

**International Program**

**5-Year Program Review**

**Spring 2012**

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## I. Introduction

International Programs (IP) presently has six overseas facilities (London, Heidelberg, Lausanne, Florence, Buenos Aires, Shanghai). Five of these campuses are owned and operated by Pepperdine University exclusively for Pepperdine students (the Shanghai campus presently leases a facility).

IP uses the 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 six 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.

Beginning August 1, 2013, IP will oversee the existing Washington DC program, which will be called the Washington World Program. This program will take place in Washington DC and will consist of a two week international trip between the Fall and Spring semesters.

### 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

### IP Mission

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

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

### IP Goals

From the mission statement, four goals are 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.

These goals are aligned with the Institutional Educational Objectives in the “Analysis of Evidence” portion of this report.

### **IP Program Learning Outcomes**

Under each of the IP goals, student 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 thorough understanding of the history of his or her host country.
- 2) Demonstrate knowledge of the major social problems in his or her host country.

#### **Goal B: Social Awareness**

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

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

#### **Goal C: Personal Growth**

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

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

#### **Goal D: Spiritual Growth**

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

- 7) Articulate changes in his or her religious faith based on having engaged with a diverse culture, worldviews and experiences.

- 8) Articulate changes in his or her willingness to recognize the needs of others and to serve others.

## II. Analysis of Evidence

### Student Selection Process

Participation in IP is considered a privilege, not a right. Not all students who apply get accepted. There are limited spots available in each program. The limitations are mainly determined by the size of the facility and/or the number of beds. The following are the maximum number of students allowed per semester in each program:

- London 41
- Heidelberg 51
- Lausanne 68
- Florence 54
- Buenos Aires 60
- Shanghai 40
- Total 314

#### *Analysis of Acceptance Rate by Program (Averages from 2003-2008)*

PROGRAM	# OF APPLICATIONS	# ACCEPTED	% ACCEPTED
Heidelberg	88	57	65%
Florence	125	64	51%
London	98	57	58%
Lausanne	92	64	69%
Buenos Aires	108	82	76%
Shanghai	76	50	66%
Total	587	374	64%

In addition to the limitations imposed by the size of the facility, Pepperdine also limits student participation to those who have performed well academically, are a strong mission fit and are good citizens. The following five criteria are used to select students for these spots:

- GPA
- SAT or ACT score
- Essay
- Interview
- Disciplinary Record

The number of students participating in Pepperdine's International Programs has grown the last five years. Appendix A shows the total number of students who participated in at least one IP program. For the last five years there have been annual enrollment increases. Two factors have contributed to this: 1) More students nationally have participated in

study abroad programs. Both 9/11 and the increase in global connection through technology, global awareness and the global economy have increased the need to have an international experience for future job competitiveness. 2) Pepperdine has met the increased demand by creating more opportunities. Within the last five years, Pepperdine added two new programs –one in Lausanne, Switzerland and the other in Shanghai, China.

In addition to an overall increase in student participation, there has also been a steady increase in the number of students choosing to study for the whole academic year (fall and spring semester) as opposed to one semester (See Appendix A). During the application process, students are told two things that may contribute to this increase: 1) Students are told that the quality of the international experience is more effective and transforming if they choose to stay in their host culture longer. 2) Students are aware that their chances of being accepted into a program improve if they apply for the whole academic year. Our directors tell us that students spend the first semester adjusting to their new culture. It is only in the second semester that they start feeling comfortable and begin to engage more with the culture. Consequently, the application process tends to favor the student who wants to study for the whole year.

During the academic year, students who are accepted into an IP program are required to do the following:

- 1) Maintain a minimum GPA of 2.0 prior to or while attending an IP program
- 2) In all programs except London and Shanghai, students must take one semester of the program's language PRIOR to attending the program. (In the Shanghai program, Mandarin is not required prior to attending but it is required while the student is in the program
- 3) While in attendance, students are required to take the second and third level courses of the program's language.
- 4) During the academic year, all students are required to be enrolled full-time (minimum of 12 units). Does not apply to the summer term.
- 5) Students are required to meet a class attendance policy for every course or risk lowering their grade.
- 6) All Seaver academic policies that apply to students on the main campus also apply to students overseas.

### **Faculty/Staff**

Prior to the selection of students, a Seaver faculty member is appointed to serve in a specific overseas program. Faculty apply for these appointments and are selected by the IP Council made up of representatives from the Seaver Divisions. Ideally, faculty are selected to serve the entire academic year (Fall and Spring semester) or a summer term. IP pays for the faculty and their family members. Each overseas faculty has a faculty

apartment. Thus, the faculty family lives with the students, teaches two courses per semester (one course in a summer term) and performs duties similar to House Parents. The Seaver faculty member works with the IP Director of Admissions to select the students for his/her program using the above criteria.

The Dean of International Programs provides primary oversight to all of Seaver's international programs. On the main campus, he has a staff of six full-time personnel (See Appendix B for organizational chart). Directly reporting to the IP Dean are the full-time Directors in each of the six programs. In turn, those Directors have administrative staff consisting of a full-time program assistant, in some cases an assistant director and a variety of part-time staff for maintenance, accounting, food service, etc. See Appendix C for job responsibilities of the Director.

## Assessment Plans

### Curriculum Map

Until now, professors were asked to relate the student learning outcomes of each course to the program learning outcomes of the major that course pertained to. For example, the upper division literature courses related the student learning outcomes to the English major program learning outcomes. Based on the current student learning outcomes (SLO's) of each of the courses below, correlation to the IP Program Learning Outcomes is minimal. Going forward, professors will be asked to relate the SLO's of their courses to the eight IP PLOs.

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
HUM 295	D	D				D		
REL 301	D	D					D	D
F LANG								
HIST 304								
PSYC 200								
NWC	D							
HUM 212	D	D						
HUM 313	D	D						
ECON 200		D						
LIT GE	D	D						
FA	D							

Key: I- Introduce, D- Develop, M- Master

## Alignment Matrix

Each of our Program Learning Outcomes aligns with an Institutional Educational Objective as outlined by the Office of Institutional Effectiveness. The international programs experience provides a unique opportunity to meet all of the IEOs.

PLO	Purpose	Service	Leadership
1) <b>Articulate a thorough understanding of the history of his or her host country.</b>	<b>Knowledge and Scholarship:</b> Demonstrate Expertise in an academic or professional discipline, display proficiency in the discipline and engage in the process of academic discovery.		
2) <b>Demonstrate knowledge of the major social problems in his or her host country.</b>	<b>Knowledge and Scholarship:</b> Demonstrate Expertise in an academic or professional discipline, display proficiency in the discipline and engage in the process of academic discovery.		
3) <b>Demonstrate a commitment to cultural diversity in the global sphere by recognizing, appreciating, and understanding the cultural differences between the US and the host country.</b>		<b>Community and Global Understanding:</b> Demonstrate commitment to service and civic engagement.  <b>Faith and Heritage:</b> Respond to call to serve others	
4) <b>Demonstrate an enhanced social awareness and understanding based on having engaged and interacted with people in his or her host country.</b>		<b>Knowledge and Scholarship:</b> Apply knowledge to real-world challenges.	
5) <b>Articulate an enhanced recognition of his or her own identity developed within a variety of</b>	<b>Faith and Heritage:</b> Appreciate the complex relationship between faith, learning and practice.		

<b>cultural contexts and in relation to others.</b>		
<b>6) Reflect on changes in his or her personal values, ethical commitments, and social positions based on having engaged with a diverse culture, worldviews, and experiences</b>	<b>Community and Global Understanding:</b> Develop and enact a compelling personal and professional vision that values diversity.	<b>Knowledge and Scholarship:</b> Think critically and creatively, communicate clearly, and act with integrity
<b>7) Articulate change in his or her religious faith based on having engaged with a diverse culture, worldviews and experiences.</b>	<b>Faith and Heritage:</b> Appreciate the complex relationship between faith, learning and practice.	
<b>8) Articulate changes in his or her willingness to recognize the needs of others and to serve others.</b>		<b>Faith and Heritage:</b> Respond to call to serve others

### Student Learning and Success

Are students achieving the desired learning outcomes for the program?

Each of the six directors were asked to list all the activities in their program that make a specific contribution to each student learning outcome. If a program has no activities for a particular learning outcome, the Director was asked to state “no activities.” (See Appendix D-I)

Now that we have identified the student learning outcomes for each goal of the mission statement, we must have a plan for assessing whether or not we are actually seeing the kind of growth in students that we hope to see three sources are available to collect this information –direct, indirect, and authentic evidence. This can be seen below in the Assessment Schedule.

### Assessment Schedule

PLO	When to Asses	Direct Evidence	Indirect Evidence	Authentic Evidence	Analysis and Reporting
1	2012-2013	HUM 295-Journal	Program Evaluation Questionnaire		
2	2012-2013	HUM 295-Journal	International Programs Survey- Section 3, Question 14, 16		
3	2013-2014	HUM 295-Journal, Listening Summit Reflection	International Programs Survey- Section 3, Question 10		
4	2013-2014	HUM 295-Journal, Listening Summit Reflection	International Programs Survey- Section 3, Question 5, 6		
5	2014-2015	HUM 295-Journal	International Programs Survey- Section 1, Question 5 Section 2, Question 3, 28	Internship Journal	
6	2014-2015	HUM 295-Journal		Internship Journal	
7	2015-2016	HUM 295-Journal, Convocation Reflection	International Programs Survey- Section 4, Questions 1-10		
8	2015-2016	HUM 295-Journal, Convocation Reflection	International Programs Survey- Section 2, Question 4,30 Section 3, Question 8,12,15		

Each academic year, we plan to assess two of the eight IP PLO's as outlined in the assessment schedule above.

#### *Direct Evidence*

The qualitative data source (Direct Evidence) is the course offered in all six programs entitled Hum 295: The International Experience. This course is designed to help students process their experience in a deeper and more meaningful way. In Appendix J, the Student Learning Outcomes of this course are defined. Every program is required to teach this course with these objectives. It is designed to be primarily an experiential course. The main learning activity is the discipline of guided journaling. The journals will be graded using a rubric that is still being developed. Each year, we will use a rubric specific to the program learning outcomes that are being assessed.

The Listening Summit is a weekend retreat required in each of the IP Programs that involves interaction and cultural exchange with a host country university or college. The summit involved activities such as guest speakers, cultural activities, and break out sessions in small groups. Students will be asked to write reflection papers about their experiences during the Listening Summits and those will be used as direct evidence for PLO's 3 and 4, which deal with social growth.

We believe that convocation will be an opportunity to assess the students' spiritual growth (PLO's 7 and 8), and are planning to implement a reflection or journal type activity to use as direct evidence.

#### *Indirect Evidence*

Presently, the only indirect assessment tool we have used is the Program Evaluation Questionnaire that is administered to every student overseas at the end of each semester. The questionnaire evaluates student's opinions about the quality of the program's academics, spiritual life, community life, engagement with the culture, orientations and personnel. Appendix K provides results of the Questionnaire from Fall '07 to the present. It is important to note that the Student Learning Outcomes for International Programs were not yet created at the time the Program Evaluation Questionnaire was being used. We intend to reformulate this Questionnaire to incorporate ways of assessing some of the Student Learning Outcomes.

#### *Authentic Evidence*

We are planning to require an internship journal in the future for students who are enrolled in an Internship class to use as authentic evidence for PLO's 5 and 6.

#### *Supplemental Evidence*

As supplemental information, Dr. Don Thompson and Dr. Cindy Perrin developed an additional questionnaire. We wanted them to create a survey instrument that would assess whether or not an international experience actually achieved the specified student learning outcomes. This survey was created in Spring 2010 (See Appendix L). In order to better measure whether the international experience is having a causal effect, it was decided that a control group was needed. We needed a way to measure these learning

outcomes before and after the international experience and we needed a way to compare these measures with students who did not have an international experience. To accomplish this, the following assessment plan was created:

1. All students who apply for International Programs must complete the Assessment Survey containing the measures for IP Student Learning Outcomes. The survey is embedded in the on-line application process. The on-line application was setup so that a student's application is not valid (and therefore is not officially submitted) until the Assessment Survey is completed. This provides us with a baseline on student learning outcomes for all students who want to study abroad.
2. As students move through the application, acceptance and contractual process, some students will qualify and actually participate in an IP program and some will not. Those who do not participate will be our control group.
3. Once a student completes their international experience, the Assessment Survey will be administered again. It will be given at the same time that the Program Evaluation is administered at the end of the program (this post-test will provide us with data to compare with similar measures in the pretest).
4. At the same time that IP students receive the post-test, students who did not participate in an IP program (but filled out a pre-test survey during the application process) will be administered the post-test. This group will have less motivation to participate in the survey, so incentives will need to be created. Having this data will allow us to determine whether achievement of learning outcomes was actually due to participation in an international experience.
5. Once the pre and post tests are completed, Dr. Thompson and Dr. Perrin will analyze the data and provide the Dean of International Programs with an assessment of whether student objectives were achieved and whether those achievements were actually caused by the international experience.
6. The Dean of International Programs will use the results to determine what program changes need to be made in order to better achieve the student learning outcomes identified by the Mission.

### **Curriculum and Learning Environment**

Academic quality and integrity are maintained in several ways overseas:

- 1) The appointed Seaver faculty member is selected based on teaching ability and their capability to work well with students. They are selected through an extensive interview process conducted by the IP Council. Once overseas, they are evaluated using the same assessment tool required on the main campus.
- 2) In addition to the appointed Seaver faculty member, local adjuncts from the host culture are hired by the Program Director and are vetted and approved by the Division Chair on the main campus. All local adjuncts are required to have an

advanced degree in the subject they will teach and are required to get their syllabus approved by the Division Chair in Malibu. All local adjuncts are assessed at the end of each semester using the evaluation tool required on the main campus.

- 3) The course offerings in each IP program are typically courses that fulfill the General Education requirements. Thus, all courses taught are subject to the stated objectives required of those courses on the main campus. To maintain this consistency with the standards of the main campus, overseas adjuncts (particularly those who are regular hires) are periodically invited to teach in Malibu during the summer term.
- 4) Library and information technology are available in all six locations.
- 5) During the academic year, a week-long Educational Field Trip (EFT) is required each semester in all programs. One EFT takes place in a country that uses the same language as the program's host culture. The other EFT is in a country outside the program's spoken language.

Appendix M identifies the resources available in each of the six IP programs. This includes information about the faculty, the teaching methods used, the methods of evaluating the faculty, the availability of faculty development and support, technology, library and description of the physical space.

The particular model (Learning Community Model) used by Pepperdine is not common. We, therefore, have found it difficult to find other institutions for benchmarking purposes. For the most part, we feel we are doing well. But, it is our hope that we will discover better ways to accomplish our goals.

## **Summary and Reflections**

Through input from overseas directors, Malibu office personnel and analysis, we have developed eight action items that are outlined in the QIP Worksheet, below, that we believe will focus our future efforts to develop and improve International Programs. Information in Appendix N shows the information provided by the Directors. They were asked to clarify their main challenges in the areas of faculty Development and support, technology challenges, library challenges and physical space. These eight issues will define our major plan of action for the future.

## Proposed Quality Improvement Plan

**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.

Evidence to support action: Data from broken contracts indicate an increase in the number of students who have financial difficulties.

Timeline for action: On-going

Expected outcome: That no student will be denied access to an IP experience due to financial barriers.

Type of action: Resources necessary

**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.

Evidence to support action: Data gathered for a WASC report indicated that athletes and natural science majors were the two largest student groups with the least participation in IP.

Timeline for action: Beginning Summer 2013, shape a summer program in Lausanne for athletes. Beginning Fall 2013, the London program will begin offering Chemistry classes.

Type of Action: Resource neutral

Expected outcome: For athletes, we need to find summer opportunities that will make it convenient, relevant and affordable to them. For natural science majors, we need to find ways to offer more natural science courses overseas so they do not fall behind if they go abroad.

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

Evidence to support action: Anecdotal and survey data indicate that students do not adequately engage the people of their host culture.

Timeline for action: In the '13-'14 academic year, six programs will hold Listening Summits.

Expected outcome: Increase the number of individuals that students get to know in their local culture.

Type of action: Resources necessary: The University has designated \$75,000 to support these Listening Summits.

**Action 4:** We need to find institutional ways of “incentivizing” the faculty to serve as Visiting Faculty overseas. A task force should be created to suggest ways to improve faculty involvement by providing professional incentives and rewards for overseas service.

Evidence to support action: the number of Seaver faculty, interested in serving overseas as the Visiting Faculty Family, has diminished over the last four years. Presently, the university culture views an overseas assignment as “taking a break” from the more serious, academic pursuits of teaching and scholarship.

Expected outcome: Increase the number of faculty applications for overseas assignments.

Timeline for action: In the '13-'14 academic year, a task force of members of the IP Council will be selected to study the problem and come up with a proposal.

Type of action: Resource neutral

**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)

Evidence to support action: The overseas faculty feel disconnected from the main campus. We need to do a better job of finding ways to help our overseas adjunct faculty feel more apart of the Pepperdine community.

Expected outcome: Improvement in the quality of our overseas teaching and an increase in the number of overseas faculty who commit to long-term teaching assignments in our overseas programs.

Timeline for action: We've started doing this more in summer '13. Each summer thereafter, we would like to increase the number and provide this opportunity for the least-represented programs such as Shanghai.

Type of action: Resource neutral

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

Evidence to support action: We need to do a better job of “leadership development” for our designated IP student leaders (RAs, service coordinators, spiritual life coordinators, media coordinators, etc.). Feedback from Directors and student leaders indicate there is a tendency to see these students leaders as “finished products” when they arrive overseas.

Timeline for action: In the spring and summer of 2012, the Director of Student Affairs, Jeff Hamilton, did a complete overhaul of the RA selection and training process. In Fall 2012, he instituted an overseas RA retreat.

Expected outcome: More effective student leaders and greater commitment by Directors to work with student leadership development.

Type of action: Resources necessary – funds have been secured via IP operational budget to continue student development training.

**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.

Evidence to support action: Similar to what we're seeing on campus, there has been an increase in student mental health problems overseas.

Timeline for action: By January 2014, all Directors will provide the IP Dean with information on how much it would cost to secure a local counselor on retainer for services to student mental health issues.

Expected outcome: Every program will offer mental health services to their students.

Type of action: To be determined

**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.

Evidence to support action: 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.

Timeline for action: In the last two years, we have diversified our EFTs to include less-familiar cultures (Jordan, Egypt, Tibet). Beginning in Fall 2013, the Washington DC program plans to offer an International Study Tour to the Middle East and Cuba.

Expected outcome: To offer at least two non-traditional program destinations during the summer.

Type of action: Resource neutral

We are very proud of the increased enrollment over the last five years, the improvement in our student orientations and faculty workshops, more creative and effective marketing techniques, six well-run and interesting destinations for long-term international experiences, unique summer programs in places where students experience under-served populations, and a very talented, energetic staff, both in Malibu and overseas. Having said that, it is our hope that the review team could specifically help us with the eight areas above for future development.

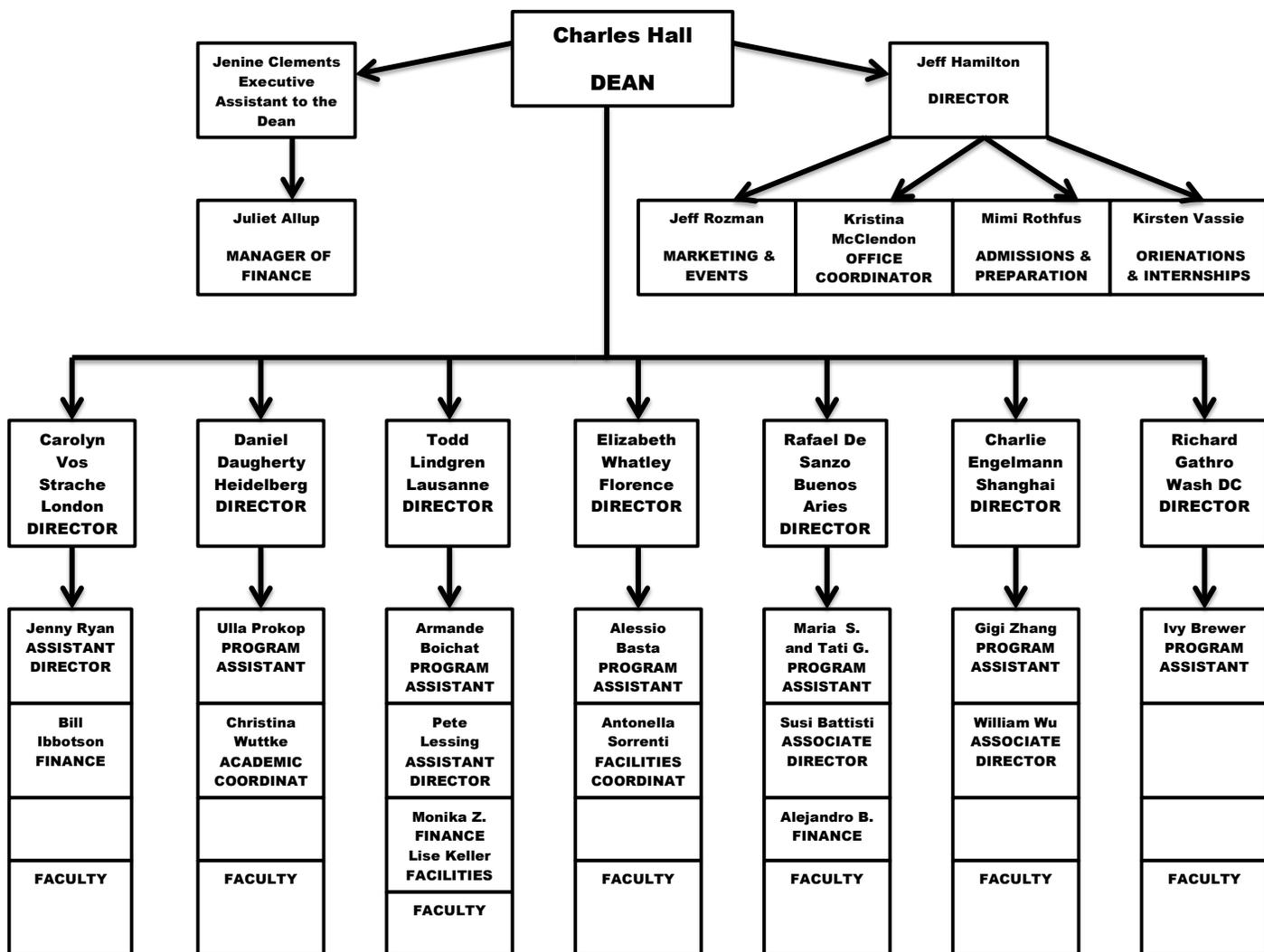




Internships			31	33	33	29	37	34	16
Edinburgh		x	28		31		30	-	33
English	x		x	5		10			
History/Politics		x	7						
Religion	x		x	31		29	-	17	-
<b>Total</b>			<b>66</b>	<b>69</b>	<b>64</b>	<b>68</b>	<b>67</b>	<b>51</b>	<b>49</b>
<b>Lausanne</b>									
Internship			26	13	5	6	-		
Humanities		x	4	2	30	4	-	3	3
French Intensive	x		x	8					
Leadership Institute			15	-					
<b>Total</b>			<b>45</b>	<b>23</b>	<b>35</b>	<b>10</b>	<b>-</b>	<b>3</b>	<b>3</b>
<b>Buenos Aires</b>									
Internship			16	3					
Spanish Completion			19	12		15		16	
Spanish Intensive		x	19	x	15	x	13	x	25
<b>Total</b>			<b>54</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>13</b>	<b>16</b>	<b>25</b>
<b>Shanghai</b>									
Internship			18	6					
Business/Asian St.			11	8					
<b>Total</b>			<b>29</b>	<b>14</b>					
<b>Madrid</b>	x		-	22	-	19	-	31	21
<b>East Africa</b>			<b>12</b>	16	19				
<b>Galapagos Islands</b>	x	x	-	14					
<b>South Africa</b>	x	x	-				12	-	10
<b>Honduras Medical</b>	x	x	-	10		7	8	9	6
<b>Costa Rica/Argentina</b>	x	x	-		13	6	11	-	-
<b>CS Lewis Program</b>	x	x	-		15				
<b>St Petersburg</b>	x		Can cel						
<b>Vietnam &amp; Cambodia</b>			-						
<b>Fiji Medical Mission</b>			<b>25</b>						
<b>India (between semesters)</b>		17							
<b>SUMMER TOTAL</b>			<b>283</b>	<b>273</b>	<b>256</b>	<b>201</b>	<b>219</b>	<b>225</b>	<b>216</b>
<b>ACADEMIC YEAR TOTAL</b>			<b>385</b>	<b>381</b>	<b>362</b>	<b>349</b>	<b>307</b>	<b>279</b>	<b>262</b>
<b>SUMMER TOTAL</b>			<b>283</b>	<b>273</b>	<b>256</b>	<b>201</b>	<b>219</b>	<b>225</b>	<b>216</b>
<b>GRAND TOTAL FOR YEAR</b>			<b>668</b>	<b>654</b>	<b>618</b>	<b>550</b>	<b>526</b>	<b>504</b>	<b>478</b>

# Appendix B

## International Programs Malibu Office Organizational Chart



## Appendix C

### Responsibilities of a Program Director

The primary responsibility of a Program Director is to help fulfill the Mission of International Programs: to provide students with a life-changing international experience designed for intellectual, social, personal, and spiritual transformation. To carry out this Mission, the Program Director is responsible for the following:

- 1) The Program Director is the chief local administrator of the Program and is directly accountable to the Dean of International Programs in Malibu.
- 2) The Program Director provides oversight of the Program's budget and financial needs and works closely with the Seaver budget director and IP budget manager in Malibu. This includes responsibility for local expenditures, keeping records, transmitting financial data to Malibu, and proposing necessary budget expenditures for the new fiscal year, when necessary.
- 3) The Program Director is responsible for hiring and managing competent personnel (within the confines of the budget) to assist in the operation of the program (for example a program assistant, adjunct professors, maintenance workers, janitor, cook, etc.).
- 4) The Program Director is responsible for the academic curriculum that is offered in the Program. This includes working closely with the IP Assistant Director of Academic Affairs in Malibu to decide what is offered, securing classroom space and resources, and the scheduling of courses.
- 5) The Program Director is responsible for hiring and managing competent local faculty to teach courses in the academic curriculum. The Program Director should administer regular evaluations of the local faculty and provide feedback for improvement, when necessary.
- 6) The Program Director is responsible for planning and conducting local field trips as well as planning and conducting one major Educational Field Trip each semester in a location outside the Program's city.
- 7) The Program Director is responsible for overseeing the physical operations of the facility including the hiring of personnel to perform all necessary maintenance and renovation when needed.
- 8) The Program Director is responsible for overseeing student life and community. This includes meeting with the Program's RAs, giving direction and oversight to all disciplinary issues including the administering of punishments and sanctions as required, providing resources and information for local cultural opportunities, student recreational and leisure needs.

- 9) The Program Director is responsible for making sure that student meals are adequately provided.
- 10) The Program Director works closely with the Pepperdine Visiting Faculty in establishing their role as “house parents, how to involve them in the life of the student community, and assistance to Visiting Faculty in giving leadership to Sunday Night Church Service.
- 11) The Program Director should provide spiritual leadership by modeling a personal commitment to Christian moral and ethical values, by creating an environment that encourages spiritual development, and by encouraging opportunities for spiritual growth.
- 12) The Program Director should provide opportunities, programs, incentives to get students engaged with others in the local community.
- 13) The Program Director works closely (via email and telephone) with the IP Assistant Director for Academic Affairs and the IP Director of Admissions and Student Affairs, both in the Malibu IP Office.
- 14) The Program Director will have regular communication with the Dean of International Programs in Malibu.
- 15) The Program Director should regularly administer a program evaluation at the end of each semester and initiate changes and/or improvements whenever it is deemed appropriate or necessary.
- 16) The Program Director teaches at least two courses each academic year.



## **Appendix D**

### **Lausanne: Link Between Student Learning Outcomes and Program Activities**

#### **Goal A: Students will experience intellectual growth.**

##### **1) Students will have more knowledge about the history of their host country.**

The Lausanne Program team and faculty are dedicated to educating the students about the rich history of their host country.

From the moment students arrive in Lausanne, students take part in local field trips. One of our professors, Dr. Elizabeth Strebel (PhD in European History from Princeton) leads many of these visits, which highlight the historic/artistic/architectural features of the country.

The autumn orientation program includes trips to the Lausanne Cathedral and historic center, the Lavaux region (a UNESCO world heritage site) and Geneva (Cathedral, Reformation sites/ old town and the United Nations). In January, new students also visit key sites in the Lausanne region. All students visit Gruyères (which played an important role in Swiss history) and Bern (Switzerland's capital city /Swiss Parliament /Historic & Einstein Museums).

During the autumn orientation, all students follow a special introductory lecture, which gives them a brief overview of the history of the country from a professor from the University of Lausanne. This is the first of many guest speakers who share with our students throughout the year.

Learning about the history of Switzerland, is a key part of courses such as the International Experience and many of the French classes. To enrich the classroom experience, there are also local field trips, for example to the Chateau de Chillon (Swiss history/Lord Byron) and Romanmôtier (historic Roman/Cluny abbey ). There are also informal opportunities for students to gain knowledge about their host country's history, for example, through organized exchanges with local students and families.

##### **2) Students will have more knowledge about the major contemporary political, economic and cultural issues in their host country.**

The program director's passion for contemporary political, economic and cultural issues gives students many unique learning opportunities in Lausanne.

Students are given access to local and international papers and have access to radio/internet/television. Program staff and faculty engage students in discussions about current issues both in and outside of the classroom. There is also a small “student news” team which compiles and distributes brief weekly summaries of key current events for the program.

Courses, for example French, Sociology and Business Law, draw on current events and issues for discussions/illustrations of topics being studied. Students also have the opportunity to discuss and debate current issues with informal exchanges with members from the local population.

**3) Students will have more knowledge about the relationship between the United States and Host Country.**

During their first month on campus, students have a guest lecture with a representative from the Swiss Parliament who helps explain how the countries government works and makes connections between the Swiss and the United States governments. Throughout the year, there are other guest lectures, with speakers both from the public and private sectors, which draw on and deepen the students’ knowledge of Swiss/US relations and each countries international role (US as a major world leader/Switzerland’s unique position of neutrality).

Students are also exposed to the media representation of general public reaction to current events which help build their knowledge about relations between Switzerland and the United States (ex. banking crisis, elections, Polanski arrest, the construction of mosques/minarets).

**4) Students will have more accurate knowledge of generalizations made about the people in their host culture and the generalizations they make about Americans.**

Students start exploring this during orientation activities. French courses and the International Experience course also tackle subjects of generalizations and clichés and the difficulty of establishing these in countries with a high degree of diversity (like the United States and Switzerland).

The International Experience particularly highlights the difficulties surrounding making generalizations about the Swiss, as the country is made up of 26 distinct regions and has 4 national languages and roughly 20% of its population is made up of non-Swiss nationals (immigrants/expatriates). International experience students explore these topics through class discussions, guest lectures, field trips and through reading the book Swiss Watching.

Students also talk about these generalizations during informal exchanges with students from local schools (grade school/university students) as well as in their interactions with local community members during, for example, their service work.

**Goal B: Students will experience growth in their social awareness.**

**1) Students acquire a heightened sense of global interconnections and interdependences.**

Students are introduced to Switzerland's unique role both within Europe and in the international community. The Lausanne/Geneva region is a center for international activities – with the United Nations, large multinational headquarters, Non-governmental organizations, faith-based organisations and numerous world-class international schools and universities. Students studying in Lausanne are exposed to the way in which these organisations work together (and why they are located in Switzerland), starting during the orientation session. This theme continues throughout the year – and is echoed during Convocation, guest lecture events, field trips and in course content.

**2) Students can identify some of the major social issues facing the people in the country of their program.**

Students are exposed to social issues (healthcare/women's rights/role of immigrants / foreigners / political debates) through access to current media (newspapers/radio/television). Professors – particularly in French courses/Sociology/International Business Law/International experience course) draw on current affairs for class discussions.

Students also gain knowledge about these issues through their connection with the Refugee Museum in Lausanne and through their involvement in service work with *Neighbours Global Connections*, a non-profit organization which works with refugee children in Switzerland. Students in the Lausanne program also interact with elderly citizens at the Bethanie Elderly home in Lausanne.

Students are exposed informally to these issues through contact with locals – for example in their language exchange program (tandem) , dinners with the local Church of Christ family, dinners at the program directors home and in discussions outside of the classroom with Lausanne faculty and staff.

**3) Students are able to describe their own culture with greater knowledge and awareness.**

By stepping outside of their own culture, students are able to see it from a distance and are able to develop a new (and clearer) awareness of their own culture. The program faculty and staff work to engage students in discussion along these lines both inside and outside of the classroom.

In a more formal setting, students following the US History course are given a new perspective by their professor who is a British national who has lived and worked on 3 different continents.

Students in the International Experience course reflect on differences and similarities between American and Swiss culture through journal activities and a final project presentation. Guest speakers to this course include local film makers, government officials, university professors, international business people and local residents.

In Lausanne, students have multiple opportunities to describe their own culture – for example during exchanges with the local Church of Christ family in Lausanne or in explaining differences when they meet with local students in the tandem exchange program.

**4) Students are more understanding of and curious about other’s beliefs.**

Students are encouraged to be tolerant, open and curious about other’s beliefs. For example, they are challenged with guest lecturers from various backgrounds (Swiss government/Agha Khan Foundation, various local and international churches) which expose them to new points of view. Lausanne program staff help students understand and appreciate these new viewpoints by following up with formal and informal discussions as needed.

Students are also exposed to multiple Christian organisations who work with populations from other backgrounds/cultures/religions. For example, students work with largely muslim refugee populations (from Albania/Kosovo) in their community service work with Neighbours Global Connections. They also hear presentations from faith-based organisations, like Medair and Mercy Ships, on how they delicately approach issues of faith and Christian beliefs when working abroad.

**5) Students are able to view a single issue from multiple perspectives, and they are more comfortable with complexity and ambiguity.**

Living in Switzerland, a multicultural country with over 20% foreign population, a great majority of who are first generation immigrants, speaking a myriad of languages and coming from diverse religious backgrounds, forces students to rethink issues. Switzerland’s role in the international community provides a neutral ground for discussion in relation to world issues and this encourages students to rethink issues from a more neutral platform. Speakers at different conferences and events on and off the Lausanne campus often refer to various issues in the US and compare and contrast other countries policies and points of view. This allows students to step back and rethink ideas from their own perspective, outside their home country. This allows them to reach an understanding of complexity and ambiguity, and gives them the ability to recognise and consider different points of view.

**Goal C: Students will experience personal growth.**

**1) Students will be more confident about their self-identify.**

We encourage diversity and acceptance and safe environment – from house church to small group discussions/convocations/EHL workshops /Colour me beautiful/leadership opportunities/one on one mentoring/office hours/ individual student appointments.

**2) Students will be more confident in their ability to make practical, everyday decisions that they previously relied on parents to do for them.**

- a. Travel plans
- b. Personal budgets
- c. shopping/cooking
- d. building friendships relationships

**3) Students will make more responsible choices about the use of alcohol and appropriate intimacy in relationships.**

- Discipline scenarios and role-plays during orientation are used to provide hands on examples that illustrate the rules clearly to students
- Social observations – local students are legally allowed to drink at 16 years of age–culturally and socially it would be regarded as a faux pas to be visibly intoxicated or out of control in Switzerland
- Living in a close community provides a level of transparency that promotes respect and personal responsibility
- Personal responsibility and group accountability are important. Pepperdine students are aware of their visibility in the local community.

**4) Students will be more confident in their ability to resolve differences/conflicts with other individuals.**

- a. Students are encouraged by the Lausanne staff to work out conflict themselves, if possible. They are required to reach solutions rather than not facing up to differences or conflicts. Living in close quarters forces reconciliation rather than avoidance. Living away from families and their home countries requires students to quickly gain in personal maturity and responsibility.
  - i. With regards to classroom or academic issues, students are required to talk to their professors to try to find solutions to problems before approaching the Lausanne staff. The Lausanne program fosters a culture of open discussion where students discuss issues with faculty and staff to promote a healthy open classroom environment.
  - ii. Students choose their own roommates and the RAs are responsible for conducting basic human respect meetings to encourage healthy communication between students.

**Goal D: Students will experience spiritual growth**

**1) Students will have more “ownership” of their religious beliefs. In other words, their beliefs are not simply borrowed or inherited from parents and/or community but they have chosen to make them their own.**

- a. Exploration during small bible study/girls group
- b. Encouragement to visit and choose religious communities in the area
- c. Weekly dinners with Church of Christ pastor
- d. Diverse convocation speakers – challenging perspectives
- e. Working with Muslim refugees with a Christian perspective (also Mercy ships/Medair)
- f. Anglican Pastor presentation on St. Patrick
- g. Explanation of European religious experience by local pastor

**2) Students will have a clearer sense of their own unique purpose and calling in the world.**

- 1. Topics explored in convocation are varied to provide concrete examples of people making a difference on varied levels. The intention is to help students find their calling, to give them a sense of purpose and help them to understand and explore new and different possibilities
- 2. The weekly house church and student led groups discuss personal growth and development and the students think about their responsibility in the world. Day to day experiences overseas help students recognise their unique ability to contribute and their ability to serve others. Everyone has a unique gift
- 3. Exposure to speakers and ideas allows students to see how individuals have managed to make great change. Speaking to these leaders can help students see how they can change and shape the world

**3) Students will depend more on their religious faith to guide them in their daily choices and for help during difficult periods.**

The resources in the Lausanne program are manifold ranging from one on one mentoring from the Lausanne program staff and visiting Pepperdine faculty to professional Christian counselling. Personal pastoral care from the Church of Christ Pastor is available. Christian themes are explored during convocation which give students guidance on how to live life with Christian values. Students have access to many diverse English speaking churches and pastoral care in the local community.

**4) Students will learn how their faith has been shaped by growing up in American culture and how their faith might be different had they grown up in their host culture.**

- a. Students are surprised by the lack of discussion on spiritual or religious issues in Switzerland. They have to recognise and attempt to understand the role

religion plays in the Swiss society. Students have the opportunity of seeing Christian values expressed in a way that is different

- b. Pastor François Rochat comes in to explain reformation/expression of faith in this culture and the history of religion in Europe
- c. Attending local churches and having spiritual discussions with local friends and acquaintances deepen the students understanding of the expression of religion, faith and culture outside the US
- d. By doing community service Pepperdine students demonstrate to the community an example of integrating Christian values into higher education institutions.

**5) Students should be exposed to the various faith commitments and practice of their host culture, understand the meaning that faith has for people in their host culture, and learn how to talk about spiritual matters to people with different backgrounds.**

- 1. Students have the opportunity to listen to diverse religious leaders in the local community : François Rochat, Protestant pastor, Brady Smith, pastor Church of Christ, Clive Atkinson, Anglican Pastor, Martine Buchli, Chaplain, Bethanie Elderly home, Ushi Riedel, Chaplain, Ecole hoteliere de Lausanne
- 2. During the language tandem with local students and opportunity will be given to explore and explore the cultural and spiritual differences and similarities
- 3. The Lausanne program invites various Faith based organisation to speak in convocation. It is interesting for students to hear how these organisations work in foreign cultures and how they approach Christianity with respect to the native culture belief.

## Appendix E

### London: Link Between Student Learning Outcomes and Program Activities

#### **Goal A: Students will experience intellectual growth.**

##### **1) Students will have more knowledge about the history of their host country.**

By the end of orientation during the first week, students will have enhanced their knowledge of both their local South Kensington neighbourhood and the wider city of London. Additionally, they will have visited at least one historical site outside the city, such as Windsor Castle, Bath, Salisbury, Winchester or Stonehenge, and they will be able to identify the historical significance of the site.

By the end of the semester, students will have visited no fewer than ten sites in the host country and be able to identify why they are of historical significance.

Students in the Fine Arts, Science and Humanities classes participate in weekly excursions to many of London's historical monuments and galleries.

##### **2) Students will have more knowledge about the major contemporary political, economic and cultural issues in their host country.**

By the end of one semester, students will have read newspaper and magazine articles on a weekly basis about the political, economic and cultural issues of their host country. Three daily newspapers and three news magazines are delivered on a daily or weekly basis and placed at the breakfast and dining tables in the kitchen. Students will also listen to local news and TV about host country political and economic issues.

During each semester, faculty will give students assignments that require them to evaluate contemporary issues in the host country.

##### **3) Students will have more knowledge about the relationship between the United States and Host Country.**

By the end of the first semester, students will have read the book "Watching the English" and discussed the unique cultural differences between the United States and the United Kingdom.

Students will be able to identify the commonalities in rules governing English behaviour—the unofficial codes of conduct that cut across class, age, sex, region, sub-cultures and other social boundaries.

**4) Students will have more accurate knowledge of generalizations made about the people in their host culture and the generalizations they make about Americans.**

By the end of the first semester, students will read the book “Watching the English” and will discuss the generalizations and stereotypes made about their host culture. They will compare and contrast these to the generalizations made about Americans.

**Goal B: Students will experience growth in their social awareness.**

**1) Students acquire a heightened sense of global interconnections and interdependences.**

By the end of the student’s study abroad experience, they will have enrolled in courses that give them a heightened sense of global interconnections and interdependencies. They will become aware of monetary issues studied in Economics courses; social justice issues studied through themes represented in students’ viewing paintings at the galleries; political policies of each country which are studied through the HUM 212 and 313 Western Heritage courses and how policies have affected each country and the reasons wars have been fought.

**2) Students can identify some of the major social issues facing the people in the country of their program.**

By the end of the semester/year in courses such as HUM 212 and 313 and BA 366, students will have studied past issues of discrimination, including those of race, gender and the gap between rich and poor, and also examine how the discrimination continues during the present time.

By the end of the semester/year, the students will have studied the role of immigration issues on current economic and social issues in the host country.

By the end of the semester/year, students will have followed the election of leaders in the country and be able to articulate the differences in viewpoints in the minority and majority political parties.

**3) Students are able to describe their own culture with greater knowledge and awareness.**

By the end of the semester/year of study, by watching people in the host culture and having conversations with locals, students will increase their knowledge of the way that Americans are viewed by other countries, and they will appreciate the strengths and weaknesses of American culture and values.

Students will be able to recognize and articulate some of the unwritten rules of American culture that they have done instinctively in the past but now are conscious of the rules of society.

**4) Students are more understanding of and curious about other's beliefs.**

By actually living in the host country and not just being a tourist for a few days, students will learn about the host country's patterns of behavior, customs and way of life, ideas, beliefs and values.

**5) Students are able to view a single issue from multiple perspectives, and they are more comfortable with complexity and ambiguity.**

Students will be able to take any issue and discuss it from an English perspective and outline how the American perspective might differ. The development of awareness of these differences will lead students to become better critical thinkers and enable them to recognize that each issue has multiple perspectives.

**Goal C: Students will experience personal growth.**

**1) Students will be more confident about their self-identify.**

On the program evaluation at the end of the semester/year, students often indicate that they are more clear about who they are, who they want to be and what they want to pursue as a career. After spending a great length of time away from home, students will indicate that they have become more appreciative of family and friends and the positive influence in their life.

**2) Students will be more confident in their ability to make practical, everyday decisions that they previously relied on parents to do for them.**

By the end of the semester/year, students will acknowledge that they have developed more independence from family and are able to make decisions regarding eating, travel, managing a personal budget and making decisions about future careers. Students will indicate less fear about the unknown and more willingness to risk when factors about a situation are unknown.

Students will be able to function effectively in a new environment or city.

**3) Students will make more responsible choices about the use of alcohol and appropriate intimacy in relationships.**

By the end of the semester/year, students will become knowledgeable about the healthy limits for alcohol and choose to drink responsibly within those limits. Students will be trained during orientation regarding alcohol in a program called

“Mind the Limit” and develop an internal monitor that influences them to make good decisions regarding alcohol consumption. Students who demonstrate responsible drinking and are not placed on probation during the semester are rewarded by an end of the semester party.

**4) Students will be more confident in their ability to resolve difference/conflicts with other individuals.**

By the end of the semester/year, students will be able to talk to roommates about room conflicts and resolve them without outside intervention. Students who live in multiple person rooms will learn to tolerate noise and sleep interruption and work out conflicts related to these community living issues.

Students will learn interpersonal skills, including learning to disagree without harming the relationship. They will become able to stand up for their own needs and yet remain aware of other people’s needs.

**Goal D: Students will experience spiritual growth**

**1) Students will have more “ownership” of their religious beliefs. In other words, their beliefs are not simply borrowed or inherited from parents and/or community but they have chosen to make them their own.**

By the end of the semester/year, students will make personal choices regarding attending religious weekly services (including bible study groups, college groups at local churches and Sunday church) based on their own preferences. They will become less influenced by their parents.

**2) Students will have a clearer sense of their own unique purpose and calling the world.**

By the end of the semester/year, students will have assessed their personal strengths and weaknesses, travelled and observed others less fortunate. They will have made a decision on how they are going to make a contribution to giving to others and how it fits their vocation.

**3) Students will depend more on their religious faith to guide them in their daily choices and for help during difficult periods.**

By the end of the semester, students will indicate that they have voluntarily begun daily devotions and have joined a church to support their faith.

- 4) Students will learn how their faith has been shaped by growing up in American culture and how their faith might be different had they grown up in their host culture.**

By attending local churches and talking to local students in the program, they will examine their own spiritual journey and compare it to that of the individuals who they meet in their host country.

- 5) Students should be exposed to the various faith commitments and practice of their host culture, understand the meaning that faith has for people in their host culture, and learn how to talk about spiritual matters to people with different backgrounds.**

Students will attend various churches including Anglican, Catholic, Greek Orthodox and churches such as Hillsong. They will meet people through services and events at the churches. They will learn to talk about spiritual matters to different people after observing the religious services in the country and may participate in a mission focused program such as “Alpha” and Christianity Explored”.

## Appendix F

### Heidelberg: Link Between Student Learning Outcomes and Program Activities

#### Goal A: Students will experience intellectual growth.

##### 1) Students will have more knowledge about the history of their host country.

This goal is achieved at many different levels. First and foremost, all students in the Heidelberg Program study the language of the host country on a daily basis. Language is identity and language exemplifies culture. Throughout the academic year, students thus develop a better understanding of the environment they live in. During the first week of “Head-start German”, students do not only learn about the German language, but also about the history of the town they live in. This gives them an understanding of the impact of German historical events within the smaller scale of the city of Heidelberg.

Throughout the year, the major courses taught in the Heidelberg Program are aimed at giving the students the necessary tools to discover and understand the history of their host country. Among these courses, the GE courses Hum 212 and 313 (Western Heritage) shine a light on key historical events in Germany and their impact on world events. Through courses such as HIST 592 (German History) and POSC 353 (Comparative European Politics), students also achieve a better understanding of the role and impact of events in Germany within the European context.

Excursions to important German historical sites such as Würzburg, Roman Trier, the excavation of the medieval Jewish Ghetto ruins in Frankfurt, Ludwigsburg Baroque Castle, the city of Strasbourg, the Rastatt Museum on the German Revolution of 1848, the Concentration Camp Memorial at Dachau among others and Educational Field Trips to Vienna, Austria - or exceptionally this year (2010) to the Oberammergau Passion Play which has taken place every 10 years since the Middle Ages - vividly illustrate the material studied in the classroom. These excursions and Educational Field trips are coupled with assignments (papers and quizzes) which are aimed at demonstrating that students have grasped and are able to discuss the meaning of what they have experienced.

##### 2) Students will have more knowledge about the major contemporary political, economic and cultural issues in their host country.

This goal is achieved via the assignments given to students in German classes, more specifically in the HIST 592 class (German History), POSC 510 (German Government and Society) as well as the HUM 295 class (Enriching the International Experience) and the ensuing dialog that takes place between the students and the professor.

As all Heidelberg students begin every class day with a German class, watching German news on television and reading the German Newspaper delivered daily to Moore Haus (place of residence of the students) are among the assignments given to students by the German professors.

At the “Deutscher Tisch” (German Table), students are encouraged to sit once a week with a German professor to discuss current events and all things German during dinner.

**3) Students will have more knowledge about the relationship between the United States and Host Country.**

This goal is also achieved via the tools mentioned above (Intellectual Change 1-3) and the dialog that takes place with their professors. The HUM 295 (Enriching the International Experience) and the HIST 592 (German History) classes represent a unique context in which questions regarding the relationship between the US and Germany can be thoroughly explored.

Students are also encouraged to take the POSC 353 class (Comparative European Politics) in which the American, German and European systems are studied and compared. Due to the proximity of Strasbourg (90 miles south of Heidelberg), which features the European Parliament, and Frankfurt (50 miles north of Heidelberg), which features the European Bank, Heidelberg is situated in a unique location and lends opportunities for excursions to these important sites.

**4) Students will have more accurate knowledge of generalizations made about the people in their host culture and the generalizations they make about Americans.**

The Heidelberg Program encourages all students to take the Hum 295 course (Enriching the International Experience) whose aim is precisely to help them better understand the culture of their host country and to discard the “comparing” approach, which always seeks to evaluate the worthiness of any social structure in light of the American culture. As this course is taken on a voluntary basis, the students who choose to participate are always enthusiastic and interested. The spirit of the course and the way in which it is taught is, in essence, the approach taken by all Heidelberg instructors. On a daily basis, the Heidelberg professors encourage this open-minded approach and challenge the students to investigate and better understand the culture

they live in. Thus, the student body as a whole is constantly given opportunities to inquire and look for answers in a non-judgmental way.

**Goal B: Students will experience growth in their social awareness.**

**1) Students acquire a heightened sense of global interconnections and interdependences.**

By the end of the student's study-abroad experience, they will have enrolled in courses that give them a heightened sense of global interconnection and interdependency. They will become aware of political and monetary issues studied in History and Political Science courses; social-justice issues studied through themes represented in students' viewing of paintings in art galleries and the discussion thereof in the Humanities courses; political policies of each country which are also studied through Humanities and Political Science courses on how policies have affected each country and the reasons wars were fought. Finally, through Political Science and History courses on the European Union and the Modern Middle East, they will learn how boundaries between countries can be overcome and, in the case of the European Union, unity achieved.

**2) Students can identify some of the major social issues facing the people in the country of their program.**

Students coming to live in Germany are exceptionally sensitive to the recent history of their host country. Many have grandparents or great-grandparents who fought in the Second World War and some even have parents who have been exposed to Germany through the military. The common history of both countries is a starting point for them to understand the social issues facing Germany 55 years after WW II and 21 years after the coming down of the Berlin Wall.

Classes such as Hum 212 and more specifically Hum 313 (Western Heritage) give students a solid basis for the understanding of social developments within German society. Students in Heidelberg are also encouraged to take the HIST 519 class (Hitler and the IIIrd Reich), which gives them a forum to better understand the challenges faced by Germany as a result of its tragic past.

The role of immigration, the understanding of the reunification process since 1989 and the spectrum of political parties in Germany thus become much clearer for them as they study Germany's past and its direct consequences on the development of the relatively young German Republic.

**3) Students are able to describe their own culture with greater knowledge and awareness.**

Through their studies of the German culture and the experiences throughout their daily lives in Germany, students are able to better understand what they appreciate in their own culture; they also begin to identify the flaws both within American society as in German society.

The International Program students in Heidelberg is thus better equipped to understand and consciously engage in their own culture after they return to the United States. There have been multiple examples in the past years of how Pepperdine students in Germany were constantly challenged by Europeans to explain, defend or criticize the policies of the United States. This is a challenge that brings along the great reward of finding answers to questions that one might never be confronted with if one never lives abroad. On the other hand, through their experience in the classroom and in the relationships they build in Germany, time and again students are surprised and encouraged by how much unites Europe and the United States and how their own culture has had a positive influence, specifically on Germany and on its return to democracy in the mid-20<sup>th</sup> Century.

**4) Students are more understanding of and curious about other's beliefs.**

During the course of the academic year or semester, an American student living abroad will inevitable be confronted with the beliefs of others, beliefs she or he has never encountered or never taken the time to think about. As the late Senator William Fulbright and former German Chancellor Schmidt often have stated, travelling abroad, learning a foreign language and actually living in a foreign culture are the best recipes for the development of a tolerant and opened mind. The Heidelberg Program follows this motto and with this goal in mind, encourages all students to immerse themselves in the culture of their host country and to open-mindedly encounter other patterns of behaviour, customs and way of life, ideas, beliefs and values.

**5) Students are able to view a single issue from multiple perspectives, and they are more comfortable with complexity and ambiguity.**

In the complicated world we live in, all of us are in danger of oversimplifying the complex issues we are confronted with. By deciding to live in Germany, the students in the Heidelberg International Program have taken the first courageous step into foreign territory, a situation that requires much humility, the fact that they are living in a non- English speaking culture being one - but not the only - major hurdle to overcome.

The rewarding experience for a Pepperdine student who makes this choice is that this experience inevitably leads him or her to see from multiple perspectives and to be more comfortable with complexity. The result of this is that students experience dramatic positive change and reach a higher level of maturity in a very short time.

## **Goal C: Students will experience personal growth.**

### **1) Students will be more confident about their self-identify.**

Students living abroad, many of them for seven months, reach a level of confidence and of maturity that one can describe as exponential. On the one hand, the challenges of moving abroad and living in a country where English is a foreign language are immense; on the other, the growth that students achieve is much greater than when a student - for example - moves to another state within the US. Time and again, students comment on how these months abroad have changed them, and the faculty and staff are always amazed at how much more self-confident the students are when they leave Heidelberg.

### **2) Students will be more confident in their ability to make practical, everyday decisions that they previously relied on parents to do for them.**

As students develop a sense of self-confidence (see above), they learn how to make practical decisions regarding various aspects of daily life such as health matters, travel and budgetary decisions. It must also be mentioned that students learn through their mistakes and quickly discover that they must accept the consequences of their actions, be they positive or negative.

Through the experience of living and studying abroad, students are better equipped to make decisions regarding their future goals, regarding the choice of a major, the meaning of vocation and the search for a future career.

### **3) Students will make more responsible choices about the use of alcohol and appropriate intimacy in relationships.**

In order to fulfill these important goals, the Heidelberg Program has decisively worked with students using both education and discipline to reward the large majority of students who do not abuse alcohol and who develop healthy relationships on the one hand, and on the other, to make it unequivocally clear that alcohol abuse and promiscuity are unacceptable, are and will not be tolerated.

Education and dialog are the main keys to this process and the large majority of students understand that a community can only function well when individuals make healthy choices in these areas.

### **4) Students will be more confident in their ability to resolve difference/conflicts with other individuals.**

Community and Basic Human Respect are two concepts that Pepperdine students have learned to develop and work with on the main Campus in Malibu. Thus, they come well equipped to live in community and to further develop the ability to resolve

conflicts especially with other students in the Heidelberg Program, but also with regard to faculty, staff and the different people they encounter in Germany. Also, through travelling during their weekends, students develop skills in conflict-management on a very practical basis. As Mark Twain so wisely wrote: “I have found out there ain’t no surer way to find out whether you like people or hate them than to travel with them.”

The challenge of living with 50 other individual is great, and to this end, the Heidelberg Program encourages roommates to meet with the RAs to discuss rooming issues. The sense of community developed throughout the year is the main tenor in what students write us about their experience abroad and the vast majority of them leave Heidelberg much better equipped to solve problems with other individuals than when they arrived.

### **Goal D: Students will experience spiritual growth**

- 1) Students will have more “ownership” of their religious beliefs. In other words, their beliefs are not simply borrowed or inherited from parents and/or community but they have chosen to make them their own.**

Our goal is to help students identify what they believe, as opposed to what they have accepted at face value or have even reluctantly accepted and struggled with.

Our goal is to encourage students to also apply critical thinking in the field of faith and to come to a better understanding of their own faith as a liberating force and not one that fears investigation.

- 2) Students will have a clearer sense of their own unique purpose and calling the world.**

Students in an International Program such as the Heidelberg Program are constantly confronted with the fact that they are tremendously privileged. Within the context of the Pepperdine motto “Freely Receive, Freely Give”, they experience how others are not as blessed as they are.

The Heidelberg Program encourages students to take part in service projects and students inevitably return changed and with a better understanding of their purpose and calling. I never cease to be amazed at how many alumni return to Heidelberg telling us that the Heidelberg experience was the defining moment in their decision to lead a purposeful life.

- 3) Students will depend more on their religious faith to guide them in their daily choices and for help during difficult periods.**

The Heidelberg Program encourages students to take part in the spiritual activities offered by the program (Sunday House Church, student devotionals - SALT -, daily Chapel, Convocation, invitation to take part in German - or sometimes English - services in local churches and to even join a church).

The Heidelberg Program also encourages students to themselves initiate bible studies and prayer meetings. The goal of the Heidelberg Program is to encourage and support natural leadership in order for the students to not only depend on faculty and staff, but also and foremost to lead in spiritual matters.

**4) Students will learn how their faith has been shaped by growing up in American culture and how their faith might be different had they grown up in their host culture.**

As students are encouraged to visit local churches and to meet Germans in such activities as “Heidelpraise” (a devotional initiated by the Freie Evangelische Gemeinde - Heidelberg Free Evangelical Church), Sunday morning worship at the Heidelberg Gemeinde Christi (Church of Christ), and the Freie Evangelische Gemeinde among others, Studentenmission Deutschland (“Campus for Christ” for Students of Heidelberg University), Pepperdine students in Heidelberg are able to see the cultural differences that shape the expressions of faith among Germans and compare them with how they were brought up to express their faith in the US.

**5) Students should be exposed to the various faith commitments and practise of their host culture, understand the meaning that faith has for people in their host culture, and learn how to talk about spiritual matters to people with different backgrounds.**

Pepperdine students in Heidelberg are encouraged to attend services and to take part in activities in different Christian churches such as the Gemeinde Christi, the Freie Evangelische Kirche, the Katolische Kirche (German Catholic Church) and the Evangelische Kirche (German Protestant Church). Individuals from these different groups are often guest speakers in weekly Convocation.

The Heidelberg International Program has a lively relationship with the Providenz Kirche (the Providence Church), the Protestant Church next door to the Pepperdine classrooms. Convocation is celebrated there at least once - if not twice - during the academic year. The Pastor of both the Providenz Kirche and the Heiliggeistkirche (the main Protestant Church in the old town of Heidelberg) is a friend of the Heidelberg Program and has spoken to the students on various occasions.

Thus, students in the Heidelberg Program are widely exposed to the different faith commitments in Germany and learn to engage in a dialog with people who practise their faith in a different way from their own.



## Appendix G

### Shanghai: Link Between Student Learning Outcomes and Program Activities

#### Goal A: Students will experience intellectual growth.

##### 1) Students will have more knowledge about the history of their host country.

Within the orientation curriculum, students engage in a variety of activities that are designed to familiarize them with the city of Shanghai, the unique history of the city during the foreign colonial era, the rise of communism, and the advent of China's unique market economy.

Throughout the year, students attend optional lectures and activities that take them to surrounding cities and towns, and expose them to the unique (and ancient) histories of those places. A commonly emphasized theme is the scope and breadth of Chinese history and civilization; value is placed on putting the history of these ancient cities in the context of China's past and present development.

Educational field trips, which all students participate in, take place within China at least one semester per year; sites for the trips are typically chosen for opportunities to learn about the history of that area. Examples include Beijing, Xian, Datong, and Yangshuo.

Additionally, students enrolled in the International Experience class take weekly field trips to sites within the city to explore more of Chinese culture and history. Other classes offered in Chinese history (modern and ancient), Asian art, and International Relations also correlate directly to students' engagement with Chinese history in the classroom.

##### 2) Students will have more knowledge about the major contemporary political, economic and cultural issues in their host country.

Local newspapers are provided (in both print and online subscription services), and students are actively encouraged to use these resources to become familiar with current news issues.

Within the formal academic curriculum, students in several classes are directly exposed to the study of political and social issues. International Experience students are required to complete a semester-end project on a major social issue of their choice, and a learning unit is dedicated to a comparative analysis of differences in Chinese and Western media coverage of the same event. International Relations

students study a variety of social and political issues in China for class projects, and the Chinese language classes use simple newspaper articles as a means of learning Chinese characters, and exposing students to current trends and issues in Chinese society. Organizational Behaviour students also complete an ethics case study unit that is always pulled from a current business case study in the Chinese economy.

**3) Students will have more knowledge about the relationship between the United States and Host Country.**

While students certainly engage either in conversations with faculty, staff, and peers about the relationship of the US and China, or in classroom case studies within the scope of their coursework, the program does not have any specific activities or events that serve this learning objective.

**4) Students will have more accurate knowledge of generalizations made about the people in their host culture and the generalizations they make about Americans.**

Over the course of the semester orientations, students are exposed to several documentaries, including “Up the Yangtze,” “The Cross in China,” and “Moving the Mountain,” which deal at various levels with accurately informing generalizations about Chinese culture, faith, and society that are often made in western cultures.

Students also participate in several exchange nights with Fudan university students, each of which is themed around the students taking turns hosting an activity or cultural event that is considered typical of their home culture. Based on student feedback, interpersonal interaction and ongoing relationships with Chinese students and local residents usually has a strong impact on informing our students about cultural generalizations.

Finally, as part of the International Experience class, guest speakers from ordinary venues of Chinese society (migrant workers, restaurant servers, ‘business’ professionals, etc.) are invited to share their perspectives with students on life in China, and to ask questions of the students about their perceptions of the United States. Although this is part of a class curriculum, these interviews are typically attended by the majority of program participants.

**Goal B: Students will experience growth in their social awareness.**

**1) Students acquire a heightened sense of global interconnections and interdependences.**

Within business and international relations courses, special emphasis is given to studying the impact of globalization in these fields. Additionally, students

participating in internships experience first hand the importance of intercultural competencies in international companies and organizations, and the reality that work in any organization in the future will be positively affected by their ability to successfully interface cross-culturally.

**2) Students can identify some of the major social issues facing the people in the county of their program.**

Within the program's orientation curriculum and through special guest speakers in the HUM 295 class, students are exposed to a variety of cultural, social, political, and faith-based issues in China today.

Students also are offered various service opportunities throughout the year, including trips to a local homeless shelter and orphanage, both of which provide a startling contrast to the means by which these social issues are confronted in China as compared to their home culture.

**3) Students are able to describe their own culture with greater knowledge and awareness.**

Both in the observation of local residents, attitudes reflected in the news and media, and conversations with Chinese faculty and student exchange partners, our students constantly learn about perceptions of Americans in China.

Special focus is given in the classroom to comparing and contrasting American values and attitudes towards political, social, and faith issues with typical Chinese attitudes towards these same issues.

**4) Students are more understanding of and curious about other's beliefs.**

The experience of studying overseas is, broadly speaking, inherently conducive to this objective; emphasis is given in the program to focusing students' engagement in the local culture as residents, not merely tourists. Although there is an early transition with culture shock, as students become more comfortable speaking Chinese and interacting with locals, both within the neighborhood and in the city, a natural point of engagement occurs to learn about perspectives, values, and beliefs that contrast with their own.

**5) Students are able to view a single issue from multiple perspectives, and they are more comfortable with complexity and ambiguity.**

In many important ways, Chinese culture (language, philosophy, political, and religious values) lead to radically different approaches to problem analysis and solving; students engage these perspectives comparatively both in the classroom, and in the course of their engagement with life in the city.

## **Goal C: Students will experience personal growth.**

### **1) Students will be more confident about their self-identify.**

Students consistently cite dramatic personal changes and growth as part of their international experience in Shanghai. For many students, the experience of studying abroad provides the first truly independent experience they have away from family and their home culture.

Special emphasis is given to providing students to explore their own faith and identity, both within the classroom and in the course of cultural excursions. Additionally, several classes offered (such as BA 366 and HUM 295, and the internship academic class) have units dedicated to studying the concept of vocation as contrasted with career, and administer various personal inventories (such as Strengths Quest), that provide a theoretically accessible framework for understanding their personal strengths and talents.

### **2) Students will be more confident in their ability to make practical, everyday decisions that they previously relied on parents to do for them.**

Independence is a critical component of studying and living abroad; students make decisions about work, travel, and living with greater personal accountability because of the natural removal from their home environment.

Students also learn to deal with ambiguity and overcome personal intimidation in new experiences through the process of engaging with a culture that is different from their own. Some tasks and decisions, which would be relatively simple to perform in their home culture, require creative and adaptive solutions when encountered abroad.

### **3) Students will make more responsible choices about the use of alcohol and appropriate intimacy in relationships.**

Two different orientation sessions are dedicated to educating and preparing students for decisions related to responsible alcohol use, both from the standpoint of impact on the community and the generalizations that are attributed to Americans based on their personal conduct. Students are fairly and consistently reminded of Pepperdine's standards, and are held accountable through disciplinary action if they make choices that violate those standards.

### **4) Students will be more confident in their ability to resolve difference/conflicts with other individuals.**

As has been noted, the experience of living in such close proximity with other students for the course of a year leads to tremendous growth as responsible, respectful members in a community. Roommate conflicts, limitations of personal space within

their living environment, and the impact of their actions on a community of people they do not have the luxury of leaving provide ample opportunities for growth in this area.

The program facilitates successful communication through Basic Human Respect meetings, which are required every semester amongst roommates. Personal discussions with program staff and the RA's often focus on helping individuals deal with conflict and differences directly and respectfully.

### **Goal D: Students will experience spiritual growth**

- 1) Students will have more “ownership” of their religious beliefs. In other words, their beliefs are not simply borrowed or inherited from parents and/or community but they have chosen to make them their own.**

Studying and living in China provides a stark contrast culturally for students' spiritual growth; for many students, in addition to being removed from their family, China is the first place they have encountered that is largely absent of any Christian cultural influence.

Students must make personal decisions about local churches to attend, and need to be more proactive in arranging their schedule to accommodate those decisions. While many opportunities (weekly devotionals, bible studies, and group trips to local churches) are provided for students spiritually, these experiences are largely optional. Additionally, students have the opportunity in educational activities to contrast their own religious beliefs with eastern religious traditions, and are exposed to a society that actively persecutes Christianity and religion in some regions.

- 2) Students will have a clearer sense of their own unique purpose and calling the world.**

Within the course of their experience studying and living in China, students are exposed to a wide range of social, economic, and political issues; while Shanghai is highly developed, students travelling within rural areas of the country and other Asian nations are exposed to impoverishment and social/political systems that contrast starkly with their home culture and background. Throughout the year, special sessions are scheduled to help students process and debrief these experiences and to personally reflect on their personal vocation and calling as global citizens. Students learn about their own unique strengths and talents within the classroom and through various opportunities to serve and volunteer locally.

- 3) Students will depend more on their religious faith to guide them in their daily choices and for help during difficult periods.**

China is, culturally speaking, avowedly atheist; this contrast provides students with a daily basis of comparison on how their own religious beliefs inform their values and decisions, both in private decisions and their approach to larger social and political issues. Simply put, students in China are removed from many systems and cultural reminders of Christianity that inform the western tradition. This provides a constant opportunity to reflect upon the importance of their own faith when it is not directly or indirectly supported or encouraged by those cultural influences.

**4) Students will learn how their faith has been shaped by growing up in American culture and how their faith might be different had they grown up in their host culture.**

Students have the opportunity to attend local churches (both for expatriates, and the Chinese state-recognized Church); additionally, the program facilitates educational excursions to Buddhist temples and hosts guest speakers from different faith backgrounds. A special unit is focused on the experience of Chinese Christians that worship in unregistered churches, often referred to as “underground” churches. Their faith experience, and especially, the typical themes of facing persecution and being ostracized by their family, provide a stark contrast to the backgrounds our students are accustomed to in the United States.

**5) Students should be exposed to the various faith commitments and practice of their host culture, understand the meaning that faith has for people in their host culture, and learn how to talk about spiritual matters to people with different backgrounds.**

Students in Shanghai learn firsthand about the experience of the recognized Chinese Christian Church (which is state-controlled), the unregistered Chinese Christian church, and a host of other faith traditions (especially Buddhism). All students have the opportunity, for example, to visit a local Buddhist monastery and participate in a Q&A session with the monks there. Additionally, engagement through the International Community Church provides the opportunity to interface with expatriate Christians from across the world – each of which bring different traditions to their expression of Christian faith. Students learn to interface and dialogue about their own experiences and the experiences of others with curiosity and respect.

## Appendix H

### **Buenos Aires: Link Between Student Learning Outcomes and Program Activities**

#### **Goal A: Students will experience intellectual growth.**

##### **1) Students will have more knowledge about the history of their host country.**

When they arrive in BA, the students get involved in the day to day life of Argentina. They talk and exchange opinions with their families every night at dinner. They take a class the first week about Argentina history, economy and politics. Humanities 295 is a fantastic way of getting to know BA, every week is a cultural, historic journey. During every EFT, the students are exposed to the natural science, history and culture of Argentina. There is a paper at the end. By the end of the semester the students have visited almost every museum of BA and most of the galleries. Cultural activities in BA are free.

##### **2) Students will have more knowledge about the major contemporary political, economic and cultural issues in their host country.**

By the end of one semester, students will have read newspapers and magazine articles on a weekly basis about the political, economic and cultural issues of their host country. (Two daily newspapers and two news magazines are delivered on a daily or weekly basis and placed at the breakfast and dining tables in the kitchen. Students will also listen to local news and TV about host country political and economic issues. Several of them in English, example, Buenos Aires Herald.

During each semester, faculty, especially Economics, History, Spanish and Humanities will give students assignments which require students to evaluate contemporary issues in the host country.

##### **3) Students will have more knowledge about the relationship between the United States and Host Country.**

By the end of the first semester, students will have taken Humanities 295 and discuss the unique cultural differences between the United States and Argentina. Also they will explore the differences with the hosts families.

Students will be able to identify the commonalities in rules governing Argentina behavior—the unofficial codes of conduct that cut across class, age, sex, region, sub-cultures and other social boundaries.

**4) Students will have more accurate knowledge of generalizations made about the people in their host culture and the generalizations they make about Americans.**

By the end of the first semester, students would have taken Humanities 295 and have discussed the generalizations and stereotypes made about their host culture. They will compare and contrast these to the generalizations made about Americans.

**Goal B: Students will experience growth in their social awareness.**

**1) Students acquire a heightened sense of global interconnections and interdependences.**

By the end of the student's study abroad experience, they will have enrolled in courses that give them a heightened sense of global interconnections and interdependencies. They will become aware of monetary issues studied in Economics courses; social justice issues studied through themes represented in students' viewing paintings at the galleries; political policies of each country which are studied through the HUM 212 and 313 Western Heritage courses and how policies have affected each country and the reasons wars have been fought. Humanities 295 and Homestays are great tools.

**2) Students can identify some of the major social issues facing the people in the country of their program.**

By the end of the semester/year in courses such as HUM 212 and 313 and HUM 295, students will have studied past issues of discrimination, including those of race, gender and the gap between rich and poor, and also examine how the discrimination continues during the present time.

By the end of the semester/year, the students will have studied the role of immigration issues on current economic and social issues in the host country.

By the end of the semester/year, students will have followed the election of leaders in the country and be able to articulate the differences in viewpoints in the minority and majority political parties.

But most of all, the activities in Service Learning are the key.

In Argentina we have the following activities

1. Hospital de Niños, every Thursday the students visit the Children Hospital and prepare food for the families. It is a public institution.
2. La Casita is a school for poor kids. Our students visit this facility on a regular basis and help all the kids. Playing with them, helping with homework, etc.

3. Adulam is a farm for rehabilitation. We have been working with this farm for more than 8 years. They have built a school. We have created a Microfinance Program.

**3) Students are able to describe their own culture with greater knowledge and awareness.**

By the end of the semester/year of study, by watching people in the host culture and having conversations with locals, students will increase their knowledge of the way that Americans are viewed by other countries, and they will appreciate the strengths and weaknesses of American culture and values. Again, in our case, HOME STAY PROGRAM.

Students will be able to recognize and articulate some of the unwritten rules of American culture that they have done instinctively in the past but now are conscious of the rules of society.

**4) Students are more understanding of and curious about other's beliefs.**

By actually living in the host country and not just being a tourist for a few days, students will learn about the host country's patterns of behavior, customs and way of life, ideas, beliefs and values.

**5) Students are able to view a single issue from multiple perspectives, and they are more comfortable with complexity and ambiguity.**

Students will be able to take any issue and discuss it from an Argentina perspective and outline how the American perspective might differ. The development of awareness of these differences will lead students to become better critical thinkers and enable them to recognize that each issue has multiple perspectives.

**Goal C: Students will experience personal growth.**

**1) Students will be more confident about their self-identify.**

On the program evaluation at the end of the semester/year, students often indicate that they are more clear about who they are, who they want to be and what they want to pursue as a career. After spending a great length of time away from home, students will indicate that they have become more appreciative of family and friends values and the positive influence in their life.

**2) Students will be more confident in their ability to make practical, everyday decisions that they previously relied on parents to do for them.**

By the end of the semester/year, students will acknowledge that they have developed more independence from family and are able to make decisions regarding eating, travel, managing a personal budget and making decisions about future careers.

Students will indicate less fear about the unknown and more willingness to risk when factors about a situation are unknown.

Students will be able to function effectively in a new environment or city.

**3) Students will make more responsible choices about the use of alcohol and appropriate intimacy in relationships.**

By the end of the semester/year, students will become knowledgeable about the healthy limits for alcohol and choose to drink responsibly within those limits.

**5) Students will be more confident in their ability to resolve difference/conflicts with other individuals.**

The home stay system gives the students an amazing instrument to learn how to respect the other, the new family, a different family.

**Goal D: Students will experience spiritual growth**

**1) Students will have more “ownership” of their religious beliefs. In other words, their beliefs are not simply borrowed or inherited from parents and/or community but they have chosen to make them their own.**

By the end of the semester/year, students will make personal choices regarding attending religious weekly services (including bible study groups, college groups at local churches and Sunday church) based on their own preferences. They will become less influenced by their parents.

**2) Students will have a clearer sense of their own unique purpose and calling in the world.**

By the end of the semester/year, students will have assessed their personal strengths and weaknesses, travelled and observed others less fortunate. They will have made a decision on how they are going to make a contribution to giving to others and how it fits their vocation.

**3) Students will depend more on their religious faith to guide them in their daily choices and for help during difficult periods.**

By the end of the semester, students will indicate that they have voluntarily begun daily devotions and have joined a church to support their faith.

- 4) Students will learn how their faith has been shaped by growing up in American culture and how their faith might be different had they grown up in their host culture.**

By attending local churches and talking to local students in the program, they will examine their own spiritual journey and compare it to that of the individuals who they meet in their host country.

- 5) Students should be exposed to the various faith commitments and practices of their host culture, understand the meaning that faith has for people in their host culture, and learn how to talk about spiritual matters to people with different backgrounds.**

Students will attend various churches including Anglican, Catholic, Greek Orthodox. They will meet people through services and events at the churches. They will learn to talk about spiritual matters to different people after observing the religious services in the country. They also talk with people at Jewish services and mosques.

## Appendix I

### Florence: Link Between Student Learning Outcomes and Program Activities

#### Goal A: Students will experience intellectual growth.

**1) Students will have more knowledge about the history of their host country.**

They will gain more knowledge through their classes that related to the culture and history . They will learn more from Hum 295, Rel 301, Hum 212, FA 345 and our Thursday museum visits.

**2) Students will have more knowledge about the major contemporary political, economic and cultural issues in their host country.**

They will have the opportunity to learn about all theses issues in their Hum 295 and from local newspapers and local news and from their adoptive family programs and from local friends they meet.

**3) Students will have more knowledge about the relationship between the United States and Host Country.**

Yes this happens with our classes Rel 301, Hum 295 and when we have a visiting faculty member who is able to incorporate these issues in the class room. We educated them during our fieldtrip which helps us understand between the two countries.

Here are a few examples:

Export\Import

Mafia

Trade

Travel.

**4) Students will have more accurate knowledge of generalizations made about the people in their host culture and the generalizations they make about Americans.**

In the Adoptive Family Program and the Language Exchange and other social activities, they have the ability to interact regularly with local Italians. The best way to get rid of generalities is to inter act with locals. They will also learn first hand what Italians think about Americans. It also helps to have local Italians teach their majority of courses.

#### Goal B: Students will experience growth in their social awareness.

**1) Students acquire a heightened sense of global interconnections and interdependences.**

The student becomes world citizen through studying in our overseas program. They also see how people are basically the same all over the world. They become more independent by being away from their families. Traveling by themselves on the weekend makes them more self confident.

**2) Students can identify some of the major social issues facing the people in the country of their program.**

They can identify major and social issues because we provide them information in our Hum 295 class. If they are not in Hum 295 we hope they will learn this from their adoptive family or from our discussion over meals and with other professors.

**3) Students are able to describe their own culture with greater knowledge and awareness.**

Yes because of the time they have on self reflection. Through this experience in Europe helps they want to learn and know more about American culture. They realize from this experience that students of their own age around Europe that can speak more languages and understand world politics and they might know more about our government than our students know therefore they are inspired to learn more and understand more.

**4) Students are more understanding of and curious about other's belief**

Yes I find this experience opens the minds of our students and they are curious about Catholicism, Muslim faith and Jewish faith. We achieve this through our educational fieldtrips, our classes and Rel 301 and Hum 295.

**5) Students are able to view a single issue from multiple perspectives, and they are more comfortable with complexity and ambiguity.**

We are starting this process here while they are overseas. They come very single minded and with blinder on their eyes. As time passes they are more comfortable with more complexity and ambiguity, but at the beginning this is very hard for them because our culture is more organized than some European cultures and especially the Italian culture. Our students learn to be flexible.

**Goal C: Students will experience personal growth**

**1) Students will be more confident about their self-identify.**

Students learn more about themselves during the year that they spend overseas. They are confident from being away from their parents and family and they have to make decisions that their parents otherwise might make for them. They realize they can do things on their own.

- 2) **Students will be more confident in their ability to make practical, everyday decisions that they previously relied on parents to do for them.**

After a year or semester overseas students become more independent and more confident in all their decisions. They have a more global worldview. They are able make decision that they were not able to do before this experience.

- 3) **Students will make more responsible choices about the use of alcohol and appropriate intimacy in relationships.**

This experience allows students to drink more and especially allows students who have never had alcohol to drink. Students do not learn the European way of drinking wine with meals or with food. In Italy you would never drink wine or any alcohol without food. This experience has many positive things but alcohol and appropriate intimacy is not one of them. Our students do things overseas that they would never do in the United States. Freedom to travel and share hotel rooms together is very common. In the Unites States students are not traveling together every weekend like they do in Europe.

- 4) **Students will be more confident in their ability to resolve difference/conflicts with other individuals.**

Throughout this year students will be faced with conflict and differences. Their difference starts as soon as they arrive to Italy. Once they are off the plane everything is different from food, customs, norms and they will have to learn how to cope with these differences. Differences with others will also occur. Differences with roommates and other students will occur and most students learn how to handle the situations by themselves and a small majority will need intervention. The intervention can start with the RAs – If the RA is unable to resolve the problem the faculty family and director will intervene. If the situation is complex and severe, our local psychologist will also intervene.

#### **Goal D: Students will experience spiritual growth**

- 1) **Students will have more “ownership” of their religious beliefs.**

During their time overseas students become challenged spiritually because their home house of worship is not available. At the beginning students will feel lost and confused and insecure.

But by the end of the experience students make mature decisions and they have great spiritual growth because they are forced to make decisions on their own. They make personal choices that are their own. This process is wonderful to witness.

- 2) Students will have a clearer sense of their own unique purpose and calling in the World.

Students begin to have a clearer sense of their purpose in the world. It does not mean that they have it all figured out but the process begins. They start thinking about what they want to do and where is their place in a world much larger than they thought it was before this experience.

- 3) **Students will depend more on their religious faith to guide them in their daily choices and for help during difficult periods.**

Sometimes students depend on their faith when they are not prepared for exams and have not put the proper planning and studying which can be problematic. I often spend time to explain that everything takes work including spiritual growth and academic growth.

During difficult times our students do rely on their faith but at times of trouble they use it as an excuse or as a crutch. For example: if they get in trouble for something they should not have done – they say we have a Christ in University and we should show grace. At times they are not willing to be accountable for actions and then this gets confused with faith.

- 4) **Students will learn how their faith has been shaped by growing up in American culture and how their faith might be different had they grown up in their host culture.**

Students appreciate the religious freedom of the USA. Many students are learning about Roman Catholicism and are trying to understand the best they can about the culture. If you do not understand Catholicism you will never fully understand the culture and the host country.

- 5) **Students should be exposed to the various faith commitments and practise of their host culture, understand the meaning that faith has for people in their host culture, and learn how to talk about spiritual matters to people with different backgrounds.**

Students are exposed to Catholicism daily. If students take Rel 301 or Hum 295 they will get a deep understanding of the faith of their host family. We give the students tools so they can dialog with their “Adoptive family” and new friends that they make in their host family. Understating religion in Italy will be one of the most important aspects of the country to understand. With such knowledge here everything else will make more sense. Ex.: the educational system, the work schedule, sayings things like “Good Sunday”. The

holy wine for communion. Celebrations and everyday life. Even the non practices are controlled by the Church.

## Appendix J

### Course: Hum 295 The International Experience

**Course Description:** This course is designed to maximize the student's international experience by providing opportunities to engage more fully with the culture and to reflect more deeply on the experience. Engagement and reflection are essential for getting the most out of living in a foreign country. Without engagement, students look but don't really see and listen but don't really hear. Without reflection, students accumulate experience but give little attention to the meaning of that experience. It is the goal of this course to help students know how to look and listen to their new culture and how to give meaning to their international experience.

#### Course Objectives:

- 1) Students will identify the norms, values, beliefs and behaviors dominant in American Culture and how these are manifested in their own personal lives.
- 2) Students will learn how members of their Host Culture view Americans.
- 3) Students will identify the norms, values, beliefs and behaviors dominant in their Host Culture.
- 4) Students will choose at least one of the following social institutions in their Host Culture to learn about contemporary issues most salient to the people: Family, Politics, Religion, Education, Economy, Sports, or Medicine.
- 5) Students will engage in conversation with individuals in the Host Culture to hear their views on social issues that the student chose to learn more about in number 5 above. **(Goal D 4,5)**
- 6) Students will learn how to more deeply reflect on their international experience by learning to journal about the meaning of their experiences rather than simply journaling a list of what they did and where they traveled.
- 7) Students will journal on specific topics provided by the teacher. These topics will be questions or issues that encourage critical thinking about cultural differences, criticism and appreciation of their own culture and their Host Culture, and spiritual issues dealing specifically with cultural differences on the role of faith in people's lives. **(Goal D 4,5)**
- 8) Students will be given the opportunity to orally articulate their thoughts and experiences with their teacher and colleagues in an environment of support, trust, and confidentiality.
- 9) Students will participate in a social service project in the local community and journal about their experience.

**10)** Students will be encouraged to reflect and journal about choices they have had to make during their international experience –particularly issues related to alcohol and relationships. **(Goal C 3)**

**Note:** This course should be exclusively experiential. Thus, the course should minimize the amount of reading. To the extent possible, books should not be assigned. Handouts and short readings are fine. Just remember that the primary intent of the course is to get the students to engage and experience the Host Culture, not read about it.

## Appendix K

### Program Evaluation Questionnaire

#### SELF-EVALUATION

Percent UNSATISFIED with the amount of effort they put into their own courses

	<u>Fall '07</u>	<u>Spring '08</u>	<u>Fall '08</u>	<u>Spring '09</u>	<u>Fall '09</u>	<u>Spring '10</u>
Buenos Aires	-	13%	5%	7%	11%	6%
Florence	-	3%	23%	9%	4%	16%
Heidelberg	-	8%	2%	2%	2%	6%
Lausanne	-	10%	5%	5%	4%	5%
London	-	0%	13%	9%	0%	2%
Shanghai	-	-	19%	16%	9%	18%

Percent UNSATISFIED with their own efforts to learn and practice the language of the host culture

	<u>Fall '07</u>	<u>Spring '08</u>	<u>Fall '08</u>	<u>Spring '09</u>	<u>Fall '09</u>	<u>Spring '10</u>
Buenos Aires	-	10%	7%	7%	11%	8%
Florence	-	11%	9%	18%	6%	11%
Heidelberg	-	23%	21%	8%	14%	9%
Lausanne	-	29%	33%	33%	32%	27%
London	-	3%	0%	0%	3%	2%
Shanghai	-	-	29%	19%	9%	18%

3 Percent UNSATISFIED with their own efforts to grow spiritually this semester

	<u>Fall '07</u>	<u>Spring '08</u>	<u>Fall '08</u>	<u>Spring '09</u>	<u>Fall '09</u>	<u>Spring '10</u>
Buenos Aires	-	29%	16%	15%	17%	20%
Florence	-	8%	12%	9%	6%	11%
Heidelberg	-	25%	16%	10%	22%	22%
Lausanne	-	13%	5%	0%	23%	17%
London	-	7%	13%	12%	17%	12%
Shanghai	-	-	19%	29%	24%	7%

4 Over the last two weeks, percent that has had 5 or more alcoholic drinks in one sitting?

	<u>Fall '07</u>	<u>Spring '08</u>	<u>Fall '08</u>	<u>Spring '09</u>	<u>Fall '09</u>	<u>Spring '10</u>
Buenos Aires	-	-	-	-	33%	31%
Florence	-	-	-	-	13%	18%
Heidelberg	-	-	-	-	38%	48%
Lausanne	-	-	-	-	35%	47%
London	-	-	-	-	0%	34%
Shanghai	-	-	-	-	46%	39%

## ACADEMIC PROGRAM

Percent UNSATISFIED with the academic quality of the courses they took during the semester

	<u>Fall '07</u>	<u>Spring '08</u>	<u>Fall '08</u>	<u>Spring '09</u>	<u>Fall '09</u>	<u>Spring '10</u>
Buenos Aires	7%	27%	13%	5%	7%	9%
Florence	14%	5%	17%	26%	4%	8%
Heidelberg	12%	8%	4%	6%	6%	0%
Lausanne	27%	13%	7%	5%	4%	2%
London	0%	7%	7%	6%	3%	5%
Shanghai	-	-	43%	29%	20%	46%

Percent UNSATISFIED with the quality of the faculty that taught in their program

	<u>Fall '07</u>	<u>Spring '08</u>	<u>Fall '08</u>	<u>Spring '09</u>	<u>Fall '09</u>	<u>Spring '10</u>
Buenos Aires	7%	23%	8%	2%	16%	3%
Florence	26%	8%	22%	36%	15%	16%
Heidelberg	0%	2%	2%	4%	2%	0%
Lausanne	35%	10%	12%	8%	7%	0%
London	5%	11%	7%	9%	3%	7%
Shanghai	-	-	41%	29%	43%	46%

7 Percent UNSATISFIED with the quality of the classroom facilities

	<u>Fall '07</u>	<u>Spring '08</u>	<u>Fall '08</u>	<u>Spring '09</u>	<u>Fall '09</u>	<u>Spring '10</u>
Buenos Aires	23%	8%	21%	21%	9%	6%
Florence	10%	0%	12%	26%	38%	22%
Heidelberg	2%	2%	2%	0%	0%	6%
Lausanne	78%	3%	10%	13%	2%	5%
London	8%	14%	0%	0%	0%	0%
Shanghai	-	-	10%	3%	13%	4%

Percent UNSATISFIED with the ability to access appropriate books, newspapers, etc. to support research requirements for classes.

	<u>Fall '07</u>	<u>Spring '08</u>	<u>Fall '08</u>	<u>Spring '09</u>	<u>Fall '09</u>	<u>Spring '10</u>
Buenos Aires	12%	19%	13%	11%	14%	15%
Florence	22%	17%	21%	42%	13%	19%
Heidelberg	7%	12%	4%	20%	6%	6%
Lausanne	95%	57%	59%	37%	26%	13%
London	15%	29%	6%	9%	17%	0%
Shanghai	-	-	50%	48%	20%	22%

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Percent UNSATISFIED with the availability of computers to support the outside research requirements for classes

	<u>Fall '07</u>	<u>Spring '08</u>	<u>Fall '08</u>	<u>Spring '09</u>	<u>Fall '09</u>	<u>Spring '10</u>
Buenos Aires	42%	35%	28%	26%	33%	18%
Florence	10%	14%	17%	39%	6%	0%
Heidelberg	12%	10%	8%	10%	8%	2%
Lausanne	57%	27%	59%	50%	14%	8%
London	10%	32%	6%	0%	14%	5%
Shanghai	-	-	27%	16%	20%	32%

o Percent UNSATISFIED with the the Educational Field Trip as a learning experience

	<u>Fall '07</u>	<u>Spring '08</u>	<u>Fall '08</u>	<u>Spring '09</u>	<u>Fall '09</u>	<u>Spring '10</u>
Buenos Aires	0%	13%	4%	2%	0%	0%
Florence	6%	0%	2%	0%	2%	0%
Heidelberg	7%	16%	4%	6%	8%	15%
Lausanne	54%	0%	23%	0%	32%	10%
London	0%	7%	0%	0%	9%	5%
Shanghai	-	-	20%	0%	3%	0%

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1 Percent UNSATISFIED with the the efforts made by the Seaver Visiting Faculty to adapt their courses to the international context.

	<u>Fall '07</u>	<u>Spring '08</u>	<u>Fall '08</u>	<u>Spring '09</u>	<u>Fall '09</u>	<u>Spring '10</u>
Buenos Aires	7%	29%	8%	5%	33%	12%
Florence	8%	8%	12%	26%	11%	14%
Heidelberg	2%	4%	2%	4%	4%	2%
Lausanne	6%	0%	17%	0%	2%	3%
London	5%	25%	0%	0%	9%	10%
Shanghai	-	-	3%	3%	7%	7%

## SPIRITUAL LIFE

2 Percent UNSATISFIED with the overall spiritual life of the program

	<u>Fall '07</u>	<u>Spring '08</u>	<u>Fall '08</u>	<u>Spring '09</u>	<u>Fall '09</u>	<u>Spring '10</u>
Buenos Aires	12%	31%	9%	9%	16%	9%
Florence	2%	5%	5%	16%	11%	8%
Heidelberg	17%	10%	4%	2%	16%	21%
Lausanne	5%	0%	2%	0%	9%	8%
London	8%	7%	23%	12%	6%	2%
Shanghai	-	-	17%	23%	20%	7%

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3 Percent UNSATISFIED with the quality of weekly Convocation

	<u>Fall '07</u>	<u>Spring '08</u>	<u>Fall '08</u>	<u>Spring '09</u>	<u>Fall '09</u>	<u>Spring '10</u>
Buenos Aires	12%	19%	10%	11%	19%	6%
Florence	12%	8%	10%	36%	6%	16%
Heidelberg	39%	25%	10%	8%	37%	23%
Lausanne	65%	7%	15%	8%	11%	23%
London	23%	14%	16%	9%	6%	5%
Shanghai	-	-	17%	20%	3%	0%

## 4 Percent who REGULARLY were involved in a small group for spiritual support

	<u>Fall '07</u>	<u>Spring '08</u>	<u>Fall '08</u>	<u>Spring '09</u>	<u>Fall '09</u>	<u>Spring '10</u>
Buenos Aires	30%	21%	55%	60%	51%	58%
Florence	24%	16%	83%	39%	28%	43%
Heidelberg	44%	36%	54%	67%	25%	19%
Lausanne	65%	63%	66%	74%	23%	53%
London	45%	46%	26%	24%	26%	32%
Shanghai	-	-	30%	27%	23%	39%

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5 Percent who REGULARLY attended a weekly religious service other than Convocation

	<u>Fall '07</u>	<u>Spring '08</u>	<u>Fall '08</u>	<u>Spring '09</u>	<u>Fall '09</u>	<u>Spring '10</u>
Buenos Aires	12%	6%	15%	9%	26%	33%
Florence	67%	68%	76%	77%	45%	60%
Heidelberg	70%	65%	56%	53%	43%	48%
Lausanne	51%	53%	66%	68%	41%	46%
London	40%	50%	26%	21%	31%	27%
Shanghai	-	-	30%	30%	20%	46%

## 6 Percent UNSATISFIED with the spiritual leadership of the Seaver Visiting Faculty

	<u>Fall '07</u>	<u>Spring '08</u>	<u>Fall '08</u>	<u>Spring '09</u>	<u>Fall '09</u>	<u>Spring '10</u>
Buenos Aires	16%	46%	36%	6%	30%	39%
Florence	2%	3%	29%	71%	9%	19%
Heidelberg	2%	0%	0%	2%	2%	0%
Lausanne	5%	0%	2%	3%	7%	3%
London	8%	37%	16%	6%	6%	0%
Shanghai	-	-	7%	7%	0%	4%

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 Percent UNSATISFIED with the spiritual leadership of the Program

Z Director

	<u>Fall '07</u>	<u>Spring '08</u>	<u>Fall '08</u>	<u>Spring '09</u>	<u>Fall '09</u>	<u>Spring '10</u>
Buenos Aires	7%	21%	2%	6%	19%	12%
Florence	2%	3%	2%	7%	4%	3%
Heidelberg	24%	2%	4%	4%	22%	10%
Lausanne	46%	43%	68%	21%	2%	13%
London	15%	12%	13%	6%	6%	0%
Shanghai	-	-	0%	3%	0%	0%

## COMMUNITY

8 Percent UNSATISFIED with the residential/student facility

	<u>Fall '07</u>	<u>Spring '08</u>	<u>Fall '08</u>	<u>Spring '09</u>	<u>Fall '09</u>	<u>Spring '10</u>
Buenos Aires	2%	9%	2%	0%	0%	3%
Florence	0%	3%	10%	16%	9%	14%
Heidelberg	0%	2%	0%	0%	8%	10%
Lausanne	31%	3%	5%	5%	0%	0%
London	8%	11%	0%	3%	3%	2%
Shanghai	-	-	10%	7%	10%	4%

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## 9 Percent UNSATISFIED with the meals provided by the program

	<u>Fall '07</u>	<u>Spring '08</u>	<u>Fall '08</u>	<u>Spring '09</u>	<u>Fall '09</u>	<u>Spring '10</u>
Buenos Aires	2%	6%	4%	2%	0%	0%
Florence	8%	0%	5%	13%	6%	20%
Heidelberg	27%	44%	35%	31%	51%	23%
Lausanne	70%	33%	54%	18%	16%	13%
London	13%	4%	6%	3%	9%	7%
Shanghai	-	-	23%	24%	7%	7%

## 10 Percent UNSATISFIED with the monthly amount on their Stored Value Card

	<u>Fall '07</u>	<u>Spring '08</u>	<u>Fall '08</u>	<u>Spring '09</u>	<u>Fall '09</u>	<u>Spring '10</u>
Buenos Aires	31%	13%	28%	11%	7%	18%
Florence	0%	3%	8%	3%	6%	8%
Heidelberg	7%	8%	6%	4%	37%	12%
Lausanne	33%	23%	29%	21%	33%	33%
London	43%	25%	7%	9%	9%	7%
Shanghai	-	-	57%	55%	47%	7%

1 Percent UNSATISFIED with the Program Director's efforts to build a strong sense of community among the students

	<u>Fall '07</u>	<u>Spring '08</u>	<u>Fall '08</u>	<u>Spring '09</u>	<u>Fall '09</u>	<u>Spring '10</u>
Buenos Aires	2%	9%	2%	0%	5%	0%
Florence	6%	0%	2%	7%	2%	0%
Heidelberg	17%	8%	6%	10%	25%	12%
Lausanne	33%	20%	56%	24%	0%	7%
London	8%	11%	0%	9%	6%	2%
Shanghai	-	-	7%	10%	0%	0%

2 Percent UNSATISFIED with the Seaver Visiting Faculty member's efforts to be an important part of the community

	<u>Fall '07</u>	<u>Spring '08</u>	<u>Fall '08</u>	<u>Spring '09</u>	<u>Fall '09</u>	<u>Spring '10</u>
Buenos Aires	5%	38%	4%	0%	21%	33%
Florence	4%	5%	17%	48%	6%	20%
Heidelberg	2%	0%	0%	2%	0%	2%
Lausanne	8%	0%	24%	0%	0%	0%
London	0%	32%	0%	9%	3%	2%
Shanghai	-	-	13%	7%	13%	4%

3 Percent UNSATISFIED with the participation of the Seaver Visiting Faculty family in the life of the community

	<u>Fall '07</u>	<u>Spring '08</u>	<u>Fall '08</u>	<u>Spring '09</u>	<u>Fall '09</u>	<u>Spring '10</u>
Buenos Aires	12%	46%	11%	0%	30%	39%
Florence	6%	3%	23%	52%	15%	17%
Heidelberg	0%	0%	0%	2%	0%	4%
Lausanne	3%	7%	27%	5%	2%	5%
London	10%	39%	3%	3%	3%	5%
Shanghai	-	-	14%	0%	7%	7%

4 Percent who said that the discipline and enforcement of community standards were consistent and fair SOME OF THE TIME OR RARELY

	<u>Fall '07</u>	<u>Spring '08</u>	<u>Fall '08</u>	<u>Spring '09</u>	<u>Fall '09</u>	<u>Spring '10</u>
Buenos Aires	36%	28%	2%	4%	7%	9%
Florence	8%	0%	32%	65%	4%	14%
Heidelberg	10%	15%	0%	0%	29%	33%
Lausanne	22%	43%	46%	5%	2%	0%
London	36%	14%	14%	9%	11%	12%
Shanghai	-	-	40%	55%	10%	11%

## ENGAGEMENT WITH LOCAL COMMUNITY

5 Percentage of students who got to know 5 or more people outside of their program from their host city

	<u>Fall '07</u>	<u>Spring '08</u>	<u>Fall '08</u>	<u>Spring '09</u>	<u>Fall '09</u>	<u>Spring '10</u>
Buenos Aires	48%	61%	48%	69%	41%	46%
Florence	35%	28%	39%	47%	53%	53%
Heidelberg	16%	18%	14%	18%	29%	29%
Lausanne	26%	24%	19%	26%	24%	16%
London	33%	29%	45%	42%	37%	46%
Shanghai	-	-	32%	32%	60%	36%

6 Percent UNSATISFIED with the opportunities offered by their program to serve or engage people in your city

	<u>Fall '07</u>	<u>Spring '08</u>	<u>Fall '08</u>	<u>Spring '09</u>	<u>Fall '09</u>	<u>Spring '10</u>
Buenos Aires	-	-	-	-	10%	9%
Florence	-	-	-	-	6%	11%
Heidelberg	-	-	-	-	21%	6%
Lausanne	-	-	-	-	16%	39%
London	-	-	-	-	34%	29%
Shanghai	-	-	-	-	41%	68%

Percent UNSATISFIED with the way the Program Director ran the program

	<u>Fall '07</u>	<u>Spring '08</u>	<u>Fall '08</u>	<u>Spring '09</u>	<u>Fall '09</u>	<u>Spring '10</u>
Buenos Aires	0%	4%	2%	0%	2%	0%
Florence	4%	0%	5%	10%	2%	0%
Heidelberg	17%	12%	2%	2%	23%	18%
Lausanne	39%	13%	51%	16%	0%	0%
London	10%	0%	0%	3%	3%	0%
Shanghai	-	-	3%	10%	0%	4%

Percent who AGREED that the Program Director demonstrated concern for individuals in the program

	<u>Fall '07</u>	<u>Spring '08</u>	<u>Fall '08</u>	<u>Spring '09</u>	<u>Fall '09</u>	<u>Spring '10</u>
Buenos Aires	100%	98%	98%	100%	98%	100%
Florence	94%	100%	98%	97%	98%	100%
Heidelberg	88%	94%	96%	100%	88%	92%
Lausanne	82%	90%	68%	87%	100%	98%
London	90%	96%	100%	97%	97%	98%
Shanghai	-	-	100%	93%	93%	93%

Percent UNSATISFIED with the Program Orientation they received when they arrived overseas

	<u>Fall '07</u>	<u>Spring '08</u>	<u>Fall '08</u>	<u>Spring '09</u>	<u>Fall '09</u>	<u>Spring '10</u>
Buenos Aires	10%	4%	11%	4%	2%	0%
Florence	6%	0%	3%	13%	2%	11%
Heidelberg	2%	4%	2%	4%	8%	16%
Lausanne	15%	17%	32%	26%	13%	17%
London	0%	11%	7%	0%	3%	3%
Shanghai	-	-	0%	3%	10%	7%

Percent UNSATISFIED with the Language Intensive/Bootcamp at the beginning of the semester?

	<u>Fall '07</u>	<u>Spring '08</u>	<u>Fall '08</u>	<u>Spring '09</u>	<u>Fall '09</u>	<u>Spring '10</u>
Buenos Aires	-	-	-	-	7%	3%
Florence	-	-	-	-	9%	8%
Heidelberg	-	-	-	-	6%	14%
Lausanne	-	-	-	-	40%	48%
London	-	-	-	-	13%	0%
Shanghai	-	-	-	-	31%	18%

1 Percent who said the Program Director was  
UNAPPROACHABLE

	<u>Fall '07</u>	<u>Spring '08</u>	<u>Fall '08</u>	<u>Spring '09</u>	<u>Fall '09</u>	<u>Spring '10</u>
Buenos Aires	0%	0%	2%	0%	0%	0%
Florence	4%	0%	3%	3%	2%	0%
Heidelberg	10%	2%	6%	2%	12%	8%
Lausanne	15%	7%	24%	16%	0%	2%
London	5%	4%	0%	6%	0%	0%
Shanghai	-	-	0%	0%	0%	0%

2 Percent UNSATISFIED with the other program staff (Asst. Director, Program Asst.,  
etc.)

	<u>Fall '07</u>	<u>Spring '08</u>	<u>Fall '08</u>	<u>Spring '09</u>	<u>Fall '09</u>	<u>Spring '10</u>
Buenos Aires	0%	0%	2%	0%	0%	0%
Florence	0%	0%	0%	0%	0%	0%
Heidelberg	0%	2%	0%	0%	0%	2%
Lausanne	12%	3%	0%	0%	0%	0%
London	0%	0%	0%	0%	0%	0%
Shanghai	-	-	0%	3%	0%	4%

3 Percent UNSATISFIED with the assistance they were given by the Malibu IP Office staff

	<u>Fall '07</u>	<u>Spring '08</u>	<u>Fall '08</u>	<u>Spring '09</u>	<u>Fall '09</u>	<u>Spring '10</u>
Buenos Aires	14%	20%	9%	2%	17%	18%
Florence	14%	11%	8%	7%	17%	28%
Heidelberg	23%	25%	6%	6%	4%	12%
Lausanne	24%	27%	12%	11%	26%	28%
London	10%	7%	0%	9%	6%	3%
Shanghai	-	-	33%	7%	0%	0%

4 Percent UNSATISFIED with the Malibu Orientation in preparing them for their international experience

	<u>Fall '07</u>	<u>Spring '08</u>	<u>Fall '08</u>	<u>Spring '09</u>	<u>Fall '09</u>	<u>Spring '10</u>
Buenos Aires	20%	34%	13%	11%	33%	30%
Florence	41%	30%	20%	19%	30%	50%
Heidelberg	39%	33%	10%	12%	31%	30%
Lausanne	53%	63%	22%	24%	47%	53%
London	8%	25%	10%	6%	15%	25%
Shanghai	-	-	33%	21%	38%	21%

## 5 Percent UNSATISFIED with the job their RA's did during the semester

	<u>Fall '07</u>	<u>Spring '08</u>	<u>Fall '08</u>	<u>Spring '09</u>	<u>Fall '09</u>	<u>Spring '10</u>
Buenos Aires	10%	11%	6%	4%	2%	18%
Florence	4%	3%	3%	29%	2%	17%
Heidelberg	5%	0%	6%	4%	31%	32%
Lausanne	0%	3%	18%	11%	0%	0%
London	10%	4%	10%	0%	6%	0%
Shanghai	-	-	37%	31%	17%	18%

OVERALL

## 6 Percent who would STRONGLY ENCOURAGE other Pepperdine students to participate in their program

	<u>Fall '07</u>	<u>Spring '08</u>	<u>Fall '08</u>	<u>Spring '09</u>	<u>Fall '09</u>	<u>Spring '10</u>
Buenos Aires	88%	83%	91%	93%	91%	91%
Florence	83%	100%	85%	47%	77%	83%
Heidelberg	95%	92%	100%	98%	76%	76%
Lausanne	29%	57%	49%	82%	96%	93%
London	93%	89%	100%	94%	91%	93%
Shanghai	-	-	43%	66%	79%	93%

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## Appendix L

### International Programs Survey 2010

#### International Programs Survey - Section A

Each of the following questions focuses on your Self- Impressions and Experiences. Please respond in terms of your agreement or disagreement with each statement by selecting one of the following: strongly disagree, disagree, agree, strongly agree, n/a (not applicable).

1. I haven't chosen the occupation I really want to get into, and I'm just working at what is available until something better comes along.
2. When it comes to religion I just haven't found anything that appeals and I don't really feel the need to look.
3. There's no single "life style" which appeals to me more than another.
4. Politics is something that I can never be too sure about because things change so fast. But I do think it's important to know what I can politically stand for and believe in.
5. I'm still trying to decide how capable I am as a person and what work will be right for me.
6. I don't give religion much thought and it doesn't bother me one way or the other.
7. I'm looking for an acceptable perspective for my own "life style", but haven't really found it yet.
8. I haven't really considered politics. It just doesn't excite me much.
9. I might have thought about a lot of different jobs, but there's never really been any question since my parents said what they wanted.
10. A person's faith is unique to each individual. I've considered and reconsidered it myself and know what I can believe.
11. After considerable thought I've developed my own individual viewpoint of what is for me an ideal "life style" and don't believe anyone will be likely to change my perspective.
12. I guess I'm pretty much like my folks when it comes to politics. I follow what they do in terms of voting and such.
13. I'm not really interested in finding the right job, any job will do. I just seem to flow with what is available.
14. I'm not sure what religion means to me. I'd like to make up my mind but I'm not done looking yet.

15. My own views on a desirable life style were taught to me by my parents and I don't see any need to question what they taught me.
16. There are so many different political parties and ideals. I can't decide which to follow until I figure it all out.
17. It took me a while to figure it out, but now I really know what I want for a career.
18. Religion is confusing to me right now. I keep changing my views on what is right and wrong for me.
19. In finding an acceptable viewpoint to life itself, I find myself engaging in a lot of discussions with others and some self exploration.
20. I've thought my political beliefs through and realize I can agree with some and not other aspects of what my parents believe.
21. My parents decided a long time ago what I should go into for employment and I'm following through their plans.
22. I've gone through a period of serious questions about faith and can now say I understand what I believe in as an individual.
23. My parents' views on life are good enough for me, I don't need anything else.
24. I'm not sure about my political beliefs, but I'm trying to figure out what I can truly believe in.
25. It took me a long time to decide but now I know for sure what direction to move in for a career.
26. I attend the same church as my family has always attended. I've never really questioned why.
27. I guess I just kind of enjoy life in general, and I don't see myself living by any particular viewpoint to life.
28. I really have never been involved in politics enough to have made a firm stand one way or the other.
29. I just can't decide what to do for an occupation. There are so many possibilities.
30. I've never really questioned my religion. If it's right for my parents it must be right for me.
31. After a lot of self-examination I have established a very definite view on what my own life style will be.
32. My folks have always had their own political and moral beliefs about issues like abortion and mercy killing and I've always gone along accepting what they have.

Each of the following questions focuses on emotional awareness. Please respond in terms of your agreement or disagreement with each statement by selecting one of the following: strongly disagree, disagree, agree, strongly agree, n/a (not applicable).

1. I know when to speak about my personal problems to others.
2. When I am faced with obstacles, I remember times I faced similar obstacles and overcame them.
3. I expect that I will do well on most things I try.
4. Other people find it easy to confide in me.
5. I find it hard to understand the non-verbal messages of other people.
6. Some of the major events of my life have led me to re-evaluate what is important and not important.
7. When my mood changes, I see new possibilities.
8. Emotions are one of the things that make my life worth living.
9. I am aware of my emotions as I experience them.
10. I expect good things to happen.
11. I like to share my emotions with others.
12. When I experience a positive emotion, I know how to make it last.
13. I arrange events others enjoy.
14. I seek out activities that make me happy.
15. I am aware of the non-verbal messages I send to others.
16. I present myself in a way that makes a good impression on others.
17. When I am in a positive mood, solving problems is easy for me.
18. By looking at their facial expressions, I recognize the emotions people are experiencing.
19. I know why my emotions change.
20. When I am in a positive mood, I am able to come up with new ideas.
21. I have control over my emotions.
22. I easily recognize my emotions as I experience them.
23. I motivate myself by imagining a good outcome to tasks I take on.
24. I compliment others when they have done something well.
25. I am aware of the non-verbal messages other people send.
26. When another person tells me about an important event in his or her life, I almost feel as though I have experienced this event myself.
27. When I feel a change in emotions, I tend to come up with new ideas.

28. When I am faced with a challenge, I give up because I believe I will fail.
29. I know what other people are feeling just by looking at them.
30. I help other people feel better when they are down.
31. I use good moods to help myself keep trying in the face of obstacles.
32. I can tell how people are feeling by listening to the tone of their voice.
33. It is difficult for me to understand why people feel the way they do.

### **International Programs Survey - Section C**

Each of the following questions focuses on global citizenship. Please respond in terms of your agreement or disagreement with each statement by selecting one of the following: strongly disagree, disagree, agree, strongly agree, n/a (not applicable).

1. I have a duty to improve the world in which I live.
2. I believe that I should work to correct social and economic inequalities.
3. My individual rights are more important than policies for the common good.
4. Sometimes I size up other people based on their race/ethnicity/cultural group.
5. I enjoy spending time with people from other racial/ethnic/cultural groups.
6. I like to spend time with people who have had significantly different life experiences than my own.
7. It is important to me to work toward racial/ethnic/cultural understanding.
8. I often think about how my personal decisions affect the welfare of others.
9. I can describe some ways that people in the country of my international program have been affected by the foreign policy of the country in which I was raised.
10. I can describe some of the important cultural contributions made by people in the country of my international program.
11. I contribute money to international relief efforts.
12. I am involved with organizations that provide help for people in other countries.
13. I am actively involved with global issues.
14. I keep myself informed about international news and public issues.
15. I am one to speak up about racial injustice.
16. I could hold an informed conversation about the similarities and differences between social problems in the country of my international program and the country in which I was raised.

**International Programs Survey - Section D**

Each of the following questions focuses on faith and spirituality. Please respond in terms of your agreement or disagreement with each statement by selecting one of the following: strongly disagree, disagree, agree, strongly agree, n/a (not applicable).

1. My religious faith is extremely important to me.
2. I pray daily.
3. I look to my faith as a source of inspiration.
4. I look to my faith as providing meaning and purpose in my life.
5. I consider myself active in my faith or church.
6. My faith is an important part of who I am as a person.
7. My relationship with God is extremely important to me.
8. I enjoy being around others who share my faith.
9. I look to my faith as a source of comfort.
10. My faith impacts many of my decisions.

## **Appendix M**

### **Resources in Each of the Six Programs**

- *Faculty*
- *Teaching Methods and Method of Evaluating Faculty*
- *Faculty Development and Support*
- *Technology*
- *Library*
- *Physical Space*

## Lausanne

### WASC Review – Pepperdine Lausanne International Program

#### Section I: Faculty /Course ratios

During a standard academic semester, the Lausanne International program has 7 part-time faculty members and one visiting professor from the university's campus in Malibu. In addition, the Program Director teaches a number of courses. Please find below a full breakdown for each semester. For more information about each professor's academic background and publication list, please refer to his/her Curriculum Vitae (appendix).

#### Autumn Semester

##### Faculty/Course ratios:

- 7 part-time professors /4 upper division & 7 lower division courses
  - 5 professors with PhD in his/her field – full education/publication records
  - 2 professors with Master in his/her field
- 1 visiting faculty member (PhD in his/her field) / 1 upper division & 1 lower division course
- Program director (LLM, Attorney-at-law) tandem teaches lower division International Experience course (1 unit) and supervises and Individual Exercise course (1 unit)

#### Spring Semester

- 7 part-time professors / 6 upper division & 6 lower division courses
  - 5 professors with PhD in his/her field
  - 2 professors with Master in his/her field
- 1 visiting faculty member (PhD in his/her field) / 1 upper division & 1 lower division course
- Program director (LLM, Attorney-at-law) tandem teaches international experience course (1 unit), supervises and Individual Exercise course (1 unit) and teaches an upper division International Business Law Course (3 units)

#### Summer Session

- 3 part-time professors / 4 lower division courses
  - 2 professors with PhD in his/her field
  - 1 professor with Masters in his/her field
- 1 visiting faculty member (PhD in his/her field) / 1 lower division course
- Program director (LLM, BCL) tandem teaches lower division international experience course (1 unit), supervises and Individual Exercise course (1 unit) and teaches 3 upper courses (4 units/each)

**Overview table of courses taught** (not including 1 unit physical education courses)

	Lower division courses taught by part-time faculty	Upper division courses taught by part-time faculty	Lower division courses taught by visiting faculty	Upper division courses taught by visiting faculty	Upper division courses taught by program director	Courses taught by full time faculty	Lower division courses tandem-taught by Program Director & 1 part-time faculty	Upper division courses tandem-taught by Program Director & 1 part-time faculty	Totals
<b>Autumn</b>	7	4	1	1	0	0	1	0	15
<b>Spring</b>	6	6	1	1	1	0	1	0	17
<b>Summer</b>	4	0	1	0	3	0	1	3	9

### Section II – Student/Faculty ratios

The Lausanne International Program strives to keep student/faculty ratios as low as possible, in spite of an overall increase in student numbers on the program (30% more students during 2009/2010 school year). Please find below a summary from the 2009-2010 academic school year

Student faculty/ratio for upper division language courses (standard academic semester)	5:1
Student faculty/ratio for lower division language courses (standard academic session)	14:1
Student faculty/ratio for upper division courses (standard academic semester)	17:1
Student faculty/ratio for lower divisions courses (standard academic semester)	18:1
Student faculty/ratio for upper division courses (summer session)	8:1
Student faculty/ratio for lower division courses (summer session)	3:1

This is a high average, which should be further examined and compared with the program's enrollment numbers over the past 4 years. The upper division ratios have been particularly skewed by high numbers in courses taught by visiting faculty.

We are increasingly imposing class limits to help keep ratios down and to allow for a more even spread of students over the courses/academic school year.

### Section III: Description of how program learning outcomes are maintained in full-time/adjunct classes

The Program Director works closely with the professors to ensure the learning outcomes prescribed by Malibu are maintained in the Lausanne Program.

Professors are required to include learning outcomes and the program's mission statement, "to provide students with a life changing international experience, designed for intellectual, social,

*personal, and spiritual transformation*” in each course syllabus. Assessments, evaluations and exams are designed and carried out to ensure that students indeed meet the prescribed learning outcomes.

Each new professor is reviewed by the appropriate program chair in Malibu for approval to teach in Pepperdine Lausanne. Each time a professor teaches a new course in Lausanne his/her syllabus is approved through Malibu.

The faculty meets regularly, both as a whole and in one on one sessions with the Program director, to discuss and evaluate program goals and objects as well as learning outcomes.

#### **Section IV: Teaching Methods and Method of Evaluating Faculty**

**Teaching Methods:** Lausanne’s academic program applies Malibu campus standards – both in the qualifications of the professors and the implementation of a rigorous curriculum.

Professors use a range of teaching methods – from classical lecture style courses, to small group discussion seminars, labs and enrichment activities. The Program director works with professors to create interdisciplinary discussions and inter-linking course content. Each semester a number of distinguished guest lecturers are brought in to extend students’ exposure and bring them into direct contact with leaders from other academic institutions, NGOs and the private sector. Students are encouraged not only to learn and engage with course material, but to demonstrate that they are “learning to learn” and curious to further explore and question what they know (and do not yet know).

Learning in Lausanne often takes place outside of the traditional classroom with field trips and outings. There is also a variety of enrichment activities (community service work, language exchanges, etc.) set up to support and enrich traditional classroom learning.

**Evaluating Faculty:** The Program director evaluates and works with faculty to ensure Pepperdine standards are upheld in Lausanne. Professors are encouraged to carry out their own mid-term evaluations with students to gauge the course and make adaptations as needed.

Students carry out course evaluations 1X/semester using the online evaluations provided by Pepperdine Malibu. The Program director analyzes this data and works with the professors to make any necessary adaptations/suggestions for areas of improvement.

#### **Section V: Faculty Development and Support**

The Program director provides one-on-one support to faculty and also conducts regular faculty meetings. Adaptations to professor’s teaching load may be made to help promote professors’ development. Many professors also teach at other universities; several perform research and attend international conferences. Looking forward, we would like to explore extending research activities.

In addition, faculty is provided with the physical structure needed to teach successful classes. Funding has been requested to continue to make classroom improvements. We continually

evaluate and make improvements to faculty resources. We will also be updating one of the professor's offices in 2010.

### **Section VI: Technology**

There are 9 computer stations and 3 printers available exclusively for students use. There are also numerous Ethernet cords available in the study areas. Additional resources (fax, copy machine, scanner) are available to students during Program Office opening hours. Students have access to a dvd player, television and Ipod docking station in the student center.

The Lausanne program has recently made a significant investment in the technology on campus. We were able to create a more stable wireless connection on our campus by installing additional routers and updating the server. Wireless is now regularly available on all residential floors and in the study rooms and classrooms. We have also invested in additional beamers, so that each classroom is now equipped and there is a "floating" beamer for special events/film screenings. We have also invested in a microphone and speakers for the large lecture style classroom and special events.

Due to the campus' location in the city (close to the train lines) there are still occasional cuts in wireless service. The program team works closely with a local IT specialist to keep the campus' technology running as smoothly as possible.

### **Section VII: Library**

Lausanne has a growing library collection of over 1100 books. In addition students have access to current and back issues of paper based journals (Economist, Harvard Business Review, Ethical Corporation) and newspapers (International Herald Tribune/Le Temps/and a local French speaking journal – L'Hebdo). As physical space is limited, the collection has been built around the courses taught on the program and expanded by the program director in close collaboration with faculty and staff and support of Pepperdine's library in Malibu.

Students also have access to Pepperdine's online library, electronic resources, journals and periodicals. In addition, we have set up an informal reading corner in the Student Center where students have access to roughly 200 donated novels and travel books for their reading pleasure. This collection also continues to grow as students and local community members regularly add lightly used books.

Looking forward, we have recently requested funding to expand shelving in the Lausanne Library. Starting with the fall 2010 orientation, we are also including a more robust training on research methods/using Lausanne and Pepperdine online resources so that students can more fully take advantage of these valuable resources.

One area of improvement that we still need to work on with the Malibu campus is to create a way to limit database searches to our Lausanne library collection using their website: <http://library.pepperdine.edu/>. This website has recently been relaunched and no longer allows us to limit searches to the Lausanne collection as was the case with the former website: (<http://librarycatalog.pepperdine.edu/cgi-bin/Pwebrecon.cgi?DB=local&PAGE=First>), which is still available online, but no longer fully up to date.

In the past, we have linked our students to the other Swiss university libraries, such as the University of Lausanne. This could be relaunched and we could also explore connecting to the Nebis system which is used by Swiss universities of applied sciences.

### **Section VIII: Physical Space (classrooms, labs, meeting rooms, etc.)**

**Classrooms:** The Lausanne International Program has 3 classrooms, each of which is fitted with a computer and beamer.

- Ella Maillert classroom: 16 places (can be expanded to 20, as needed)
- Tinguely classroom: 20 places
- Ramuz classroom: 60 places for a formal class where note-taking is required; 100+ for conferences/special events.
  - Seats for approximately 20 extra people are available for Convocation/special events
  - In addition, this room can be joined to the Tinguely by opening a portable wall to create an additional 20 spots for special conferences/events.
  - The large classroom had undergone minor updates (paint, new screen, renovated existing chairs) in mid-2009.

Additional funding has been requested to furnish the room with a new podium and to install blinds for the Ella Maillert classroom (necessary to regulate heat/light). We are also seeking funding to renovate the flooring in this room, which is uneven /irregular in parts.

**Study rooms/Computer labs:** Lausanne has the following study/computer lab areas available to students. Occasionally, one of the study rooms is transformed into a 4<sup>th</sup> classroom for small group discussions.

- 6 person computer lab with 1 printer, connected to the library. There are additional Ethernet cords/electricity outlets so that students may bring their personal laptops and work in this space. The room also serves as a quiet study room with additional desks and comfortable seating areas for students.
- 2 large study rooms, each with a printer and computer, desk spaces for 10 students/each, with Ethernet and electricity connections. There are also comfortable seats available in these rooms.
- 3 smaller study rooms equipped with Ethernet cords & electricity outlets. One of these rooms has a fixed computer station. Two of the rooms are fitted with tables/work stations; the third room has a sofa set. These rooms can also be used for small group meetings as needed.

**Other areas:** In addition to the formal study and classroom areas, students have a large amount of informal spaces available to them for socializing and studying:

- **Caf t**: this is a large sun-filled room on the ground floor in between the classroom and main lobby area, fitted with 2 large sofa and comfortable chairs, as well as multiple tables. Students use this area for small group discussions, studying and informal socializing. There is also a fruit basket, sink, kettle and dish-sanitizer in this room so that students can enjoy a healthy snack or cup of tea any time of the day in this room.

- **Student center:** This is a large room where students can gather informally or more structured student activities. There is a ping-pong table and a pool table, multiple tables for eating, as well as a comfortable seating area.
- **Music room:** Students have access to a music room which is fitted with two guitars, a piano and a variety of sheet music and songs. There is also a harp and drum that the students may use.
- **Television room/reading corner/crafts and game room:** The television room has a tv and dvd player and an informal reading corner (stocked with roughly 200 donated novels and travel books). In addition, there are a variety of games and craft supplies housed in this room.
- **Main kitchen:** The Main kitchen is open during meal times for students to enjoy lunch and breakfasts. It is staffed by a full time member of the operations team, who is assisted by student workers.
- **Student kitchen:** Students also have access to a student kitchen which is equipped with two refrigerators and a large walk in pantry. There is a table with seating for 10-14 people, a stove/oven, a sink and storage units. An additional budget has been requested for the 2010-2011 academic school year, as the sink and stove areas are in need of replacement/expansion to meet the program's needs.
- **Student gym:** There is a small room in the building's basement where students can work with free weights or do yoga.
- **Student laundry/drying rooms:** Students have access to 3 laundry machines and 3 dryers. There is also room on one of the residential floors where students can hang-dry their clothes. This room is equipped with a special air-dryer which helps to clothes to dry more quickly. A request for funding has been placed in Spring 2010 to create 2 additional drying rooms. This is a more cost/energy efficient than a normal clothes dryer in Switzerland.
- **Student Storage areas:** Students have multiple areas where they can store their luggage. There is also a large room downstairs which holds donated items for decorating, costumes and materials for special events.
- **Bunker:** The facility is equipped with a nuclear bomb shelter as required by Swiss building codes.

## London

### **Description of how program learning outcomes are maintained in fulltime/adjunct classes**

1. Faculty members are asked to include the Pepperdine university mission statement into their syllabus and state how the course enhances the mission of the university.
2. Faculty members are asked to find ways to fit the international Programs mission statement into their courses. **“Our Mission** is to provide students a life-changing international experience, designed for intellectual, social, personal and spiritual transformation.”
3. During each orientation session, the IP mission statement and goals are reviewed. Following stating the goals, each student is asked to write down their personal goals in areas which mirror the IP mission statement. At the end of the semester, students are given a copy of their goals and asked to respond to “if” and “how” they met their goals.

### **Teaching Methods and Method of Evaluating Faculty**

1. **Teaching Methods:** Faculty use a variety of teaching methods from lecture, to small group leaning in case studies and simulations. The mode of instruction usually consists of lecture and laboratory. Because we have highly renowned museums in London, Fine Arts, Humanities and Science courses meet once per week in the museums to utilize the outstanding collections for their course content and meeting location instead of staying in a classroom and seeing the paintings on a slide or in photos.
2. **Method of Evaluating Faculty**  
Until this semester, students evaluated their professors using anonymous teaching evaluations, which were collected by the director or programme assistant and sent to Malibu. Now, students evaluate each professor through an online course evaluation at the end of each semester and they can also give input on professors through the on-line program evaluation which is also administered at the end of each semester. A mid semester program evaluation is administered each semester and the professors are encouraged to provide a mid semester teaching evaluation so they can identify any areas that need improvement prior to the end of the semester.

After the course ends, I review each course evaluation and send copies to Malibu and then give a copy to the faculty member. I send a follow up letter to each faculty member at the end of the year highlighting the positive comments that students have noted during their class and also point out areas where they need improvement.

### **Faculty Development and Support**

1. Faculty meetings are held at the beginning of each semester and when needed throughout the semester. The topics for the faculty meetings are issues such as grade inflation, using the library effectively, using technology in the classroom and use of laptops during class time.

2. Faculty are given support by sharing materials from the Teaching Learning Center with them so they can apply the ideas to their class.

### **Technology**

1. The London house is one of the most up to date programs where technology is concerned. We just completed a five million dollar renovation to the facility and included in it was a \$100,000 technology upgrade. In each classroom are the following:
  1. White boards
  2. Screen for showing Powerpoint or movies or slides.
  3. lectern
  4. Computer in wall unit for use in classroom for projecting slides or movies. Also ability for faculty to use personal computer or thumb drive.
  5. VCR
  6. DVD player
  7. TV stations
  8. Access to internet to download items from internet
  9. Speakers that make sound audible in all parts of the room.
  10. Video conferencing system is available if we wish to connect to Elkins auditorium or speak to a VIP in a class through video conference.
  11. Wireless access is available throughout the house both for internet access and wireless printing to multiple printers in the house.
  12. Slingbox in the Seaver and Law lounges, enabling students to watch US television.

### **Library**

1. The Librarians updated the book collection in the London library last year and removed 500 volumes and added another new 500 volumes. Due to the limited space for books, the collection was reviewed to provide only books that focused on topics that will help students write papers in the courses that we teach in London.
2. The reference librarians have set up a website on the Payson library page that assists students with a particular class. For example, if they are studying the History of the Modern Middle East, they can see what indexes will be most helpful to them for doing research on that topic. There is a list for each class offered in London.
3. During orientation, students are made aware of what resources are available to them in the London library as well as electronically. Students are made aware of the access electronically to reference librarians through the "Ask a question" format online.

### **Physical Space**

1. Two classrooms on site are available for use for classes. The large classroom has a capacity of up to 41 students while the small classroom/seminar room has a capacity of 20 students. There are 41 students in the program and classes are offered Monday through Thursday during daytime hours. We try to avoid evening classes and so hold classes between the hours of 8am-6pm. Classes are not offered concurrently so students have the opportunity to take any class offered.

2. The museums in London provide an outstanding classroom. Faculty are encouraged to use the museums whenever possible and not stay in the classrooms. Museums used for laboratories include the National Gallery, Tate Britain, Tate Modern, Courtauld Gallery, Victoria and Albert Museum, Science Museum and Natural History Museum.
3. The student lounges and the Kirk rooms can be used as a meeting room for small groups of students who want to study in small groups or work on group projects.
4. The library is generally used for a quiet study but if necessary can be turned into an alternate space and used for a small class of up to 20 students.
5. Faculty offices are available for private student conferences.

## Buenos Aires

Number of full-time, degrees, publication/ scholarship record: All faculty in our program are part-time.

Part-time, degrees, publications/scholarship record: Refer to individual CVs

Ratio of courses taught by full-time to those taught by part-time faculty NA

Student faculty ratio at introductory and at advanced level: Out of the 27 classes taught during the academic year, 15 are introductory level and 12 are advanced level so our ratio would be of 55% introductory and 45% advanced level. This is without taking into account the visiting faculty classes as these change every year.

Detail:

Fall 2009

Introductory level: SPAN 152, SPAN 182, SPAN 251, SPAN 252, HUM 212, ECON 200, TANGO, HUM 295.

Advanced level: ENG 380, SPAN 380, SPAN 341, SPAN 449, HIST 320.

Spring 2010

Introductory level: SPAN 152, SPAN 251, SPAN 252, SPAN 282, ECON 211, HUM 295, TANGO.

Advanced level: SPAN 346, SPAN 380, SPAN 341, SPAN 451, HIST 320, HUM 313, BA 457.

Description of how program learning outcomes are maintained in full-time/adjunct classes: Refer to Syllabi

Method of Evaluating Faculty: The biggest feedback that we get from students comes from course evaluations. After every semester, the Program Director gets together with every professor to go over their evaluations together. They identify which were the weaknesses in the course and see what changes can be made to overcome these and improve. During this meetings the results of the program evaluations can also be considered as many time students also include comments about specific classes or professors in these surveys.

### **TECHNOLOGY**

#### **Present resources**

Computers used by staff

- Desktop PC Pentium 4, 2.80 Ghz, 1.5 Gb RAM, Windows XP 2002 (MS)
- Desktop PC Intel Pentium 4, 1.80Ghz, 504 MB RAM, Windows XP 2002 (MS2)
- Desktop PC Pentium 4, 3.00 Ghz, 2 Gb RAM, Windows XP 2002 (PR)
- Desktop PC Intel Core Duo 2.40 Ghz, 2.00 MB RAM, Windows XP 2002 (AB)
- Desktop PC X86 AT 200kb, Windows 2000 Professional (AB2)
- Desktop PC Intel Core 2.60 Ghz., 2 Gb RAM, Windows XP 2002(RDS)

- Desktop PC Intel Celereon 2.40 Ghz, 248 Mb RAM, Windows XP 2002(MSB)
- Desktop PC AMD 64 2.20 Ghz, 512 Mb RAM, Windows XP 2002 (PROF)

Computers for use by students

- 3 Desktop PCs AMD 64, 2.41 Ghz, 1 Gb RAM, Windows XP 2002 (computer lab)
- 2 Desktop PCs Celeron ,2.40 Ghz, 1 Gb RAM (Upstairs student´s lounge)
- Desktop PC Pentium 4, 1.80Ghz, 512 Mb RAM , Windows XP with scanner UMAX Astra 4000 U and HP laserjet 1020 printer (library)

In student´s lounge: TV, DVD, VCR, stereo system.

Internet service / wireless connection: All of Casa Pepperdine is covered by internet wireless connection.

Portable projector and screen: There is portable projector –Epson powerliteC – that can be used in the auditorium or in classrooms according to needs.

Laptop computer: Used as an accesory for the projector.

Audio equipment: Portable stereo with CD player.

## **LIBRARY**

Our current library holds over 2000 books.

We are working together with Lynne Jacobsen and the people of the Payson library to have our inventory complete and systematized and on the online catalog as a resource for our students.

On of the biggest challenges we have in the program is having the students bring their textbooks with them for class.

Textbooks are not available for sale here in Argentina and to have them sent from the US can be very expensive and many times packages get stuck at customs and students have to spend time and money to have them released.

Even though it is stated online and students are informed that books are not available here and that they **must** bring them with them from the US many times they show up without books.

When acquiring new books for the library from the US we must always take into account the shipping price when budgeting. Most of the times shipping ends up costing us more than the book itself.

Getting desk copies or evaluation copies for professors also got more complicated as most publishers no longer send these overseas.

## **PHYSICAL SPACE (classrooms, labs, meeting rooms, etc)**

The Buenos Aires Campus consists of two connected houses. Casa Holden holds offices, living quarters for visiting faculty, the auditorium and a computer lab. Casa Olleros holds the library and four classrooms, plus a suite, offices and landlord living quarters.

ARGENTINA AUDITORIUM:

The auditorium holds a maximum of 70 chairs. It is also used as a classroom with personal portable tables for chairs, and then it holds a maximum of about 35 students.

The room has two AC equipments. There is a portable white board.

This room is cleared out when used for Tango classes.

Challenges:

Bad acoustics, especially when the room is full and the air conditioning is running.

The lack of set audiovisual equipment – we have to set up portable screen and projector every time it's needed for class or convocation. We lose image quality and size.

### **COMPUTER LAB**

Air conditioned.

The room has three computers for students use, and a printer. Also there are some stations where students can hook up their laptops.

(3 Desktop PCs AMD 64, 2.41 Ghz, 1 Gb RAM, Windows XP 2002 & HP LaserJet P 2015 printer)

### **PATAGONIA LIBRARY**

The library holds over 2000 books

Air conditioned.

The library has table and chairs to hold 26 /28 people.

There is a division door that is usually open but can be closed to separate the area into two rooms.

Desktop computer for student use (Desktop PC Pentium 4, 1.80Ghz, 512 Mb RAM , Windows XP with scanner UMAX Astra 4000 U and HP laserjet 1020 printer)

HP LaserJet 4050 printer is also available for wireless printing.

(For more information refer to the especifil Library section).

### **PAMPA CLASSROOM**

Air conditioned.

White board.

Audiovisual system installed

Epson powerlite S5+ projector

Edifier sound system

Roll up white screen

Philips DVD player

**LAPTOP**

Holds 26 students.

### **CUYO CLASSROOM**

Air conditioned.

White board.

Holds 22 students.

In August this classroom will be expanded to hold 24 more students to reach a maximum of 46.

**NOROESTE CLASSROOM**

Air conditioned.

White board.

Holds 18 students.

**MESOPORTAMIA CLASSROOM**

Air conditioned.

White board.

Holds 12 students.

**PROFESSORS' LOUNGE**

This room is available for professors and can be used as meeting space. It has a table that can sit six and a desk with desktop computer (AMD 64 2.20 Ghz, 512 Mb RAM).

Phone extension available.

On Casa Holden students have open cubbies with assigned numbers where they can stow books or personal items.

## Florence

### **Resources:**

See attachment with CV's of all professors

Number of full – time, degree, publications/Scholarship record: visiting Faculty family

Part time: degrees, publication/Scholarship record:

**Dr. Leonardo Lastilla** - Part time Professor of Humanities, Literature and Italian:

### ***Papers Given***

1998: The treatment of space in Manganelli, presented at a conference on "Space in literature" at University College Cork.

1997: Pinocchio: a parallel text, presented at a conference on "Intertextuality" organised by the Royal Irish Academy at Trinity College Dublin.

1997: Che Vergogna Scrivere: Luigi Malerba, presented at the SIS conference at Glasgow University.

1996: Realismi e no: Pratolini e Malerba, presented at a Research Seminary at University College Dublin.

### ***Awards***

2001: Second Prize at the II° National Short-Story Competition "Angela Starace" in Naples.

2000: First Prize at National Short-Story Competition "Scrivi un racconto in 100 righe", organized by Il Giornale della Toscana.

1999: First Prize at the II° National Short-story Competition in Cadeo (Pc), Italy.

1997: Postgraduate Bursary from University College Dublin.

Many of his short stories has won various prizes in regional and national literary competitions in Italy.

### ***Publications***

2003: Publication of *Il gallismo estremo: carnalità e fantasia nei romanzi di Brancati* in **Riscontri**, Sabatia editrice, 2003, n.2-3, pp. 29-53.

2002: Publication of *Manganelliana: i percorsi della letteratura* in **FORUM ITALICUM**, A Journal of Italian Studies, **founded by Michael Ricciardelli**, Stony Brook, NY, pp. 84-108.

2001: Publication of *O Zanzotto* in *Omaggio a Zanzotto per i suoi ottanta anni*, edited by Raffaele Manica, Vecchiarelli editore, Manziana 2001, pp. 87-92.

May 2000: Publication of some of my short-stories on the website of the magazine *Jamcafe* at [www.jamcafe.com/lastilla/](http://www.jamcafe.com/lastilla/).

2000: Winning short story was published in *Il Giornale della Toscana*

1994: Publication of a collection of my poetry entitled "*Fiori di Loto*" ( Lotus Flowers) by L'Autore Firenze Libri publishers.

**Dr. Victor Carrabino** - part time faculty of Humanities and Italian:

### ***Publications***

Books:                    The Power of Myth in Literature and Film(Tallahassee: University Presses of Florida, 1974).  
                               Alain Robbe-Grillet and the Phenomenological Novel (Parma, Italy: Casa Editrice Maccari, 1974).

Articles:

- "The Poetics of Fire in Jean Giono's Le Chant du monde". Analecta Husserliana, Vol. XXIII, 289–298, 1988.
- "Jean Giono's Le Chant du monde: The Harmony of the Elements." Analecta Husserliana, Vol XXIII, 343–354, 1988.
- "Victor/Victoria and Pirandello's Enrico IV: The Forging of Masks." Pirandello Studies, 1987.
- "Cheikh Hamidou Kane's L'Aventure ambiguë and Badiane's Les Longs Soupirs de la nuit: The Search for the Self." Rocky Mountain Review, Spring 1987.
- "On the Shores of the Nothingness: Beckett's Embers." Analecta Husserliana, Vol. XIX, 1984, 57–66.
- "Caudel and Camus: 'Le Mal est parmi nous,'" Claudé Studies, Vol IX, No. 2, (1983), 50–56.
- "Pinget's Passacaille: The Endless Sonata of the Dead." Neophilologus, Vol. 69, (1985), 59–66.
- "Pirandello's Characters in Search of a Mask." Le Forme e la Storia. Anno III (1982), 229–43.
- "Sciaccia's Candido and Society's Crooked Nose." Le Forme e la Storia. Fall, 1983.
- "The Nouveau Roman and Neo-Romantic Hero." The Comparatist. Fall, 1983, 29–35.
- "The French Nouveau Roman: The Ultimate Expression of Impressionism." Analecta Husserliana, vol. 18, 1983, 261–70.
- "George Sand's Consuelo: The Search for a Soul." Festschrift, Nikola Pribic. Fall, 1983, 79–85.
- "Caudel and Pirandello: Presence and Absence of God." Claudé Studies, VII, 1980, 18–28.
- "Beckett and Hegel: The Dialectic of Lordship and Bondage." Neophilologus, Spring, 1980, 32–41.
- "Cheikh Hamidou Kane: L'Aventure ambiguë ou l'aventure mythopoétique." Présence Francophone, Fall, 1980, 53–67.
- "Jacques Rabemananjara's Agapes des dieux and the Poetics of Fire and Water." Kentucky Romance Quarterly, Fall, 1980, 335–43.
- "Alain Robbe-Grillet's La Jalousie and the Phenomenological Epoche." Kentucky Romance Quarterly, XXII, 2 (Fall, 1975), 159–67.
- "Alain Robbe-Grillet and Chosisme." Research Studies XLVII, 1 (March, 1979), 54–58.

“The Nouveau Roman and Phenomenology: A Moment of Epiphany.” South Atlantic Bulletin, XXXVIII (November, 1975), 95–100.

“Picasso and Pirandello: A Pragmatic View of Reality.” Parma (Italy): Casa Editrice Maccari, 1974.

“Alain Robbe-Grillet and the Phenomenological Time,” Research Studies XLI, 1 (March 1973), 42–51.

**Translation:**

“A Cuban Perspective: The Americas of Langston Hughes.” The Langston Hughes Review, Spring 1987.

**Papers Read:** 29 papers presented at national and international symposia. Detailed list upon request.

**Book Reviews:** 30 book reviews. Detailed list upon request.

**Karen Giacobassi – part time professor of Natural Science**

**Publications** Giacobassi K, Blouch J, Byl N, Cortez J, Robinovitch S. *Perceived versus*

**Presentations** - *Actual Reach and Step Lengths*. Graduate Research Presentation at San Francisco State University, Spring 1998

- Schnelle JF, MacRae P, Giacobassi K, MacRae H, Simmons S, Ouslander J. *Exercise with Physically Restrained Nursing Home Residents: Maximizing Benefits of Restraint Reduction*. *Journal of American Geriatrics Society* 44:507-12, 1996

- Schnelle JF, Rahman A, Salend E, Giacobassi K. *Safety Assessment for the Frail Elderly: Procedures and Uses*. *Nursing Home Practitioner* December 1994.

- Giacobassi K, MacRae P, Schnelle JF. *The Effects of an Individualized Exercise Program of Physically Restrained Nursing Facility Residents*. Poster Presentation at American Geriatric Society 1994

- El Mouchi D, Simmons S, Schnelle JF, MacRae P, Giacobassi K. *Effect of Exercise Behavioral Factors Related to Risk for Injury among Nursing Home Residents*. Poster Presentations at American Geriatric Society 1994

**Elizabeth Whatley – part time faculty Religion*****Publications******Books:*** Joannine Studies, Copy right 1989 editor James E. Priest***Articles:*** “In the Shadow of the Vatican” Leaven “A journal of Christian ministry”, volume 17, November 3. Third quarter 2009 (133-135).**Ratio of courses taught by full time and by part time*****Fall semester*** – Ratio Full time faculty 1 / 10, part time 8/10

Italian 4 segments

Rel 101

Rel 102

Rel 301

Hum 295

Hum 212

SPME 106

***Spring semester*** – Ratio Full Time 1/10, part time 8/10

Ital 4 segments

Hum 313

Eng 380

Art History 428

Rel 592

Rel 102

Hum 295

***Summer semester*** - Ratio Full Time 1/9, part time 8/9

Italian 4 segments

Hum 212

Hum 313

Rel 301

Com 180

Hum 295

**Description of how program learning outcomes are maintained in full-time/adjunct classes:**

Florence is a unique program for those who want to expand their knowledge in general education. The city itself is a classroom. This program combines a creative learning experience while taking advantage of the rich cultural and historical heritage of the city of Florence. With its multitude of historical buildings, it is the perfect place to learn and be inspired. Our classes are interactive and we have a vision and a plan that help maximize the knowledge of our students, through the combination of co-operative learning and research in and outside the classroom. We have a learning community. Our professors educate and train our students with competency which enhances the lives of our students in long term long education.

We have made short and long term goals for our classes. We are fortunate that we can have hands-on practical sessions for our courses. Our courses are all based on maximizing the learning experience. We are able to do this with our cooperative learning and taking advantage of Florence as a classroom. For example we are able to do this with our Art History course, Religion courses, Humanities course and language courses.

In addition to our regular classes we have weekly Thursday visits which take our students into town, and are incorporated in multiple courses. At the beginning of each semester our students are also given an Uffizi pass which allows our students to get into the state museums free of charge. Therefore the museums in the city also serve as laboratories.

**Teaching methods of evaluation faculty:**

We use the same standards as the Malibu campus. We have a high standard of scholarship which is required by all professors and we also want the students to understand the role of our professors, which is not to spoon feed, to entertain, or to reduce rigor, but instead to motivate, to challenge and to help the student to question his or her own beliefs, assumptions, attitudes and knowledge. We make our evaluation as quantitative as possible. Our questions are serious and competent and we measure how well a faculty member performs on the job. We also have teachers meeting as always to assist our professors three times in a given semester.

**Faculty development and support:**

We fully support our faculty to attend conferences and to go to professional meeting and read papers at professional conferences. Many of our faculty teaches at other programs. We are supportive in providing additional teaching material and supplemental material when needed.

### **Technology:**

Through strategic planning we have a sophisticated network system. We have the best technology available in Italy for our students. Our students have 24 hour access to our system and our computer technician is available to trouble shoot whenever needed. We have two computer laboratories with high connectivity and secure voice and data network. Students have access to a very secure network. All student rooms are connected with wireless and the Ethernet.

### **Classrooms:**

The *Leake classroom* seats fifty-six students and has a full audio video system which includes PowerPoint, DVD player, a large screen and video projector.

The *Small classroom* seats 30 students and has the same audio video set up as our Leake classroom.

The *Seminar room* seats 16 students and has a TV and DVD player. This room is great for small discussion classes. We are also to have 3 classes simultaneously.

### **Library:**

The Pepperdine Libraries provide a global gateway to knowledge, serving the diverse and changing needs of our learning community through personalized service at our campus locations and rich computer-based resources. At the academic heart of our educational environment, our libraries are sanctuaries for study, learning, and research, encouraging discovery, contemplation, social discourse and creative expression. As the information universe continues to evolve, our goal is to remain responsive to users' needs by providing seamless access to both print and digital resources essential for learning, teaching and research. In pursuit of this goal, we strive to make a positive impact in the lives of our students and faculty so they are equipped to change the world. Join us on this journey of purpose, service and leadership, as we build the library of the future!

Mark Roosa, MLIS Dean of Libraries

We have a total of 909 books in our Library (study hall)

<b>SUBJECT</b>	<b>CLASS</b>	<b>Count of ITEM_ID</b>
Philosophy	B	16
History (General)	D	85
History of the Americas	E	5

Geography (General). Atlases, Maps	G	3
Music	M	2
Fine Arts	N	36
Philology. Linguistics.	P	3
Science (General)	Q	2
Military Science (General)	U	2
Books (General). Writing. Paleography.		
Book Industries. Libraries. Bibliography.	Z	1
Collections. Series. Collected Works.	AC	86
Encyclopedias	AE	54
Dictionaries and Other Reference Works	AG	2
Psychology	BF	1
Aesthetics	BH	3
Religion. Mythology. Rationalism	BL	5
Judaism	BM	1
Christianity	BR	5
The Bible	BS	11
Doctrinal Theology	BT	11
Practical Theology	BV	3
Christian Denominations	BX	9
History of Civilization	CB	58
Archaeology	CC	1
World History. Great Britain	DA	2
World History. Austria, Liechtenstein, Hungary, Czechoslovakia	DB	1
World History. France, Andorra, Monaco	DC	10
World History. Germany	DD	2
World History. Greco-Roman World	DE	6
World History. Greece	DF	46
World History. Italy, Malta	DG	107
World History. Balkan Peninsula	DR	1
World History. Asia	DS	18
World History. Africa	DT	7
Anthropology	GN	3
Folklore	GR	1
Manners and Customs	GT	2
Recreation. Leisure	GV	1
Economic History and Conditions	HC	1
Transportation and Communications	HE	1
Finance	HG	1
Social History and Conditions. Social Problems. Social Reform	HN	1
The Family. Marriage. Women	HQ	1
Political Science	JA	1
Political Theory	JC	12
Political Institutions and Public Administration (United States)	JK	1
Political Institutions and Public Administration (Europe)	JN	2
International Law	JX	1

History of Education	LA	2
Theory and Practice of Education	LB	1
Literature on Music	ML	33
Instruction and Study	MT	4
Architecture	NA	1
Sculpture	NB	7
Drawing, Design. Illustration	NC	2
Painting	ND	18
Arts in General	NX	1
Greek Language and Literature. Latin Language and Literature	PA	14
English Language	PE	7
Slavic Languages. Baltic Languages. Albanian Language	PG	4
Oriental Languages and Literatures	PJ	1
Literature (General)	PN	27
French. Italian. Spanish and Portuguese Literature	PQ	99
English Literature	PR	20
American Literature	PS	24
German Literature. Dutch Literature. Scandinavian Literature.	PT	1
Fiction and Juvenile Belles Lettres	PZ	1
Astronomy	QB	4
Physics	QC	2
Home Economics	TX	2

*The city of Florence has two additional English libraries:*

### **The British Library**

The British library was born from smaller donated collections and has matured into the present collection of over 50,000 volumes of books published between the 16th and 21st centuries. About 500 new titles are added to the collection every year. English literature comprises about half the stock, and there are large sections on British and Italian history, history of art and music. Smaller sections cover philosophy, religion, social sciences, language and travel. Since its foundation in 1917 the Library has received many important donations, including:

Hutton's collection: The collection consists of letters (over 500), hand-written and typed manuscripts (over 60), cuttings, working notebooks and published work. Edward Hutton's son, Peter, packed up the collection after his father's death. The majority of the letters were in alphabetical order by author. Peter Hutton had also selected and put together letters that concern Norman Douglas. The manuscripts were packed individually in newspaper, card and string. The cuttings are either in volumes kept by Hutton, or loose in files given by Peter Hutton.

Horner collection: The collection consists of three journals kept while in Italy.

Maquay collection: The collection consists of private journals, public and private letters and documents relating to the family. There had been an attempt to arrange the collection

chronologically before it was deposited with the Library but there were many errors in the arrangement.

**Waterfield collection:** The collection contains the unpublished manuscript of his biography of his great-aunt

Janet Ross. The collection also contains over 700 letters the majority of which are from Janet Ross and Lina Waterfield to various correspondents.

**Gordon Craig collection:** This is not a manuscript collection. It consists largely of books, pamphlets, newspaper articles, theatre programmes, magazines and photographs. Many of the items are rare, for example the exhibition catalogue of Craig's show in Poland in 1913, or the volume *Gordon Craig's Book of Penny Toys* (1899). The set of the fifteen volumes of *The Mask* is almost complete, and the complete set of *The Marionette* is extremely rare.

**Vernon Lee collection:** The collection reflects the wide range of Vernon Lee's interests. 'The width of her reading in scientific subjects', writes her biographer Peter Gunn, 'and more particularly in the social sciences, is quite astonishing.' Many of the books bear the dates of reading and re-reading, and are copiously annotated.

**Equipment:**

The reading room in the Library has ample space for study and there are power points for laptops. Computers for study are available on payment of a small fee. At the Language Centre there is free internet access and a study centre with DVDs, CD ROM, video, books, periodicals, newspapers and other learning resources for self study. The Language Centre and the Library are both air-conditioned.

## **The Oblate Library**

### **Book asset: 93.000 documents:**

- 60400 modern monographies
- 2324 musical CDs
- 2897 DVDs
- 164 titles of different magazines
- 123 ancient handwritten documents
- 2754 ancient books
- 483 final written essays (tesi di laurea)

### **Spaces:**

- 1 room with 80 seats located in the ground floor and 3 more rooms on the first floor
- 2 open air spaces on the top floor of the building.

### **Equipment:**

- 29 internet stations
- 6 workstations with access to the O.P.A.C. catalogue (On-line Public Access Catalog)
- 2 satellite TVs

3 screens to watch DVDs  
2 PC workstations with scanners for digital scanning of document

**Physical space (classroom, labs, meeting rooms, etc)**

<b>Space Type</b>	<b>Assignable Sq Mt</b>	<b>Sq Ft</b>	<b>Percentage Usage</b>
STUDENT HOUSING	500.01	1640.45	29.67
AUXILIARY SERVICES	78.05	256.06	4.63
MANAGEMENT AND GENERAL USE (OFFICES)	405.55	1330.54	24.06
FACULTY APARTMENT	105.03	344.58	6.23
ACADEMIC SUPPORT (CLASSROOMS)	176.66	579.59	10.48
PUBLIC SERVICE	230.75	757.05	13.7
INSTRUCTION RESEARCH (LIBRARY)	133.69	438.61	7.95
STUDENT SERVICES	55.44	181.88	3.28
<b>TOTAL</b>	<b>1685.18</b>	<b>5528.76</b>	<b>100</b>

## Shanghai

<b>Nr</b>	<b>Course Number/Title Taught</b>	<b>Name</b>	<b>Degrees</b>
1	CHIN151: Element Chinese I	Zhao Shu	B.A.
2	CHIN 152: Element Chinese II	Chen Lu	B.A., M.A. in progress
3	CHIN 152: Element Chinese II	Ye Chenchen	M.A., B.A.
4	CHIN 251: Second Year Chinese I	Wu Huiliang	M.A., B.A., MBA in process, Pepperdine Shanghai Program
5	CHIN 252: Second Year Chinese II	Jiang Qiuxia	B.A.
6	CHIN 599: Guided Chinese Spoken Practice	Zhang Tianan	B.A.
7	INTS 344: International Relation	Ni Shixiong	Ph.D., M.A., B.A., Director of Center of American Studies, Fudan Univ.

8	BA 494: International Management	Feng Zhen	B.A., M.A., Ph.D. in progress Fudan Univ.
9	BA 494: International Management	Yu Baoping	MBA, B.A., Ph.D. in progress
10	ASIA 331: History of Modern China	Si Jia	Ph.D., M.A., B.A.
11	ASIA 331: History of Modern China	Jin Guangyao	Ph.D., M.A., B.A.; Director of Center of Asian Studies, Fudan Univ
12	AISA 330: History of Traditional Chinese Civilizations	Jin Yan	Ph.D., M.A., B.A.
13	SOC 200: Introduction to Sociology	Pan Tianshu	Ph.D, A.M., B.A.
14	BIOL 107: Plants & Environment	Zhong Yang	PhD, B.S. Fudan Univ., Deputy Dean of School of Life Sciences, Fudan Univ.
15	ENG 370: World Literature	Xin Hua	PhD, M.A., B.S.
16	PE 292: Chinese Martial Arts	Wang Bin	Martial Arts Certification
17	HUM 212: Western Culture II	Gu Xiaoming	Ph.D., M.A., B.A.
18	HUM 212: Western Culture II	Yi Zhaoyin	Ph.D., M.A., B.A.
19	HUM 313: Western Culture III	Gu Xiaoming	Ph.D., M.A., B.A.
20	ARTH 438: Non Western Arts	Wang Xiaoyin	Ph.D., M.A., B.A.,
21	ARTH 438: Non Western Arts	Jin Shoufu	Ph.D., M.A., B.A.
22	BA 336: Organizational Behavior Hum. 295: The International Experience	Chris Van Velzer	MBA, B.A.,

**Part-Time Faculty List with Degrees, Shanghai 2010**

**How Program Learning Outcomes are maintained in full-time/adjunct classes**

To date, the Shanghai program does not have individualized stated/published program goals. There is, however, an internal understanding within program staff of program goals specific to Shanghai within the context of International Programs' goals, namely: for students to have an increased linguistic and cultural 'fluency' in Chinese and Asian culture, for students to develop a broader understanding of China's role in the world, to develop critical thinking skills and awareness of the impact of cultural influences in academic studies, and to be holistically impacted (academically, socially, spiritually) by the experience of studying abroad in Shanghai.

Although there are no full-time faculty beyond the yearly visiting faculty from Pepperdine, most of our teachers are returning teachers on a semester to semester basis. The Program Director and Assistant Director work with these faculty members in developing their initial syllabus to include learning outcomes that are conducive to these program goals. Program evaluations and class evaluations include feedback on program learning outcomes, which are assessed annually by the Program Director, staff, and IP Dean. Additionally, the IP Dean and one IP staff member visit the Shanghai campus annually to conduct breakout evaluation sessions with students, including feedback related to these learning outcomes.

**Teaching Methods and Method of Evaluating Faculty**

*Teaching Methods:* Courses are taught, depending on size, subject matter, and teacher preference, in both seminar and lecture formats. Culturally, most Chinese professors are used to teaching a lecture format, although many who have completed doctoral work in the US or

Europe are more accustomed to seminar classes and teaching methods. Because US students are more accustomed to seminar formats in classes, we work with our Chinese faculty, both in evaluation review sessions and training meetings, to emphasize the balance of lecture vs. seminar formats, and to ensure classes include participative dialogue as much as possible.

*Evaluating Methods:* Students complete program evaluations, which include assessment of some classes and overall academic experience, and individual faculty evaluations each semester. All faculty meet with the Program Director and Assistant Director (who serves as the primary academic liaison with the faculty) once at the end of each term for a review of these evaluations. Because of cultural differences in both the way criticism and feedback is solicited and received in China, the Director and Assistant Director condense evaluation feedback into larger themes for each professor, and diplomatically present this feedback in summarized form to each teacher. Verbal feedback loops are also common throughout the course of the semester, and program staff try to keep updates on how students are responding to faculty and coursework.

*Challenges Related to Teaching Methods and Evaluations:* Most challenges in these areas relate back to classroom cultural differences between China and the US. Typically, Chinese universities have a teaching style dominated by lecture-based methods. Additionally, teachers have a more “unquestioned” control in a typical Chinese course. It is not common for a full syllabus to be distributed to the class; assignments are not always returned to students with grades, but taken into account by whatever means the instructor sees fit in determining a final course grade, and direct evaluations from the students are not common. Because of this, we have a certain amount of ‘retraining’ to do with most of our teachers, both to encourage them to include more dialogue and discussion in classes, and to maintain structure in grading and course syllabi. Additionally, although all of our teachers are highly qualified within their fields, there is a reality that China is lacking local faculty who are truly at a near-native level of fluency in English, which can make a transition to seminar-style teaching more difficult, as it requires near native-level fluency to guide discussion vs. delivering more prepared lectures.

**Ratio of Courses Taught by full-time faculty to those taught by part-time faculty**

Technically, the calculated ratio would be approximately 2:15 in an average semester. Due to the nature of the Shanghai program’s required structure under Chinese law, classes are taught by the visiting faculty member, program director, and professors from Fudan. Because of this, the only full-time faculty member teaching in the program in any given semester is the visiting Pepperdine faculty member; all Fudan faculty teach one class part-time for the program.

**Student Faculty Ratio at Introductory and Advanced Level:**

*Lower-Division classes (average): 10:1*

*Upper-Division Classes (average): 14:1*

**Faculty Development and Support**

Due to the nature of the Shanghai program’s academic partnership with Fudan University, faculty support and development are actually shared responsibilities on the part of the program and Fudan. The following are currently implemented by the Shanghai program to support faculty in the program, but may not include additional training and educational resources made available to the faculty by Fudan.

- At the beginning of each semester, a faculty training luncheon is held to go over general program feedback, suggestions obtained from program evaluations (non-specific to individuals) review calendar dates, and train faculty on any new changes to classroom related technology.
- Faculty evaluation reviews are held with each faculty member providing a summary of feedback from faculty evaluations once at the end of each semester.
- Faculty are encouraged to participate in program educational and orientation activities, including day-trips, weekend activities, and the semester-end banquet.
- At the end of each semester, Fudan University and the Shanghai program, jointly host a faculty appreciation dinner.

### **Technology**

#### Computers/Internet Resources:

- 4 Student computer stations (three PC/Windows, one Mac)
- 3 staff laptops, used by program staff
- 3 student inkjet printers (one color, two b&w)
- 2 scanners (one for student use, one for staff use)
- 2 staff inkjet printers (one color, one B&W)
- Wireless B/G network with coverage throughout the facility
- Wired Ethernet ports on walls in 80% of rooms within the facilities (including student rooms)
- Small-enterprise router hub
- 4mbps FTTB Internet Connection

#### Classroom Resources

- Two projectors/screens in large and middle sized classroom
- Two sound systems with speakers, mini sound-board, and podium mic in large and small classrooms
- 3 portable cd/tape players for language classes
- 1 floating teacher classroom laptop, for checkout by faculty for class

#### Media Resources

- 52” Plasma TV in student lobby, with sound system and dvd player (used for recreation, orientation films, and Convocation PPT)
- Satellite TV and local TV access in student lobby

#### General Facility

- Video surveillance monitoring security system, monitored and recorded on computer workstation in guard booth.
- Room-to-room telephone extensions, and voice-mail line from main office phone number
- One satellite phone, for emergency use

*Technology Needs/Challenges:* Although the program has the fastest non-commercial internet connection available, internet connection speeds to servers in the US are inherently slow (including connection to University resources such as Wavenet, the library, etc.). Although we have wireless internet through the facility, students often face connection issues to the network if using wireless networking; although we have had technicians out several times to try to troubleshoot this issue, the program would benefit from having a regular technology ‘assistant’

that came to the facility once per week to help students with computer related issues, and schedule routine maintenance on shared student computer workstations.

Additionally, it would be useful have at least one more computer workstation with a printer, to distribute the load more evenly throughout the facility.

### **Library**

*Current Resources:* Currently, the library in the program facility consists of about 60 catalogued titles for research, and 40 donated titles (left by students or given to the program as gifts, mostly fiction or travel-related). There is no dedicated library room; the volumes are housed in encased shelving units in the main lobby/entrance room with two computer workstations. Students also have access to the library at Fudan University, although this library has a very limited selection of foreign books in English (approx. 200 titles).

*Challenges:* The two main challenges to the program library are space and limited titles. Although the shelves we currently have for the library are by no means full, because we do not have a dedicated room (or the ability to create one) for the library, students tend to use books in the library on a very limited basis. That being said, limited title selection is a contributing factor, and we need to expand our offering of physical books at least to current capacity. With regards to challenges mentioned under technology, fast access to the online research offerings of the University is also limited by relatively slow connection speeds to US servers. Although it is functional, when students experience connection issues as noted earlier, accessing these resources can be challenging.

### **Physical Space**

Currently, the facility has three classrooms, holding 34, 16, and 8 students respectively. One conference room (6 chairs) is also occasionally used for small language classes and student studying. The student lobby is typically used for all-group meetings such as weekly chapel. Student computer workstations are distributed through the facility in common areas, and students have use of the main student lobby, garden breakfast room, conference room and classrooms for studying (when classes are not in session). Classes are typically held one day per week at Fudan University; their classroom holds approximately 45 students, and students enrolled in our Laboratory Science class use lab facilities at Fudan when needed.

Generally speaking, our physical resources are adequate; we typically have no problem scheduling classes given the size of our rooms, although when we have classes that are at capacity, we typically have to have the class meet at Fudan once per week. Apart from the lack of a separate library room, already mentioned above, physical space on-site is generally well-suited to program needs.

## Heidelberg

### **1. Faculty**

Please find CVs of Heidelberg instructors attached to the e-mail sent to Nichole Skelton today (March 1, 2010).

### **2. Number of full-time degrees, publication/scholarship record**

Daniel Daugherty: M.A. in German and English Literature; working on a PhD in German Literature (Dissertation soon to be published); published one translation of book from English to French

Mary Drehsel: M.A. in Human Resources Education

Dr. Bruno Lerner: PhD in History

Christina Wuttke: M.A. in Translation (English/German/French); published three translations of books from English to German

### **3. Part-time, degrees, publications/scholarship record**

Christine Blech: M.A. in Psychology; working on a PhD in Psychology

Chelsea Clark: M.A. in Education of Uprooted and Excluded Children and Young People (from University of Heidelberg); B.A. in German & Religion

Carola Cribari: M.A. in Music and Music Education; numerous musical compositions and musical productions in Germany and abroad

Yasemin Pamuk: M.A. in Islamic Studies and Political Science; working on a PhD in Islamic Studies

Dr. Martin Sattler: PhD in Constitutional Law & M.A. in Art History; numerous publications in German

### **4. Ratio of courses taught by full-time to those taught by part-time faculty**

Including the visiting faculty, on average, the ratio of courses taught by full-time to those taught by part-time faculty in the Heidelberg Program is 12 courses taught by full-time faculty and 6 courses taught by adjuncts. If PE courses are not included, the ration is 12 to 4.

### **5. Student faculty ratio at introductory and at advanced level**

The student/faculty ratio for introductory (200) level courses in AY 2009-2010 in Heidelberg is 14.58 students per faculty

The student/faculty ratio for advanced (300/400/500) level courses in AY 2009-2010 in Heidelberg is 12.64 students per faculty

### **6. Description of how program learning outcomes are maintained in full-time/adjunct classes**

Primordially, the program learning outcomes for courses taught in Heidelberg are geared at enabling students to further develop their potential for critical thinking. Students who come to study in Germany are to gain a historical, sociological and political understanding of the causes, progress and consequences of major events that have transformed Germany and Europe within the past 600 years. Hence, an emphasis is placed on the Humanities as taught in HUM 212 and HUM 313 in the Fall and Spring semesters respectively. The study of the arts, literature,

philosophy, religion and culture of the Western World within the different historical periods complete the spectrum covered by these courses.

The choice of classes in the fields of Fine Arts, Psychology and German Literature are also at the core of the curriculum. In all classes, students should develop skills in analyzing and evaluating historical evidence from both primary and secondary historical texts and sources. Furthermore, students should enter into historical conversation relying on his or her understanding of primary and secondary evidence. With regard to non-western cultures, students have an opportunity to gain a historical perspective on the development of the Modern Middle East. Finally, all students should actively engage in learning the German language, a field that is unfortunately underestimated in the American educational system and which every year proves to be one of the essential strengths of Pepperdine University's International Programs.

### **7. Teaching Methods and Method of Evaluating Faculty**

Student course evaluations are at the center of the faculty evaluating process. The Director reviews the student evaluations and remains in constant dialog with the local faculty, stressing their strengths and helping them to find tools and strategies to overcome their weaknesses. The new online course evaluations are a new tool for the Director to work with the instructors who teach for the Heidelberg Program. The Director audits new courses and courses taught by new professors.

The Director also encourages professors to constantly search for new methods of teaching in order to evolve within the context of modern pedagogy. In Heidelberg, the co-teaching of certain key class sessions is strongly encouraged; in this manner, professors may also learn from each other. The Heidelberg model is based on a team spirit that enables all professors to share from their experience and which thus leads to a wealth of experience and an enrichment for all.

### **8. Faculty Development and Support**

The Heidelberg Program encourages full-time faculty to take part in at least one professional conference per year. As this goal is unfortunately not always met, it will be re-emphasized in the coming semesters and academic years.

### **9. Technology**

Classroom technology: two (2) classrooms have multimedia (DVD, VCR, projector and sound-system). Our goal is to extend this feature to a third classroom.

Number of computers in classrooms: four (4) desktops for students, three (3) desktops for faculty & two (2) laptops for faculty. Our goal is to install four (4) more student desktops in the Heidelberg classrooms.

Other classroom technological features: one server and one multi-functional copy machine (scan, print, copy & fax).

Moore Haus: eight (8) desktops for students, three (3) desktops for faculty/staff, one laptop for director; one server, Wireless Lan and one multi-function copy machine (scan, print, copy & fax). Our goal is to build a new multimedia room for students behind Moore Haus, including four (4) new student desktops and one Slingbox to receive international television.

Christian Seres, the Heidelberg Pepperdine System Administrator comes in twice a week and is on call 7 days in the week.

#### **10. Library**

The Moore Haus Library is a 500-ft<sup>2</sup> space, which contains over 2500 titles and related resources such as DVDs linked to books studied in the classes which are offered in Heidelberg. A Student Library Worker - who is trained in Malibu - is available to Heidelberg students at all times. Other resources in Heidelberg include a library of over 20,000 volumes in English, available to all students at the German American Institute, a cultural center jointly sponsored by the United States and German governments. In addition, the comprehensive library collection of the University of Heidelberg is available for student use by special arrangement.

#### **11. Physical Space (classrooms, labs, meeting rooms, etc.)**

Pepperdine Classrooms: one Lecture Hall seating 60 participants; two (2) large classrooms seating 25 participants each; one Seminar Room seating 12 participants. One Faculty Office including two work desks with desktops, a conference table seating eight participants and cabinet space for each professor. One Academic Coordinator office including a work desk with desktop, meeting corner, shelves and copy machine. One Student Center including two (2) computers for students and a kitchen counter, refrigerator, microwave and dishwasher; one Student Lounge with terrace. Our goal is to remodel the terrace and to create a large winter-garden space with sliding glass panels, including two (2) new student computers.

Moore Haus: one Computer Lab including six (6) laptops in addition to library and its two (2) student desktops (see above). One large Reception Room with conference table seating 8 participants. Our goal is to build an annex behind Moore Haus, which would include one Recreation Center and a Multimedia Room (see above) for students.

## Appendix N

### Program Challenges

#### London Challenges

##### 1. Faculty Development and Support

The London faculty consists of one Malibu faculty member per year plus 5-8 adjunct faculty members. The adjunct faculty members teach at multiple universities and thus spend limited time at the London House. The Challenge is to convey to them the policies and procedures that are expected from them regarding grading, syllabi and testing. We hold faculty meetings at the beginning of the year and communicate by e-mail when new policies need to be communicated to them. The challenge is the limited time that they have to spend at Pepperdine.

A second challenge is that faculty work at multiple Universities and each has a different computer system and log on for their class lists and library resources. Because they have so many systems to use, they generally use one of them and then when it comes time to submit class rosters and grades at the end of the semester, they are unfamiliar with our system because they use it so infrequently. We have some faculty who teach only one class per year so they use it only four months a year and then have a long break before they use it again. I can understand why they do not remember how to log on and what password they used. This Challenge could be met by having a tech liaison that works with international programs and could help resolve password issues more easily.

##### 2. Technology Challenges

The main technology challenges revolve around support and advice for our programs. We have computer systems consultants here in London but they need to interface with tech specialists in Malibu. We do not know who to call to get assistance on issues here in London so often call the help desk and then are transferred around because no one is responsible for our area. The Challenge is knowing who to call for assistance.

Another issue is the IT awareness that International programs work on a different time zone. We often do not have use of black Berry or computers because maintenance is being done in Malibu during the night but since that is our daytime, we are without computer access for an entire day. This past weekend we had no service either on Saturday or Sunday.

We have sophisticated computer systems which are maintained by our computer consultants. When they have a question about what to do about an issue, there is no one to call. Often this is a technical question that I am unfamiliar with and thus it is better to have our consultants talk directly to someone in Malibu. It is hard to tell our consultants who to call and we cannot often help them because we really do not know what the question is about or which technical support person should be involved.

### **3. Library Challenges**

We have been pleased with the service from the library and feel we do not have challenges. Whenever we have asked for books, they have been purchased for us. We had our library collection evaluated two years ago when we remodelled the house and many books were removed and many more were added to the collection. We have asked our faculty members to suggest books for our collection that fit the classes that we teach. This means that we have a small but very appropriate collection for the classes.

During orientation we advertise the use of the electronic library system and help students know that they have the same electronic resources in London as they have in Malibu. We let them know about the “Ask the Librarian” service on line and make students aware of all the resources they have here in London.

When special groups come to London, we have purchased passes to the various libraries so they can have access to original sources for their research.

We believe that the students have good access to library resources and have limited the challenges in this area.

### **4. Challenges for Physical Space**

We share the London house with the Law school in the fall and summer. We have only two classrooms and one library and one student lounge. The law school has admitted 60 students into their program this fall. There are too many students in the program for the amount of physical space we have available. The law students have only three bathrooms for 60 students when there is a break in class time. The law lounge space accommodates only 8 students at a time so the others have no place to go. Often they try to use the Seaver kitchen or lounge or they use the library or a classroom which means that there is no open space for studying or meetings left for the Seaver students. At times, there are 100 students trying to pass each other in the hallway.....60 leaving a class and 40 entering a class. To accommodate the large law class, they have had to open both doors and use the large and small classroom at the same time. Seaver College adjusted it's time schedule for classes to accommodate them, but it is not ideal for class offerings.

This makes the house very congested and the space is too small for this many students. The physical space is appropriate when the law school numbers are 40-50 but there is not enough space in the house for two programs when both are at or above capacity.

## **Lausanne Challenges**

### **1. Challenges for faculty development and support**

- Part time positions – with intense 8-10 week teaching blocks and then long periods without work means we only attract professors who do not require a stable full-time year-round job.
- Other teaching/research/writing obligations mean professors often aren't available for university enrichment activities; team atmosphere difficult to build; meetings are difficult to schedule

- We are competing for talent with other major universities and research institutions which can provide a more robust compensation package.
- Formal research opportunities not available through Pepperdine – we have multiple high caliber professors here with potential we are not tapping into at present.
- It is a challenge to help professors understand the workings of Pepperdine in Malibu. New professors are approved by the department for their subject in Malibu, but there is no formal tie for the professor to this department in terms of training/support/exchange opportunities with the Malibu campus.
- Orienting new professors is a challenge, particularly as new team members join at the beginning of the term, when we are simultaneously focusing on orienting new students. We have received an excellent folder from Dr. Fulmer with resources and the program team and other professors help with training, however with a 100% adjunct staff, the orientation process takes a bit longer.
- Visiting faculty rarely speaks local language nor do they have time to learn – this would be helpful to their development and their integration into the faculty/program team.

## **2. Challenges with technology**

- Wireless coverage will never be perfect in Lausanne, due to train activity and monopoly by Swiss internet provider.
- Size of the program does not allow for a regular staff person dedicated to IT. We have a strong external consultant, but it is not the same as having an internal resource.

## **3. Challenges with Library**

- Library of congress organization on shelves is not ideal for a library of our size; It would be much easier for students and staff to access collection if we could organize by course/subject matter in Lausanne.
- New library database does not allow us to search by our campus location. This would be hugely beneficial.
- No full time staff person, however we have had great success with student library workers.

## **4. Challenges with physical space**

- Shared space with partial building owner will be a continual challenge through 2012. At present he is using about 10 rooms in the facility.

- The transformation of the space from a hotel to a university campus has been carried quickly, thoroughly and in a cost-efficient manner. Additional work is needed for classroom lighting, as well as blinds outside one of the classrooms. We would ideally like to create a hallway between two rooms to better facilitate running classes simultaneously without interruptions.
- We carried out an environmental assessment in Summer 2010 and would like to continue to make the campus more energy efficient. While this would require some major initial investments (solar panels/tinting on windows) the return on investment would be possible within a few years.

## Heidelberg Challenges

### 5) Challenges for faculty development and support

The Heidelberg faculty is dedicated to excellence in teaching and to offering students an education that not only covers the material which corresponds to the curriculum, but also helps the students interpret and understand what they are learning within the context of the German Culture.

In the past years, the Heidelberg International Program has reached a good balance regarding the number of faculty on contract and adjunct faculty. All professors have a very collegial attitude and work together well. As a matter of fact, rivalries, which might take place on a larger campus, have no place in the Heidelberg Program as all professors understand that “we are in the same boat together”, so to speak, and that the program can only function and stand if we are supportive of each other.

Nevertheless, certain challenges do exist within the context of the Heidelberg IP, the main challenge being the amount of work professors are confronted with if they are dedicated to the goal at hand. For example, for a professor on contract, the academic year does not run from the end of August to the end of April, with the option of teaching in the summer for additional pay, as it is the case for Pepperdine professors in Malibu. A Heidelberg professor on contract teaches from September to the beginning of July, which offers little time for research and writing and gives professors less flexibility to take part in conferences.

Thus, I would say that the danger for a professor in Heidelberg is to “burn out” in the classroom and to not have enough time to do research and to “recharge his/her batteries”, as it were, by taking part more extensively in conferences and by exploring new ideas and methods in conversation with academics outside of the Heidelberg context.

### 6) Challenges with Technology

The plan to build an additional Multimedia Room with all of the fittings involved is addressed in 4) *Challenges with physical space*.

Beyond this important goal, the main challenges with regard to technology are the following:

- A. An additional DSL line to Moore Haus would be very helpful. This line would be a “safety line”, so to speak, in case one of the DSL lines to Moore Haus breaks down. Thus, there would never be a situation in which either the faculty or the student network would be down for more than a few hours (Cost: approximately € 1000.00 per year).
- B. If the funding were available, it would be very helpful if Mr.Seres, the Heidelberg System Administrator, could come to Moore Haus on an additional day of the week, bringing up his presence in Moore Haus from twice a week to three times a week. Although much can be done remotely via the Internet, the physical presence of the System Administrator in the house cannot be underestimated (Cost: approximately € 1000.00 per month).
- C. Due to the fact that Mr. Seres is constantly working on improving the server and server-related technology in Heidelberg in order for the system in Heidelberg to be on par with the system in Malibu, it would be very helpful if Mr. Seres could work with a counterpart Tech Liaison on the Malibu Campus.
- D. Mr. Seres has also mentioned that a Tech Liaison in Malibu could help him with the following items in his work as Heidelberg System Administrator:
  - For test reasons, a login for Wavenet
  - a @pepperdine.edu e-mail address with webmail
  - a contact person which is informing about new software available as campus license and deliver via download over Accelion, e.g. latest Microsoft Office for Mac and PC
  - Memo/info when Trend Office Scan Server is on maintenance
  - Tech exchange of how to block unwanted network traffic like Limewire

## 7) Challenges with Library

Since the Dean of Libraries visited the Heidelberg Program some years ago, things have improved in the Moore Haus Library. The Heidelberg Program Librarian (Student Worker) trained in Malibu is very helpful and can guide students in their research on line. Also, current books are now being sent to the Heidelberg Library on a regular basis. These improvements are all very helpful and effective and only require some fine tuning in cooperation with the Malibu Campus Library.

## 8) Challenges with physical space

Physical space has been a challenge for the Heidelberg Program in the past years. Last summer (August 2010), a brand new Student Kitchen was built on the first floor of Moore Haus, in the room that used to house the Student Computer Lab. The Heidelberg

students have responded very well to the Student Kitchen which definitely constitutes one of the most important additions to the facility in past years. The down side to this is that as a result, student computers have been moved to the Moore Haus Library, effectively reducing the “table space” for studying purposes.

As it will always be a problem to add any feature to Moore Haus without expanding, the Heidelberg Program has put forth a plan to add two additional - superposed - large rooms to the back part of the Moore Haus. One of these would be a Multimedia Room which would house all things technological (multimedia and computers, as well as a computer server) and a Recreation Room for students, including a space for students to gather (Student Lounge) and space for recreation and games. Since this addition to Moore Haus would not be impacted by zoning laws as it would be built behind the house and could not be seen from the Old Town, we are very confident that the City of Heidelberg will approve of this plan.

The cost for this plan would include the building of these rooms, the multimedia hardware (at least six more computers, an additional server, a large flat screen television, a Slingbox, a DVD Player etc.). The cost for this project would be approximately € 1.25 Million.

## **Florence Challenges**

### **1. Challenges for faculty development and support**

Some challenges that our faculty may face is they lack the means of collaboration with other colleagues. This is especially the case for our visiting faculty family who had a larger support system on the Malibu campus. Back on the Malibu campus you have a full division to give you support. We do have an adjunct faculty office, but it does not seem like professor spent time on personal development. One way to overcome this is to have more interaction from the divisions in Malibu.

### **2. Challenges with technology**

We seem to be ok in this area of technology. Our faculty and staff are fully satisfied and I do not hear any complaints from students or from our visiting faculty family.

### **3. Challenges with Library**

First of all I would not call our library a “library” but a study hall due to the lack of volumes of books that have. We have a limited number of books, but the volumes we have are strong and good for students and faculty. Our visiting faculty and our adjunct faculty can have any books sent from the Malibu campus that they need for their classes and for their personal research. Malibu has been very supportive with our study Hall.

### **4. Challenges with physical space**

We have been fortunate to be able to expand and work on additions to our physical space. We are happy and pleased with the expansion we are going to do in the next couple of months. Our total square footage is 5530 square feet.

## **Buenos Aires Challenges**

### **1. Challenges for faculty development and support**

Our faculty is excellent. Nevertheless we have to work in a sense of Pepperdine community. We are in the right truck and we have to get together more often, meaning workshops, etc. After almost 10 years in BA, we have not changed a lot of the faculty, that is a good sign. Another goal is to have them all connected with Malibu. There different divisions, therefore they are in the right truck and the same page. Sometimes is difficult up in that end but I am going to keep on working on it.

### **2. Challenges with technology**

Tech Liaisons in Malibu would be a huge benefit. Most of the times, the people who answer the phone in IT do not have a clue about IP Programs. With a particular person working together with us we will have way much better answers. We have enough technology, but we need to improve our Internet service.

### **3. Challenges with Library**

We are on the right track with books, CDs and DVDs.

### **4. Challenges with physical space**

This year hopefully we will finish the new enlargement for a bigger classroom, we need that asap.

# Appendix O

## External Reviewer Report

### Narrative Peer Review Report International Programs (IP), Pepperdine University

**Reviewers:**

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**Place(s) and Date(s) of Visit(s).**

Pepperdine University, Malibu CA  
November 16 – 18, 2011  
Pepperdine University, London, England  
December 7 – 9, 2011

**Please mark one of the following boxes:**

**The Peer Review Team is submitting a unanimous report.**

**There are differences of opinion and multiple paragraphs are included with respect to the following sections\_\_\_\_\_.**

**Section 1. What is the Peer Review Team's Assessment of the Organization's Self-Study Report? Please describe.**

The Self-Study produced by Pepperdine's International Programs (IP) was complete, candid and, for the most part, consistent in highlighting the strengths and weaknesses of the University's portfolio of study abroad programs. In addition to the Self-Study narrative, Dean Hall provided the review team with a copy of IP's Strategic Plan, which outlined ideas for improving the programs. The review team found the IP staff to be highly professional, student-centered, and creative in their work. The broad respect that they enjoy across the campus is well deserved.

As background to the Self-Study, along with this Report, it may be helpful to note the distinctive type of programming that Pepperdine offers. Global educators frequently plot study abroad program models along a continuum of interaction with host communities in different program types:<sup>1</sup>

- **Island program:** An informal term for a program whose pedagogy formally includes little cultural immersion, such as a program in which home-campus students live together and home-campus faculty instruct them in facilities owned by the home campus. Usage of this term is declining because of pejorative connotations.
  
- **Study Abroad Center:** An education abroad model in which the predominant study format consists of classroom-based courses designed for non-host country students. Centers may be operated independently, be special units within a host country university, or be sponsored by a college or university in another country or by a study abroad provider organization. Many study abroad centers have permanent staff and facilities.
  
- **Integrated University Study:** A study abroad program type in which the predominant study format is participation in regular courses alongside degree-seeking students from the host university. May be either via Direct Enrollment or enrollment facilitated by a study abroad provider organization.
  
- **Hybrid Program (or Mixed Program):** A program that combines two or more of the program types to a significant degree. For example, a study abroad center might emphasize courses just for study abroad participants but also permit students to enroll in host university courses and to do a credit-bearing internship.
  
- **Field Study Program:** A study abroad program type whose pedagogy revolves around experiential study outside the classroom setting. Examples include field research programs, internship programs, service-learning programs, archaeological field schools, and field biology programs.

For the most part, Pepperdine’s international programs may be classified as an “island” or “study abroad center.”

- Pepperdine owns and operates facilities (“houses”) in six international locations: London, Florence, Heidelberg, Buenos Aires, Lausanne and Shanghai.
- These primary sites offer yearlong (9 month) programs and faculty-led summer (approximately 8 weeks) programs.
- Field Study programs, as described above, are offered in the summer.

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<sup>1</sup> From the Forum on Education Abroad’s *Glossary*, see <http://www.forumea.org/EducationAbroadProgramFeaturesandTypes.cfm#ProgramDescriptorsandProgramSubtypes>

- Several additional summer programs have a “specialty” or “mission” focus: music in Heidelberg, theatre in Edinburgh, missions at Natuvu Creek in Fiji and rural African villages in East Africa (Rwanda, Uganda), and language studies in Buenos Aires.
- Of the 60% of sophomores who study abroad, 90% complete the year-long option.
- During the span of the nine-month (year-long) programs, students and courses are embedded within a largely self-contained environment: students live, eat, study, travel, serve, and recreate alongside other Pepperdine students.
- The curriculum for the semester- and year-long programs utilizes General Education courses that have been approved by the Malibu campus.
- One Malibu faculty (and sometimes their families) travel from the Malibu campus to the international program site where they provide one or two courses per semester. Resident host nationals and on-site program staff provide all other courses..
- Classrooms are located outside any local host university and usually within the Pepperdine-owned facility.
- With the exception of foreign language courses at every location except London, English is the language of instruction.

The peer review team assumes that there is no “right” program. The primary concern is whether or not Pepperdine’s study abroad model fits its institutional mission, educational goals and outcomes, and the needs of a significant number of its students.<sup>2</sup>

**Section 2. Please provide a brief analysis and comments about the organization’s *strengths* and *weaknesses*. Are the organization’s programs and activities realistic and appropriate to its mission?**

***IP’s Strengths***

**1. *Institutional reputation***

Pepperdine’s “island” model allows it to accommodate 40-70 sophomores at each of their five locations for a full nine months. This enables the University to achieve high rankings in the Institute of International Education’s (IIE) annual *Open Doors* report among peer institutions in the number of students participating in international programs. This praise-worthy accomplishment boosts the university’s global image, contributes to campus “internationalization,” and serves as a major marketing instrument.

**2. *Program marketing***

Because Pepperdine sponsors all of their own programs, it is able to offer courses that are approved by faculty on the Malibu campus. Students know that particular courses will fulfill General Education or major requirements. They don’t worry that they will “lose time” or “lose credit” by studying abroad. Students often “market” the program to other students. Parents like that the international programs have the same “culture” (rules, regulations, type of supervision, academic standards, etc.) as the home campus. This is all a marketing plus. As was noted several times, “IP is the reason most students come to Pepperdine.”

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<sup>2</sup> For a discussion of respective pros and cons, see: Soneson, H. M., Lochner-Wright, C., & Navari, J. (1997). Program designs and strategies. In W. Hoffa & J. Pearson (Eds.), *NAFSA’s Guide to Education Abroad for Advisers and Administrators* (2nd ed., pp. 279–332). Washington, DC: NAFSA: Association of International Educators.

### 3. *Institutional control*

The “island” design enables the University to control curricular content, faculty selection, admissions requirements, housing (and thus student safety), academic calendar, academic format (U.S. ‘syllabus’ vs. British ‘tutorial’) and standards, evaluation methods, grading scales, and transfer credits. Concerns over legal requirements and potential litigation are reduced. Additionally, Pepperdine is able to keep the tuition and fees paid by students without loss to outside entities.

### 4. *Faculty and family development*

The micro-campus design provides a ready-made structure for Malibu faculty to be “on loan” to program sites for an entire academic year. This not only diversifies faculty teaching experience; it also provides faculty families memorable and enriching experiences together in another country. This is one reason why IP enjoys tremendous support across the University.

### 5. *Formal language instruction*

All of Pepperdine’s language majors are required to study abroad. Spanish majors go to Madrid or Buenos Aires; French majors to Lausanne; German majors to Heidelberg; those wishing to learn Italian go to Florence, and learners of Chinese go to Shanghai. Students have the opportunity to connect language *usage* (via vocabulary, grammar, reading and writing) to authentic language *use* in real-life situations.

### 6. *Social and spiritual support*

The “study abroad center” structure offers a variety of supportive experiences with other Pepperdine students. Most everything is done together, enabling relational “bonding” and the experience of “community.” Students participate in and process city experience together with faculty and staff. Additionally, weekly “house church” and “convocation” options provide emotionally secure spaces for exploring questions of faith within a new country setting.

### 7. *Cultural contact*

“Island” programs are often perceived as ghettos of U.S. culture in foreign countries, a contradiction of the cultural “integration” ethos surrounding the study abroad experience (at least historically). Many participating Pepperdine faculty and students consider this an unfair and inaccurate characterization. The Pepperdine programs, they insist, do not create an impenetrable membrane that prevents meaningful contact with the host culture and community. To the contrary, students and faculty highlight creative forms of cultural contact that are readily available, whether through “language tandem” programs; local clubs and classes (e.g. football, violin, dance, equestrian), Adopt-a-Family, HOST (London) and Big Brother/Big Sister programs (Florence); use of public transportation (bus, subway, trains); extended weekends for independent travel; various voluntary service opportunities (especially during the summer programs); group excursions; homestays and local outings with host families (especially in Buenos Aires); or serendipitous meetings with people in local restaurants, bars, and clubs. The program center centralizes local information, even as it provides a “foreign destination” for Pepperdine students studying at sites in other parts of Europe.

### 8. *Opportunity for self-discovery and social development*

Faculty and students speak of the semester- and year-long programs as a sort of “rite of passage” into adulthood. In ways that are much more difficult to achieve on the Malibu campus, the international programs “add value” by:

- “Kick starting” a lifelong journey of progressively greater self-direction, independence and risk-taking, especially through “long weekends” of travel.
- Helping young adults from mainly affluent backgrounds to clarify and confront their “externals” (racial, national, social class identities) and to potentially construct “a new version of themselves”: “Who am I in this new place?” “I took my identity from those around me until I traveled to Buenos Aires” “I became aware for the first time that everyone doesn’t love America” “I began to ask, ‘What do I really need to be happy?’”)
- Building community (“bonding”) with a large group of Pepperdine peers that students didn’t choose as friends (“How do I fit into this group?”)
- Providing students a temporary reprieve from normal routines and, with it, the psychological and social “space” to transition from adolescence to emerging adulthood through low-level “crises”
- Providing opportunities for students to become more self-responsible and self-regulating, especially in respect to alcohol consumption and sexual behavior.
- Providing students the space to rethink and “own” their faith and spiritual identity apart from family, close friends, and other “reinforcers”, yet under the mentorship of program faculty and local church groups (“Why am I a Christian?” “I had to find God on my own.”)

### 9. *Student leadership formation*

International Programs mobilizes different student groups to promote and support an internationalized campus culture: Resident Advisors (RAs) at each program site; student workers (to manage logistics in the IP office); student interns (to market and help organize International Education Week events, language and cultural exchange programs and spiritual development events); and “ambassadors” who, as program alum, are paid a stipend to represent specific programs to prospective students.

### 10. *Summer Programs*

In addition to the yearlong programs, IP recruits faculty to lead short-term (two months) summer programs where students serve in refugee camps and old folks homes, work with underprivileged children and orphans, and conduct musical or theatrical performance. These summer opportunities serve as a “next step” for yearlong program alum looking for a more challenging and “service-oriented” education abroad experience.

### *IP’s Hazards*

Pepperdine’s “island” model of international programming, for all its benefits, must also cope with a corresponding set of hazards.<sup>3</sup> The following list should be treated more as “potential risks” than “substantive critiques.” After brief comments, questions are posed that can guide Pepperdine staff in further reflection and refinement of their model.

<sup>3</sup> A number of these risks and hazards are illustrated in: Laura Pappano, The foreign legions. *The New York Times*, November 4, 2007. <http://www.nytimes.com/2007/11/04/education/edlife/studyabroad.html?pagewanted=all> and Anthony Ogden, The view from the verandah: Understanding today’s colonial student. *Frontiers*, <http://www.frontiersjournal.com/documents/OgdenFRONTIERSJOURNALXVWinter2007-08-3.pdf>

### 1. *Marketing for “fun” (vs. inquiry)*

Language used in some of IP’s marketing materials (e.g. program brochures) tends to highlight the “fun” side of education abroad, while downplaying the “study” (cultural inquiry) dimension. Advertised field trips are largely to tourist sites (Holy Land, Iguassu Falls, Great Wall, castles and museums).

#### *For further discussion:*

- Does the program design and marketing materials unwittingly orient students toward a “culture of fun” (bonding with friends, novel experiences in a different country) rather than a “culture of personal change” (as a result of rigorous study linked to cultural experience)?
- Does it also encourage a sense of entitlement—that communities abroad exist more as “commodities” for student “consumption” rather than as homes for student integration?
- During field excursions, do student “connections” with the culture remain filtered through a camera viewfinder, with little meaningful intercultural exchange?

### 2. *Encouraging instrumental (vs. integrative) motivations*

When asked *why* they elected to study abroad, students articulate mainly instrumental motivations: to be with friends, to get away from campus and home, to satisfy academic requirements, to have “a life changing experience,” and to build a resume for enhanced market competitiveness. Several noted that they had been looking forward to “going abroad” since high school, and felt quite comfortable participating in a program where classes were “safe,” institutionally integrated, and allowed for extensive regional travel. A primary motivation was touristic. Few noted the aim of integrating into the local culture as a means of re-conceiving themselves in relation to the world. When asked during interviews for specific examples of cultural immersion, students reported “dating,” going to museums, and working with youth groups at church. The majority felt most “immersed” in a global culture when touring, which became their primary extracurricular activity.

#### *For further discussion:*

- Are instrumental (including touristic) motivations structurally encouraged by concentrating programs in Western Europe, and especially in destinations like London and Florence? Will these programs tend to attract students wishing to travel within their cultural comfort zone?
- Does the “island” model, together with the European focus, reinforce a “Grand Tour” mindset in students—that is to say, transposing an American social structure to foreign soil as essentially about personal enrichment, consumption of places, and endless fun (regional travel, partying)?

### 4. *Limited cultural relevance of the formal curriculum*

Pepperdine’s “island” programs do enable students to integrate into Malibu’s academic culture while residing abroad. The student population is exclusively Pepperdine. General Education courses are approved by and “downloaded” from the Malibu campus. Malibu faculty teach one or two courses in each program, with limited knowledge of and connection to the local context. The University supports these

faculty to teach for-credit courses that transfer back to the Malibu campus. This arrangement, as already mentioned, maximizes University control of curricular content. But it does raise questions regarding the curriculum's local (cultural) relevance.

***For further reflection:***

- Are each of the international programs uniquely *international* educational experiences, or are they essentially home institution experiences in global cities?
- To what extent do these courses “contextualize” to the local setting outside of one-off field trips and service experiences? Are the students at the overseas campus receiving essentially the same educational experience, culturally speaking, as they would experience on the home campus?
- Do participating faculty have the country/local knowledge necessary to develop community-based experiential language- and culture-learning exercises that would embed students in local social settings in an educational way?
- Are Malibu professors expected to know the program sites well enough to structure research (fieldwork) and service (internships) within local organizations? [Forum standard 3.b.xv]
- Are Program Directors and faculty (Malibu and national) familiar enough with cross-cultural (experiential) pedagogies and project designs [Forum standard 7.b.vii] to fully utilize the “community as classroom”?

**5. *Inconsistency of academic standards***

Programs appear to differ, not only in the relevance of “community experiences” to the formal curriculum, but also in terms of reading and writing requirements. One faculty member frankly stated, “Students prefer direct experience over formal study; the result is a watered down curriculum.” By a student’s verbal report, the experiential learning course in Shanghai had no required readings at all, only brief reflection papers. Likewise, it remains unclear how the 4-unit “internship” courses [Forum standard 3.c.ii] integrate topic-specific conceptual material into the reflection/discussion process, nor how students’ service performance is assessed [Forum standard 3.c.iv]. This raises the question of how consistent quality standards are across all Pepperdine programs (yearlong and summer).

***For further discussion:***

- Is the quality of instruction equivalent across program sites? Are program staff, national faculty members, and Malibu faculty held to the same academic standards?
- Although not directly mentioned in any of the interviews, how serious a problem is grade inflation? To what extent are directors and faculty under pressure to keep sites and courses ‘popular’ so that students can maximize fun, minimize schoolwork, and still get “A’s” while the program maintains student enrollments?

**6. *Language ghetto***

All of Pepperdine’s international programs, with the exception of London, operate within a foreign speech community. While classroom language instruction is normative, and students achieve oral language gains at least equivalent to those achieved on the Malibu campus, some faculty are not convinced that the potential of the program sites is being fully realized. Only the Buenos Aires program offers extended

family homestays. “Language tandem” opportunities at program sites are optional and for limited lengths of time. The default in the student group is to English. There appears to be much more to be done to optimally integrate classroom-based “skill getting” with community-based “skill using.”

### 7. *Cultural insulation*

Pepperdine students and faculty express differing understandings of “cultural immersion,” as well as the desirable level of it on international programs. Some, as previously indicated, are content with a “contact” level of local cultural involvement. Primary emphasis is given to their taught courses, with little attempt being made to connect “classroom” experiences to students’ weekend travel-sightseeing experiences (even though most students report the latter being their most meaningful “cultural” activity).

Other faculty (a minority) express dissatisfaction with what they view as an essentially “Grand Tour” orientation to the IPs: Europe-centered and “high” culture focused via group touring. They believe much more can be done to encourage a more cultural connected curriculum leading to a more culturally integrated student population. They wonder why “American History” is required in the London program but “British History” is an under-enrolled elective; why “Western Civilization” is taught in China instead of an “East Asian Civilization” course; why program centers are mainly located in the upper class sections of town; why most homestays, when they do occur, are with middle- to upper-class families; why site visits privilege elite (‘high culture’) institutions of museums, galleries, theatres, and the like; why internships concentrate within corporate firms (even in Lausanne with a preponderance of NGOs); why “integration” doesn’t go beyond brief, charity-oriented service projects (doing *for* rather than *with*) and group field trips to tourist sites (Holy Land, Iguassu Falls, Great Wall, Mount Everest, castles and museums). They wonder if the international programs unwittingly tend to reflect, reproduce, and perpetuate the social privilege that most students already bring to Pepperdine.

Data compiled from student surveys suggests that IP is not realizing its “transformational” goals in relation to students’ intellectual, social, and spiritual development. For example, 10% of students in London, 18% in Lausanne, and 21% in Buenos Aires reported having a good knowledge of the primary historical events of their host country. More profoundly, only 7 – 17% of students stated that they could list the main contemporary political, economic and cultural issues of their host country. Furthermore, 21 to 44% stated that they had adequately engaged with people in their host country. Thus, the majority of students return to campus with only a perfunctory understanding of their host country’s history and current issues related to the family, political structure, health and education systems, and religious (or non-religious) culture. They speak glowingly of friendships formed with other students, but only rarely with local residents. They recount the adventure of field trips to places ‘elsewhere’ (documented through Facebook photos), but few highlight how they learned “to give themselves to the needs of others” (program learning outcome #8).

Some international educators interpret such problems as essentially pedagogical.<sup>4</sup> Program staff and faculty are responsible to “intervene” in students’ learning process in ways that foster greater intellectual, social, and spiritual growth. To achieve these educational goals, however, course content must connect to community reality. Students must be able to engage real-life problems, either through substantive service-learning or fieldwork/research processes (social awareness goal). They must be able to analyze historical and institution factors framing these problems (and potential responses), and within a global context

<sup>4</sup> See Ben Feinberg, “What Students Don’t Learn Abroad,” in *The Chronicle of Higher Education* 3 May 2002 <<http://chronicle.com/article/What-Students-Don-t-Learn/23686>>, and Orval Gingerich and Ann Lutterman-Aguilar, “Experiential Pedagogy for Study Abroad.” *Frontiers* 8 (2002) <http://www.frontiersjournal.com/issues/vol8/index.html>

(intellectual growth goal). Doing so requires that:

- National staff and adjuncts help Malibu faculty to identify local communities that “contrast” the social and cultural reality of program houses and the (typically affluent) host neighborhoods.
- General Education courses clearly articulate content-community connections.
- Malibu and national faculty are equipped with the local knowledge and experiential learning skills needed to guide students into community-based learning.
- Faculty members design a set of field projects that structure the application of course concepts to community realities.
- Students “learn how to learn” within community settings through one of the GE courses (Students and traditional faculty will not naturally know how to connect conceptual knowledge to community-based inquiry without some training.)
- Students “engage” these marginal communities in ways that foster mutuality—i.e., that “give back” to the larger community that has facilitated students’ global awareness.

***For further discussion:***

- Are students’ ability and willingness to engage the unknown limited by a program design based primarily based on *U.S. student demand* (for shared apartments, bonding with friends, travel weekends, in-house wireless connection, etc.) rather than *intercultural integration*? (“Once the bubble forms, it’s almost impossible to break it,” one faculty complained. “Most cling to each other and don’t expect—or want—to break away.”)
- Do students even *want* to interact more extensively with locals beyond functional and superficial encounters?
- Do students know *how* to interact? Have they had any [pre- or on-field] training in how to explore cultural reality at an individual, family, or institutional level?
- Are Malibu faculty prepared and willing to facilitate student involvement—via service learning, structured fieldwork, or mentored research—within marginalized communities?
- Does IP regard this type of sustained cultural involvement (vs. one-off service projects) too intense and intimidating, and thus beyond the ability of college sophomores? Is the host-culture population perceived as not being willing and able to reach out to and ‘integrate’ foreign students?

**8. *Local uprootedness***

The majority of IP students appear to frame “cultural immersion” in terms of travel ‘elsewhere’ facilitated by long weekends (Thursday through Sunday). The local community is largely conceived as “home base,” a place to store personal gear, complete coursework, and enjoy group activities before embarking on regional travel.

***For further discussion:***

- How are students expected to understand and interact with *local* communities in London, Lausanne, Florence, Heidelberg, Shanghai, and Buenos Aires?

- Do those communities run the risk of being experienced at such an instrumental and superficial level that they become little more than objects of (educational) tourism, a kind of personal playground for students to move about from scene to scene?
- Might such an orientation actually serve to reinforce stereotypes, cultural capital formation (elitism), and hedonistic consumption—a “vacation from God” and “second adolescence” as two faculty put it?

### 9. *Social obliviousness*

There is considerable consensus among participants that the University’s suite of international programs produce “life changing” experiences for students and faculty alike. Clearly, many students *do* experiment with new self-conceptions (identity) and, in some cases, life directions (vocation). Many *do* become more aware of their place in the world, transcending the natural impulse to define themselves exclusively in terms of their national and cultural heritage. Many *do* make substantial gains in foreign language skills. And many *do* find the space to rethink their faith apart from their parents, close friends, and familiar routines. Reminiscent of the idea of “liminality” popularized by anthropologists Arnold Van Gennep and Victor Turner, the yearlong programs are, for many students, a ritual of transition. They provide students an opportunity to leave the comfort, security and predictability of their home culture, and to then reconsider themselves in relation to the larger world.

Nevertheless, dramatic perspective and behavior change (“transformation”), when it occurs, tends to operate almost exclusively at the “personal” level (Goal C of IP). This is not to minimize the personal impacts and important life lessons that nine months in Shanghai or Buenos Aires might produce. But it is quite possible for personal impacts to co-exist with general indifference toward local residents and obliviousness toward the social forces and factors impacting their quality of life. Study abroad that focuses primarily on satisfying personal needs will tend to eclipse certain “intellectual” and “spiritual” (ethical) outcomes—e.g. a concern for *why* certain realities exist, *how* student lives may be implicated in those realities, and *what* their basic obligations are. When this happens, the foreign setting easily becomes a pleasant backdrop for an individualistic episode that simply reinforces the already familiar. Students can easily return from abroad having “seen the world,” but the world they return to tell tales of is more often than not the world they already knew.

#### *For further discussion:*

- What factors explain why some students experience deep shifts in personal sensibilities and others return unfazed by what they experience?
- Given that much of the curriculum parallels General Education course content from campus, what structures are in place to facilitate an sophomore-appropriate level of social involvement-reflection-analysis?

### 10. *Emphasis upon European locations.*

With the exception of Shanghai and Buenos Aires, there is an emphasis upon Western Europe for Pepperdine study abroad programs. To his credit, the Dean of International Programs has expressed interest in expanding IP to the Middle East or another non-western part of the world. Both Buenos Aires and Shanghai have unique components (home stay in Buenos Aires, for example) that help students achieve learning outcomes at a higher rate than the European locations. For example, 43% of the Buenos Aires and 54% of the Shanghai students agree that they have adequately engaged and interacted with

people in host country as compared to the other locations (21-44%). The characteristics of these two programs should be evaluated to specifically identify the features that contribute to the differences in students achieving learning outcomes.

***For further discussion:***

- What is unique about Buenos Aires (in addition to home stay) and Shanghai programs that result in higher achievement of learning outcomes as compared to the Western European programs?
- What are the characteristics of students who choose to participate in non-western programs? What are their areas of study? Where are they from? What types of service-learning and/or field study projects are integrated into the program?
- Is the coursework in Buenos Aires and Shanghai more related to the city as context as compared to the course offered on the Pepperdine Campus?
- Should Pepperdine invest in another building that commits them to a specific location or should the university consider a model of study abroad that allows flexibility in location while achieving their mission and learning outcomes?

**11. *Fuzziness regarding “value added”***

These days, the Association of American Study Abroad Programmes/United Kingdom (AASAP/UK) is asking whether the 60-odd US programs operating in the UK make enough of an educational difference to justify the financial and environmental costs. The IP staff has recently embarked on a broad-based effort to answer this question. The central query is this: *What goes on educationally during a semester or year in London or Florence that cannot happen at the Malibu campus, or in a domestic “study away” program, let’s say, in central Los Angeles?* Regular assessment, including carefully administered pre- and post-testing, will help measure and document the unique “changes” (intellectual, intercultural spiritual development) occurring as a direct result of students’ international program inputs.

As already mentioned, students uniformly frame their journeys abroad as “life changing” in ways that a year on the Malibu campus is not.

***For further discussion:***

- To what extent does the “Pygmalion Effect” cause students to realize their journey as a “life-changing experience” precisely because they expect it as such? Upon returning to Malibu, how often do students employ preprogrammed interpretive methods to recall their experience as “transformative”?
- To what extent is this self-reinforcing tendency fortified by IP Malibu staff, most of whom are Euro-American and Pepperdine graduates?
- What measurable, sustained changes do returning students exhibit upon returning to the Malibu campus? What changes in intercultural sensitivity do students manifest that could not be achieved

over a semester-long period studying in Malibu (or in central Los Angeles) as measured by the Intercultural Development Inventory (IDI) or the Cross-Cultural Adaptability Instrument (CCAI)? Are the differences dramatic enough to justify the costs?

**Section 3. In the view of the Team, please describe how the organization meets the Standards or has provided action plans that seem adequate to assure that the organization will meet the Standards in the future if these plans are implemented? If the latter, which action plans in particular are essential to meeting the Standards? Are there any areas of significant deviation from the Standards?**

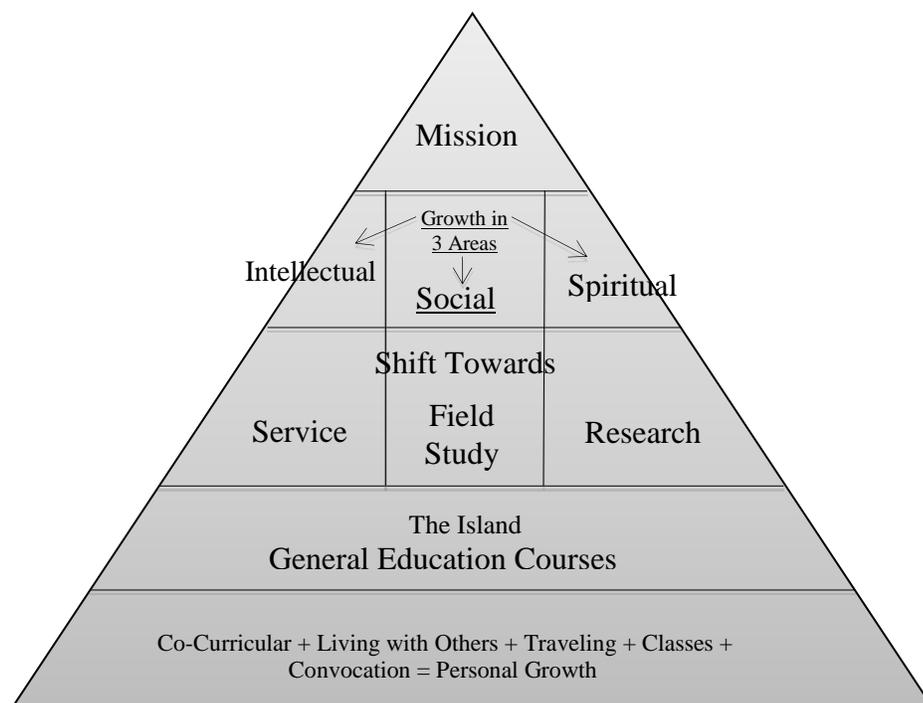
The international programs at Pepperdine University (London, Florence, Heidelberg, Lausanne, Buenos Aires, and Shanghai), send over 60% of the sophomore population on semester or year-long study abroad programs. The island-based model provides group living accommodations resulting in strong personal growth by fostering meaningful opportunities to bond as a group with similar goals and aspirations. While the majority of the students study abroad for two semesters, some students first study for a semester or summer term and, as a result, feel compelled to embark upon an extended period of time abroad. Furthermore, there appears to be student interest in studying abroad for one year at two different locations. If this trend increases, this may be an opportunity to explore collaborative curricular approaches to achieving the stated learning outcomes.

Based upon student interviews, both at Pepperdine University and London, students highly value their time abroad. They consistently report gains in self-confidence, cultural curiosity, and willingness to challenge themselves. In particular, students report that they feel a sense of adventure and independence as a result of their study abroad experience, particularly weekend travel. It was not uncommon to hear students express the goal of furthering their worldview through internships abroad. Furthermore, students report that they are more engaged in studying while abroad. They are inspired by each other: the fact that they participate in field trips together brings “learning to life.” Smaller classes and group bonding encourage a healthy competitiveness to excel in coursework.

There are other noteworthy attributes of International Programs at Pepperdine. First, the physical location of International Programs is central to the Malibu campus, thereby sending a strong message of university support for international education. Secondly, the Dean of International Programs has great vision for the Pepperdine model of international education, and the creative support staff is dedicated to fulfilling the mission to “provide students life-changing experience designed for intellectual, social, personal and spiritual transformation.” Third, the emphasis upon a minimum of a semester abroad (with the majority studying for a year) further reinforces in students’ minds the importance of understanding other cultures and countries. Fourth, upon returning from studying abroad, students actively engage in community learning, internships, leadership opportunities (including but not limited to student leadership in International Programs), and other service-learning projects. Finally, IP is committed to using various assessment tools to measure students’ perceptions of the program, staff, and coursework, as well as the achievement of learning outcomes. Faculty at Pepperdine are currently engaged in formal research to look at these issues in great depth.

While there are several strengths to study abroad at Pepperdine, the quantitative evaluations of students’ study abroad experience reveal that the core learning outcomes are not being fully achieved. For example, only 7 to 22% of students report that they could list the main contemporary political, economic and cultural issues of their host country. Only 14 to 43% (43% being the Buenos Aires program where there are home-stays) report that they adequately engage and interact with the people in their host country. There appears to be disconnect between the stated goals of study abroad and students’ rating of how well they have achieved these goals.

The pyramid below illustrates the existing model of study abroad at Pepperdine with a recommendation to integrate service learning (where applicable to location), field study, and mentored research as means to achieve the stated learning outcomes of intellectual, social, and spiritual growth. The intent of the recommendation is to provide balance between these three learning domains within an island program model. Personal growth is already a program strength, as indicated by the base of the pyramid. The integration of high-quality service learning, field study and/or research would aim to accelerate growth in the domains—intellectual, social, and spiritual—where outcomes are weakest.



Interviews with faculty, students, and staff support that students achieve the learning outcome of personal growth by learning to live with others, interact with a group, and engage each other in the learning process. Students and faculty also confirm that the study of history and art (through visits to museums, galleries, and gardens) enlivens the learning process by studying firsthand the actual “document” (i.e. art

piece, sculpture, building, interior, etc.). As several students stated: “it is all here for you. We are where it actually happens.”

While some students may undergo a certain personal “transformation” while studying abroad, deliberate steps need to be taken to enhance the type and quality of learning experience designed for intellectual, social and spiritual transformation. For example, experiences with the local culture, exposure to contrasting societies and ethnic groups, and opportunities for field study, service learning (where feasible), and/or undergraduate research is limited.

Interviews with faculty indicated sincere interest in learning more about what steps could be taken to immerse students more in the culture. Recognizing that island models present challenges relative to cultural immersion and integration, faculty consistently demonstrated interest in learning more about strategies to overcome this challenge. Faculty also expressed creative ideas to enrich the learning outcomes. Of particular note is Pepperdine faculty member, Dr. Steve Davis, Distinguished Faculty of Biology, and his vision for undergraduate research and interaction with Imperial College of London. Other examples of existing resources that could be expanded to address the learning outcomes while abroad include the Social Action and Justice Colloquium and Pepperdine’s Volunteer Center.

International Programs at Pepperdine benefit from strong and visionary leadership. Additionally, there is focus upon assessment in order to fully understand the context and results of study abroad. The national adjunct faculty, program directors, and staff possess a wealth of local knowledge that could help facilitate the design of contextual (service-, field study-, and research-based) learning projects, as well as help address the other recommendations.

Students and faculty report, both through interviews and assessments, that the island model enables students to create strong friendships and experience spiritual growth. However, the General Education courses need to be more strongly tied to the context of the culture. Intellectual growth needs to be enhanced beyond fieldtrips. And some form of community-based learning (via well-organized service-learning, fieldwork, and/or research) outside of traditional lectures needs to be incorporated to ensure learning outcomes are achieved.

In conclusion, we find that Pepperdine University’s International Programs are in general conformity with the Forum on Education Abroad’s Standards of Good Practice, but in the spirit of quality improvement we suggest that Pepperdine take seriously the points we make for further discussion, as an action plan to improve Pepperdine’s programs, to support and foster Pepperdine’s stated goals, and ultimately, to benefit the growth and development of Pepperdine’s students.

#### **Section 4. Please describe any specific items in the Peer Reviewer’s Queries Worksheet that should be especially noted by the Forum Review Panel.**

The peer review team recommends that the Pepperdine IP staff consider the following program-related queries in relation to the referenced Forum standards:

##### **Intellectual growth**

- What opportunities for interest-/discipline-specific **research**? [2.c.vi, 2.c.viii] Do students learn the methods and ethics involved in small-scale research? [3.c.ii, 3.c.vi]
- Do academic studies support services and **integrative activities** such as ethnographically oriented observational activities or journaling to learn and respect different cultures (2.a.ii)?
- What opportunities for **autonomous, self-directed learning**? [2.d.iii, 3.b.xii]
- Beyond group field trips and guest speakers, how do students **utilize the local community** as “classroom”? [3.b.x] Do individual course include “fieldwork” (out-of-classroom, experiential, self-

- directed projects) that involve students, in a structured manner, with local institutions (families, cultural, economic, political)? [3.c.i, 3.c.iii, 3.b.x, 3.b.xi, 3.b.xiv, 3.b.xvi]
- Are Program Directors and faculty (Malibu and national) comfortable with **cross-cultural (experiential) learning methods** and project design? [7.b.vii]
  - Are there clear **scholarship/competency standards** for overseas faculty? Do Malibu faculty have country-general and city-specific knowledge standards? [7.a.iii, 7.a.v, 7.b.ii]
  - Are Malibu IP staff learning from other global educators with similar program types? [6.a.ix, 6.d.vii]
  - Are overseas staff learning from other global educators in the host city? [6.a.x]
  - How do students currently **engage the political and social institutions** of the host country? [Forum standard 3.b.v]
  - How well does/did the [optional, under-enrolled] “Enriching the International Experience” (0-1 unit) course facilitate systematic, structured, experience-based culture learning? How is student comparative knowledge formed and assessed? [2.a.v]
  - How does the program **assess student cultural learning**? [2.a.vii]

### Social awareness

- Outside of Buenos Aires, what opportunities exist for sustained cultural integration through extensive family **homestays**? [2.d.ii]
- What opportunities do students have to form **deep friendships** with host nationals? [What types of nationals? Where? How? For how long?]
- Under certain conditions, **service-based learning projects** can foster greater social awareness. At what sites are service projects available? What types? For what duration (sporadic or sustained)? With what cross-cultural skill preparation?
- What opportunities are there for interest-/discipline-specific **research**? [Forum standard 2.c.viii]
- Does the program structure a level of “**cultural adaptation**” sufficient to provide a basis for orientation [2.a.vii] and assessment? [2.a.vi]

### Language acquisition

- Should language development be one of the core program-level outcomes?
- Is there any mechanism for student self-assessment of language growth? [2.b.vi]
- What opportunities to utilize different (language and culture) **learning strategies and methods**? [3.b.xvi, 3.d.i]

### Spiritual growth

- Can IP clarify what “increase their religious faith” specifically entails? Does evidence suggest that IP returnees exhibit a higher level of spiritual discipline and maturity than their Malibu counterparts?
- If students are expected to demonstrate an inclination to “give themselves to the needs of others,” how do they manifest this growth at a higher level and frequency than those students that did not participate in IPs? In what contexts? How?

## Section 5. Does the Team offer any specific recommendations for quality improvement to the Organization other than the actions that the organization has already identified?

The intent of this report is to provide general recommendations to further enhance Pepperdine’s island model of study abroad. Given the model’s clear benefits and positive qualities, together with an administration and faculty supportive of IP, the following set of recommendations seem quite “doable” and can assist Pepperdine in furthering its mission and learning outcomes relative to study abroad.

1. Schedule an extended time for IP staff (including site directors), to discuss the queries listed under sections two and four of this report.

2. Resolve the vagueness of what is meant by “life-changing” intellectual, social, and spiritual growth so that all learning outcomes can be achieved.
3. Consider implementing an *alternative* “Listening Summit” consisting of General Education representatives, program directors, and national adjunct faculty from each location to strategically assess the curricular and co-curricular activities relative to stated learning outcomes.
4. Identify (or create) a General Education course, perhaps in sociology or anthropology, that can be organized as a semester-long, urban field study course across all sites. The course would both instruct students in culture learning methods, and require students to complete a series of service- and/or research-based projects through systematic involvement with local residents.
5. Ensure General Education courses are applicable to the cultural context of the study abroad site.
6. Explore expanding the role and membership of the IP faculty advisory board to include on-site program directors and national adjunct faculty in order to maintain more direct collaboration with the GE curriculum council to ensure achieves learning outcomes.
7. Provide workshops for Malibu faculty on location-specific knowledge to adequately connect their courses to service learning (where applicable), fieldwork and/or research while on site.
8. Incorporate more substantive service learning (where applicable), fieldwork, and/or undergraduate research activity in order to strengthen the intellectual, social engagement, and spiritual (ethical) dimensions of the program.

**Appendices to be included with the Peer Review Report:**

**1. A complete list of persons with whom the team met.**

See itinerary for listing of faculty, students, and staff that were interviewed both at Malibu campus and London.

**2. The schedule of the visit(s).**

(If the Peer Reviewers wish to add annotations to the schedule to comment on any aspects of the visit, they should do so in a typeface that will make these comments readily identifiable.)

## **Appendix P**

### Response to External Reviewer

Overall, we were extremely pleased to receive feedback from Dr. Richard Slimbach and Dr. Jane Kucko. They were very pleasant to work with and they provided insightful analysis of our programs. The following is a response to a few items in the written report that might provide helpful feedback to the QUIP Committee.

Let me point out two areas for correction in the report. First, I have made minor corrections to certain things in the report. Those corrections are highlighted in the document itself (provided in a separate file). Second, whenever the report makes reference to results of program learning outcomes through the self-report survey, the reviewers misinterpret the data. The reported data are percentages of students who “strongly agree” with the statements. The percentage leaves out students who “moderately agree” with the statements. A better analysis of how effective students achieve the program learning outcomes would be to look at the “mean” score of a scale from 1 to 6. Any learning outcome with a mean of 5.0 and up signifies that most of the students in that program achieved the program learning outcome (see the attached chart for Fall 2011)

In my opinion, Slimback and Kucko did an excellent job in capturing the essence of Pepperdine’s International Programs and the strengths and weakness inherent in our model. They asked great questions and they were able to cast a wide net to capture the opinions of the various constituencies at Pepperdine. The suggested queries for discussion are outstanding and the recommendations for improvement mirror many of our own observations of where we need to improve.

Two areas that I might quibble with the reviewers relates to a potential misunderstanding of the value of our model and the difficulty of implementing certain changes.

First, let me address a possible misunderstanding of the model. I agree with the reviewers on the limited nature of “island” programs. We recognize and acknowledge the limitations. However, we have found that the island model is the best approach to capture a large group of students who never have or never will study abroad. We think of this as the “baby step” approach. While we could legitimately be criticized for offering programs that insulate rather than integrate, these programs really do stretch a lot of students who are leaving the “American bubble” for the first time. In addition, we have found that a significant number of the students follow-up their “baby-step” experience by repeating an international experience during the summer in programs that take them to the next level (internships, service, field work).

A second area of response to the reviewers relates to recommendations that seek to change the curriculum that is delivered in International Programs. Unlike most study abroad programs that serve the needs of primarily juniors and seniors, Pepperdine’s International Programs serves sophomores. As a result, the curriculum is almost exclusively General Education. This limits the flexibility of what can be offered overseas. And in order to fulfill the promise that a student can study overseas and still graduate in four years, we have little room to require courses that do not serve the GE requirements. While it makes sense to offer courses that relate more closely to the host culture (i.e., British History instead of US History in London), students simply will not take a course that does not count for their GE and Seaver is not likely to allow British History to

fulfill the GE requirement. The flexibility of the curriculum does not exist as much as the reviewers assume.

Let me summarize what we plan to do with the information received from this review. First, the queries in the report are excellent. We intend to discuss these queries with the International Programs Council and the IP staff in Malibu. We will also wrestle with these queries at our Annual Directors meeting in April with the entire overseas staff of all six programs. Second, we will continue our efforts to plan and fund Listening Summits in all six programs. We believe this will go a long way to address the primary weakness of our “island” programs by intentionally bringing together American students and students of the host cultures. In addition, we believe that our overseas courses can do a better job of incorporating service learning into the course requirements. Finally, we agree with the reviewers that we need to take a deeper look at what we mean by “life-change and transformation.” The integrity of our programs depends on whether or not we truly deliver our stated outcomes. If we say transformation happens, we need to know what that means, what it looks like and how we know it really happens.

