

**International Programs  
Five Year Program Review  
2018**

**Seaver College  
Pepperdine University**

# I. Introduction

## A) The Internal Context

International Programs (IP) presently has six overseas facilities (London, Heidelberg, Lausanne, Florence, Buenos Aires, Shanghai) and one domestic facility in Washington DC for a total of seven programs. Six of these campuses are owned and operated by Pepperdine University exclusively for Pepperdine students (the Shanghai campus presently leases a facility but is still exclusively for Pepperdine students).

IP uses the Living/Learning Community Model. Students live together, go to class together, eat together and travel together. The one variation of this model is in Buenos Aires where the students live with local families.

Typically, during their freshman year, students apply for a year-long, semester only or summer term appointment in one of these seven programs. If they are accepted, they will study the following year when they are sophomores. There are some juniors and seniors that study in IP (particularly the summer terms) but the vast majority of students in IP are sophomores.

### Inauguration Year of Programs

Heidelberg, Germany	Fall 1963
London, England	Fall 1983
Florence, Italy	Summer 1985
Washington, D.C.	Summer 1992
Buenos Aires, Argentina	Summer 1998
Lausanne, Switzerland	Spring 2007
Shanghai, China	Fall 2008

These programs provide courses that meet the General Education requirements of Seaver College. This is why it works best for students to participate in IP during their sophomore year. Occasionally during the summer semester, some programs will offer courses that service certain academic majors or minors.

In addition to our seven main programs, IP also offers Faculty-Led programs during the summer. These programs are designed to service specific majors (Australia Film program; Fiji Medical Mission; Kenya Made in the Streets; Edinburgh Theatre; Madrid Spanish Program) or areas of the world different from our main offerings (Jordan Middle East Studies; New Zealand Sustainability Program; East Africa Program).

In the last Program Review (2012), we identified eight actions (goals) that we wanted to complete by this Program Review (2018). In the following paragraphs, we share how successful we were in achieving those goals.

**Action 1:** We need to make sure that the IP experience is available to all students, regardless of financial circumstances. To do this, we need more available scholarships for “high need” students.

We have made significant progress on increasing scholarships for high need students. We have increased our annual scholarship fund from \$145,000 to \$245,000. The Seaver College Dean has been very supportive of increasing this scholarship fund.

**Action 2:** Identify student groups that have circumstances that make it almost impossible to participate in IP. The two largest are athletes and natural science majors.

We have not been successful in achieving this goal. We made attempts to get the athletic department to consider our Lausanne program as a summer destination for athletes to train while taking courses. But, NCAA rules have prevented this as a possibility. We also attempted to identify the Buenos Aires program as an option for Natural Science majors to take required chemistry and/or physics courses. However, the experiment with a local professor was disastrous and we lost the trust of the Natural Science division.

**Action 3:** We need to institutionalize events and activities specifically designed to bring Pepperdine students together with students/families of the host culture.

We have made great strides toward this goal. First, all of our programs conduct a weekend Listening Summit every fall semester. These summits bring our Pepperdine students and host-country students together for a 3-day summit. These events are designed to build friendships across cultures, deepen cultural understanding on a variety of global issues and teach the skill of deep-listening to opposing viewpoints. Only students enrolled for the entire academic year are allowed to attend so that they can take advantage of extending the friendships initiated at the Listening Summit. Second, we have institutionalized language partnership in all our locations (except London and DC). Students are paired with another host-culture student to meet weekly for language practice. Long-term friendships develop out of this program.

**Action 4:** We need to find institutional ways of “incentivizing” the faculty to serve as Faculty-in-Residence overseas.

We have done two things toward achieving this goal, unfortunately, with minimal success. First, we developed a policy that allows all faculty willing to serve overseas for one year, a one-course exemption either before or after they serve overseas. Second, we did an extensive survey of Seaver faculty to determine what prevents them from doing an overseas assignment. The main barrier is the inability of a faculty spouse to leave their job for a year (and most faculty have dual-income families). We have simply not found the right incentives to increase faculty involvement in IP.

**Action 5:** Invite more overseas faculty to come and teach summer school on the Malibu campus. And secondly, we must find ways to embrace extraordinary faculty who might be interested in a full-time appointment with a special designation in their title (i.e., Visiting Professor of Humanities)

The overseas faculty feel disconnected from the main campus. We have improved this by inviting overseas faculty to teach on the main Pepperdine campus in the summer. We have had faculty from all the programs take advantage of this opportunity except for the Shanghai program (this is largely due to the fact that our Shanghai faculty are almost exclusively Fudan University faculty and thus it is difficult for them to get away during the summer). In addition, we have annual meetings with all faculty during visits by the IP Dean and Associate Dean.

We have not been successful in finding an official designation in the titles of overseas faculty who are considered full-time.

**Action 6:** There needs to be continuous mentoring and training for student leaders from pre-departure to overseas to reentry.

We have made good progress on this, but more work still needs to be done. Our Assistant Director for Student Development made a number of improvements, namely in the selection and training of our overseas RAs and in creating a new reentry program called Landed. The program directors have reported that they are much more satisfied with the RA selection process and the end result of having better RAs. Feedback from RAs, however,

indicates that there are still areas for improvement, especially training for the unique aspects of being an RA overseas as opposed to spending so much time on issues that relate more to Malibu RAs.

International Programs has received \$50,000 from the Seaver Dean's office to find more creative and effective ways to help students "reenter" Malibu after their overseas experience. In addition, we are still attempting to improve our pre-departure orientation. We've done a good job of orienting the students to safety and security issues, but we do not adequately prepare them for cultural engagement and cultural knowledge.

**Action 7:** We need to seriously evaluate the resources our programs provide for the ever-increasing population of student mental health problems. We need to evaluate what we presently do and then make recommendations to offer consistent service across all programs.

We took this goal very seriously and consequently, we were able to secure resources from the University to retain the services of a counselor in all seven of our IP locations. For the last four years, we have provided counseling services overseas that mirror what students are offered here in Malibu. Having said that, we have tracked how often students have used this service and it has steadily increased over that four-year period. As a result, we need to return to the University for more resources. Increasing numbers of students struggle with mental health issues and those are exacerbated in an overseas setting. We have made good progress in responding to this need, but more needs to be done.

**Action 8:** We need to continue to press for more program offerings in developing countries and cultures where we desperately need better understanding (i.e., Muslim countries). This is best done during the summer, with the hope of someday offering a semester program in one of these countries.

Our program offerings are euro-centric. Buenos Aires and Shanghai have become increasingly popular with students. But, anecdotally we continue to find widespread ignorance and prejudice toward lesser-known cultures of the world.

We have diversified our EFTs to include less-familiar cultures (Jordan, Morocco, Dubai, Budapest, Tibet). The Washington DC program has offered an International Study Tour to Peru and Cuba.

We have also initiated summer Faculty-Led Programs to important, but lesser-known areas of the world. For 4 years in a row, we have offered a month-long Jordan program in partnership with the Council on Christian Colleges and Universities. Students take courses in Islam and The Culture of the Middle East. In addition, we offer summer programs in Kenya, Uganda and Rwanda.

## **B) The External Context**

Over the last 7 years, International Programs has had to respond to three major external factors that had the potential to negatively impact our programs: 1) Global terrorism and security; 2) Increased cost to attend college; 3) Mental health issues of today's students.

Global terrorism and perceived security issues have had some effect on enrollment but not to the level we originally anticipated. With several terrorist attacks in Europe and increased turmoil in the Middle East, we fielded many more inquiries from parents and students than ever before. We knew we needed to take steps to assure parents and students that safety and security were our number one concern. Here's what we did: 1) We subscribed to one of the world's leading medical and travel assistance companies. Their Travel Tracker program allows us to know where students are traveling at any given time and provide them instructions in case of an emergency. 2) We developed emergency protocols for all types of events and developed processes for vetting educational field trips and faculty-led programs to areas of the world identified by the State Department

as problematic. 3) We improved our communication with parents to insure they were informed about how we vet programs and how best to partner with them to insure their student makes good decisions about travel.

The second external factor has been the increased cost to attend college. As college expenses increase, families have less money to devote to “extra expenses” like study abroad. We have been very fortunate to be a part of a University that values international education. The University has made significant investments in our overseas facilities and we pride ourselves in offering the same quality education and values that a student would receive in Malibu. A student who chooses to study in one of our overseas programs, pays the same tuition, room and board costs. As of this writing, the only extra cost is \$3645 per semester (which covers their round-trip flight to the program, a week-long educational field trip, and several local excursions and cultural events.) This extra cost has remained the same for the past five years. Thus, we have made it quite affordable to participate in International Programs. In addition, we have increased the allotment of scholarships available to high-need students. As mentioned earlier, our scholarship fund has increased from \$145,000 to \$245,000 over the past 7 years.

The third external factor has been the growing number of students entering college with mental health issues. Approximately 5 years ago, our program directors started to observe an increase in the number of students coming to them with pre-existing mental health concerns that required medication, a need for counseling, and observed behavior that was described as “a lack of resilience and increased fragility.” This mirrored what was being observed on the Malibu campus. We responded by attempting to match, as best we could, the counseling services that students received on campus. We asked the University for funds that allowed us to retain the services of a counselor in all seven of our locations. This has been in place for the last four years. Approximately 20-25% of our overseas students see a counselor at least once during the semester. We will continue to monitor whether we need to provide additional counseling services as the need increases.

## **C) Mission, Purposes, Goals and Outcomes**

### **IP Mission and Purpose**

In 2005, International Programs established a Mission Statement. All IP staff, faculty and students are asked to support this mission:

***To provide students a life-changing international experience designed for intellectual, social, personal and spiritual transformation.***

### **IP Goals**

From the mission statement, four goals were established:

- 1) Students will experience intellectual growth.
- 2) Students will experience growth in their social awareness.
- 3) Students will experience personal growth.
- 4) Students will experience spiritual growth.

## IP Program Learning Outcomes

Under each of the IP goals, program learning outcomes were established. These outcomes define what specific changes we desire to see in students who study in our international programs.

### Goal A: Intellectual Growth

Upon successful completion of an international program, a student should be able to:

- 1) Articulate a basic understanding of the main **historical events** that have shaped his or her host country.
- 2) Demonstrate knowledge of the major **social issues** in his or her host country.

### Goal B: Social Awareness

Upon successful completion of an international program, a student should be able to:

- 1) Demonstrate an enhanced social awareness and cultural understanding based on having **engaged and interacted with people** in his or her host country.
- 2) Demonstrate a commitment to cultural diversity in the global sphere by recognizing, understanding and appreciating the **cultural differences** between the US and the host country.

### Goal C: Personal Growth

Upon successful completion of an international program, a student should be able to:

- 1) Articulate an enhanced recognition of his or her **own identity** developed within a variety of cultural contexts and in relation to others.
- 2) Reflect on changes in his or her **personal values and ethical commitments** based on having engaged with diverse cultures, worldviews, and experiences.

### Goal D: Spiritual Growth

Upon successful completion of an international program, a student should be able to:

- 1) Articulate changes in his or her **religious faith** based on having engaged with diverse cultures, worldviews and experiences.
- 2) Articulate changes in his or her willingness to recognize the **needs of others and to serve others**.

## II. Analysis of Evidence

### A) Service Usage and Evaluation

The genius of Pepperdine's International Programs is in how it forms students into "responsible members of national and international communities" by introducing them to "dimensions of truth otherwise unavailable" (*Boundless Horizons* University Strategic Plan). The means of this formation is crossing geographic and cultural boundaries while ensuring an education that is both "academically rigorous and spiritually nourishing"

(per Seaver's Strategic Plan). To provide this formation, International Programs offers students opportunities to study at one or more of its seven locations as well as several faculty-led summer programs. Participating in these programs affords students invaluable educational experiences.

Pepperdine's International Programs are a well-known feature of attending Seaver College and many students say they choose to attend the university in order to participate in one of these programs. Prospective students are also exposed to IP at the annual Malibu Reception for newly admitted students (IP offers information sessions for students and parents at this event). During the summer each in-coming student receives a calendar from IP with information and dates pertinent to the IP programs. IP offers separate sessions for students and parents during New Student Orientation. Also in mid-August, IP makes available course booklets and flyers highlighting courses offered in the following summer and year-long programs, cost and visa information sheets, and other marketing materials. These materials are posted in and around IP's easily-accessible office in Tyler Campus Center and the same and more information is available on a well-maintained website. Students receive communications from the IP office via email, social media, campus post, classroom visits, etc. once the school session begins. The first Thursday of each fall term, IP hosts "The Return" at Alumni Park, a large gathering (1000-plus students in 2017) to welcome back students returning from the previous year's programs, to say goodbye to sophomore students about to embark on the current year's programs, and to provide first-year students a chance to learn about the seven IP programs from their fellow students. IP employs eight student ambassadors (seven for the different programs and one student supervisor) who are influential at the Return and in various other efforts to inform prospective participants about IP's programs. Additional outreach activities include office open-houses, International Education Week activities (November), Global Learning Week activities (January), etc. The Malibu IP office also works with OneStop, faculty advisors, divisional deans, and other Seaver staff and faculty to increase awareness about IP courses and opportunities.

By carefully recruiting qualified faculty-in-residence and developing engaging academic programs that meet students' general education needs, large numbers of students apply for International Programs (see application and participation data below). Students are evaluated based upon past academic performance (including SAT or ACT scores and High School GPA), written essays, and interviews with the Malibu faculty who will serve in residence at the program to which a student applies. Students must have the equivalent of a minimum 2.5 cumulative GPA to be accepted and must maintain a 2.0 cumulative and current GPA to remain eligible for any program to which they've been accepted. Additionally, students who receive disciplinary probation become ineligible. Seaver students meet these requirements to such a degree that the Institute for International Education has ranked Pepperdine as number one among American universities in terms of the percentage of students who study abroad (see below). An average of forty-five percent (45%) of first-year students from 2012-2017 participated in an IP program in the fall of their sophomore year. Further, IP campus facilities have averaged over 95% of capacity (all programs combined) over the last five years.

The academic year programs mostly serve sophomores with about half of that class attending either an academic year or individual semester program. Students from rising sophomores through graduating seniors attend summer programs at the seven IP locations as well as those led by faculty directors in locations such as Fiji, East Africa, Australia, and Edinburgh. Almost all of these summer programs offer GE courses but some serve students in specific areas of study (such as theatre, music, studio arts, film/media production, pre-medicine/natural sciences). Several programs also offer internship programs, including Washington, DC for both academic and summer terms and London, Lausanne, and Shanghai during the summer.

The following table shows the number of students who participated in IP academic year programs disaggregated by gender.

**Students attended International Programs  
breakdown by Gender  
Fall 2012 - Spring 2017**

Number of undergraduate students in the previous five years who participated in study abroad program\*

Academic Term	Gender		N of Students Attend IP
	Male	Female	
Fall 2012	103	202	305
Spring 2013	117	215	332
Fall 2013	119	230	349
Spring 2014	121	223	344
Fall 2014	106	238	344
Spring 2015	105	239	344
Fall 2015	117	216	333
Spring 2016	117	226	343
Fall 2016	107	218	325
Spring 2017	116	201	317

\*International programs include locations: Buenos Aires, Florence, Heidelberg, Lausanne, London, Shanghai and Washington

Where the population of Seaver full-time students is 60% female (the average for 2012-2016 fall terms), this chart shows that 66% of IP students were female in the last five years (high of 69% in both Fall 2014 and Spring 2015; low of 63% in Spring 2017).

The following table compares IP students in the Fall 2012-2016 terms with the whole Seaver full-time undergraduate student population, disaggregated by ethnicity. The data show that over five fall terms there are on average 7% more white students in the IP program than in the Seaver student body generally. The student group most clearly under-utilizing IP programs are “Non-resident Aliens” (IP has had 6% fewer such students over the studied time period); this is perhaps explained by the fact that for those students Malibu is an international location. For all other groups there is a 1% or less disparity with respect to any one ethnic identification between IP students and the Seaver student body. IP does average almost 2% fewer ethnically non-white students as a whole than Seaver generally. See Appendix A for a more comprehensive breakdown of IP student population for Spring 2012 through Spring 2018 in terms of ethnicity.

**Students attended International Programs breakdown by Ethnicity**

**Fall Terms, 2012 - 2017**

Comparing IP Students and Seaver Full-Time Undergraduate Students

Academic Term	Ethnicity	% of IP Students	% of Seaver UG Students	Difference
Fall 2012	Non-resident Alien	3.61%	9.23%	-5.62%
	Hispanic or Latino	14.10%	14.98%	-0.88%
	American Indian or Alaska Native	0.00%	0.52%	-0.52%
	Asian	12.46%	12.02%	0.44%
	Black or African American	4.59%	6.79%	-2.20%
	Native Hawaiian or Other Pacific Islander	0.33%	0.49%	-0.16%
	White	51.15%	44.90%	6.25%
	Two or more Races	9.84%	5.46%	4.38%
	Race/ethnicity unknown	3.93%	5.62%	-1.69%
Fall 2013	Non-resident Alien	4.58%	9.63%	-5.05%
	Hispanic or Latino	14.04%	15.24%	-1.20%
	American Indian or Alaska Native	1.43%	0.48%	0.95%
	Asian	14.33%	13.47%	0.86%
	Black or African American	5.73%	6.81%	-1.08%
	Native Hawaiian or Other Pacific Islander	0.00%	0.25%	-0.25%
	White	47.56%	42.55%	5.01%
	Two or more Races	7.16%	6.78%	0.38%
	Race/ethnicity unknown	5.16%	4.78%	0.38%
Fall 2014	Non-resident Alien	1.45%	9.54%	-8.09%
	Hispanic or Latino	18.02%	15.81%	2.21%
	American Indian or Alaska Native	0.29%	0.45%	-0.16%
	Asian	16.57%	12.89%	3.68%
	Black or African American	5.52%	6.04%	-0.52%
	Native Hawaiian or Other Pacific Islander	0.00%	0.32%	-0.32%
	White	49.13%	45.05%	4.08%
	Two or more Races	5.52%	6.46%	-0.94%
	Race/ethnicity unknown	3.49%	3.44%	0.05%
Fall 2015	Non-resident Alien	2.70%	10.52%	-7.82%
	Hispanic or Latino	13.81%	15.67%	-1.86%
	American Indian or Alaska Native	0.00%	0.41%	-0.41%
	Asian	9.31%	15.67%	-6.36%
	Black or African American	3.90%	5.28%	-1.38%
	Native Hawaiian or Other Pacific Islander	0.90%	0.25%	0.65%
	White	60.66%	48.08%	12.58%
	Two or more Races	7.81%	5.62%	2.19%
	Race/ethnicity unknown	0.90%	2.87%	-1.97%
Fall 2016	Non-resident Alien	7.69%	11.41%	-3.72%
	Hispanic or Latino	12.31%	14.07%	-1.76%
	American Indian or Alaska Native	0.00%	0.34%	-0.34%
	Asian	9.23%	10.47%	-1.24%
	Black or African American	6.46%	4.54%	1.92%
	Native Hawaiian or Other Pacific Islander	0.31%	0.25%	0.06%
	White	55.69%	49.08%	6.61%
	Two or more Races	5.54%	5.52%	0.02%
	Race/ethnicity unknown	2.77%	4.32%	-1.55%
Average (F'12-F'16)	Non-resident Alien	4.01%	10.07%	-6.06%
	Hispanic or Latino	14.46%	15.15%	-0.70%
	American Indian or Alaska Native	0.34%	0.44%	-0.10%
	Asian	12.38%	12.90%	-0.52%
	Black or African American	5.24%	5.89%	-0.65%
	Native Hawaiian or Other Pacific Islander	0.31%	0.31%	0.00%
	White	52.84%	45.93%	6.91%
	Two or more Races	7.17%	5.97%	1.21%
	Race/ethnicity unknown	3.25%	4.21%	-0.96%

International Programs receives student feedback primarily through evaluations that occur at the end of each semester of academic year programs and following each summer program. These evaluations ask students to reflect on aspects of the IP experience such as academics, spiritual life, community, program personnel, etc. Most questions involve answering along a sliding scale. Students also can provide comments on each topic. See Appendix B for a breakdown of evaluation trends for academic year programs from Fall 2011 through Spring 2018. Studying these trends provide some insight into areas of student satisfaction and concern. They show that students are generally satisfied with most aspects of the International Programs. Still, student feedback often highlights areas where we need to investigate to determine if improvement is needed. The Dean of International Programs reviews this feedback at the end of every term with the program directors and the trends are also discussed at the annual program directors' meeting. IP also surveys students when they apply for a program and it seeks student evaluations of pre-departure orientations for both summer and academic year program. Student feedback is also received through focus groups when the Dean or other Malibu office representatives visit programs in progress. Each program is usually visited annually. Additionally, as discussed below in regards faculty review and evaluation, the IP Associate Dean reviews student feedback on courses in the Program Evaluations as well as in Course Evaluations.

International Programs has utilized two entities to secure external evaluations in the areas of best practices and data benchmarking. With regards the former, since 2012, Pepperdine has had “Quality Improvement Program” (QUIP) recognition from the Forum on Education Abroad (the Forum). QUIP is “the only objective, independent review system in education abroad based on the *Standards of Good Practice for Education Abroad*” (per the Forum’s website). Following is a list of those standards of good practice which the Forum recognizes IP as having attained.

1. **Mission and Goals** - The organization has a mission statement and articulates clear goals for its education abroad programming.
2. **Student Learning Outcomes** - The organization’s mission, goals, and operations prioritize student learning and development.
3. **Academic Framework** - The organization delivers academic content appropriate to its stated mission and goals, ensures adequate academic supervision and evaluation, and maintains clear and transparent academic policies.
4. **Student Selection, Preparation, and Advising** - The organization maintains fair and ethical recruitment and selection processes, adequate student preparation and advising, and ongoing student support.
5. **Student Code of Conduct and Disciplinary Measures** - The organization articulates clear and accessible guidelines for student behavior and consequences resulting from violations.
6. **Policies and Procedures** - The organization has well-defined and clearly-articulated policies and procedures that govern its programs and practices, ensures that they are fairly and consistently implemented, and conducts regular reviews to assess their effectiveness.
7. **Organizational and Program Resources** - The organization ensures that its programs are adequately funded and staffed.
8. **Health, Safety, Security, and Risk Management** - The organization prioritizes the health, safety, and security of its students through policies, procedures, advising, orientation, and training.
9. **Ethics** - The organization operates its programs in accordance with ethical principles, and trains its staff and students in ethical decision-making and practices.

The Forum provides QUIP recognition based upon evaluation of education abroad provider organizations and institutions by means of a rigorous analysis and site visits. The recognition is valid for 8 years. In 2017, Pepperdine’s interim report was approved by the Forum. International Programs will again go through a complete review when its recognition expires in 2020.

The second external evaluation is the Global Perspectives Inventory (GPI) provided by the Research Institute for Studies in Education at Iowa State University. The GPI is a web-based tool that assesses intercultural competence, global learning, and study abroad experiences. It measures three dimensions that correspond with three of our four goals (listed above):

- *Cognitive* (≈ Intellectual Growth) – One’s knowledge and understanding of what is true and important to know.
- *Intrapersonal* (≈ Personal Growth) – Intrapersonal development focuses on one becoming more aware of and integrating one’s personal values.
- *Interpersonal* (≈ Social Growth) – Willingness to interact with persons with different social norms and cultural backgrounds, acceptance of others, and being comfortable when relating to others.

The GPI assessed two sets of Pepperdine students, comparing them with national norms. Those who had not yet gone abroad (363 mostly first-year students) were assessed in early summer 2016. Those who had gone abroad (122 mostly upper-class students) were assessed in the 2016-2017 academic year. Both reports are included in Appendix C. Below is a summary comparing Seaver students with national norms. The numbers are averages of answers to questions using a 5 point scale, with a higher score indicating a more global perspective.

	Seaver Students who have <b>not yet</b> studied abroad	2016 National Norms
Cognitive	3.65	3.61
Intrapersonal	4.20	4.15
Interpersonal	3.74	3.52

	Seaver Students who studied abroad	2017 National Norms
Cognitive	3.85	3.70
Intrapersonal	4.24	4.15
Interpersonal	3.79	3.63

The GPI survey given to Seaver students who had studied abroad also asked several additional questions about topics such as intercultural wonderment, study abroad experiences, faculty and staff influences, global competence and workplace skills, etc (see the “March 2017 GPI” report in Appendix C). IP students scored on average 3.66/5 compared to 3.40/5 for national norms, again with the higher number representing a greater global perspective.

The above review of International Program’s usage and evaluation demonstrates that IP effectively serves a substantial portion of the Seaver student body. It also shows that IP has been diligent to provide students opportunities for evaluation and has sought external sources for benchmarking data and ensuring best practices. However, there is more that should be done. While IP structures its academic offerings with the aim that a student with any major can study abroad at least one semester, anecdotal evidence strongly suggests there are still several under-served academic groups. These include student-athletes, students in the performing arts, and students with certain majors in, for example, Natural Science or Business. Also, while the ethnic make-up of IP students is close to Seaver College generally and no one ethnicity is significantly underserved, non-white ethnic groups as a whole could have greater representation. In terms of evaluation, IP has an industrious evaluation regime. However, the data remains mostly program-specific and more might be done to aggregate that data to demonstrate IP’s effectiveness on the whole. Most of the evaluations come prior to or just at the conclusion of a program but students’ perspectives about and ability to appreciate (or critique) their program experience change over time. Hence, IP needs to measure students’ satisfaction and understanding of their international experience later in their academic career and after they graduate, including how IP impacts post-participation GPAs and employment (i.e., areas related to student success).

## **B) Student Learning**

International Programs collects both direct and indirect evidence to assess its departmental student learning outcomes (see “IP Program Learning Outcomes” above). *Direct evidence* is collected by means of a required written assignment for students participating in Humanities 295 “Enriching the International Experience,” an elective course. HUM 295 is offered at each of IP’s seven locations in both the fall and spring so that both semester-only and year-long students can be included in the sample. This “International Experience Essays” assignment directly measures a student’s achievement of each of the eight PLOs, with each student’s essay assessed according to a standard, program-wide rubric. IP began collecting and scoring artefacts in Fall 2013 with the goal of covering 2 PLOs every year for four years. However, we moved from a 3 point to a more-thorough 4 point rubric in Fall 2014 and so had students answer PLO 1-4 prompts that academic year, thereby addressing both Intellectual and Social Awareness goals. In Fall 2015/Spring 2016, students answered two Personal Growth prompts; and in Fall 2016/Spring 2017, they answered two Spiritual Growth prompts. As

mentioned, their essays were scored on a 4 point scale, with “0” representing no evidence of growth or awareness and “4” representing the highest level of evinced awareness or growth. The essay questions and rubrics are included in Appendix D. The table below records results over four terms between 2014 and 2017. Shaded areas represent no data for those programs.

Intellectual Growth			
Fall 2014		PLO 1	PLO 2
	N	Score (1-4)	Score (1-4)
Buenos Aires	16	3.54	2.96
Florence	22	2.36	2.57
Heidelberg	12	2.50	1.67
Lausanne			
London	6	3.83	3.33
Shanghai	2	1.75	1.50
Washington DC	20	2.53	2.53
<b>Average</b>		<b>2.75</b>	<b>2.43</b>

Social Awareness			
Spring 2015		PLO 3	PLO 4
	N	Score (1-4)	Score (1-4)
Buenos Aires	18	2.36	2.54
Florence	6	2.56	1.89
Heidelberg	4	2.83	1.58
Lausanne	6	2.16	1.87
London	6	3.43	2.90
Shanghai	6	1.82	2.70
Washington DC			
<b>Average</b>		<b>2.53</b>	<b>2.25</b>

Personal Growth			
Fal 2015		PLO 5	PLO 6
	N	Score (1-4)	Score (1-4)
Buenos Aires			
Florence			
Heidelberg	13	2.05	2.30
Lausanne			
London	16	1.56	0.85
Shanghai	13	2.33	2.26
Washington DC	6	3.36	3.03
<b>Average</b>		<b>2.33</b>	<b>2.11</b>

Spiritual Growth			
Spring 2017		PLO 7	PLO 8
	N	Score (1-4)	Score (1-4)
Buenos Aires			
Florence	5	2.33	2.8
Heidelberg	6	2.22	1.94
Lausanne			
London	6	2.17	1.22
Shanghai	8	2.00	2.08
Washington DC	7	2.86	2.81
<b>Average</b>		<b>2.32</b>	<b>2.17</b>

There are a number of factors to keep in mind in interpreting the direct evidence above. Not all programs provided data. Also, there were different stated expectations to students in each program regarding the essay assignments (in particular, about how much to write, whether short answer or essay). Further, there was a

different grader in each program and the rubric was not fully explained to graders. Essays were not rescored by a third party to provide any inter-rater reliability. And data from semester-only and year-long students is not disambiguated. With these limitations in mind, we may summarize the results of the survey thus:

### **Intellectual Growth**

- Students scored **2.75** out of 4 in their ability to articulate a basic understanding of the main **historical events** that have shaped their host country.
- Students scored **2.43** out of 4 in their ability to demonstrate knowledge of the major **social issues** in their host country.

### **Social Awareness**

- Students scored **2.53** out of 4 in their ability to demonstrate an enhanced social awareness and cultural understanding based on having **engaged and interacted with people** in their host country.
- Students scored **2.25** out of 4 in their ability to demonstrate a commitment to cultural diversity in the global sphere by recognizing, understanding and appreciating the **cultural differences** between the US and the host country.

### **Personal Growth**

- Students scored **2.33** out of 4 in their ability to articulate an enhanced recognition of their **own identity** developed within a variety of cultural contexts and in relation to others.
- Students scored **2.11** out of 4 in their ability to reflect on changes in their **personal values and ethical commitments** based on having engaged with diverse cultures, worldviews, and experiences.

### **Spiritual Growth**

- Students scored **2.32** out of 4 in their ability to articulate changes in their **religious faith** based on having engaged with diverse cultures, worldviews and experiences.
- Students scored **2.17** out of 4 in their ability to articulate changes in their willingness to recognize the **needs of others and to serve others**.

*Indirect evidence* is collected via 9 survey questions embedded in the Program Evaluation that all IP students fill out at the end of each semester. The questions correspond with the four PLO areas of Intellectual Growth (questions 1-3), Social Growth (questions 4-5), Personal Growth (questions 6-7), and Spiritual Growth (questions 8-9). Results are obtained both from semester-only students and year-long students. Answers to the questions are on a 6 point scale (1 for “Strongly Disagree,” 6 for “Strongly Agree”). The following is a summary of the results for surveys taken each semester from Fall 2014 to Spring 2017. A more detailed report, broken down by program, is available in Appendix E. The results suggest students consistently agree they are developing intellectually, socially, personally, and spiritually through their international programs experience.

## Program Learning Outcome Student Survey Results Summary

### Intellectual

**5.33** (Combined 3 Year Average)

- 1** I can identify the primary historical events that have shaped my host country.

	Fall	Spring
	Mean (1-6)	Mean (1-6)
2014/2015	4.95	5.30
2015/2016	4.90	5.26
2016/2017	5.01	5.28
3 Year Average	4.95	5.28

- 2** I can identify the major social issues of my host country.

	Fall	Spring
	Mean (1-6)	Mean (1-6)
2014/2015	4.95	5.21
2015/2016	5.16	5.27
2016/2017	5.03	5.16
3 Year Average	5.05	5.21

- 3** I can identify the major cultural differences between the US and my host country.

	Fall	Spring
	Mean (1-6)	Mean (1-6)
2014/2015	5.79	5.82
2015/2016	5.72	5.80
2016/2017	5.66	5.71
3 Year Average	5.72	5.78

### Social

**4.82** (Combined 3 Year Average)

- 4** I have adequately engaged and interacted with the people in my host country.

	Fall	Spring
	Mean (1-6)	Mean (1-6)
2014/2015	5.06	4.72
2015/2016	4.92	5.03
2016/2017	5.06	4.93
3 Year Average	5.01	4.89

- 5** I could carry on a basic conversation with a person in my host country using their language.

	Fall	Spring
	Mean (1-6)	Mean (1-6)
2014/2015	4.55	4.78
2015/2016	4.51	4.88
2016/2017	4.62	4.82
3 Year Average	4.56	4.83

**Personal** **5.55** (Combined 3 Year Average)

**6** This semester, I have gained more confidence about who I am.

	Fall	Spring
	Mean (1-6)	Mean (1-6)
2014/2015	5.45	5.54
2015/2016	5.33	5.51
2016/2017	5.38	5.55
3 Year Average	5.39	5.53

**7** This semester, I have been responsible about the decisions and choices I have had to make.

	Fall	Spring
	Mean (1-6)	Mean (1-6)
2014/2015	5.61	5.65
2015/2016	5.68	5.61
2016/2017	5.62	5.64
3 Year Average	5.64	5.63

**Spiritual** **5.02** **53%** (Combined 3 Year Averages)

**8** This semester, I have significantly "given myself" to the needs of other people.

	Fall	Spring
	Mean (1-6)	Mean (1-6)
2014/2015	4.98	4.96
2015/2016	4.89	5.05
2016/2017	5.12	5.10
3 Year Average	5.00	5.04

**9** This semester, my faith has INCREASED

	Fall	Spring
2014/2015	51%	53%
2015/2016	52%	53%
2016/2017	54%	57%
3 Year Average	52%	54%

## E) Staff and Faculty

### IP Malibu Office

Name of Staff	Degree & Area of Study	Title of Position	Years in IP	Record of participation in professional development (limit this to the three most recent)
Charles Hall	PhD Sociology	Dean	13	<ul style="list-style-type: none"> <li>• <b>“Getting Off the Island: The Case of Pepperdine University”</b> Presented at the National Association of International Educators in Los Angeles, CA (May 29, 2009)</li> <li>• <b>Workshop in Intercultural Competency;</b> Forum on Education Abroad, Boston, MA (March, 2011)</li> <li>• <b>Workshop on Program Learning Outcomes in Study Abroad;</b> Forum on Education Abroad, San Diego, CA (April, 2014)</li> </ul>
Ron Cox	PhD Religion	Associate Dean	1	<ul style="list-style-type: none"> <li>• <b>14th Annual Forum on Education Abroad Conference</b> Boston, MA (March 22-23, 2018)</li> </ul>
Greg Muger	MA Leadership Studies	Director	4	<ul style="list-style-type: none"> <li>• Paper presentation: Human capital development in Cuba; International Forum on Education Abroad (January, 2018)</li> <li>• Conference attendee: Forum on Education Abroad (March, 2018 &amp; March 2016)</li> <li>• GDPR Seminar (March 2018)</li> </ul>
Natalie Forde	MA Public Administration	Assistant Director	1	<ul style="list-style-type: none"> <li>• <b>14th Annual Forum on Education Abroad Conference</b> Boston, MA (March 22-23, 2018)</li> <li>• <b>International Summer Seminar for Educators</b> Presented by the International School for Holocaust Studies at Yad Vashem, Jerusalem, Israel (July 14 - August 12, 2013)</li> </ul>
Beverly Cawyer	MDR Dispute Resolution	Manager	1	<ul style="list-style-type: none"> <li>• <b>Assessing the Long-Term Impact of Study Abroad on Business Students' Cultural Intelligence;</b> Forum on Education Abroad, Boston, MA (March 2018)</li> <li>• <b>Telling Your Global Story: Leveraging Study Abroad Experience in Global Career Development;</b> Forum on Education Abroad, Boston, MA (March 2018)</li> <li>• <b>Alumni Research: A Longitudinal Study and Its Impact for Current Practices;</b> Forum on Education Abroad, Boston, MA (March 2018)</li> </ul>
Drake Schaneberg	BA Media Production & Theatre	Office Coordinator	5	<ul style="list-style-type: none"> <li>• <b>Forum on Education Abroad,</b> San Diego, CA</li> <li>• <b>NAFSA Conference,</b> Boston, MA</li> </ul>
Philip DuVentre	MS Higher Education Administration	Associate Director	Just Started	<ul style="list-style-type: none"> <li>• Presentation: <b>Working and Living With Emerging Adult Students;</b> Semester at Sea Faculty Training (January, 2017)</li> <li>• Presentation: <b>35 Dumb Things Well Intended People Say.</b> Effective Communication for Community Building. Semester at Sea Life Long Learner Training (February 2017)</li> <li>• Conference Attendee: <b>NASPA Student Affairs Multicultural Conference</b> (December 2017)</li> </ul>
TBD	TBD	Executive Assistant	N/A	TBD

## Lausanne Program

Name of Staff	Degree & Area of Study	Title of Position	Years @ IP	Nationality	Record of participation in professional development (up to three - the most recent)
Mark Barneche	M.A., Global Service (Abilene Christian University, GST), 2016	Assistant Director	4.5	American	First Aid and AED Training, 2015 First Aid and AED Training (refresher), 2017
Lorianne Forest	B.S., International Hospitality Management (Ecole Hôtelière de Lausanne), 2003	Coordinator of Operations and Hospitality	1	Swiss	First Aid and AED Training, 2018
Karine Grivet	M.A., Marketing with an emphasis in International Marketing and Business (Chartered Institute of Marketing), 1997	Program Assistant	4.5	French	Certification in Project Management, 2013 First Aid and AED Training, 2015 First Aid and AED Training (refresher), 2017
Ezra Plank	Ph.D., Religious Studies (University of Iowa), 2013	Director and Visiting Assistant Professor of Religion	10	American	First Aid and AED Training, 2015 First Aid and AED Training (refresher), 2017
Monika Zimmerli	Federal Certificate, Pharmacy Studies (Berufsschule Schaffhausen, Switzerland), 1987	Coordinator of Finance and HR	10.5	Swiss	First Aid and AED Training, 2015 First Aid and AED Training (refresher), 2017

Juan Kafruni	Certificate, Accounting, (Liceo de Los Andes, Columbia), 1977	Facility Maintenance	10	Swiss	Course in Electrical Repair, 2015 First Aid and AED Training, 2015 Course in Electrical Repair, 2016 First Aid and AED Training (refresher), 2017
Fatima Chanhoun		Food sourcing, preparation, and service	10.5	Portuguese	First Aid and AED Training, 2015 Course in kitchen hygiene, 2016 First Aid and AED Training (refresher), 2017
Guiomar Alves		Room housekeeping and facility cleaning	8.5	Portuguese	First Aid and AED Training, 2015 Course in kitchen hygiene, 2016 First Aid and AED Training (refresher), 2017
Christian Riccardi	Certificate, Machine Operator (Institut de prevention des machines, Argentina), 2012  B.S., Computer Science (Institut Jose Feliz Bogado, Argentina), 1991	Facility cleaning and garden maintenance	4	Spanish	First Aid and AED Training, 2015 Course in hotel cleaning and hygiene, 2015 First Aid and AED Training (refresher), 2017

Name of Faculty	Degree & Area of Study	Courses Taught	Years @ IP	Nationality	Record of scholarship: publications or presentations (up to three - the most recent)
Mark Barneche	Sailing Certificate, 2017  M.A., Global Service (Abilene Christian University, GST), 2016	PE 121 PE 292	4.5	American	

Anthony Gorton	M.A. in History, University of Wales (UK), 1982  Postgraduate Diploma, Librarianship, University of Wales (UK), 1978	HIST 204 HIST 390 HIST 450 HUM 212 HUM 313 HUM 295 IPIN 495	11	British	
Karine Grivet	M.A., Marketing (specialisation in International Marketing and Business, Chartered Institute of Marketing, London, UK), 1997	FRE 121 IPIN 495	4.5	French	
Annalisa Izzo	Ph.D., French Language, Literature, and Culture (Université de la Sorbonne Nouvelle - Paris III), 2006  Ph.D., Philology and Modern Linguistics (Scuola normale superiore, Pisa), 2006	FRE 121 FRE 152 FRE 251	2	Swiss	<i>Lessico critico dell'Orlando furioso</i> , by Annalisa Izzo, ed. (Rome, Carocci, 2016).  <i>Narrazioni e strategie dell'illustrazione. Codici e romanzi cavallereschi nell'Italia del Nord (XIV-XVI sec.)</i> , by Annalisa Izzo and I. Molteni, eds. (Rome, Viella, 2015).  Annalisa Izzo, <i>Telos. Il finale nel romanzo dell'Ottocento</i> (Naples, Liguori, 2013).

Dymytro Kylymnyuk	Ph.D., Economics, University of Toulouse (France), 2009	ECON 211	0.5	Ukraine	<p>“Commitment through risk”, with Alexander Wagner. <i>Economics Letters</i>, 2012, Vol. 116, pp. 295-297</p> <p>“A Model of Unbalanced Sectorial Growth with Application to Transitional Economies”, with Lilia Maliar and Serguei Maliar. <i>Economic Change and Restructuring</i>, 40/4, 2008, pp. 309-325</p> <p>“Rich, Poor and Growth Miracle Nations: Multiple Equilibria Revisited”, with Lilia Maliar and Serguei Maliar. <i>The B.E. Journal of Macroeconomics</i>: Vol. 7: Iss. 1 (Topics), Article 20, 2007</p>
Udo Middelman	<p>M.A., Theology (Covenant Theological Seminary, St Louis, MO), 1967</p> <p>Th.M., Theology (Covenant Theological Seminary, St Louis, MO), 1967</p> <p>L.L.M. Freiburg University, 1963</p>	REL 301	6	Swiss	<p><i>God and Man at Work: Doing Well and Doing Good in the Bible's View of Life</i>, Wipf and Stock Publishers (2013)</p> <p><i>Neither Necessary Nor Inevitable: "History Needn't Have Been Like That"</i>, Wipf and Stock Publishers (2011)</p> <p><i>Christianity Versus Fatalistic Religions in the War Against Poverty</i>, Paternoster Pub (2008)</p>
Ezra Plank	Ph.D., Religious Studies (University of Iowa), 2013	PE 121 REL 102 REL 301	10	American	<p>“Domesticating God: Reformed Homes and the Relocation of Sacred Space”, in <i>Emancipating Calvin: Culture and Confessional Identity in Francophone Reformed Communities</i>, eds. Karen Spierling <i>et al.</i> (Leiden: Brill, 2018), pp. 210-229</p> <p>“Taking God Home: Reconsidering Reformed Notions of Material Sacrality”, conference paper, Sixteenth Century Society (Vancouver, B.C.), October 2015</p> <p>“‘They are ultimately wanting to be pimps for their wives’: Hope and Reality in John Calvin’s Vision for Genevan Patriarchs,” in <i>Hope and the Longing for Utopia: Futures and Illusions in Theology and Narrative</i>, ed. Daniel Boscaljon (Eugene, OR: Wipf and Stock Publishers, 2014)</p>

Daniel Scher	M.F.A., Parsons School of Design (New York)	ART 103	2	American	Exhibitions: 2012: “Place Suisse des Arts”, Lausanne (collective); “MAG”, Montreux (collective)  2011: “Galerie de l’univers”, Lausanne (collective)  2010: “One year Only”, Lausanne, Switzerland; “Mode de Vie”, Geneva, Switzerland
Katja Simpson	Ph.D., Natural Science (Geophysics), ETH Zurich	NASC 108 (and Lab)  NASC 156 (and Lab)	6	Swiss	Continuous education diploma in university pedagogy  VAMP - Mechanisms and consequences of orogenic plateau formation: A study based on numerical modelling with application to the Anatolian plateau (IP11) , K. Simpson, G. Simpson, SNSF 120529, 2008  DS experiment: Two-dimensional modelling of the stress state in the Mount Terri Anticline, National Agency for the Disposal of Radioactive Waste, TR2012-06, Editor T. Vietor, 2007  An automated strategy for calculation of phase diagram sections and retrieval of rock properties as a function of physical conditions, JAD Connolly, K Petrini - Journal of Metamorphic Geology, 2002
Elizabeth Strebel	Ph.D., Princeton University 1974	HIST 390	11.5	Swiss	“Vichy Cinema and Propaganda” in Kenneth Short (ed.), <i>Film and Radio Propaganda in World War II</i> , London: Croom Helm, 1983), pp. 271-289  “Political Polarization and French Cinema 1934-1939” in Nicholas Pronay and D.W. Spring, (eds.), <i>Propaganda, Politics and Film 1918-45</i> (London: Macmillan, 1982), pp. 157-170  <i>French Social Cinema of the Nineteen Thirties</i> , Arno Press, 1980
Joëlle Zagury	Ph.D., French Literature, (University of Montpellier, France), 1984	FRE 121 FRE 152 FRE 251 FRE 252 FRE 346 FRE 348 FRE 355 FRE 370 FRE 390 FRE 492 FRE 599	11.5	French	“Cousins of Alladin. Albert Cohen reader of The Thousand and One Nights,” 2016.  “Good Use of Portfolio,” <i>Le Français dans le Monde</i> , Special Issue 400, Paris, July-August 2015.  “Albert Cohen, a Hebrew in Helvetia,” <i>Cahiers Albert Cohen</i> 23, Paris, 2013.

## Buenos Aires Program

Name of Staff	Degree & Area of Study	Title of Position	Years @ Pepperdine	Nationality	Record of participation in professional development (limit this to the three most recent)
Tati Guerrini	Licenciate in Linguistics	Interim Director	7	Argentine	Training course of Spanish as a Foreign Language. ABZETA/ELE Introduction Course (CAI ELE). Teaching Spanish as a Foreign Language.
Maria Schwartz	Bachelor of hotel management	Program Assistant	15	American	Yoga Instructor, Mindfulness Training
Alejandro Baily	High School Degree	Administrative Manager Buenos Aires Program	15	Argentine	
Claudio Bibiloni	High School Degree	Maintenance	12	Argentine	Air Conditioner Installation, Electrical technician
Liliana Blanco	High School Degree	Housekeeper	12	Argentine	none
Miguel Godoy	High School Degree	Housekeeper	1	Paraguayan	none
Susana Battisti	lawyer	Associate Director Buenos Aires Program	15	Argentine	

Name of Faculty	Degree & Area of Study	Courses they Teach	Years @ Pepperdine	Nationality	Record of scholarship: publications or presentations (limit this to the three most recent)
Luciana Cordo Russo	Ph.D. in Literature	COM 313	1 semester	Argentine	<ul style="list-style-type: none"> <li>○ “Translating Charlemagne for Welsh Audiences”, in Helen Fulton and Sif Rikhardsdottir (eds.), <i>Charlemagne in the Norse and Celtic Worlds</i>, Cambridge: Boydell &amp; Brewer, forthcoming in 2019.</li> <li>○ “Estudios de traducción y transferencia cultural: aportes al estudio de la traducción medieval”, <i>Filología</i> 48 (2018), forthcoming.</li> <li>○ “Las versiones en castellano de los relatos galeses medievales de <i>Mabinogion</i>”, <i>Identidades. Revista del Instituto de Estudios Sociales y Políticos de la Patagonia. Special Dossier on the Welsh Colonization of Patagonia</i> (2017): 5-22.</li> </ul>
Federico Irazabal	Licenciate in Arts	SPAN 380	18	Argentine	<ul style="list-style-type: none"> <li>○ Teatro Anaurático. Espacio y representación después del fin del arte, 2015, Ediciones Documenta, Argentina.</li> <li>○ Manual del usuario. Epílogo a Artaud. Lengua madre, de Emilio García Wehbi y Gabo Ferro,</li> </ul>

					<p>2015, Ediciones Documenta, Argentina.</p> <ul style="list-style-type: none"> <li>○ El desmontaje de la propia voz. Epílogo a Luzazul, de Emilio García Wehbi, 2014, Ediciones Documenta, Argenti</li> </ul>
Laura Moldes	Licenciate in Spanish Language	SPAN 251, 252, 341, 345	23	Argentine	none
Sebastian Provedente	Ph. D. History	HUM 212/313 HIST 320	14	Argentine	<ul style="list-style-type: none"> <li>○ “Tiranicidio y crimen maiestatis La causa Jean Petit en Constanza (1414-1418): entre juristas y teólogos”, <i>Eadem Utraque Europa</i>, Nr. 19, 2017, pp. 13-59.</li> <li>○ “La causa Hus entre plusieurs traditions académiques : conciliarisme, <i>studia ussistica</i> et pratiques juridiques dans le Moyen Âge tardif”, <i>Annuaire Historiae Conciliorum</i>, 47 (2015), pp. 131- 152.</li> <li>○ “Hus’s Trial in Constance: <i>inquisitio aut disputatio</i>” en ŠMAHEL, F., <i>A companion to Jan Hus</i>, Brill, Leiden, 2015, pp. 254-287. ISBN9789004280557.</li> </ul>
Hugo Salas	Licenciate in Spanish Language	ENG 370/380	1	Argentine	<ul style="list-style-type: none"> <li>○ Hasta encontrar una salida, novel (Buenos Aires: Compañía Naviera Ilimitada, 2018); Miriam Bratu Hansen, Cinema and experience</li> <li>○ Spanish translation: Cine y experiencia (Buenos Aires: El cuenco de plata, in press); Derek Jarman, Chrome,</li> <li>○ Spanish translation: Croma (Buenos Aires: Caja Negra, 2018).</li> </ul>
Rafael Sassot	Philosophy Professorship	HUM 212/313 FA 240/241	15	Argentine	<ul style="list-style-type: none"> <li>○ Nec tumultuantes de gradu deici (Cicero on the Education of Free-Will) Communio, International Theological Review, Argentina Chapter, September 2017</li> <li>○ Transcendence &amp; Team Building, Workshop at Pfizer Inc. for the LATAM IT Management Team, December 2016</li> <li>○ The Dynamics of Energy in Human Behaviour, Conference at KornFerry International, November 2016</li> </ul>
Gerardo Sanchis Muñoz	Master in Public Administration	ECON 210/211	12	Argentine	<ul style="list-style-type: none"> <li>○ “From Homo Economicus to Homo Bonum Commune: Exploring the Public Service-Public Good-Common Good linkage to enlighten Argentina’s decay enigma”, pp. 234-256, book chapter in: Daniel K. Finn, (Ed): <i>Empirical Foundations of the Common Good: What Theology Can Learn from Social Science</i>, Oxford, England: Oxford University Press, July 2017. 248 pages. ISBN 9780190670054.</li> <li>○ "La Argentina: ¿Historia de auge económico y declive", pp. 17-38, en <i>Forum. Revista de Humanidades y Ciencias</i>, Buenos Aires, Argentina, Año VII, Nro9-10, 2017, ISSN 1852-8260.</li> </ul>

					<ul style="list-style-type: none"> <li>○ “Neopatrimonialism and Civil Service”, pp. 8 – 29, en <i>Revista Cultura Económica</i>, Buenos Aires, Argentina, año XXXIII, nro. 90, Diciembre de 2015, ISSN Nro1852-0588.</li> </ul>
Pablo Ubierna	Ph. D. History	REL 301	12	Argentine	<ul style="list-style-type: none"> <li>○ “Apocalyptique et Ascétisme: “<i>L’Apocalypse d’Élie</i> et le monachisme égyptien dans l’antiquité tardive”, en <i>Le saint, le moine et le paysan. Mélanges d’histoire byzantine offerts à Michel Kaplan</i>, Olivier Delouis, Sophie Métivier et Paule Pagès, eds., Paris, Publications de la Sorbonne, 2016 (Byzantina Sorbonensia 29), pp. 719-729. ISBN 978-2-85944-972-8.</li> <li>○ “Byzantine Greek Apocalypses and the West: A case Study”, en H. Amirav, E. Grypeou and G. G. Stroumsa (eds.), <i>Apocalypticism and Eschatology in Late Antiquity: Encounters in the Abrahamic Religions, 6th-8th Centuries</i>, Leuven, Peeters Publishers, 2017, pp. 205-218. <b>ISBN: 978-90-429-3537-2.</b></li> <li>○ Francesca P. Barone, Caroline Macé, <b>Pablo A. Ubierna</b> (éditeurs), <i>Philologie, Herméneutique et Histoire des Textes entre Orient et Occident. Mélanges en Hommage à Sever Voicu</i>, Turnhout, Brepols 2017. ISBN 978-2-503-57033-4.</li> </ul>
Constanz a Vecslir	Bachelor of Journalism	PE 180	9	Argentine	none

### Washington DC Program

Name of Staff	Degree & Area of Study	Title of Position	Years @ Pepperdine	Nationality	Record of participation in professional development (limit this to the three most recent)
Brian Swarts	MPA, Nonprofit Management  MA, Global Development	Program Director	3	United States	<p>Doctor studies in Public Policy – University of Maryland (2017-2022)</p> <p>CPR and First Aid Certification (American Red Cross) – March 2018</p> <p>Vice-Chair of Executive Board (Peace and Hope International) – 2017 to present</p>
Harper Matthews	MA, Education	Program Coordinator	2.5	United States	<p>Pepperdine DC Waves Alumni Board Member: 2016-2017</p> <p>Girls on the Run Young Professionals Board Member-Vice President: 2017-Current</p> <p>Gamma Phi Beta Sorority Program Facilitator: 2016-Current</p> <p>Red Cross CPR Certification: 2016-Current</p>

Name of Faculty	Degree & Area of Study	Courses they Teach	Years @ Pepperdine	Nationality	Record of scholarship: publications or presentations (limit this to the three most recent)
John Armstrong	PhD, Chemistry	Introduction to Astronomy (NASC 109)	11	United States	<p><b>PUBLICATIONS</b></p> <p>Carpenter, P. and J. T. Armstrong, “Quantitative X-ray Microanalysis of Bulk Specimens and Particles: Laboratory Workbook”, 2<sup>nd</sup> Ed., 272 pp, Lehigh University Microscopy School, Lehigh University (2017).</p> <p>Donovan, J.J.. and J.T. Armstrong (2015) Improving Trace Element Analysis Precision by Not Using Off-Peak Measurements, <i>Microscopy and Analysis</i>, <b>21</b> (Suppl. 2), 959-960.</p> <p>Armstrong, J.T. (2014), Comparative Performance of SDD-EDS and WDS Detectors for Quantitative Analysis of Mineral Specimens: The Next Generation Electron Microprobe, “Proceedings of International Union of Microbeam Analysis Societies (IUMAS)” <b>VI</b>, <i>Microscopy and Analysis</i>, <b>20</b> (Suppl. 2), 104-6.</p>
Chelsea Bambino	JD, Law Degree	Nonprofit Management (NPM 301)	3	United States	<p><b>PUBLICATON</b></p> <p>”<a href="#">Ministries Can Do Better Than Inclusion Rider Diversity</a>”. <i>Christianity Today</i>, March 15, 2018.</p> <p><b>PRESENTATION</b></p> <p>Presenter at Esperanza's Hispanic Prayer Breakfast Advocacy Training</p> <p>In June 2018 featured panelist at Brigham Young University's Religious Freedom Conference</p>
Martin Goldberg	MA, Or	Organizational Behavior (BA 366)	2	United States	<p><b>PUBLICATIONS</b></p> <p>“Tony Petrella and Me,” <i>OD Practitioner</i>, Summer 2018, Vol. 50, No.3.</p> <p>“Marvin Weisbord: A Life of Action Research,” <i>Palgrave Handbook of Organizational Change Thinkers</i>, 2017, D.B. Szabla et al. (eds.), DOI 10.1007/978-3-319-49820-1_63</p> <p><b>PRESENTATIONS</b></p> <p>"Advanced OD Consulting Concepts &amp; Technique for Collaborative Change," 3 day master class, October 2017, Easton, MD.</p>
Andrea Lam	PhD, Art History	Introduction to Art and Architecture (FA 240)	2	United States	<p><b>PUBLICATIONS</b></p> <p>“Female Devotion to the Virgin before Iconoclasm” in Thomas Arentzen and Mary B. Cunningham, eds., <i>The Reception of the Mother of God in Byzantium: Marian Narratives in Texts and Images</i> (Oxford and New York: Oxford University Press, 2018), forthcoming.</p> <p>Co-editor with Rossitza Schroeder, <i>The Art of Eloquence: Essays in Honor of Henry Maguire</i>. Birmingham Greek and Ottoman Studies Series (Birmingham: Centre for Byzantine, Ottoman and Modern Greek Studies, 2018), forthcoming.</p>

					PRESENTATION “Night at the Museum: Accessibility and Intimacy,” <i>The Limits of Art in the Museum</i> , International Congress at the Universidad Complutense de Madrid, Spain, November 28-30, 2017
Courtney Lang	JD, Law Degree	Media Law (COM 570)	3	United States	PUBLICATIONS <i>Co-authored white-paper- NFL Playbook on Mental Health - an internal guide for health policy recommendations. - 12/15</i>  <i>Recommendations on Mental Wellness - San Francisco '49ers - 8/15</i> <i>Policy, Procedures and Protocol: A training guide</i>  PRESENTATIONS <i>Understanding 340B - HRSA Final Rule and Patient Voices 2/16-2/17 (Bi-monthly)</i>
Jeffrey Macris	PhD, History	Modern History of the Middle East (HIST 390)	2	United States	FELLOWSHIP Selected to serve as full-time Presidential Visiting Fellow in Yale University’s School of Arts and Sciences. Spring 2019 & Fall 2019.  PUBLICATIONS "Investigating the Ties between Muhammed ibn Abd-al Wahhab, early Wahhabism, and ISIS," <i>The Journal of the Middle East and Africa</i> , Vol. 7, Issue 3, Fall 2016, pp. 329-255.  “The Population and Economic Activities in the Trucial Arab Emirates: A 1901 Accounting,” <i>The Journal of the Middle East and Africa</i> , Vol. 6, Issue 2, April 2015, pp. 165-189.  PRESENTATIONS “World War I and the Birth of the Modern Middle East,” Johns Hopkins University Odyssey Academy, Professional Presentation, June 2018.
Uchenna Onuzulike	PhD, Communications	Introduction to Intercultural Communications (COM 313)	4	United States	PUBLICATIONS Onuzulike, U. (2018). A critical analysis of the Nollywood film <i>Osuofia in London</i> . <i>Journal of International &amp; Intercultural Communication</i> , 11(1), 81-95.  Onuzulike, U. (2018). The Igbo communication style: Conceptualizing ethnic communication theory. In K. Langmia (Ed.), <i>Black/Africana communication theory</i> (pp. 41-59). Palgrave/Macmillan Publishers, UK/USA.  Onuzulike, U. (2018). Explicating the communication style of the Igbo in the diaspora: The case of young Igbo-Americans. In W. Jia (Ed.), <i>Intercultural communication: Adapting to emerging global realities: A reader</i> (2nd Edition) (pp. 357-368). Cognella Publisher, San Diego, CA.  AWARD

					Top-Four Paper in Theory and Methodology Interest Group, Eastern Communication Association, 2016
Allen Pietrobon	PhD, History	History of the American Peoples (HIST 204)	2	Canada	<p><b>PUBLICATIONS</b>  Manuscript, <i>Peacemaker in the Cold War: Norman Cousins and the Making of a Citizen Diplomat in the Atomic Age</i>, is currently being prepared for review by Johns Hopkins University Press.</p> <p>“The Role of Norman Cousins and Citizen Diplomacy in the Breakthrough to the 1963 Limited Test Ban Treaty,” <i>Journal of Cold War Studies</i>. Vol. 18, No.1 (Winter 2016): pp.60-79.</p> <p><b>PRESENTATION</b>  “Private Diplomacy, Public Interest Groups, and German Reparations after WWII.” <i>New Diplomatic History Conference</i>. Copenhagen, Denmark, 2016.</p>
Adam Taylor	MPP, Public Policy MDiv, Divinity Degree	Christianity & Culture (REL 301)	1	United States	<p>-Presented on the Role of FBOs in advancing the SDGs and Clean Water at the World Water conference in Stockholm, Sweden, September 2017.</p> <p>-Presented at the UN Week of Spirituality, Values of Global Concerns in October 2016 on How FBOs can Mobilize Political Will to End Extreme Poverty and Boost Shared Prosperity</p> <p>-Led and/or presented in sessions/workshops at the World Bank Annual and Spring meetings 2015-2018.</p>

## Heidelberg Program

Name of Staff	Degree & Area of Study	Title of Position	Years @ Pepperdine	Nationality	Record of participation in professional development (limit this to the three most recent)
Daniel Daugherty	<p>Languages/Literature/Philosophy (Section A5) Baccalauréat , Lycée Rabelais, Meudon/Paris (France) 1977</p> <p>Diploma de Filología Española, Universidad Complutense Madrid (Spain) 1979</p> <p>M.A. Germanistik &amp; Anglistik, Ruprecht-Karls Universität Heidelberg (Germany) 1986</p>	<p>Director, Heidelberg International Program</p> <p>Courses taught:</p> <p>Survey of Western Literature 2&amp;3, ICCS 1&amp;2, HUM 212, HUM 313, ENG 380</p>	25 (since 1993)	USA/France	<p>Professional Development:</p> <p><i>Durchs Sein zur Quelle des Ichs</i>, Meditation and Yoga Workshop, Neumühle (Saar/Germany) 1998</p> <p>Publications:</p> <p>1) Translation from English into French: <i>Philippians, A Commentary</i>, Geneva (Switzerland) 1987</p> <p>2) <i>Die Faust im Wappen, Elias Canettis Suche nach dem “wahren Wort”</i>, Würzburg: Königshausen &amp; Neumann 2011 (216 pages)</p>

Martina Drefs	German Abitur  Diploma of English Translation, Fremdspracheninstitut Heidelberg (Germany)  Degree in Industrial Business & Management Assistance	Program Assistant, Heidelberg International Program	3 (since 2015)	Germany	MS office Training  Practitioner in Alternative Medicine Training
Christina Wuttke	International M.A./Diplom in Translation for English, French & German, Ruprecht-Karls Universität Heidelberg (Germany) 1986	Academic Coordinator Courses taught: GER 182, GER 282, GER 121	21 (since 1997)	USA	Publications: Translations from English into German: Georgie Adams: <i>The Bible Storybook</i> Jay E. Adams: <i>Preaching with Purpose</i> A.W. Tozer: <a href="#"><i>The Pursuit of God</i></a>

Name of Faculty	Degree & Area of Study	Courses they Teach	Years @ Pepperdine	Nationality	Record of scholarship: publications or presentations (limit this to the three most recent)
Diana Bursy	M.A. in Translation and Interpretation, Monterey Institute of International Studies (1981-1982)  M.A. in Psychology (Clinical Psychology), Ruprecht-Karls Universität Heidelberg (Germany) 1988	GER 151, 152, 251 & 252  PSYC 200 & 333  PE 193	7 years	USA	Publications:  Handbook for Intercultural Training in the EU (for internal use only): <i>The Handbook for the Mobility Mentoring Project</i>  Professional Development:  Yoga and Meditation Training and advanced training 2018
Justin Dauner	M.A. en Théologie, Université Protestante d'Aix-en-Provence (France) 2014	REL 102	Summer 2018	USA/France	Publications:  <i>Si Dieu sait tout, Pourquoi prier?</i> ("Since God Knows Everything, Why Pray?") In: La Revue Réformée, Aix-en-Provence, France 2007  Professional Development:  1) Pepperdine University Lectureships (2009)  2) Christians on a Mission Summer Session, Marseilles, France (2007-2018)
Margaret Hollas-Culton		GER 151, 152, 251, 252, 455 & 456  HUM 295	8 years	Great Britain	Professional Development:  1) Moderation Course with Elke Erner-Keppner conducted at the Volkshochschule, Heidelberg, Germany (27 - 29 March 1998)

					<p>2) Intercultural Consciousness and Identity with Drs. Jane and Milton Bennett (Intercultural Communication Institute, Portland, OR) conducted at the Centre Interrégional de Perfectionne, Tramelan, Switzerland (5 - 6 September 1998)</p> <p>3) Interactive Experiential Strategies for Crosscultural Training with Sivasailam "Thiagi" Thiagarajan: Intercultural competence for practitioners and trainers conducted at Zurich University of Applied Sciences, Department of Applied Linguistics and Cultural Studies, Winterthur, Switzerland (30 November - 1 December 2001)</p>
Dr. Bruno Lerner	Ph.D.: Ancient & Modern History, Philosophy & Psychology, Universität Wien (Austria)	HUM 212 & 313 ENG 380 HIST 390, 406, 419 POSC 410	37 years	Germany	None
Eyal Pinkas	B.F.A. in Photography Gerrit Rietveld Academy, Amsterdam (Netherlands) 2007  M.F.A. (Cum Laude), Bezalel Art Academy, Tel Aviv (Israel) 2011	ART 230: Foundations in digital arts	Adjunct since January 2018	Israel Belgium	<p>23. Galerientage solo exhibition with UPART Gallery - Mannheimer Kunstverein, Germany (June, 2018)</p> <p>Still Magazine New-York / Berlin, Issue 6, Publication of Three art works from the work 'Klappkiste Allegorien' (June, 2018)</p> <p>HOPE – Group Exhibition, AZA 13, Tel-Aviv, Israel. Curator: Yehezkel Lazarov (February, 2018)</p>
Dr. Martin Sattler	Ph.D. in Constitutional Law/Political Science	FA 240  HUM 212 & 313  POSC 353	31 years	Germany	<p>1) <i>Wege zur politischen Philosophie</i>, Würzburg: Königshausen &amp; Neumann 2005</p> <p>2) <i>Die Kulturtheorie von Victor Goldschmidt</i>, Heidelberg: Völkerkundemuseum der Josefine &amp; Eduard von Portheim-Stiftung 2006</p> <p>3) Work in Progress: <i>Erwin Panofsky's Concept of a Theoretical Progress from Iconography to Iconology in the Humanities</i></p>
Dr. Willi Schwarz	Ph.D.: Mathematics Master: Philosophy Ruprecht-Karls Universität Heidelberg (Germany)	Math 316, Math 141, Econ 210, Econ 211, Rel 301	6 years	Germany	<p>1) <i>Gesamtbanksteuerung in der Praxis - Zeit für einen Paradigmenwechsel in der Risikosteuerung</i>, Marcus J. Chromik, Willi Schwarz; in: <i>Praxis der Gesamtbanksteuerung Methoden - Lösungen – Anforderungen der Aufsicht</i> (Hrsg. Peter Bartezky) 2012</p> <p>2) <i>Truth and Subjectivity – On the Role of “I think” in Peter Falk’s Concept of Truth, An examination of Falk’s Reading of Kant’s “I think”</i>; Master Thesis, 2014, University of Heidelberg</p>

## Florence Program

Name of Staff	Degree & Area of Study	Title of Position	Years @ Pepperdine	Nationality	Record of participation in professional development (limit this to the three most recent)
Elizabeth Whatley	BA and MA Religion Pepperdine University	Director	24	USA	<ul style="list-style-type: none"> <li>Attendance to AACUPI (American Association of College and University Program in Italy) meetings</li> </ul>
Alessio Basta	Bachelor in International Politics	Program Assistant	14	ITA	<ul style="list-style-type: none"> <li>Secretary position for Association Sbandieratori Citta' di Firenze: events planning, finance manager and membership and enrollments</li> </ul>
Marta Mandriani	Bachelor in Work Psychology	Facility Coordinator	1	ITA	<ul style="list-style-type: none"> <li>Centro Solidarieta' di Firenze ONLUS. Facilitator of small groups: Self Help, Life Coach</li> </ul>
Maurizio Rocca	Hotel management High School	Cook	4	ITA	<ul style="list-style-type: none"> <li>Buca Mario: Assistant chef in the historical restaurant Buca Mario in Florence</li> </ul>

Name of Faculty	Degree & Area of Study	Courses they Teach	Years @ Pepperdine	Nationality	Record of scholarship: publications or presentations (limit this to the three most recent)
Elizabeth Whatley	BA and MA Religion Pepperdine University	Religion Professor	22	USA	<ul style="list-style-type: none"> <li>Article: <i>We Preach Christ Crucified: Sermons in honor of Frank Pack by his students.</i> Churches of Christ Heritage Center. Jerry Rushford, Pepperdine University</li> <li>Book: <i>Frank Pack: Preacher, Scholar, and Writer</i> by Elizabeth N. Whatley 1987</li> <li>Leaven Volume 17 Issue 3 Unfamiliar Voices: The Restoration Movement Around the World Article 6 1-1-2009 In the Shadow of the Vatican: Churches of Christ in Italy</li> </ul>
Valentina Nocentini	Bachelor Degree in foreign Languages	ITAL 151-2, ITAL 251, ITAL 252, ITAL 499	4	ITA	<ul style="list-style-type: none"> <li><i>L'Italia della Guerra di Libia (1911-1912): un burattinaio contro il potere.</i> Jo Ann Cavallo e Carlo Lottieri. Speaking Truth to Power from Medieval to Modern Italy. Annali D'Italianistica. Vol 34, November 2016</li> <li><i>The Italo-Turkish War of 1911-1912</i>, in Literary Encyclopedia, forthcoming July 2018</li> </ul>
Giovanni del Giudice	Bachelor degree in Liberal Arts and Philosophy	ITAL 151-2, ITAL 152, ITAL 251, ITAL 252	2	ITA	<ul style="list-style-type: none"> <li>Tale: <i>Il racconto di Natale del Macchia.</i> Published in the book Verde , Street Magazine, Altri Animali, 2018</li> <li>Tale: <i>Ubriachi.</i> Published in the book Street Magazine, 2018</li> <li><i>No Border School.</i> Paper presentation, Crossroads in Athens Georgia) 2016</li> </ul>
Alessandro Raveggi	Bachelor degree in Liberal Arts and Philosophy  Ph.D. in Aesthetics and Ethics	ENG 370, ENG 380	4	ITA	<ul style="list-style-type: none"> <li>Introduction to S. Elizondo, Farabeuf, trad. Giulia Zavagna, LiberAria editrice, Bari (ed.), march 2018</li> <li>Introduction to E. A. Poe, I delitti della Rue Morgue / Il mistero di Marie Roget, Giunti editore/Demetra, collana Passepartout, 2017</li> <li>The FLR – The Florentine Literary Review, issue 2, “Desiderio”, The Florentine Press, May 2017</li> </ul>

Dafne Mazzanti	Bachelor of Architecture	HUM 212, HUM 313, ARTH 426	4	ITA	<ul style="list-style-type: none"> <li>Article: “The Gardens of the Anglobeceri: Villa La Pietra”, AND magazine n°29 gennaio/aprile, 2016</li> <li>Article: “The Gardens of the Anglobeceri: Villa Gamberaia”, AND magazine n°30 maggio/dicembre, 2016</li> </ul>
Eugenio Bacchini	Bachelor of Pedagogy with a major in Psychology	PSYC 200	6	ITA	<ul style="list-style-type: none"> <li>Presentation and lecture on <i>Counseling in Italy</i>, at Casa Cari in Reggello (Florence) for Holy Cross University, New Orleans, June 2018</li> <li>Presentation and lecture on <i>Counseling in Italy</i>, at Casa Cari in Reggello (Florence) for Ohio University, May 2018</li> <li>Article: <i>Holistic Counseling</i>, for the Journal: <i>Rivista di Psicosintesi</i>, 2016</li> </ul>
Andrea Orciani	Bachelor degree in Law Master in “The english legal methods	POSC 104	10	ITA	<ul style="list-style-type: none"> <li>Authorship within a forthcoming book on juridical issues in the franchising contract. Book edited by Prof. Frigrani</li> <li>Publication - 2006 - Article on law and fashion and published by Franco Angeli and named “<i>il Diritto e la Moda</i>”</li> <li>Article: “Contracts regulated by the Public Administration”, AIPA journal, 2000</li> </ul>

### Shanghai Program

Name of Staff	Degree & Area of Study	Title of Position	Years @ Pepperdine	Nationality	Record of participation in professional development (limit this to the three most recent)
Charles Engelmann (Program director)	Master’s in International Economics	Program Director	5	USA	○ None
William Wu (Associate Director)	Master’s in Business Administration	Associate Director	12	China	○ Doctorate in Business Administration in process
Gigi Zhang (Program Coordinator)	Bachelor’s in Economics	Program Coordinator	11	China	○ None
Mona Chen (Academic Assistant)	Master’s in Classical Chinese Literature	Academic Assistant	6	China	○ Training program in teaching Chinese as a second foreign language at the Beijing University of Languages and Culture, July 2016.

Name of Faculty	Degree & Area of Study	Courses they Teach	Years @ Pepperdine	Nationality	Record of scholarship: publications or presentations (limit this to the three most recent)
Jia Si	PhD in History	HIST331	5	China	<ul style="list-style-type: none"> <li>Jia, Si (2017). “The Religious Value of Liang Fa through his Dairy of Speech and Behaviour”, <i>Research of Modern History</i>, Volue 6, Page 122-130.</li> <li>Jia, Si (2016). <i>The Touch of Chinese and English Language and its Cultural Interaction</i>, Shanghai: Sanlian Press.</li> <li>Jia Si (2016). “Humanistic Approach of the Early Protestant Medical Missionaries in Nineteenth-Century China,” <i>Journal of</i></li> </ul>

					<i>Religion and Science</i> . 51.1 (March 2016):100-112.
Xin Zhang	PhD in Political Science	INTS344	1	China	<ul style="list-style-type: none"> <li>○ Xin Zhang (2017). “Chinese Capitalism and the Maritime Silk Road: a world-systems perspective”, <i>Geopolitics</i>, Vol. 22, No. 2, April 2017.</li> <li>○ Xin Zhang (2017). Chinese Capitalism and the Silk Roads”, <i>Aspen Review (Europe)</i>, No.4, December 2016: 25-29.</li> <li>○ Xin Zhang (2017). Has “Coordination” Started?”, <i>Russian Analytical Digest</i>, No. 183, May 2016: 2-5.</li> </ul>
Weiwei Xing	PhD in American Literature	ASIA345	5	China	<ul style="list-style-type: none"> <li>○ Weiwei Xing (2016). “Teling Trauma: The Space Narration in Slaughterhouse Five”. <i>Fudan Forum on Foreign Languages and Literature</i>. Volume 5.</li> <li>○ Weiwei Xing (2016). “Behind the Craziiness: The Space Narration in Philip Roth’s Eli, The Fanatic”. <i>Journal of PLA University of Foreign Languages</i>. Volume 5.</li> <li>○ Weiwei Xing (2015) “Unnatural Narrative Strategy in Michael Chabon’s Novels: to Explore Masculine, Racial and National Identities:. Conference Proceedings (The 4<sup>th</sup> International Conference on Language, Literature and Linguistics).</li> </ul>
Ming Cheng	Master’s in Business Administration	ECON210	5	China	<ul style="list-style-type: none"> <li>○ None</li> </ul>
Likuo Sung	PhD in Organizational Study	BA366	1	Taiwan, China	<ul style="list-style-type: none"> <li>○ Sung, L. K., &amp; Park, T. Y. (2016). <i>The effects of pay differential on social undermining and work effort via envy</i>. Paper was presented – AOM HR Division International Conference (HRIC 2016), Sydney, Australia. (Best Paper Award)</li> <li>○ Sung, L. K., &amp; Park, T. Y. (2015). <i>The effects of pay differential on social undermining via envy</i>. Paper presentation – the 5th European Reward Management Conference, European Institute for Advanced Studies in Management, Brussels, Belgium.</li> <li>○ Park, T. Y., Sung, L. K., &amp; Shaw, J. D. (2015) <i>The effects of pay dispersion: Meta-Analysis</i>. Paper presentation – the 5th European Reward Management Conference, European Institute for Advanced Studies in Management, Brussels, Belgium.</li> </ul>
Shu Keng	PhD in Government	SOC200	4	Taiwan, China	<ul style="list-style-type: none"> <li>○ Baoqing Pang, Shu Keng &amp; Lingna Zhong, (2018), “Small Steps Run Faster: China’s Cadre Management and Authoritarian Resilience,” <i>The China Journal</i>, Forthcoming on the June/July Issue (corresponding author).</li> </ul>

Han Shen	PhD in Business Administration	BA355	2	China	<ul style="list-style-type: none"> <li>○ Shu Keng, Jean Yuzhen Zeng &amp; Qiang Yu, (2017), “The Strengths of China’s Charm Offensive: Changes in the Political Landscape of a Southern Taiwan Town under Attack from Chinese Economic Power,” <i>The China Quarterly</i>, Vol. 232, Dec. pp. 956-981</li> <li>○ Wei Chen &amp; Shu Keng, (2017), “The Chinese Developmental State in Transition: In Light of the East Asian Experiences,” <i>Journal of Chinese Governance</i>, Vol. 2, No. 2, pp. 209-222 ; also in the <i>Handbook of Local Governance in China</i>, edited by Jianxing Yu and Sujian Guo, forthcoming, <i>Palgrave-MacMillan</i>.</li> <li>○ Wu, L., Shen, H., Fan, A. and Mattila, A. (2017), “The impact of linguistic style on consumers’ reactions to online reviews,” <i>Tourism Management</i>, 590-596.</li> <li>○ Wu, L., Shen, H., Li, M. and Deng, Q. (2017), “Sharing information now vs. later: The effect of temporal contiguity cue and power on consumer responses toward online reviews,” <i>International Journal of Contemporary Hospitality Management</i>, Vol. 29 No. 6, pp.</li> <li>○ Shen, H., Wang, Q., Ye, C, Liu, S. (2017), “The Evolution of Holiday System in China and Its Influence on Domestic Tourism Demand”, <i>Journal of Tourism Futures</i>, Vol. 3 No. 1, pp. 124-137.</li> </ul>
Xiaoyin Wang	Bachelor’s in Chinese Fine Art	ARTH446	11	China	○ None
He Liu	Bachelor’s in Chinese literature	CHIN151, CHIN152, CHIN252	1	China	○ None
Hongye Li	Master’s in linguistics	CHIN121, CHIN152	3	China	○ None

## London Program

Name of Staff	Degree & Area of Study	Title of Position	Years @ Pepperdine	Nationality	Record of participation in professional development (limit this to the three most recent)
Heather Pardee	MA, Linguistics	Director	1	American	
Jenny Ryan	BA History and French, University of Warwick	Assistant Director	10	British	Immigration Compliance Session, 2018 Title IX Implementation Strategies, 2016 AED training, 2015
Bill Ibbotson	LLB Hons Law	Accounts Manager	21	British	AED training, 2015
Aldona Drab	High School	Housekeeper	5	Polish	
Ryszard Drab	High School	Facilities Manager	3	Polish	

Name of Faculty	Degree & Area of Study	Courses they Teach	Years @ Pepperdine	Nationality	Record of scholarship: publications or presentations (limit this to the three most recent)
Richard Appleby	MA Writing and Performance, University of London	ENG 380	13	British	<p>Writing:</p> <p>The Station Chief (play) - Theatre 503, London, June 2008;            Haunted People (play) - So&amp;So Arts Club, London, November 2016;            Wavelengths (play) - RADA Studios, London, June 2017</p> <p>In Company (television pilot) - Endboard Productions, January 2011            The Horror! (television pilot) - Roughtcut Productions, November 2013</p> <p>Producing:</p> <p>Peter Pan - Minack Theatre, Porthcurno, June 2010            Arabian Nights - Minack Theatre, Porthcurno, June 2011            The Dreams of Sleeping Beauty - Minack Theatre, June 2014</p>
Rachel Barnes	M.Phil 19 <sup>th</sup> Century Art History, Barber Institute, Univ of Birmingham	FA 240, HUM 212, HUM 313	27	British	<p><b>Most recent books published:</b></p> <p>The Horse in Art            Rachel Barnes and Simon Barnes            Published by Quercus, 2007</p> <p>Gustav Klimt            Rachel Barnes            Published by Quercus, 2009</p> <p>Salvador Dali            Rachel Barnes            Published by Quercus, 2010</p> <p><b>Recent presentations:</b></p> <p>Lecture on Gustav Klimt and the Femme Fatale at the National Gallery.            London, June 7th, 2018</p> <p>Lecture on Van Dyck and the Court of Charles 1st.            Royal Academy of Arts, April 2018</p> <p>Lecture on Picasso 1932; Love, Fame and Tragedy.            Tate Gallery, May 2018</p>
Merim Baitimbetova	PhD Finance and Economics, Brunel University	ECON 211	8	British / Kyrgyzstan	<p>M. Baitimbetova (2016) <i>China's "Go Global" policy and Shanghai Cooperation Organisation</i>, Encounters after the Soviet collapse: Chinese presence in the former Soviet Union border zone Workshop, Leiden University, 18 February 2016</p> <p>Baitimbetova, M. (2015) <i>Kyrgyzstan and Integration in Eurasia: necessity and choice</i>, Annual Central Eurasian Studies Society conference, George Washington University, 15-18 October 2015</p>

Baitimbetova, M. (2015) *China and Shanghai Cooperation Organisation (SCO) – changing interests?*, British Association of Chinese Studies and China Postgraduate Network conference, University of Bristol, 2-3 July 2015

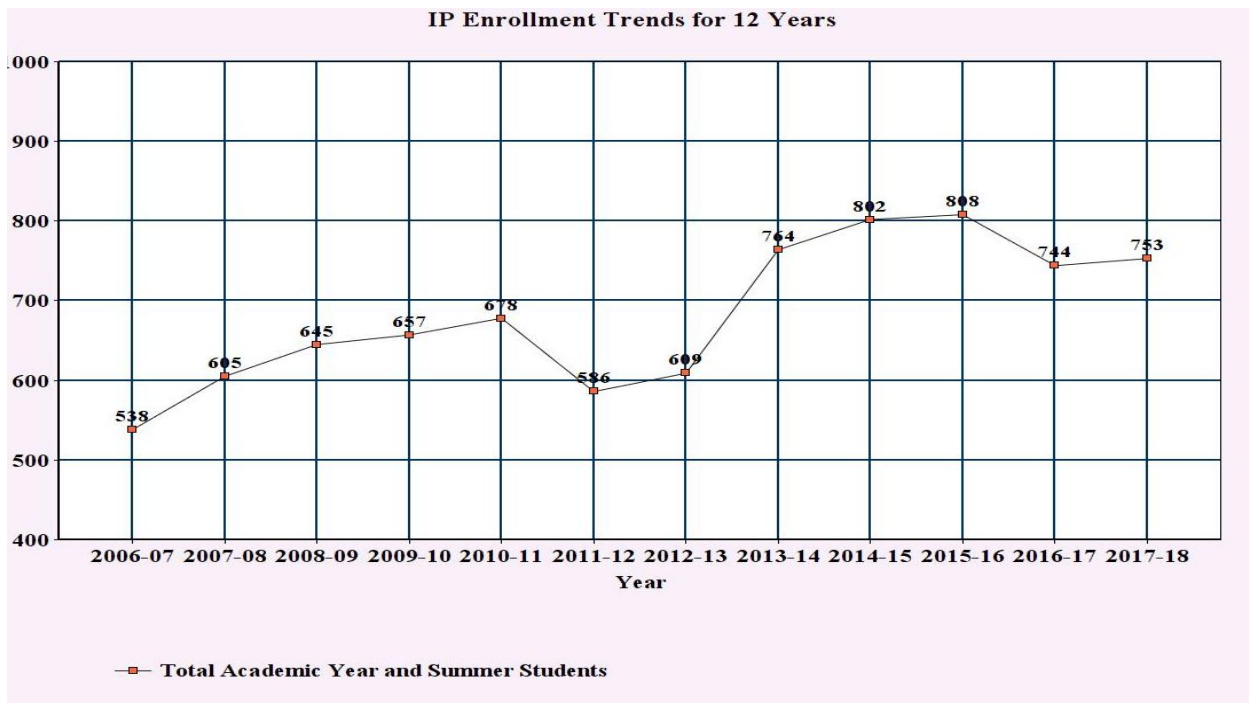
James Hicks	PhD History of Art, University of Hertfordshire	HUM 212, HUM 313, HIST 204, HIST 406	13	USA	None
Matthew Johnson	PhD Philosophy, University of Cambridge	REL 301	1	USA	Conference Presentations (both e-published by the conference conveners under the same titles): “Opportunities and Obstacles for Joy during Adolescence: Perspectives from Cognitive Science” October 2014 Theology of Joy & the Good Life Conference (Joy and the Vernal Season of Adolescence), Yale Center for Faith and Culture  “The Ethics of Simulated Reality: Suggestions for Guiding Principles” July 2014 Sherwin B. Nuland Summer Institute in Bioethics Symposium, Yale University
Paul Lalor	PhD Middle Eastern Politics, University of Oxford	HIST 390	14	Irish	<i>Unable to retrieve from Dr. Lalor</i>

Charu Sharma	PhD Natural Science, Dalhousie University, Canada	NASC 156	1	British/Indian	<p><b>Presentations</b></p> <ul style="list-style-type: none"> <li>• Guest lecture to undergraduate students at Syracuse University in London: ‘Sustainable Cities’, Sept. 2017, Feb. 2018.</li> <li>• Water Week Conference 2015, Herstmonceux Castle, E. Sussex, UK: ‘Microfossil indicators of shoreline changes in a spoonful of mud!’</li> </ul> <p><b>Journal articles</b></p> <ul style="list-style-type: none"> <li>• Bhattacharjee, D., Sharma, C., and Bhadury, P., 2013. Chromotypes of Globigerinoides ruber in surface sediments from the north-western coast of the Bay of Bengal. Marine Biodiversity Records, 6, e133 doi:10.1017/S1755267213001097.</li> <li>• Bhattacharjee, D., Choudhury, B.C., Sivakumar, K., Sharma, C., John, S., Suresh Kumar, R., and Bhadury, P., 2013. Foraminifer assemblages in the sediments along tropical Olive Ridley turtle congregation sites. Journal of the Marine Biological Association of the United Kingdom. Available on CJO2012. doi:10.1017/S0025315412001440.</li> <li>• Charman, D.J., Gehrels, W. R., Manning, C. and Sharma, C., 2010. Reconstruction of recent sea-level change using testate amoebae. Quaternary Research, 73 (2): 208-219.</li> </ul>
Joseph Simmons	MBA, Kingston University Business School	PYSC 250	1	British	None
Atima Srivastatava	BA English and American Literature, University of Essex	HUM 295	4	British	<p><b>Books:</b></p> <p>Transmission, 1992 Looking for Maya, 1999 Going Home, 2014</p> <p><b>Presentations:</b></p> <p>“Listening Summits: Cross Cultural Learning” presented at the American Association of Study Abroad Programs, London, UK 2017.</p> <p>“Minding the Limit: Developing Healthy Attitudes toward Alcohol” presented at the American Association of Study Aboard Programs, London, UK 2016.</p>
Carolyn Vos Strache	MA. College Student Personnel, Michigan State University PH.D Sport Management University of Southern California	BA 366 Organizationa l Behavior	38	American	

## F) Sustainability: Evidence of Program Viability

### 1. Demand for the Program

**Chart 1: International Programs Enrollment from 2008 – 2017**



**Chart 2: Academic Year Enrollments By Program**

FALL	Capacity	Budgeted	'18	'17	'16	'15	'14	'13
			FALL Present	FALL Actual	FALL Actual	FALL Actual	FALL Actual	FALL Actual
Heidelberg	56	52	61	52	52	57	52	50
Florence	54	52	55	52	53	55	50	51
London	42	40	43	41	42	42	41	43
Lausanne	68	66	73	70	63	68	71	67
Buenos Aires	65	58	67	66	55	66	67	64
Shanghai	43	38	40	25	40	29	42	48
Wash DC	26	25	22	26	18	15	20	22
<b>TOTAL</b>	<b>354</b>	<b>328</b>	<b>361</b>	<b>332</b>	<b>323</b>	<b>332</b>	<b>340</b>	<b>345</b>

SPRING	Capacity	Budgeted	'19	'18	'17	'16	'15	'14
			SPR Present	SPR Actual	SPR Actual	SPR Actual	SPR Actual	SPR Actual
Heidelberg	56	52	62	48	53	53	50	50
Florence	54	52	54	50	51	57	51	50
London	46	40	51	46	46	46	46	43
Lausanne	68	66	73	70	64	67	70	65
Buenos Aires	65	59	67	61	55	65	61	66
Shanghai	43	35	39	26	33	31	43	48
Wash DC	26	25	20	30	16	23	23	22
<b>TOTAL</b>	<b>358</b>	<b>326</b>	<b>366</b>	<b>331</b>	<b>318</b>	<b>342</b>	<b>344</b>	<b>344</b>

**Chart 3: Summer Enrollments by Program**

<b>MAIN PROGRAMS</b>		<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>	<b>2014</b>
Buenos Aires		36	33	33	35	34
Florence		41	66	63	32	32
Heidelberg		36	48	10	25	Closed
Lausanne		58	Closed	58	49	70
London		71	75	75	81	38
Shanghai		16	18	18	34	21
Washington DC		19	26	30	28	20
<b>SUB-TOTAL</b>		<b>277</b>	<b>266</b>	<b>287</b>	<b>284</b>	<b>215</b>
<b>FACULTY-LED PROGRAMS</b>						
East Africa		-	18	19	24	22
Madrid		-	23	-	18	-
Thailand		-	20	-	-	-
Middle East (Jordan)		16	12	18	15	-
Kenya		-	15	-	16	15
Fiji		23	-	22	44	22
Edinburgh		18	-	18	-	18
Camino de Santiago		-	-	10	-	18
Australia Film Studies		20	-	20	-	-
CS Lewis		-	-	-	-	41
New Zealand		17	-	-	-	-
<b>SUB-TOTAL</b>		<b>94</b>	<b>88</b>	<b>107</b>	<b>117</b>	<b>136</b>
<b>TOTAL</b>		<b>371</b>	<b>354</b>	<b>394</b>	<b>401</b>	<b>351</b>

**Chart 4: 2017 National Rankings for Study Abroad Participation**

<b>Rank</b>	<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Undergraduate</b>		
				<b>Study Abroad</b>	<b>Degrees Conferred*</b>	<b>Estimated % Participation in Study Abroad**</b>
1	Pepperdine University	Malibu	CA	681	800	85.1
2	University of San Diego	San Diego	CA	979	1,223	80.0
3	University of Notre Dame	Notre Dame	IN	1,519	2,020	75.2
4	University of Denver	Denver	CO	776	1,098	70.7
5	Worcester Polytechnic Institute	Worcester	MA	524	787	66.6
6	University of St. Thomas	Saint Paul	MN	843	1,276	66.1
7	Wake Forest University	Winston-Salem	NC	695	1,103	63.0
8	New York University	New York	NY	3,238	5,172	62.6
9	American University	Washington	DC	1,011	1,628	62.1
10	Shenandoah University	Winchester	VA	267	432	61.8
11	Duke University and Medical Center	Durham	NC	1,019	1,663	61.3
12	Dartmouth College	Hanover	NH	594	991	59.9
13	Stanford University	Stanford	CA	874	1,523	57.4
14	Georgetown University	Washington	DC	944	1,651	57.2
15	Yale University	New Haven	CT	671	1,245	53.9
16	Boston University	Boston	MA	1,847	3,444	53.6
17	Boston College	Chestnut Hill	MA	1,147	2,213	51.8
18	Northeastern University - Boston	Boston	MA	1,617	3,257	49.6

19	Emory University	Atlanta	GA	800	1,624	49.3
20	College of William and Mary	Williamsburg	VA	755	1,543	48.9
21	Georgia Institute of Technology	Atlanta	GA	1,398	2,943	47.5
22	University of Southern California	Los Angeles	CA	2,080	4,419	47.1
23	Miami University - Oxford	Oxford	OH	1,604	3,465	46.3
24	Villanova University	Villanova	PA	790	1,733	45.6
25	Tufts University	Medford	MA	569	1,257	45.3
26	Vanderbilt University	Nashville	TN	720	1,621	44.4
27	St. John's University	Queens	NY	839	1,898	44.2
28	Syracuse University	Syracuse	NY	1,381	3,167	43.6
29	Princeton University	Princeton	NJ	501	1,179	42.5
30	Fordham University	Bronx	NY	783	1,859	42.1
31	Tulane University	New Orleans	LA	737	1,759	41.9
32	University of VA - Charlottesville	Charlottesville	VA	1,568	3,769	41.6
33	George Washington University	Washington	DC	981	2,388	41.1
34	Clark University	Worcester	MA	171	435	39.3
35	Indiana University - Bloomington	Bloomington	IN	2,405	6,184	38.9
36	Southern Methodist University	Dallas	TX	527	1,386	38.0
37	Catholic University of America	Washington	DC	287	775	37.0
38	Northwestern University	Evanston	IL	715	1,938	36.9
39	Lipscomb University	Nashville	TN	238	652	36.5
40	Texas Christian University	Fort Worth	TX	703	1,935	36.3
40	San Diego State University	San Diego	CA	2,390	6,579	36.3

**Chart 5: Student Applications for Academic Year Programs**  
(as of the September Priority Deadline)

PROGRAM	# of Applicants by Priority Deadline									
	08	09	10	11	12	13	14	15	16	17
London	108	110	50	71	113	114	112	90	76	73
Buenos Aires	97	97	89	88	110	99	89	73	73	84
Florence	98	99	76	80	67	73	71	76	85	125
Heidelberg	72	72	53	49	80	97	66	92	51	46
Lausanne	88	88	87	91	65	91	79	82	96	93
Shanghai	55	56	36	54	60	58	23	51	36	40
Washington DC	---	---	---	---	---	21	23	21	12	9
DC +	---	---	---	---	---	---	---	---	35	44
<b>TOTAL</b>	<b>518</b>	<b>522</b>	<b>391</b>	<b>433</b>	<b>504</b>	<b>553</b>	<b>463</b>	<b>485</b>	<b>464</b>	<b>514</b>
<b>% of Freshman Class</b>	<b>62%</b>	<b>61%</b>	<b>55%</b>	<b>56%</b>	<b>64%</b>	<b>63%</b>	<b>63%</b>	<b>60%</b>	<b>59%</b>	<b>59%</b>

**Interpretation:** The charts above tell us several things about the demand for International Programs.

**Chart 1** indicates that the general trend in participation in International Programs has been upward over the last 12 years. Exceptions to this upward trend were in the period of 2011-2013 where we experienced a delayed response to the national recession and the recent period of 2016-2018 where we experienced general perceptions of global safety and security issues due to high-profile terrorist events.

**Chart 2** indicates that, for the last six years, International Programs has exceeded its budget expectation every year except for one year (2016-17). As mentioned above, this was a year where parents and students had a higher-than-normal concern for global safety and security issues. Additionally, the chart tells us that, overall, we have never been at capacity but this is not due to low demand but rather it is due to last-minute enrollment melt that has been increasingly unpredictable.

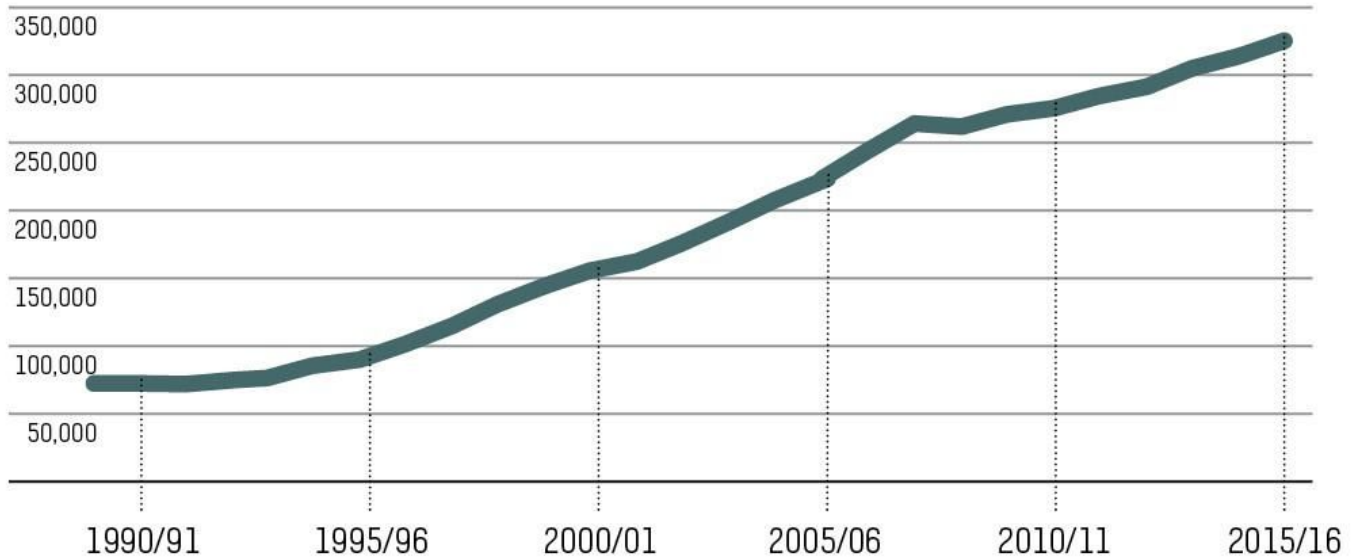
**Chart 3** indicates that International Programs continues to have robust enrollment during the summer. Prior to 2014, International Programs averaged about 250 students. But, as you can see from this chart, starting in 2014, summer enrollment was between 351-401 students. This increased enrollment occurred by decreasing summer cost for students. Essentially, students were given free flights to program locations. At this writing, the University plans to continue this practice.

**Chart 4** indicates that we are doing very well when compared to other doctoral-granting universities. For the last 3 years, we have been ranked #1 in the nation for the percentage of students who study abroad (academic year and summer). This ranking is done annually by the Institute for International Education (IIE). The method they use is a bit odd (they take the number of students who studied abroad that year as a percentage of the number of students who graduated that year). The percentage tends to be inflated. A better measure would be to examine the number of graduating students in a given year and ask how many of **those** students studied abroad during their time at Pepperdine. Our records indicate that the percentage ends up being between 60-70%.

**Chart 5** indicates the number of first-year students who apply to International Programs by the priority deadline (usually the end of September). On average, 60% of the freshman class apply after only being on campus for one month. This is an indirect indicator that participation in International Programs is a part of Pepperdine culture and students learn this from the very beginning of their Pepperdine experience.

## What do national indicators tell us about the future need for study abroad?

### U.S. STUDY ABROAD STUDENTS 1989/90 – 2015/16



In 2015/16 there was **an increase of 4%** over the prior year in the number of U.S. students studying abroad.

Open Doors is conducted by the Institute of International Education with the support of the Bureau of Educational and Cultural Affairs of the U.S. Department of State. **Online at: [www.iie.org/opendoors](http://www.iie.org/opendoors)**

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This chart tells us that study abroad participation continues to climb nationally. Even the 2008 recession and the recent high-profile, global terrorism events have had little effect on national participation in study abroad. Therefore, national participation trends do not indicate any negative effects for the near future.

Pepperdine's International Programs stands alone in the amount of time our students spend overseas. On average, 65% of students who study abroad during the academic year, do so for the entire academic year (Fall and Spring). The chart below shows that, nationally, of students who study abroad, only 3% of them do so for the entire academic year. In the last two years, IIE reports that there seems to be a trend toward more students choosing programs of shorter duration than in the past. However, we have not seen that trend in our numbers.

## DURATION OF U.S. STUDY ABROAD

**63%**  
**short-term**

summer, or eight weeks or less

**35%**  
**mid-length**

one semester, or one or two quarters

**3%**  
**long-term**

academic or calendar year

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## 2. Allocation of Resources

### a. Number of full-time staff/faculty members; number of FTEs

<b>Program</b>	<b>Number of Full-Time Staff</b>	<b>Number of Adjuncts</b>	<b>Number of FTEs</b>
IP Malibu Office	8	N/A	750-800/year
London	2	9	42/semester
Heidelberg	3	7	56/semester
Lausanne	5	11	68/semester
Florence	3	6	54/semester
Buenos Aires	4	9	65/semester
Shanghai	4	10	43/semester
Washington DC	2	9	26/semester
<b>TOTAL</b>	<b>31</b>	<b>61</b>	

### b. Student Body to Staff Ratio

<b>Program</b>	<b>Student Body to Staff Ratio</b>
IP Malibu Office	100:1/year
London	21:1/semester
Heidelberg	19:1/semester
Lausanne	17:1/semester
Florence	18:1/semester
Buenos Aires	16:1/semester
Shanghai	11:1/semester
Washington DC	13:1/semester

### c. Staff/faculty workload

- i. At present, the above student to staff ratios indicate that all programs (including the IP Malibu office) are appropriately staffed for the required workload. A program director position is a highly demanding role. The hours/week for directors is 50+ during the semesters. Fortunately, there are appropriate breaks during the year that

allow for necessary respite from the job (between fall and spring semester, between spring and summer semester, month of August)

- ii. At present, adjunct faculty loads are appropriate for all programs. With the exception of one faculty member in the Heidelberg program, all faculty are part-time. Most of the faculty have teaching responsibilities in other universities.

d. Staff/faculty review and evaluation processes

- i. Staff are reviewed three times during the year. At the end of both the fall and spring semesters, students in each program complete a comprehensive program evaluation. Students are asked specific questions about each staff member in the program. Directors are asked to share the data with their staff in one-on-one meetings at the end of each semester. The IP Dean also discusses results with each director at the end of both the fall and spring semesters. Finally, in the month of July of each year, directors are required to provide an annual performance review for each staff (the IP Dean does a performance review for each director) and those performance reviews are kept in the files of the IP Malibu office (this has only been recently required).
- ii. Faculty are evaluated at the end of each semester using two evaluation tools. In the student program evaluation, students are asked to report whether a specific course met their expectation, somewhat met their expectation or did not meet their expectation. The IP Associate Dean looks at that data and if there are any red flags, he will examine the results of the course evaluation (this is the same tool used to evaluate all Seaver faculty in Malibu and is administered by the Seaver Dean's office). If the course evaluation verifies what was initially viewed in the program evaluation, the IP Associate Dean will discuss this with the faculty member's Program Director and Divisional Dean.

e. Mentoring Processes

There are three formal opportunities for mentoring program directors. First, the IP Dean has three phone/skype conversations with each director, each semester. Second, the IP Dean, IP Associate Dean or IP Director visit the program directors at least once/year in their overseas locations. Third, there is a week-long director's meeting each year, held in one of the overseas locations. During each of these venues, program directors are encouraged to discuss various professional and personal challenges they are facing. Program directors often feel alone and isolated from the main campus. We need to find more effective ways to connect them with the larger Seaver community.

f. Professional development opportunities and resources (including travel and research funds)

Professional development funds are provided to IP employees with the opportunity to improve their knowledge and skills in order to better serve the purpose of International Programs in their particular area of responsibility.

- Members of the staff can apply for professional development opportunities not to exceed \$1000 each year, per employee.
- The Staff member will make a written proposal to their supervisor which will include an explanation of how this opportunity will enhance their work, along with a budget for the total expenses. The supervisor must approve the proposal before any plans are made.

- After completing 3 years of full-time employment in International Programs, the professional development funds will increase to \$1500 for the employee.

The intended outcome of professional development is for the employee to take what they have learned and apply it to their work in International Programs.

In addition, all IP Malibu employees attend the annual meeting of the Forum on Education Abroad, an organization that focuses on developing and implementing standards of good practice, encourages and supports research initiatives, and offers educational programs and resources to its members.

Finally, all full-time overseas staff are encouraged to participate in professional development opportunities that relate to their responsibilities. Each program's budget includes funds for professional development. Unfortunately, there are no research funds available for adjunct faculty in the overseas programs.

g. Sufficient time for research, program development

For personnel in both Malibu and overseas, there is insufficient time for research. The scope of responsibilities simply does not allow for enough time to devote to the requirements of research. On the other hand, there is sufficient time for program development, especially in the summer. The annual director's meeting devotes some time for program development and the summer allows time for retreats specifically for the purpose of program development. For example, the Global Fellows Program was developed out of a summer retreat.

### 3. Facilities

At the present time, the IP Malibu office has enough space for appropriate office operations. However, we are at maximum capacity. If there is further growth in the number of students served, the IP office will need to be assessed for further expansion.

In our overseas programs, all facilities are being utilized at maximum capacity and have ample space for accommodating student needs and staff/faculty responsibilities. However, in the Shanghai program, if student enrollment returns to maximum capacity of 40+ students and if we consistently experience this maximum, we will need to revisit the plan of having classrooms moved "off-campus."

In the Washington DC program, the program needs more space for communal life, resident director, and faculty-in-residence apartment. A plan has been presented to the Provost and we await approval from the University to move forward.

Finally, the Lausanne facility is in need of a significant upgrade to its infrastructure. The cost of renovation is prohibitively expensive and thus the University is looking at alternative locations for the program. At the writing of this report, the University is negotiating on a facility in Vevey, Switzerland (15 minutes from Lausanne) that will provide ample space for operating a Seaver program of 68-70 students.

4. Financial resources -trends regarding operational budget (revenues and expenditures) over this review period.

The following chart shows how International Programs has fared in meeting its revenue expectation and staying within its expense budget. In the 7 years from FY11-FY17, International Programs fell short of its revenue expectation four times and exceeded its revenue expectation three times. During that same period, International Programs exceeded its expense budget four times and had a surplus in its expense spending three times. In total, from FY11-FY17, International Programs had an overall surplus in four of those years and an overall deficit in three of those years.

Fiscal Year	Revenue Expectation	Revenue Actual	Revenue Surplus/Deficit	Expense Budget	Expense Actual	Expense Surplus/Deficit	TOTAL Surplus/Deficit
FY18	29,257,960	TBD	TBD	13,405,306	TBD	TBD	TBD
FY17	28,467,518	27,577,712	-889,806	13,428,500	13,146,112	+282,388	-607,418
FY16	27,683,523	28,140,960	+457,437	13,728,182	14,045,653	-317,471	+139,966
FY15	26,978,754	28,143,421	+1,164,667	13,793,641	13,848,168	-54,527	+1,110,140
FY14	26,676,763	26,692,111	+15,348	14,113,175	12,916,306	+1,196,869	+1,212,217
FY13	24,433,027	23,322,048	-1,110,979	11,212,510	12,980,099	-1,767,589	-2,878,568
FY12	23,589,442	21,306,181	-2,283,261	10,710,917	11,226,354	-515,437	-2,798,698
FY11	23,892,989	23,870,669	-22,320	11,733,958	11,542,610	+191,348	+169,028

Several observations are in order:

- 1) Revenue expectation for IP has grown at a steady pace from FY11 to FY18. This was to be expected.
- 2) The expense budget for IP has been more erratic and unpredictable. For example, it should be noted that from FY14 to FY18, the expense budget for IP has decreased each year. So, while cost of living expenses has certainly increased in all overseas programs, the IP expense budget has decreased. In part, this might be due to the University's policy of adjusting the US dollar budgets to fluctuating exchange rates. In other words, the University assumes that a stronger dollar in a given year will buy more foreign currency and thus the particular program is given fewer dollars to operate. But this does not always work. For example, it does not account for the fact that weaker foreign currency is often accompanied by a larger than average inflation rate. And in a country like Argentina, inflation rates become so high, that even a stronger dollar cannot keep up with it. This fluctuation policy must be revisited and amended.

- 3) Two programs have consistently overspent their expense budget: Florence and Buenos Aires. The spending in these two programs need to be analyzed and adjusted accordingly. Either there is unnecessary spending taking place or these programs do not have enough money to operate properly. The Seaver Dean's office and International Programs has agreed to create a new position (to be housed in the Seaver Dean's office) called Financial Analyst. One of the responsibilities of this position will be to do a "deep-dive" analysis of the IP budget and expense spending of the overseas programs in order to better understand how best to budget these programs. In addition, this position will help IP transition to a more centralized, transparent accounting system to better serve the financial needs of IP.
  
- 4) Finally, financial improprieties were discovered in the Buenos Aires program. As a result, the University, Seaver College and International Programs have partnered to strengthen financial accountability by centralizing payroll operations and personnel benefits. At present, IP is in the process of contracting with a global payroll service (ADP) and a global benefits provider (AON) to centralize and streamline these operations.

### III. Summary and Quality Improvement Plan (QIP)

The institutional learning outcomes for Pepperdine are defined by its core commitments (knowledge and scholarship, faith and heritage, and community and global understanding) and by its institutional values of purpose, service, and leadership. International Programs has a transformational mission to improve a student's global knowledge, develop cultural competency skills, and shape a student's personal identity and spiritual life. This aligns quite well with the University's core commitments and values.

The quality of International Programs is above-average when compared to US study abroad programs. The evidence for this was provided by the Institute of International Education (IIE) when they re-certified Pepperdine's International Programs in 2017 for maintaining high standards of good practice for education abroad. Our program is one of only 18 institutions world-wide to receive this certification.

This self-study and accompanying external review highlight several areas of achievement. International Programs has been successful in achieving five of the eight goals laid out in its inaugural 2012 self-study. These are:

- 1) Increase scholarship money for "high need" students.
- 2) Institutionalize events that improve cultural interaction.
- 3) Increase the number of overseas adjunct faculty to teach on the Malibu campus.
- 4) Improve our mental health resources in our overseas programs.
- 5) Diversify our summer offerings to include lesser-known areas of the world.

In addition, the study and external review identified other areas of achievement:

- 1) Increased student participation in International Programs both in the academic year and the summer.
- 2) Appropriate allocation of resources at our seven locations in terms of adequate staffing and faculty, good student to staff ratio, suitable workloads, and adequate professional development.
- 3) Outstanding quality of overseas facilities. Since the last program review, there have been major renovations in London, Heidelberg, Florence and Buenos Aires.
- 4) To the extent our assessment tools provide useful information, they suggest we are achieving each of our eight student learning outcomes for International Programs.

The self-study and external review, however, also revealed three 2012 goals that were insufficiently achieved as well as other areas needing improvement. In light of these findings, we offer the following eight goals as International Programs' 2018 Quality Improvement Plan.

**Goal 1: Increased participation of students in under-represented academic and program groups, such as students in the natural sciences or business as well as student athletes.**

**Evidence:** Our external reviewer's analysis, the Global Perspectives Inventory (see the GPI reports in Appendix C), as well as anecdotal reports and observations.

**Plan of Action:** International Programs will dialogue with divisional deans, faculty, and other representatives from these areas to identify international programs--including faculty-led summer programs--that are well-suited for serving their students. In addition, IP will dialogue with these partners about developing spaces in IP facilities that serve their needs, such as the inclusion of laboratory space in a potential new Switzerland facility.

**Resources needed:** If program facility enhancements/refurbishments, such as lab space, are needed to

accommodate more students in certain areas, this will require increased funding from outside of the IP budget.

**Goal 2: Improvement in faculty participation, both quantitatively and qualitatively, for overseas Faculty-in-Residence assignments.**

**Evidence:** Our external reviewer, drawing off of interviews with former faculty-in-residence, identified faculty recruitment and preparation as a challenge area for IP. A 2017 survey of Seaver faculty by the IP Council corroborates the reviewer's specific concerns about the difficulties of dual career families participating as IP faculty families.

**Plan of Action:** International Programs will provide an enhanced pre-departure orientation process that better serves the diverse needs of faculty-in-residence. IP will improve support from the Malibu Office of faculty-in-residence while on assignment. IP will study the impact of abroad assignments on faculty (1) to develop greater awareness of the benefits and costs of such service with respect to faculty and their families; (2) to demonstrate how faculty-in-residence contribute to student flourishing and thereby to institutional service (a rank, tenure, and promotion criterion); and (3) to evaluate whether expectations about assignment lengths should be reconsidered. IP will investigate the feasibility and potential ways of supplementing lost income for faculty spouses unable to work while in residence.

**Resource Neutral to Resources Needed:** Much of these actions can be taken without significant change in current IP expenditures, while possible supplemental compensation may require additional resources from the university.

**Goal 3: Improvement in pre-departure and re-entry orientation programs.**

**Evidence:** Our external reviewer noted that students would benefit from improved orientation programming, especially with respect to re-entry.

**Plan of Action:** International Programs will improve current preparation and return programming through partnerships with HRL and Seaver faculty. IP will engage the International Studies and Languages Division to assist with developing cultural orientation before departure to increase knowledge of program's country and enable inter-cultural competency. With Seaside Residential Hall now complete, IP will work with HRL to develop specific, meaningful ways to make actual President Benton's intention for Seaside to benefit returning IP students. Additionally, IP will increase the role of faculty-in-residence in student orientation efforts, especially by developing more and varied means for faculty to help sustain community with students upon return from their programs.

**Resources needed:** It may be necessary to increase the Home Entertainment Fund which reimburses faculty for hosting students as well as to compensate ISL faculty for their assistance.

**Goal 4: Providing greater accountability and stability with respect to expenditures.**

**Evidence:** As described in the self-study, IP must do a better job of accounting for and moderating expenditures.

**Plan of Action:** International Programs has begun centralizing payroll operations and personnel benefits by using the global payroll service ADP and the global benefits provider AON. IP is also adopting a multi-currency Peoplesoft platform to bring greater accountability. After implementing these accountability measures and working with the new Financial Analyst in the Seaver Dean's office, we will be able to analyze expenditures more effectively. We would then assess whether expenditure cuts are warranted in order to eliminate excess spending, possibly adopting the same approach as the college's budget reallocation of AY2008.

**Resource neutral to positive:** More accountability and predictability, coupled with possible reduction in unnecessary expenses, will benefit IP and may have a positive financial impact on IP's budget.

**Goal 5: Improvement of Facilities**

**Evidence:** Discussed in the self-study and based upon evaluations of program directors and the university's Design and Construction office.

**Plan of Action:** Plans are currently in development involving two programs and a third program may need additional space. (1) Given the significant infrastructure issues with the Lausanne building, the university is considering the purchase of a new facility elsewhere in French-speaking Switzerland. (2) Design and Construction is developing plans for renovating the Washington, DC facility to include an apartment for faculty-in-residence and to make changes that help meet the program's goals for increased student community. (3) If enrollment in the Shanghai program continues to remain at maximum capacity, we will need to reconsider the possibility of moving classrooms to a separate location nearby.

**Resources needed** but outside of IP's operating budget since funding for these projects is at the university level.

#### **Goal 6: Increased efficiency of student care, safety, and preparation in the Malibu office.**

**Evidence:** Our external reviewer identified student care and risk management as areas where current resources available to the Malibu IP office need to be evaluated and additional resources considered. Additionally, preparation for students to travel to certain programs is made difficult by increasingly volatile international visa policies.

**Plan of Action:** International Programs will work with university Risk Management to do a risk assessment of all programs and to consider ways for IP and the university to work together in developing more integrated, effective risk management. Further, the IP office will evaluate whether and how to restructure its office organization, including possibly requesting an additional staff member, to distribute workload better with respect to risk management, student care, and preparation assistance.

**Resources needed:** An additional staff member may be necessary.

#### **Goal 7: Improvement of assessment of IP student learning outcomes.**

**Evidence:** Our external reviewer recommended developing a more efficient and streamlined assessment strategy that provides data that is usable, comparable, and worth the time and effort put into it. Our self-study demonstrates that while IP worked industriously to secure data, its multi-pronged efforts were only moderately useful.

**Plan of action:** International Programs will institute changes in its assessment strategy that are in keeping with best practices, relying on guidance from QUIP and IIE. Although most of IP's student learning outcomes are appropriate, IP will change "Social Awareness" to "Inter-cultural Competency" and will develop assessment approaches that better measure this outcome. IP will work with its programs on a staggered basis, perhaps one or at most two programs per year, to secure better *direct* data, thereby ensuring consistent participation, higher quality written artifacts, more engaged assessment, and less taxing inter-rater reliability. IP will add to its effective acquisition of *indirect* data by acquiring feedback from students following their return from programs, in particular focusing on graduating seniors and Seaver alumni. IP will develop and implement a strategy for including summer and faculty-led programs in its assessment efforts.

**Resource neutral to resources needed:** The revised assessment strategy will be more efficient and so more easily implemented with resources already available. However, if using external assessment tools (like the GPI) are deemed warranted, these may require additional funding.

#### **Goal 8: Improvement in identifying and executing the learning that occurs through International Programs.**

**Evidence:** Our external reviewer identified several areas to address with respect to learning in Seaver's international programs, including: the tension of balancing classroom learning and experiential learning, the need and possibility for instructional innovation by leveraging resources both abroad and in Malibu, and the value of moving students from a tourist mentality to a learning mentality.

**Plan of Action:** International Programs will seek to partner with the Center for Teaching Excellence, the academic divisions, and program staff to develop a robust set of resources that program directors, program faculty, and faculty-in-residence can use to enhance curricular and co-curricular learning. IP will consider ways

to enhance awareness of the types of learning that takes place in its programs so students will be better informed and prepared as well as to demonstrate better how IP contributes to the university's mission.

**Resource neutral.**

## Pepperdine University External Review Report

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DEPARTMENT: International Programs Office (IP)

DATES OF THE REVIEW: June 28 & 29, 2018

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### Context:

International Programs at Pepperdine University has been offering opportunities for students to live and learn abroad for over 50 years. During this time, the International Programs office has created and refined a distinct model for offering study abroad opportunities that includes the following:

- Mission: *Our mission is to provide students a life-changing international experience designed for intellectual, social, personal, and spiritual transformation.*
- Goals: (1) Intellectual Growth; (2) Social Awareness (including developing cultural competence); (3) Personal Growth; (4) Spiritual Growth.
- Programs: Pepperdine has developed semester, year-long, and summer programs in Heidelberg, Germany; London, England; Florence, Italy; Washington DC; Buenos Aires, Argentina; Lausanne, Switzerland; and Shanghai, China. In addition to these place-based programs, the International Office has developed summer programs that provide more flexibility in offering students diverse experiences around the world.
- Distinctives:
  - **Excellence**: For the last three years, the Institute of International Education ranked Pepperdine as the #1 university in the nation for the highest percentage of study abroad participation. Over two thirds of all students at Seaver College of Letters, Arts and Sciences participate in a study abroad program. Beyond numbers the International Office also has been recognized by the Forum for Education Abroad through its Quality Assurance Programs (QUIP): QUIP is the only objective, independent review system in education abroad based on the *Standards of Good Practice for Education Abroad* developed by the field. Pepperdine received the QUIP certification in 2012 and renewed this certification in 2017. Pepperdine is one of only eighteen institutions in the world to receive this designation.
  - **Diverse Offerings (all taught by Pepperdine faculty)**: All course offerings fulfill course requirements on the Malibu campus. The bulk of these courses meet the General Education requirements of Seaver College.
  - **Opportunities for Studying Abroad for a Full Academic Year**: While most U.S. citizens (college students) study in short term programs or semester programs, Pepperdine has developed a model that makes it easy for students to study abroad for a full academic year.
  - **Strong Infrastructure (Physical and Human) at all its Semester Programs**: Pepperdine owns its own dorms and facilities in Germany, England, Italy, DC, Argentina (facilities only), and Switzerland. Each program is staffed by Pepperdine employees and faculty offering student strong support throughout their off-campus experience. Beyond staff at each location, the organizational structure also includes a faculty in residence at each program which provides strong benefits to both students and faculty and is a real strength of the overall program.
  - **Strong Staff at the Malibu Campus**: Beyond a strong infrastructure in its semester programs, the staff at the Malibu campus is well organized and supported. With the recent

addition of new hires to the office, there is excitement and energy to advance the mission of the international office and provide life changing experiences for students.

- **Strong Support of Students, Faculty, and Administrators at the Malibu Campus:**  
Throughout the review, everyone I spoke with expressed their gratitude and support for the work of the International Programs (IP) office.

Within this context, this report will address the following areas:

- Curriculum Offerings (in terms of relevance and quality)
- Assessment methodologies and results in relationship to Program Learning Outcomes (including how the IP office is using assessment data to improve programs and improve the quality of instruction).
- Recruitment: The programs' ability to recruit and retain successful students
- Observations from interactions with key stakeholders (students, faculty, staff).
- Challenges and Growth Areas

### **Curriculum Offerings:**

Within higher education, study abroad programs are unique in that they are academic departments but also include a strong student life component. The ability to address the intellectual, social, emotional, and spiritual needs of students in a more holistic manner is one reason why the study abroad experience has the potential to be so powerful for students. This holistic approach also adds complexity to administering international programs and results in both formal and informal learning opportunities, or curriculums. In this review, curriculum offerings were examined in several unique ways, including: the program learning outcomes; the formal course offerings at each location (especially semester and year-long programs), the informal programs that have been developed by the International Programs to meet the goals of the office, and the overall locations and programs offered to students to who study abroad.

### GOALS:

The IP Office embraces this complexity and has identified the following Program Learning Outcomes

- Intellectual Growth: Upon successful completion of an international program, a student should be able to: (1) Articulate a basic understanding of the main **historical events** that have shaped his or her host country; (2) Demonstrate knowledge of the major **social issues** in his or her host country.
- Social Awareness: Upon successful completion of an international program, a student should be able to (1) Demonstrate an enhanced social awareness and cultural understanding based on having **engaged and interacted with people** in his or her host country; (2) Demonstrate a commitment to cultural diversity in the global sphere by recognizing, understanding and appreciating the **cultural differences** between the US and the host country.
- Personal Growth: Upon successful completion of an international program, a student should be able to (1) Articulate an enhanced perception of his or her **own identity** developed within a variety of cultural contexts and in relation to others; (2) Reflect on changes in his or her **personal values and ethical commitments** based on having engaged with diverse cultures, worldviews, and experiences.
- Spiritual Growth: Upon successful completion of an international program, a student should be able to (1) Articulate changes in his or her **religious faith** based on having engaged with diverse cultures, worldviews, and experiences; (2) Articulate changes in his or her willingness to recognize the **needs of others and to serve others**. (note: bolded emphasis identified by the IP office)

These goals are both holistic and comprehensive and reflect similar programs across the United States. One suggestion for the IP office might be to identify the Knowledge, Skills and Virtues needed to accomplish these goals. The IP office has started to do this as it further develops each goal (especially related to knowledge); some additional thoughts related to skills and virtues (related to cultural competence, addressed in the Social Awareness goal) are presented below.

- Skills:
  - Develop intercultural competence; including the ability and adaptability needed to function in cross-cultural settings;
  - Encourage students to actively engage with their world. Specifically, the program should encourage cross-cultural engagement on the following levels: (1) On a micro level, engagement refers to a form of direct encounter in which the learner has opportunity to build relationships with others, and through these relationships, challenge their view of the world and him/herself through questioning and listening to others who are different. (2) On a macro level, active engagement with the world entails encouraging skills and attitudes in students that encourage a sense of place and civic engagement wherever they might live both now and in the future.
- Virtues:
  - An appreciation of diversity by challenging students to gain an understanding of and appreciation for the people and culture of the communities they find themselves in, and by nurturing the virtues of courage, diligence and empathy;
  - A presence in being in relationship with others from another culture by learning to practice the virtues of humility, empathy, patience, and hope. As Taylor (1963) notes *Africans believe that presence is the debt they owe one another... The Christian, whoever he may be, who stands in that world in the name of Christ, has nothing to offer unless he offers to be present, really and totally present, really and totally in the present;* and  
Taylor, (1963) *The Primal Vision: Christian Presence Amid African Religion*. SCM Press: London, p. 135.
  - An appreciation of sharing hospitality with others (giving and receiving), in ways that nurture the virtues of humility, wisdom, charity, and justice.

Further developing the knowledge, skills and virtues needed to accomplish each goal might provide additional criteria to evaluate the effectiveness of each program in achieving each goal.

#### FORMAL COURSE OFFERINGS:

The overall course offerings offered at each semester and year-long location is impressive, giving students a variety of options to complete General Education requirements at Pepperdine. Students recognize and appreciate these choices. Another strength of the IP office is the Associate Dean position whose responsibilities include managing the academic offerings at each location. As I understood it, this position was added recently in the IP office and filled by Ron Cox, a faculty member that has been a part of a number of different Pepperdine programs. Several faculty and staff noted the addition of this new position and were excited for the additional coordination that Ron will provide in curriculum matters.

The summer program offerings are also impressive; summer sessions seem to provide a more flexible and entrepreneurial format for proposing and leading newer curriculum offerings. The IP office should continue to create space for faculty to innovate and offer creative program offerings each summer.

#### INFORMAL PROGRAM OFFERINGS:

The informal programs offered at each location vary in regards to a number of factors, including: the expertise of faculty and staff at each location, the cultural context of each location, and the group of students who are a part of each program. In addition to the programs offered within each location the IP office (Malibu) does provide a variety of programs (and program supports) that are consistent across programs (especially semester and year-long programs). These programs include:

- Pre-departure programs: The IP office has a well-developed orientation for students prior to their semester or year-long program.

- Semester programs: Three examples of these types of programs include: (1) RA recruitment and training; and (2) Listening Summits developed to foster interaction between Pepperdine students studying for a year in one location and host country students; (3) Language partners for the host community.
- Post-return programs: Two examples of these types of programs include: (1) “The Return” which welcomes students back to campus after their time off-campus; and (2) “Landed: A Convo series about unpacking your abroad experience and finding your next runway”

These types of experiential education opportunities are important co-curricular offerings for students that greatly enhance the overall study abroad experience. They also offer faculty and staff more flexibility in adjusting to meet the needs of students “in the moment” of the experience. The IP office must continue to look for ways to create programs that empowers faculty and staff to experiment with new ways to engage students before, during, and after their off-campus study experiences.

#### OVERALL PORTFOLIO OF PROGRAM LOCATIONS:

On a macro level, the IP office should be aware of the overall portfolio of program offerings they offer, including both academic year and summer programs:

- Academic year programs: IP locations include: London, Heidelberg, Lausanne, Florence, Buenos Aires, Shanghai, Washington DC. This is an impressive list, especially when you consider the facilities and infrastructure provided at each location. What follows is some observations related to this portfolio that the IP office may want to think about, if and when, they have an opportunity to add to this portfolio:
  - Four of the seven programs are located in one region of the world (Europe), given Pepperdine’s presence in the Pacific Rim will it be possible to expand into other parts of Asia? Or, given the increasing importance of Africa on the world stage, would it be possible to develop a presence in Africa? Pepperdine’s newest semester program in Shanghai may present a model for expansion in the future, as it does not rely on developing such a large infrastructure and facilities in a new place.
  - All programs, with the exception of Washington DC, have a general education (GE) focus. This does provide great flexibility for students in completing their GE requirements but for students in some disciplines (e.g. natural sciences) it is becoming more difficult to study abroad for a semester or year. Recent data from Institute of International Education (IIE) shows that the fastest growing field of study for study abroad is STEM. Given this trend, might Pepperdine develop a semester program for students in the STEM disciplines.
- Summer programs: In addition to the opportunity to study during the summer in some of the academic programs listed above, the IP office also offers students additional short-term experiences around the world. In the summer of 2018 these programs locations included New Zealand, Scotland, Japan, Australia, Fiji, and the Middle East. By offering summer programs, the IP office gains the flexibility to further expand its program offerings. This also offers a structure for faculty to offer creative courses as well as provides students more options throughout the world. In this way the Academic year programs and summer programs work well together.

#### **Assessment in Relationship to Program Learning Outcomes (PLO):**

As noted in the preceding section, the IP office has done a good job of identifying program learning outcomes for all of its programs. Assessing these outcomes have come from a variety of sources, including:

- The Quality Improvement Program (QUIP – external review): This review is related to the Standards of Good Practice for Education Abroad from the Forum of Education Abroad. QUIP includes a section on how the institution evaluates its student learning outcomes.

- Global Perspectives Inventory (GPI – external review). Developed by the Research Institute for Studies in Education at Iowa State University.
- Standard course evaluations (internal review): The IP office utilizes the same tool that is used to evaluate courses on the Malibu campus.
- Programs evaluation (internal review): These evaluations are completed by all students at the end of the experience and includes questions related to the following areas: (1) overall quality of a course and if the course meet student expectations; and (2) Nine survey questions that address the four PLOs.
- Evaluation of written essays from the class Humanities 295 (internal review): “This International Experience Essay assignment directly measures a student’s achievement on each of the eight PLOs, with each student essay assessed accordingly to a standard, program-wide rubric. The IP office began collecting and scoring artefacts in the Fall of 2012 with the goal of covering 2 PLOs every year for four years. However, the IP office moved from a 3 point scale to a more thorough 4 point rubric in the Fall of 2014. As a result, students answered PLO 1-4 prompts in 2015/15, two prompts in 2015/16 and two prompts in 2016/17.” (self-study).

All of the results from the GPI and the Humanities 295 class as well as the nine survey questions in the overall program evaluation were presented in the self-study. Scores from the GPI were very favorable demonstrating that the means for students studying abroad were greater than scores for students on-campus, although from the numbers presented in the self-study it is hard to know if the difference in scores from the two groups were statistically significant. In addition to these measures, the self-reported data from students on the program evaluations were very good.

The content analysis of essays from the Humanities 295 class was an impressive undertaking but making generalizations across programs is difficult for a variety of reasons, including: (1) Not all programs provided data; (2) Stated expectations to students were different across programs; and (3) different readers (evaluators) used the evaluation rubric in different ways, thus there was little inter-rater reliability.

Overall, the IP office has done a good job of looking for ways to assess their programs: they have created a good balance of both external and internal measures and have tried to find a variety of ways to collect both self-reported data as well as other means to assess their programs. When considering available staff time and resources, these efforts have come at both a financial and human cost. Continued thought needs to be done to identify a system that provides the feedback necessary, while balancing the resources needed to do the required assessments. This might be a good action item (goal) to emerge from this self-study – to create a comprehensive and manageable assessment strategy for IP. Some observations about this process include:

- The GPI is an excellent resource but it is expensive, the IP office might examine whether they want to collect a comprehensive review every year or if this external resource be used once every four years to provide benchmarks. They may also want to consider if they want to use this resource at all.
- If the content analysis of essays from Humanities 295 class continues, how can the IP office address some of the self-identified issues following this evaluation. For example, instead of doing 1-2 PLOs each year across every program might it be easier to do a “deep dive” in 2 programs a year on all 8 PLOs. Within such a model, could 2 or 3 staff from the Malibu office be trained to do these reviews, thus providing more consistency over data collection and analysis? This would allow all programs to be evaluated every four years (much like an internal review for each program).
- The use of QUIP reveals the emphasis that Pepperdine has placed on making sure they are meeting (and exceeding) the Standards of Good Practice in Study Abroad. Is there a way to coordinate the QUIP review with this external review process in order to be more efficient regarding staff time and financial resources.

### Recruitment (Student and Faculty):

The opportunities offered by IP office to live and learn off-campus are appreciated by both faculty and students. The faculty I spoke with all saw the opportunity to be a faculty in residence for a summer, semester, or year to be a real perk of working at Pepperdine. Likewise, many students noted that the opportunity to study off-campus their second year was a major draw for choosing to attend Pepperdine. Enrollment in IP programs during the last 11 years have ranged from a low of 538 (2006-2007) to 808 (2015-2016). Despite a slight drop in enrollment in 2011 and 2012, there has been a slow and steady increase in the number of students studying off-campus at Pepperdine.

Even as program numbers expand, both faculty and students identified several potential challenges related to recruiting future students and faculty for International Programs, these challenges are outlined below.

- Challenges for students (as identified by students, faculty, and IP staff):
  - Majors: The following groups were identified as under-represented in IP participation numbers: Student athletes, students in the performing arts, and students in some majors (e.g. Natural Sciences, Business). This is fairly consistent with National trends. It was good to see that the ethnic make-up of IP students is close to Seaver College. The IP office should continue to use the flexibility of their summer programs to create opportunities for underrepresented groups. For example, the Fiji program targets students interested in health professions. Another example that IP might consider, is recruiting athletes for its Camino de Santiago summer program. The active nature of this course could be a natural draw for student athletes.
  - Length of time: As noted at the beginning of this report, the opportunity for students to spend a full academic year abroad is a distinctive characteristic of international programs at Pepperdine; however, the trend seems to show that students are more likely to take a summer or a semester program rather than a full academic year abroad. This is consistent with national trends. The Institute of International Education (IEE) reports that short-term programs (8 weeks or less) account for 63% of all study abroad students and semester programs account for 34.6% of all study abroad students (2015/16). The IP office must be aware of this trend, but should also be encouraged to continue to promote an academic year abroad for students.
  - Cost: With the rising costs of higher education, study abroad has also become more expensive, thus making it harder for students to study abroad. One of the IP action (goals) from their last program review was to make the IP experience more accessible for all students. The IP office has done a good job of developing consistency among programs as students pay the same tuition, room, & board as students on campus and then pay a consistent program fee. Yet I suspect that some programs are significantly more cost effective to run than others, would it be possible to develop one program where costs to the student could be reduced making it more accessible to them. Despite the significant progress on increasing scholarship for high need students, the IP office is encouraged to work with the overall university to continue to make accessibility a priority for its programs.
- Challenges for faculty (as identified by faculty, and IP staff): Both IP staff and faculty observed that it is getting harder to recruit faculty to serve as the faculty in residence. The challenge is greater for academic year programs than summer programs. The biggest reasons for this challenge was trying to coordinate time away for dual career families as well as coordinating schedules for dependents to leave the Malibu campus for a full year. As one faculty noted, "Our faculty in residence program was developed during a time when the faculty member (almost always male) taught and his wife was a stay at home mom and therefore did not have to get a leave from her job for the family to uproot and live abroad for a year."

The IP office has tried to respond to these challenges by creating more opportunities for families to go for one semester rather than a full year. They will need to continue to think creatively when

addressing this challenge as family schedules will continue to grow more complex and expectations for dependent children will also increase.

### **Stakeholders Feedback:**

While at Pepperdine, I spoke with numerous students, faculty, administrators, and all eight IP staff. The one group that I did not speak with were on-site program staff. In future reviews, it would be helpful to include Skype interviews with a few on-site staff to add their voice to the review process.

All the people I spoke to were extremely complimentary of the IP office and appreciated the study abroad opportunities that the IP office offers for both students and faculty. Beyond the positive feedback provided by each stakeholder group, each group also provided some ways they felt the overall program could be improved (from their perspective). This positive and constructive feedback is listed below (by group).

- Students:
  - Of the four students I spoke to, three said that the opportunities to study abroad was a big reason why they choose to attend Pepperdine.
  - All four students studied abroad for one academic year; they studied abroad in Florence, Heidelberg, Buenos Aires, and Washington DC. (one student studied one semester in Florence and one semester in DC).
  - Students appreciated these specific aspects of the IP programs:
    - Orientation and the opportunity to get to know their group in the spring semester prior to studying abroad.
    - The opportunity to apply to work in one of the many positions available to students in each program: RA, Social Media Coordinator, Service-Learning Coordinator, etc.
    - The opportunity to be student ambassadors when they return back to the Malibu campus. They also spoke about “the Return” program where program alumni speak with first year students about the possibilities they have for studying abroad.
  - Students had very little constructive feedback for the IP office. They did suggest that the IP office do more to prepare students for their return back to the states after their time abroad. They also thought that the IP office could do more with students once they return to the Malibu campus. I did ask these students about the “Landed” program; they were not familiar with this opportunity. Two students had just returned from studying abroad, so I suspect that they will hear more about this opportunity this coming fall (2018).
- Faculty and Administrators:
  - I spoke with five Pepperdine faculty, four of which had been a faculty in residence for at least one year. All four of these faculty members had done more than one program. The other faculty member (now an administrator) had done multiple summer programs.
  - All faculty felt the opportunity to be a faculty in residence was a perk to being a faculty member at Pepperdine. Faculty felt that the opportunity to take their families for a summer program (with all travel expenses paid) was another tremendous benefit of working at Pepperdine.
  - Faculty discussed the following benefits of being a faculty in residence: getting to know students better both inside and outside the classroom, understanding the complexities of the students’ lives today, and having shared experiences with students.
  - Three of the faculty felt that there was a need for a more in-depth orientation for faculty prior to departure. In exploring this recommendation further, I found that faculty felt that training related to living with students, mentoring students, dealing with discipline with students, and

connecting to current in-country directors as well as past faculty in residence for their location was necessary. In addition, one faculty member felt strongly that the IP office needed to provide more resources for faculty (e.g. taking school-age children abroad, renting one's house while you are gone, etc).

- Several of the faculty did express their concern for the increasing difficulty that dual career families have in being able to leave their lives in California and serve as a faculty in residence for a full year. Two of the faculty I spoke to were only able to do a semester away. Faculty did encourage the IP office to think about how the “faculty in residence” model could be further developed (in creative ways) to make the program more accessible for dual career families and also to families with small children. Several faculty did acknowledge how much they appreciated the IP office's willingness to let them go for a semester rather than a year.
- Three of the faculty talked about the tension and the need to find balance between “academic learning” and “social learning.” These faculty recognized the tremendous growth experienced by students spending a semester or year abroad but at times struggled with how to balance this experiential learning with the difficulties of covering the same classroom content as the Malibu campus. One faculty member suggested having more Friday classes and encouraging students to connect more to the cities where they are studying rather than traveling every weekend.
- Related to the academic tension that some faculty felt was the desire to shift student expectations from being a tourist and seeing how many countries they can visit while abroad to helping them think about how they can connect more to the people and places where they are studying. This tension is not unique to Pepperdine as other colleges and universities are also seeking to deepen the student experience.

At Calvin, we have tried to address this tension by using the metaphor of study abroad as a pilgrimage with students being pilgrims rather than tourists. In addition, other institutions are developing more service-learning opportunities that will hopefully deepen their students' connection to the people and places where they are studying. I know that the IP office is aware of this tension and is continually trying new initiatives to change student expectations. I would encourage the IP office to continue to explore ways to make this a priority in preparing students, building healthy academic expectations, and encouraging them to engage in their host communities once they arrive.

- IP Staff:
  - I spoke with all eight faculty and staff in the IP office. One staff member had been recently hired so the staff is still working to get to know one another. Morale seems very high and the expectation is that they will work well as a team together. Staff also recognized the Associate Dean position that was initiated this past year and expressed their excitement about what this new position will add in terms of supervising and coordinating the academic aspects of all programs.
  - The overall structure of the office seems good with the Dean supervising the Director of the Malibu office, the Associate Dean, as well as the director of each of the academic year programs. The one suggestion I might make is to include where summer programs fit in terms of the organizational chart.
  - Several staff noted the growing importance of risk management within the overall administration of the study abroad opportunities at Pepperdine. This involves both the monitoring of world events on a daily basis and the 24/7 nature of being available to respond to incidences as they develop which can be incredibly draining (especially mentally). This can be seen in the need to answer all incoming calls regardless of time of day or what you are doing because the call could be an emergency situation. One future goal of the IP office

should be how to address this situation. This could mean receiving additional support from the University related to risk assessment and emergency response or developing a system whereby risk management duties can be shared.

- In addition to risk management, many staff noted the need to better support the mental health of students while studying abroad. This is a national trend as study abroad providers are seeing more mental health issues surfacing among students on their programs. This trend also mirrors what college and universities are seeing on-campus as students reach out for more mental health support during their academic experience.
- Several staff mentioned the desire to support the faculty in residence better. The hope is to develop additional resources for faculty in the coming academic year.
- Several staff mentioned the need to continue to look for ways to work smarter and look for ways to be more efficient. Many staff are thinking about how they can better collaborate with other offices across the Malibu campus.

### **Challenges and Growth Areas:**

Today, most private, faith-based, liberal arts, higher education institutions find themselves living in an increasingly complex environment that demands flexibility, creativeness, and the ability to live among the tensions of the world. This is especially evident in study abroad offices as they try to manage programs and students throughout the world. The complexity of managing 7 different Pepperdine mini-campuses around the world cannot be overstated. This report has tried to demonstrate this complexity as well as highlight many of the tensions the IP office faces, including:

- Responding to the many tensions and challenges related to risk management
- Helping students maintain their mental health while abroad
- Connecting students to the people and places where they are studying
- Recruiting both students and faculty
- Moving students away from a tourist mentality while studying abroad
- Meeting the financial challenges of making programs accessible while also covering all costs
- Doing meaningful assessments that do not become burdensome
- Balancing the classroom learning with the experiential learning that takes place over the course of the experience.

Looking back, we can see that the IP office has negotiated many of these tensions well; this is evident in terms of how successful they have been on the actions (goals) they identified after their last review. These actions included:

- Action 1 & 2: Make sure the IP experience is available to all students – financially (making the experience affordable) as well as programmatically (students from hard to serve majors).
- Action 3: Create events and activities specifically designed to bring Pepperdine students together with students/families in the host culture.
- Action 4: Find ways of incentivizing faculty to serve as faculty in residence overseas.
- Action 5: Develop more opportunities to bring overseas faculty to teach on the Malibu campus (especially in the summer).
- Action 6: Deepen the programs already in place to mentor and train student leaders from pre-departure to overseas to re-entry.
- Action 7: Evaluate and expand the resources provided for the ever-increasing population of students experiencing mental health issues while abroad.

- Action 8: Expand program offerings (especially in the summer) in developing countries and cultures where there is a desperate need for better understanding

Looking forward (from the internal review and my on-campus visit (short as it may have been), I would encourage the IP office and the University to consider the following suggestions:

- Continue to focus on many of the Actions from the last external review. Many of these actions are still relevant moving forward and require continued vigilance to address. Specifically, over the course of the external review, I heard the following:
  - The IP office and the University needs to find ways to make the study abroad experience more affordable for all students (Action 1).
  - The need to continue finding ways to engage students in connecting with the people and places where they are studying (Action 3) is still extremely important. While I think many schools struggle with this issue, Pepperdine's model makes it especially difficult to foster these connections without being very intentional. Moving forward, I would encourage the IP office to consider the following two initiatives: (1) Foster relationships with local universities and provide students with the option of taking one direct enrolled class at this partner institution (in English) during their semester or year abroad. While I do understand some of the challenges of creating such an option, I do feel that the potential benefits could be great; (2) Expand the international service-learning opportunities available to students.
  - The IP office needs to continue to be flexible as it recruits faculty to serve as faculty in residence at each program (Action 4).
  - The demand for mental health resources continues to expand in study abroad programs. The IP office needs to continue to expand mental health resources for students studying abroad, this in one area that may require additional resources from the University (Action 7).
  - The IP office needs to develop strategies that allow Pepperdine to be more responsive and entrepreneurial to our ever-changing world (Action 8). For example, the new global fellows minor, connected with the DC program is one example of how the IP office has responded to changing dynamics within a program. Likewise, the model for offering the Shanghai program is another example of how the IP office may have to adapt to changing world conditions to offer programs in different ways than they have done in the past. The current summer model presents yet another example of how the IP office has adjusted to meet the changing world context and to student interests.
- In addition to the actions or goals listed above, I would encourage the IP office to consider being intentional about the following Actions or Goals over the next five years:
  - Risk Management: Safety and security issues continue to play a larger role in Study Abroad programs across the country, these issues are taking up more and more time and energy as staff work to assess risk levels for new programs, mitigate the risk at current programs and respond to incidents once they happen. The IP office at Pepperdine (especially the Director of the Malibu Office) is also feeling this pressure. The university should work with the IP office to do a risk assessment of all IP. Once completed such an assessment might serve as a starting point for the university's risk manager and the Director of the Malibu office to work together to integrate the risk management responsibilities of the IP office into the risk management structure on campus. I believe this process could provide additional support for the IP office and also provide a better understanding of the risk exposure to the University as well as the cost of minimizing the risk for the IP office and the University as a whole.

- Innovative Teaching: As distance learning and other technology becomes available, the IP office should explore ways to leverage technology to improve educational opportunities for students abroad as well as for students on the Malibu campus. This initiative could also strengthen global connections in classrooms for students who are not able to study abroad. For example, could courses in IP locations collaborate with classes on the Malibu campus to learn together, comparing and contrasting the educational system in Italy or the health care system in London.
- Assessment: The importance of assessment cannot be overstated; however, the IP program needs an assessment strategy that provides data that is usable, comparable, and worth all the time and effort devoted to assessment. From examining all the meaningful ways the IP office currently assesses its programs, I believe that a more efficient and streamlined process could be developed within the existing assessment framework of the university.

**Conclusion:**

I would like to thank the IP office and the university for this opportunity to learn more about the IP office at Pepperdine and to think with faculty and staff how study abroad programs could be further developed. Pepperdine has a long history of providing quality study abroad programs. From my interactions with administrators, faculty, students, and staff at the IP office the scope and quality of international programs at Pepperdine is amazing. It is my hope that with the continued support from the University, the IP office will be able to expand and improve on their already excellent program, in an effort to better suit students, faculty and staff. If I can be of any further assistance, please feel free to contact me.

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