Program

- Transparency of costs

**In general, the approved set of off-campus study programs should:**

- Be diverse in geographic region.
- Be diverse in the disciplines and majors contained in the curriculum.
- Be diverse in the level of challenge and support given students in their personal growth.
- Be diverse in the level of difficulty in language of instruction (if other than English).

---

\* This document is superseded by the risk and liability policies of the University.

\* Tuition cost of individual programs must be in line with DPU budgetary guidelines.



## Appendix 6 - A Summary of Findings - International Recruitment in Peer Institutions

Institutions Interviewed: Grinnell, Denison, Oberlin

*What has your institution found to be the most productive sources of inquiry for international students (e.g., those inquiries which convert most readily to applicants and matriculants)?*

Considerable success both from online applications and visits to international high schools. Grinnell also attests to high yields from 'stealth applicants' who apply without ever registering prior interest.

*Is your communication with international students primarily mail-based or e-mail-based? Do you participate in any mass outreach marketing programs, such as Hobson's, AC&U or Peterson's?*

Primarily email based – but surface mail often used for contacting registered prospectives as a better vehicle for promotional material. Denison and Grinnell use independent marketing programs with some success, but Oberlin does not.

*How does your institution determine the regions in the world to which you travel? How does your institution choose methods of travel (i.e., participating in tours, small group, or individual travel)?*

Destinations are determined according to Admissions Office strategy, and tend to focus on areas of weakness, or recent drop-off. All 3 prefer individual or small group travel rather than larger tours.

*Do you work with agents or agencies in any parts of the world to assist in your recruitment strategies?*

No agents are used – but a small handful of independent programs such as Sakae Institute (Tokyo) are employed by Denison and Grinnell. Oberlin operates completely independently of any outside agency.

*Does your institution award scholarships to international students? If so, are they merit-based or need-based? What percentage of your international students receive merit-based or need-based awards?*

Denison focus exclusively on merit, Grinnell exclusively on need, and Oberlin offer both. Scholarships typically cover 50-75% of tuition, although Grinnell does offer a handful of full scholarships each year.

*What is your overall budget for international recruitment (including staff salary)?*

155k for Oberlin (including salaries); 40k for Denison and 80k for Grinnell (excluding salaries)

*Do you use faculty and/or alumni in the recruitment of international students? If so, how?*

Denison and Grinnell both express strong reservations about alumni involvement based on past experience. It appears that an uncomfortable relationship often develops between prospective and alumnus, whereby the prospective sees the alumnus as a potential source for funding and ends up disappointed. None of the 3 institutions make structured use of faculty in recruitment of international students.

### Appendix 7 - Declared Majors for International Students

The following table represents results of international student majors. The information is a bit skewed in that some students coded as international students are permanent residents and further skewed by the fact that many international students are double majors. Therefore, the totals do not correspond to how many international students there were for a given year.

Major	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	Grand Total
Anthropology			1						2		3
Art (Studio)			1								1
Biochemistry			1		1		2	2	4		10
Biology			1	1				2	2		6
Chemistry									1		1
Communication	1	1	1	1			1	1	3		10
Computer Science	1	3	4	3	1	2		3	4	1	24
Conflict Studies		1		1	1			1			5
East Asian Studies									1		1
Economics	1	4	3	7	2		3	17	20		60
Education Studies						2					2
English (Literature)	1		1	1					1		4
English (Writing)	1		1		1		2		1		8
Environmental Geoscience										1	1
Film Studies							1				1
French							1				1
German		1									1
History				1					1		3
Mathematics		2	5	2	2		2	5	3		21
Performance (Music)	1						1				2
Philosophy							2	1			3
Physics		1	1			1	2	1	3		9
Political Science	1	2									4
Pre-Engineering							1	1			2
Psychology							1	1	2		5
Religious Studies			1								1
Sociology								1			1
Sociology And Anthropology						1	1				5
Spanish							1				1
Undeclared								1	26	72	99
<b>Grand Total</b>	<b>7</b>	<b>15</b>	<b>21</b>	<b>17</b>	<b>8</b>	<b>6</b>	<b>21</b>	<b>37</b>	<b>74</b>	<b>74</b>	<b>295</b>

Registrar's Office, December 9, 2009

The results show disproportionately large percentages of international students majoring in Computer Science, Economics and Mathematics when we had only a few international students. If these interests continue as our numbers of international students increase, we will have some challenges. Currently we have “excess capacity” (given current numbers of faculty members and current size of upper level classes) for students in Computer Science and Mathematics. While the additional economics majors are a more challenging pressure, the recent expansion of the Economics and Management Department by three tenure-line faculty members should allow us to manage.

## Appendix 8 - Summary of Responses to Survey Regarding Experiences on the IEC

First, I felt like I shouldn't have been allowed to serve in the full capacity given my experience on campus (truthfully, I felt like I got in the way some, since people had to stop to explain things more fully for my sake- also, I just didn't have to scope of experience that I feel would inform my contributions better- something I attain as I near tenure).

I thought the charge fairly clear, but execution somewhat less so. The demands seemed disproportionate during the reading of files.

It seems like so many very different things are going on- incoming international students, inhouse students studying abroad, winterterm, and the like- these are really each substantial programs being lumped in, I think, inappropriately due simply to their loosely "international" status. Each deserves more committee attention, especially when the study abroad applications demand so much of the committee's energy.

---

1. Yes, it seems appropriate.

2. In the late 80's we had more "DePauw Programs" and spent quite a bit of time on that. The person in charge of international education was a part time faculty (no secretarial help). I recall spending time discussing whether international students should be integrated into the system (i.e the residence halls) or separated (I always thought it made more sense for them to be with English speaking students but unfortunately it seems to me we have not gone that way ...) The committee interviewed and recommended faculty for directorship posts abroad. The committee members were the only ones reviewing and deciding on student applications to study abroad. It seems to me the Romance Language faculty had more clout back then as far as deciding where language students would study for example.

During my last term (2004-2007) we did work on the IEC charge mostly. We spent a lot of time revising the application forms to study abroad (considerable time on picking an essay topic -- which was discarded a few years later BTW)

3. Structure seems in keeping with other committees. This has changed through the years also.

Personally I think one should always be very careful not to give too much weight to administrative votes in a FACULTY committee.

4. IEC does not have enough visibility, i.e enough of a voice. I don't think it is a strong enough advocate for "internationalization" at this time for example. Perhaps it is because there are 3 administrators on the committee but it seems to be more of an administrative committee (not enough feedback to and from the faculty)

---

1. Does the charge to the IEC (in particular, items a-j) seem appropriate to you?

Mostly appropriate, but not items i [Approving programs for off-campus study opportunities for students; and]

j. [Reviewing off-campus study applications and monitoring the off-campus study application process]. I did not think it was fair for faculty members to spend so much time doing administrative work by weeding through stacks of folders when this is more the duties of the staff than faculty. Our role as faculty

members on the committee is to review and recommend, but I think Kate Knaul widened this interpretation in part to pass the difficulty responsibility of making judgment on student proposals to faculty members. I think the self-study should revisit how the committee should interpret "review" and "recommend" in items i and j.

2. With which of these areas did the committee deal during your time on the committee?  
Most, if not all outlined.

3. Do you have any comments about the membership structure of the IEC?

Again, I would like to stress the function of faculty members in this committee and that our role is to make recommendations on policy, but not be regarded as extended staff members to the director.

4. In your experience, how effectively did/does the IEC carry out its work?

During my time, I thought my colleagues on the committee were committed to task given to us. I felt that Kate Knaul had a difficult job and was struggling with keeping her staff. Perhaps the situation has changed dramatically and hopefully the program is running smoothly.

---

1. The charge is appropriate. However, the committee was not permitted to do some things. For example, admissions has their own agenda in visiting and recruiting students. Even when the committee asked, on several occasions, for more and varied targeted countries, we were told that it was a budget issue, that there is just one admissions person, that we have to take what we can get. We were also told that to make our tuition marks we had to take where we could get students. Then, this year I find out that many of the international students that we were told were tuition payers are really heavily supported. Can you imagine how that feels? Or how it seems to other colleagues who feel that IEC is a pawn in a skill game? Other things in the charge, like letter g wasn't done, although I think other faculty members would like the committee to be more involved in this rather than just the International Office.

2. We were buried in writing policy and in the task of reviewing off-campus files.

Several years ago when there were many rejections of study abroad applications, the move was made to have the faculty read, so that the faculty would shoulder the burden (and the fall out) of the application decision. This is, however, a very time intensive process, a very subjective process. One of the applications I actually thought was adequate was held up and ridiculed as being awful. Imagine how I felt sitting there. If they want people to do the work, one should feel valued.

3/4 This was one of the most dysfunctional committees I've ever served on. We met a lot, talked a lot, but not much seemed to get done (see above). In addition, there is an inherent tension between the two sections of the committee: faculty and the International office. I felt there was a lot of defensiveness.

---

1. The charge includes areas that fall within the purview of the faculty generally and the IEC specifically. As I recall from my year on the committee, we spent some time on each of these areas with relatively little spent on "c" and "h". I suspect that this varies from year to year as issues arise that require relatively more attention. If the committee had to deal with each area in detail each year, that would probably be too onerous. Fortunately, there is some ebb and flow to the committee's demands and some discretion concerning emphases.

2. As I noted above, we touched on all of these areas in my year. Part of the reason for that is that the charge was recently rewritten and I believe that it is substantially similar to recent practice.

3. The membership structure make sense. It represents various constituencies and maintains a strong faculty voice.

4. In my year, there was a good working relationship with the committee chair, the committee, and the director of CIEE. The lines of communication were open, input was encouraged, positions were vigorously debated, and considered decisions were made.

---

1. I find that the charge to be most appropriate for IEC.

2. We discussed summer off- campus study (specific to item b). With the self study I feel as though we touched on all of the items in one way or another.

3. As a student a lot of times I felt unaware or uninformed about information that may have been obtained at faculty meetings, however this is most likely unavoidable.

4. I found that IEC was effective in carrying out its work, in and outside of meetings. Each member had their own concerns and was willing to focus on certain aspects of the IEC.

---

1. Yes

2. A,b,j

3. I understand that we should not have too many members, but it makes sense to me to have at least one faculty member from ML for every membership. I assume that ML faculty is more aware of the issues concerning international education for both American and international students.

It seemed to me that it would be crucial to have a representative from the Admissions Office for each meeting. I was under the impression that the articulation between CIEE and Admission was not so great.

4. When I was on IEC, we were told many times how busy CIEE was, which I think is true and CIEE wanted faculty to share some responsibilities, getting more involved. I was not clear, however, on the vision DePauw or CIEE had in terms of international education. We discussed something for one and a half hours at every meeting, but it didn't get us very far. I'm not criticizing the way the meeting was carried out, rather, I wished that I had known what we were trying to accomplish as a committee in relation to CIEE.

I wasn't playing a major role, so there may other things I am not be aware of. Also, I was exhausted every afternoon, so I myself was not effective

---

1. I believe the charges are appropriate. My only concern is that I would like the IEC committee to have a say on the recruitment and admission process of international students at DePauw. While it is wonderful to have a large class of international students, we all know internationalization should be more than numbers. An emphasis should be made to make sure we recruit and admit a diverse group of international students.

2. The IEC committee dealt with the following issues:

- Setting standards for international education opportunities, such as approval of off-campus study programs
- Approving programs for off-campus study opportunities for students
- Reviewing off-campus study applications and monitoring the off-campus study application process.

3. Overall, the membership structure is effective. The only comment I have is the fact the selected students rarely attend the meetings and therefore don't have their voices heard. This may be due to a schedule conflict with their classes.

4. Overall, I believe that the IEC members are carrying their charges effectively. All members seems dedicated and enthusiastic about the international education at DePauw.

---

1. Appropriate: a, b, g, i, j.

My main reason for selection the charges is academics. The committee should review applications for off-campus studies and academic opportunities for international students, but should not be involved in recruitment issues or activities a regular faculty member has not trained for. Professionals should be responsible for the other charges. (there is no (f) in the list of charges.)

2. I remember i and j

It has been a while and I don't think that in the year I was part of the committee, we addressed the other topics. We had been charged to come up with a list of charges, I guess.

3. Membership structure is fine; School of Music should contribute (I find that this is not clear from the membership definition). Conflict of interest issues should be addressed.

5. Was effective in terms of reviewing applications. I didn't have any cases in which international students were not ready for my class.

---

1. Since we drafted these the year I was on the committee, I would, of course, argue that these seem appropriate.

2. In all honesty we were most involved with the articulation and refinement of the very definitions and subcomponents listed below.

3. I think the relationship forged with the Office of Admission makes a lot of sense. I would prefer to see a closer integration with Modern Languages, since there is substantial overlap and shared interest.

4. I was a little disappointed that the our yearlong effort--ie revising the mission statement for the IEC--didn't culminate in our bringing something to the faculty for approval. I also feel that the IEC is now on the back burner, having been eclipsed by the new President's charge to the faculty.

---

The one semester I was on the committee, there seemed to be a certain amount of frustration with what the IEC had been charged to do; ideas were raised about how to ask for more latitude with regard to some issues, for example allowing a greater number of students to go to the more expensive programs such as the one at Oxford. I must admit, however, that I can't remember the details of other issues that seemed so

pressing at the time! We also discussed ways to make the application process more rewarding to both the students and the IEC itself than it seemed to have been at that stage.

I don't think that I was on the committee long enough to judge its effectiveness.

1. With regard to the breadth of international initiatives, yes. However, there is an incredible breath [sic] of topics that cannot be dealt with in a meaningful way throughout the year. It's also unclear how the international dimensions of Winter Term (which seems vast) connect to the charge of the IEC. I would also add that from within the committee, these charges might make sense, but it seems that unless faculty members are familiar with the work of the CIEE or the IEC, they have a steep learning curve in order to participate (thereby making the work of the committee in addressing these various topics slow and challenging.”

2. Definitely did *b* (are *b* and *i* roughly the same?), *i* (but typically by endorsing what existed or what was recommended by the CIEE staff; they did not to thorough evaluation of site visits of programs) and *j*. Minor attempts to do *a* (only really in the last couple of years, primarily since the internationalization initiative began), *c* (sort of, by way of the admission committee more-so than directly to CAPP), *d* (I'd say it was more listening to what the issues were and providing some feedback; reactive rather than proactive), *g* (only really since the internationalization initiative began, very little attention to the structure prior to that).

---

3. The membership is better with fewer members overall. It's unfortunate that student members do not usually attend. The primary difficulty is the lack of clarity of direction since there is a faculty chair and a full-time administrator who's [sic] professional background and full-time position is to manage the international programs of the university. There's also a lack of connection to CAPP, as the IEC is an executive committee of CAPP. In other words, CAPP rarely gives direction to IEC and the IEC only rarely reports to CAPP (though this has improved in the past two years). Still, it's unclear what goals this direction and reporting have really served. I think it would be a much more effective committee if the members came with experience in one of the areas of the committee's charge; I also think the committee might itself have “subcommittees” within it that addressed different areas of the charge.

4. The effectiveness of the committee is wholly reliant on the chair and the relationship between the chair and the director of the CIEE. In years when the chair has been experienced at chairing a group AND experienced in the dimensions of the committee's charge, the committee has been more effective. However, in most years, the committee has not been as effective as it could be. I think part of this is due to the majority of faculty members having little experience with the work of the IEC and CIEE, so they have little to contribute to most areas. What is most familiar and what ends up being done most regularly is the reading and evaluation of off-campus applications.

## **Resources Available On Campus to External Reviewers**

1. Survey Results (Semester) of Returned Off-Campus Study and Winter Term Students
2. Survey Results-Comments (Semester) of Returned Off-Campus Study and Winter Term Students
3. Survey Results (Summer) of Returned Off-Campus Study and Winter Term Students
4. Survey Results-Comments (Summer) of Returned Off-Campus Study and Winter Term Students
5. Off-Campus Study Orientation Manual (International)
6. Agendas for Off-Campus Study Re-entry Orientation Sessions
7. Winter Term Faculty-led Off-Campus Study and Service Materials
8. Winter Term Faculty-led Off-Campus Study and Service Faculty Manual
9. Winter Term Internship Materials
10. Winter Term Internship Faculty Handbook
11. Winter Term Independent Study Materials
12. Winter Term Independent Study Faculty Handbook
13. Winter Term Study at Another School Materials
14. Survey Results (WT) of Returned Off-Campus Study and Winter Term Students
15. Survey Results-Comments (WT) of Returned Off-Campus Study and Winter Term Students
16. Survey Results of Student Life & Campus Programming
17. Survey Results-Comments of Student Life & Campus Programming
18. Hiring International Employees Procedure and Policies
19. International Employees Immigration Procedure and Policies
20. International Employees Repayment Agreement
21. International Studies Library Holdings

Π