



Date: June 24, 2019

To: Bill Harbaugh, Senate President  
Elizabeth Skowron, Senate Vice President  
Chris Sinclair, Immediate Past Senate President

From: Robert Haskett, SAPC Chair, 2018-19  
Stian Eriksen, Ex Officio, 2018-19  
Paige Ramsey, Convener, 2018-19

A handwritten signature in black ink, appearing to be "RHM", with a horizontal line extending to the right.

RE: **Yearly Report from the Study Abroad Programs Committee (SAPC)**

**1. Provide your name and the names of the active members of your committee.**

<b>Name</b>	<b>Unit</b>	<b>Term Expires</b>
Robert Haskett (chair)	History	2020
Michal Young	Computer & Information Science	2020
Gordon Sayre	English	2020
Angela Dornbusch	American English Institute	2020
Bonnie Gutierrez	Assistant Registrar of Ops.	Ex Officio
Stian Eriksen	Interim Exec. Dir. Study Abroad	Ex Officio
Paige Ramsey	Administrative Program Asst.	Convener

**2. Provide a copy of the mission statement (charge) for your committee, which has guided your work:**

Please see attached.

**3. Comment on the usefulness of the mission statement in guiding your work. What should be included or deleted?**

As part of the tenth-year review of the Study Abroad Programs Committee (formerly the Foreign Study Programs Committee), the mission statement was revised in May 2013. This new mission statement is an accurate representation of the work done by the committee.

#### **4. Briefly summarize the major work accomplished by your committee this academic year:**

The SAPC reviewed 21 programs this year. Programs are reviewed every three to five years, unless the committee finds reason to review them more or less frequently. The results of this year's reviews are to be found in the following list.

The following programs were reviewed in 2018-19 and judged satisfactory by the SAPC. They will be reviewed again on the following schedules:

**Five-Year Review:** The SAPC recommended that the following programs be reviewed in five years **(during the 2023-24 academic year):**

- French Immersion in Angers (GEO Center)
- ECNU Global China Program (GEO Center)
- ECNU Study China Summer Program (GEO Center)
- Hebrew University of Jerusalem (Direct Enroll)
- TASSEP (Exchange)
- University of Bristol (Exchange)
- Sciences Po (Exchange)
- University of East Anglia (Exchange)
- Charles University (Exchange)
- Hokkaido University (Exchange)

**Four-Year Review:** The SAPC recommended that the following program be reviewed in four years **(during the 2022-23 academic year):**

- Marine Biology in Panama (GEO Fac-Led)

**Three-Year Review:** The SAPC recommended that the following programs be reviewed in three years **(during the 2021-22 academic year):**

- Global Business in London with Internship (GEO Center)
- Mexican Studies and Spanish Immersion in Queretaro (GEO Center)
- Spanish Language and Culture in Segovia (GEO Center)
- Politics in London (GEO Center Fac-Led)
- Intensive Arabic in Amman (GEO Fac-Led)
- Architecture and Art History in Rome (GEO Fac-Led)
- Chinese Flagship Program: Capstone Year in China (Provider)

**Two-Year Review:** The SAPC recommended that the following programs be reviewed in two years **(during the 2020-21 academic year):**

- Social Entrepreneurship in London (GEO Center Fac-Led)



**After Next Cycle:** The SAPC recommended that the following program be reviewed after its next cycle.

- Global Impact of Sport in London (GEO Center Fac-Led)

**Terminated Programs:** University of Leicester (Exchange)

## **New-Program Proposals:**

**GEO Approved programs:** The SAPC endorsed experimental status of the following programs based on GEO Faculty Liaison Committee review. Once they have run for at least one cycle, they will be reviewed by the SAPC to consider permanent status:

- Psychology in London with Internship (GEO Center Fac-Led)
- Archaeology in Palau (GEO Fac-Led)
- Landscape and Heritage in China (GEO Fac-Led)
- Food, Ocean, and History in the South Pacific (GEO Fac-Led)
- Intensive Task-Based Program in Italy and France for Beginners (GEO Fac-Led)
- Representation and Identity in the Arts of Senegal and France (GEO Fac-Led)
- Summer Chinese Flagship Program: CET Beijing (Provider)
- Summer Chinese Flagship Program: CET Harbin (Provider)
- Summer Chinese Flagship Program: Intl Chinese Lang. Program (Provider)
- Summer Chinese Flagship Program: Princeton in Beijing (Provider)
- Instituto Tecnológico y de Estudios Superiores de Monterrey (Exchange)

## **5. Briefly summarize the major work you believe this committee should undertake next year:**

Next year the committee will review about 15-18 active programs. Also, the committee will consider new program proposals submitted during the academic year, as requested by the FLC, and review existing programs where issues may arise during the year.

## **6. Briefly summarize the workload of this committee in hours per week:**

The committee met eight times during the past academic year. Meetings averaged 1.5 hours. On average, each committee member prepares the review materials for two to three programs during the academic year.

This preparation involves reviewing program materials, student and faculty evaluations, and writing a summary. Program summaries can take three to five hours to prepare, in general. Therefore, committee members will spend about 20 to 25 hours during the academic year attending meetings and working on committee assignments.

**7. Explain whether you think the current mission and structure of this committee is best serving the short and long-term goals of the university faculty.**

Yes, this committee provides a useful and necessary review of foreign study abroad programs by an impartial cross-departmental body of faculty leaders, study abroad specialists, and administrative representatives. The committee can complete its mission effectively because of the diligent and insightful work of committee members, and the organizational support provided by the Division of Global Engagement and the Global Education Oregon (GEO) staff.

This benefits the short-term goals of the University of Oregon and GEO by evaluating and reviewing current study abroad programs that affect current UO students and faculty. Global education and the study abroad industry is ever-changing, with new issues and opportunities to seize. It is, thus, of utmost importance to have an effective body of campus leaders in international education to bolster and improve upon the University of Oregon's study abroad portfolio, for the betterment of the faculty and student body alike.

As a bonus, committee members become better informed of the student opportunities for overseas study, and faculty opportunities for teaching abroad. DGE and GEO also benefit from faculty dialogue and economies of scale concerning the faculty members' connections and unique skills and knowledge in reviewing, discussing, and planning study abroad programs and international engagement at the University of Oregon. The committee is serving the long-term goals of the university by providing a method for faculty and global education leaders from DGE to discuss, plan, and review current and prospective study abroad programs, to enhance the international educational experience(s) the UO offers to current and prospective students, as well as innovative opportunities for current and prospective faculty members.

**8. Explain what work of the committee you believe to be central and therefore should continue to be carried out by the committee.**

All work currently carried out by the committee is useful, central to the mission of the committee and should be continued. It is crucial that all study abroad programs offered through the University of Oregon's Division of Global Engagement and Global Education Oregon are carefully reviewed in cyclical fashion so as to evaluate, discuss, and address the needs of ongoing and new programs, for the betterment of the university and the student population as whole.

**9. Explain what work might be best done elsewhere. Where do you suggest?**

The committee works efficiently. Attendance and recruitment issues threaten to weaken the committees' ability to effectively and conclusively discuss and review study abroad programs. It could be suggested that, if there are an estimated 10 meetings planned for the academic year, faculty reviewers may miss no more than four meetings, barring unforeseen circumstances. This would ensure that a greater pool of diverse knowledge is at hand during each meeting, to thoroughly review current and prospective study abroad programs.



In addition, we suggest the Senate seek to reappoint long time and/or internationally experienced/minded faculty, with faculty serving *at least* two years to develop, utilize, and benefit from the institutional knowledge of study abroad programs and international education at the University of Oregon. We feel this will allow the Study Abroad Programs Committee to best evaluate and review study abroad programs for the betterment of the university.

Moreover, we suggest emphasizing student participation in the 2019-2020 academic year and beyond, by seeking out 1-2 driven and mature UO students with international educational experience(s) to attend each meeting in the same role as a faculty member of the committee. Without proper incentives, the SAPC lacks the ability to draw students to join and actively participate in the committee throughout the academic year. We adamantly feel the need for students with international educational experience to participate in the Study Abroad Programs Committee, who can best evaluate study abroad programs with the students' unique perspectives in mind.

Lastly, the University would benefit from the committee sharing their findings and knowledge of study abroad programs, where needed, to interested parties on campus, be they departmental or otherwise. Specifically, with departments who have a plethora of major-specific study abroad programs (i.e. Architecture) to work cohesively with Global Education Oregon to upgrade the health of the study abroad portfolio and work together where issues may arise with such programs. We recommend this to effectively address issues as they arise or are foreseen. The committee, and the Global Education Oregon office, feels the institutional knowledge of the committee members with regards to international education, ought to be utilized as needed by other on-campus parties or individuals when planning and/or addressing issues related to studying abroad and international education on a macro level.

**10. Is there one or more committees you believe this committee could usefully merge with in the conduct of business?**

No, the committee is appropriately focused and with a reasonable workload.



**STUDY ABROAD PROGRAMS COMMITTEE**  
**Formerly: Foreign Study Programs Committee**

ESTABLISHED: 1969. Senate Meeting, May 22, 2013

**CHARGE**

**CHARGE AND RESPONSIBILITIES:**

The Study Abroad Programs Committee shall: (1) regularly review and approve the academic standards of organized study abroad programs now associated with the University for the continued granting of academic credit; (2) establish policy, evaluate, and make recommendations to the faculty, through the University Senate, regarding the approval of any proposed study abroad programs; (3) follow the most recent academic standards for study abroad programs enumerated by the Oregon University System of Higher Education. The Committee works with the International Affairs Advisory Committee to recommend broad institutional policies and goals for programs of study and other opportunity abroad.

**MEMBERSHIP REQUIREMENTS:**

Membership of the Study Abroad Programs Committee is not fixed, however, it must include faculty and students. Membership traditionally includes 7-9 faculty and 2 students, plus the Director of Study Abroad Programs (ex officio) and a representative of the University Registrar's Office (ex officio).

**CURRENT JURISDICTION:**

Reviews and approves academic standards in study abroad programs of the University granting academic credit; reviews new program proposals.

Revised: May 2013