

**IEC Final Report
2016-2017
Presented to the Senate April 17, 2017**

During the past academic year, the International Education Committee (IEC) engaged in its normal duties prescribed in the faculty bylaws, including the review and approval of new and existing international education programs, assisting the Office of International Programs (OIP) in selecting students for study abroad, and representing the interests of faculty in international education.

In addition, the IEC was charged with the following tasks for the 2016-2017 academic year (**in bold**). What was accomplished by the committee is indicated following each charge. Our recommendations for the extension, modification or termination of current charges for next year are underlined.

CHARGES:

Charge 1: With respect to the issue of sexual violence:

a: Continue the review of sexual violence policies at study abroad programs used by Puget Sound students.

b: Finalize and distribute the sexual violence crisis response documents drafted last year.

c: Develop sexual violence prevention and response training for Puget Sound faculty and staff involved in Puget Sound study abroad programs.

1a. This is a long-term goal. We recommend that this IEC charge be extended to the next year.

1b. The *Sexual Assault Response Card* and the *Sexual Assault Response Brochure* have been developed in consultation with the offices of Title IX officer and Dean of Diversity and Inclusion Michael Benitez and Associate Dean of Students Marta Cady and are already in use for students going abroad for this spring and the coming summer. The *Sexual Assault Response Card* accompanies this report as a separate attachment because it is a pdf. The *Sexual Assault Response Brochure* is included below as Exhibit A.

The working group recommends that the *Sexual Assault Response Card* and the *Sexual Assault Response Brochure* be reviewed and updated once a year to reflect any changes (e.g., phone numbers, personnel, policies and procedure). OIP should keep the master documents so that this task can be accomplished efficiently.

1c. Protocol for Sexual Assault Response training for faculty and students involved in study abroad has been created. The following document has been created and vetted with the Associate Dean of Students, added to the handbook for faculty-led study abroad programs and is already in use for students going abroad for this spring and the coming summer:

Training for Faculty:

OIP incorporates sexual assault response training into its faculty training that addresses a broad range of concerns, such as health, safety, and financial concerns. Marta Cady, Associate Dean of Students is invited to train faculty members about sexual assault response. The *Sexual Assault Response Card* and the *Sexual Assault Response Brochure* will be given to faculty members at this time, and both of these documents will also be incorporated into the study abroad faculty handbook. Faculty members will be informed that both of these documents are available online through OIP's website.

The IEC working group charged with this topic recommends that faculty members who have participated in the sexual assault training conducted by OIP and Marta Cady (Associate Dean of Students) will be required to

participate in it again after three years to refresh their understanding of the procedures.

The working group recommends that faculty members applying to establish new study abroad programs will be alerted to the need for sexual assault response training during the application process for establishing new programs.

Training for Students going on Study Abroad:

OIP's student orientation includes sexual assault training. Marta Cady, Associate Dean of Students, or OIP staff train students about sexual assault prevention and response. The *Sexual Assault Response Card* and the *Sexual Assault Response Brochure* will be given to students at this time, and students will be informed that both of these documents ~~are~~ will be available online through OIP's website.

Charge 2:

- a. Continue to review the current list of study abroad programs and eliminate programs that do not provide something distinctive (e.g. language, discipline, or geography) or are expensive.**
- b. Develop language that clearly incorporates this charge into the standing charge that deals with program review.**

2a. **This work will be finished on April 28 and the results will be sent as an addendum to this report.** The summer and semester programs we have approved so far this year, as well as a list of those programs we have removed, are summarized in the discussion of Standing Charge 2 below. We recommend that this IEC charge be extended to the next year.

2b. The committee suggested changes to the language of standing charges 1 and 2:

The language of the current standing charges in the Bylaws are as follows:

- 1. Establish criteria and assessment procedures for international education programs.
- 2. Review and approve new and existing international education programs and program proposals, including programs led by University faculty.

The committee approved the following revisions to the standing charges in the Bylaws:

- 1. Maintain an institutionally sustainable number of international education programs that are consistent with, and that promote the goals and objectives of international education at Puget Sound, through the review of new and existing programs.
- 2. Establish and review criteria and assessment procedures for evaluating international education programs.

Any change in the bylaws requires its presentation at two faculty meetings, and then the cabinet and the board. In light of the fact that the Study Abroad Working Group 2, which has been convened this academic year, may have other changes that could be considered at the same time, in the interest of efficiency we decided to postpone presenting the proposed changes to the bylaws at a faculty meeting until SAWG 2 has completed their work. We suggest that this change be added to our agenda for next year.

As a result of our discussions of this charge, we also established review criteria and assessment procedures for study abroad programs. It was noted that the SAWG and an IEC subcommittee comprised of SAWG2 members are both engaged in developing criteria to review study abroad programs consistently, and that these criteria will be based on clearly defined goals and learning outcomes. It was also agreed, that rather than "establishing" criteria each year as a standing charge, the role of the IEC is better suited for reviewing the established criteria as needed to make sure it continues to align with the goals and objectives of study abroad

at Puget Sound. The Program Evaluation Criteria Rubric will be posted to the OIP website. See Exhibit B below.

Another result of our discussions about this charge was the clarification of the terms “program” and “track.” Each provider may offer several programs, even at the same site. For example, the provider IES offers a program in Vienna, but Puget Sound has two approved tracks within this program: “Vienna-European Society and Culture” and “Vienna-Music.” It was confirmed that the IEC understands that it is tasked with approving and reviewing tracks within programs. Approval of one track in a program does not mean all tracks within a program are automatically approved. Thus, all evaluation of “programs” actually means evaluations of tracks within a program.

Charge 3: In collaboration with the Committee on Diversity and the Student Life Committee, develop recommendations for how Puget Sound can best recruit, welcome and support international students.

In order to address this charge, the IEC accomplished the following two tasks:

1. With regard to recruitment, the subcommittee, with the help of Elizabeth Orr in Admissions, created a mechanism by which Admissions can request information regarding student interviewers in international countries. At present, if Admissions needs a Puget Sound alum to conduct an interview with an international student abroad, they will reach out to Alumni Relations. However, Alumni Relations does not always have a potential interviewer on file. If this happens, Admissions will then ask OIP to make the request through appropriate faculty, and if a faculty member is not available, the request will be brought to the IEC who can then make a broader appeal. The names produced will be passed on to Alumni Relations.
2. A subcommittee met with current International students to ask about their experiences and suggestions. **The report of this subcommittee will be made to the IEC in its meeting on April 28 and be included in the addenda to this final report.**

We suggest that discussion of our results with the Committee on Diversity and the Student Life Committee, as well as possible next steps, be included in our charges for next year.

Charge 4: Work with the Office of Institutional Research to gather and analyze study abroad participation rate data for students of color and first-generation students and, based on those findings, make recommendations to address any disparities in participation rates.

The subcommittee on this charge worked with the Office of Institutional Research to gather data on participation rates of students of color and first generation students studying abroad, and the Office of International Programs to review student survey responses on why they decided not to study abroad. They also talked to the Office of Diversity to discuss barriers to studying abroad and potential ways to overcome some of these barriers. The main findings by the subcommittee are:

- The percentage of racial/ethnic minority students studying abroad is noticeably lower than the percentage of non-minority students studying abroad for the years 2011 to 2015. This gap has been declining, but this may be due to the overall trend in declining study abroad rates.
- The percentage of first-generation students studying abroad is noticeably lower than the percentage of non-first-generation students studying abroad over the same period with no noticeable trends.
- The gap in study abroad rates due to first-generation status is larger than the gap due to racial/ethnic minority status.

Some of the key recommendations that OIP can put into effect immediately to address these disparities in participation rates include:

- Encourage popular faculty members who have strong relationships with racial/ethnic minority students and first-generation students to lead study abroad programs.
- Actively target and encourage underrepresented students to participate, perhaps through partnership with the Office of Diversity.
- Have minority and first-generation students discuss their experiences to students interested in studying abroad.

The full report from the subcommittee is included as Exhibit C.

SAWG2 representatives on the IEC underscored some questions that arose out of this study and the work of SAWG2. If changes are made to Study Abroad after the recommendations of SAWG2, the IEC would like to explore data to determine how minoritized and first-generation students might be affected by these changes. We suggest that this question be added to the charges for next year.

STANDING CHARGES:

1. Establish criteria and assessment procedures for international education programs.

See discussion of Charge 2b above and Exhibit B below.

2. Review and approve new and existing international education programs and program proposals, including programs led by University faculty.

We have approved a limited number of summer study abroad programs, but we have questions about the impact of summer study abroad on the overall Study Abroad Budget. Our understanding is that although students must pay for their own summer study abroad, the payment is made to the university who then pays it to the provider and thus this money counts against the Study Abroad Budget. The IEC is unclear why money that the university does not pay out directly counts against the Study Abroad Budget. Our understanding is that the SAWG2 is working on this question. In the meantime, the committee agreed to put aside additions of more summer abroad programs until clarification can be made.

The IEC made the following changes to our program list:

Approved student petitions to study at:

- Budapest Semesters in Mathematics (Summer)
- AIT Budapest (Summer)

Approved the following faculty petitions:

- Nila Wiese's proposal for a short-term study abroad in Peru to complement her CLASS (offered Fall 16)
- Brendan Lanctot's and Ariela Tubert's proposal for a short-term study abroad in Argentina to complement their CLASS (offered Spring 18).
- Holly Roberts' proposal for a short-term study abroad for OT/PT students in Guatemala.

- Lotus Perry's request to replace the following eliminated programs in China with a new slate:

Removed (this year or recently):

Alliance Beijing
 Alliance Shanghai
 Alliance Xi'an
 IES Yunnan
 CIEE Taiwan

And replaced them with:

CET China Beijing Intensive Language & Internship – Semester & Summer
 CET Harbin Intensive Language Immersion – Semester & Summer
 CET China Shanghai Internship – Semester & Summer
 CET Taiwan Taipei Intensive Language & Internship (Fall only) and NOT summer
 SIT Kunming – Community Health and Traditional Medicine (Summer) and Language, Cultures, and Ethnic Minorities (Semester)

Removed the following semester programs:

- Arcadia Scotland Stirling (semester programs only)
- Arcadia Ireland Dublin
- Emory India Dharamsala (program suspended by provider)
- IFSA Ireland Galway
- SIT Cameroon Yaoundé
- SIT Uganda Gulu
- SIT Argentina Buenos Aires
- SIT South Africa Durban
- SIT Tanzania StoneTown/Zanzibar
- IES Ireland Dublin

Approved the following request:

- A student on CP1 conduct probation was approved for summer study abroad.
- Student petition to extend study abroad to full year

Denied the following requests:

- Addition of a study abroad program in Israel despite travel warnings.
- Student petition to waive requirement that a student must be on campus the semester before study abroad.

Outstanding request to be considered at April 28 meeting:

- Student petition to tardily add summer study program

3. Assist the Office of International Programs in selecting students for study abroad.

4. Represent the interests of the Faculty in international education.

5. Such other duties as may be assigned to it.

EXHIBITS

Exhibit A, pertaining to Charge 1c:

Sexual Assault Response Brochure:

SEXUAL ASSAULT RESPONSE INFORMATION FOR STUDY ABROAD

The University of Puget Sound values and celebrates a diverse educational community based on mutual respect, trust, and responsibility. The university believes its students, faculty members and all staff members should learn, teach, work, serve and lead in an environment free from harassment and sexual misconduct, which may include sexual harassment, gender-based discrimination, sexual violence such as rape (including attempted rape), stalking, verbal abuse, and more. This philosophy applies to all students wherever they may be studying. We are committed to upholding the rights granted by Title IX and to fully investigating and addressing Title IX violations. (For more information, see <http://www.pugetsound.edu/sexual-misconduct-resource-center/>)

The University of Puget Sound makes every effort to send students to **study abroad programs** that take sexual discrimination seriously, and is committed to upholding the rights granted by Title IX and to fully investigating and addressing Title IX violations.

Puget Sound students attending a study abroad program must follow both the conduct policies of the University of Puget Sound and of the study abroad program.

I. SEXUAL ASSAULT EMERGENCY RESPONSE: ONSITE CHECKLIST

You are encouraged to take these steps immediately to ensure your safety:

1. Call one of the program emergency phone numbers _____
(write local emergency numbers here)
and request that a program staff member accompany you to the hospital, clinic, or doctor for support such
 - treatment of injuries
 - testing for STD
 - other response options (such as learning about whether emergency contraception is available, and about the possibility of preserving evidence.)
2. If necessary, request to be moved from your current living quarters to safe housing.
3. If the alleged perpetrator was from your own program, request action from the program staff that will assure your safety.
4. After consultation with a program staff member, you may decide to contact the police.

*Please note: program staff are typically mandatory reporters and will report the incident to Roy Robinson, Director of International Programs (1-253-879-3653) and Dean Michael Benitez, Title IX Coordinator (1-253-879-2827). A **mandatory reporter** is required to report an incident of sexual*

assault to the Title IX Coordinator or a Harassment Reporting Officer of the university; this does not directly result in a criminal charge for the perpetrator.

After your immediate concerns have been addressed, you may take the following steps while you are still abroad:

5. Seek assistance or counseling in the host country. Program staff will be able to provide contact information for a center for victims of sexual assault or counseling service.
6. You may also contact any of the individuals at Puget Sound listed below to receive support.

PUGET SOUND RESOURCES FOR THOSE AFFECTED BY SEXUAL ASSAULT

Harassment Reporting Officers (Mandatory Reporters) at Puget Sound:

Roy Robinson, Director of International Programs (1-253-879-3653, rrobinson@pugetsound.edu)

Michael Benitez, Dean of Diversity and Inclusion, Chief Diversity Officer, Title IX Coordinator/Equal Opportunity Officer (1-253-879-2827, chiefdiversity@pugetsound.edu)

Sarah Shives, Assistant Dean of Students (1-253-879-3360, sshives@pugetsound.edu).

Grace Kirchner, Sexual Harassment Complaint Ombudsperson (1-253-879-3785, kirchner@pugetsound.edu)

Confidential Support:

Marta Cady, Associate Dean of Students and Director of New Student Orientation (Mobile: 1-253-219-0516, Office: 1-253-879-3317, martacady@pugetsound.edu)

Dave Wright, Director of Spiritual Life and Civic Engagement, University Chaplain (1-253-879-3818, 1-253-879-2751, dwright@pugetsound.edu)

Counseling, Health, and Wellness Services (1-253-879-1555, pugetsound.edu/chws)

Other Support:

Security Services (1-253-879-3311, security@pugetsound.edu) is available 24 hours a day; the attendant can connect you to Puget Sound staff who can help with your concern.

Peer Allies (peerallies@pugetsound.edu, facebook.com/pugetsoundpeerallies) are available by Skype; message them on the Peer Allies Facebook page to make a Skype appointment.

II. SEXUAL ASSAULT RESPONSE AFTER RETURNING TO CAMPUS:

You may take the following steps after returning to campus to report sexual misconduct and to seek advocacy:

1. Seek assistance or counseling after returning to Puget Sound by contacting the following individuals or support groups **in addition to those listed above:**

Dean Kristine Bartanen (1-253-879-3205, bartanen@pugetsound.edu or acadvp@pugetsound.edu)

Further Harassment Reporting Officers may be found at <https://www.pugetsound.edu/about/offices-services/human-resources/policies/campus-policies/campus-policy-prohibiting-hara/harassment-reporting-officers/>

Rebuilding Hope! Sexual Assault Center of Pierce Count (24-hours crisis, information, and referral line, 1-800-756-7273, 1-253-474-7273)

YWCA of Pierce County (24-hour crisis line: 1-253-383-2593, ywcapiercecounty.org)

National Sexual Assault Helpline (1-800-656-HOPE, <https://www.rainn.org/>)

National Resource Center on Domestic Violence Hotline (1-800-799-SAFE, <http://www.nrcdv.org/>).

2. Review the following materials that describe the steps of how to file an official report (<https://www.pugetsound.edu/sexual-misconduct-resource-center/what-to-do/reporting-harassment-or-sexual/>) and seek advice about filing an official report by contacting the individuals listed above as Harassment Reporting Officers.
3. If you decide to make an official report, you may seek advocacy during the official reporting process by contacting the Harassment Reporting Officers (for more information, see <http://www.pugetsound.edu/about/offices-services/human-resources/policies/campus-policies/campus-policy-prohibiting-hara/harassment-reporting-officers/>).

This information is available at <https://www.pugetsound.edu/academics/international-programs/>

Exhibit B, pertaining to Charge 2b:

International Education Committee Program Evaluation Criteria (DRAFT)

New and existing international programs¹ will be evaluated on the basis of Puget Sound's objectives for study abroad experiences:

Objective 1: To foster intercultural competence, cross-cultural communication skills, and personal development.

- Knowledge: to develop a richer understanding of another culture, and a broad competence that is applicable across a variety of intercultural contexts.
- Communication: to develop skills and ability to engage in effective cross-cultural communication and understanding.
- Self-Awareness and reflexivity: to develop the ability to contextualize and understand alternative perspectives based on different cultural systems.

Objective 2: To foster global citizenship and appreciation of international diversity and interdependencies.

- To develop a deeper understanding of global interconnectedness and diversity.
- To develop a stronger sense of social responsibility, social justice, and international power relationships.
- To foster civic engagement at home and abroad

Priority will be given to programs that substantively incorporate the following policies and practices, which have proven to most effectively achieve the objectives outlined above, as assessed through the rubric below.

The rubric below is intended to assess program impact through the following thematic criteria:

- 1. Integration into the Broader Curriculum**
- 2. High Impact Program Design**
- 3. Practices Associated with Intercultural Development**
- 4. Institutional and Breadth Concerns**

¹ The term "programs" in this document refers to specific tracks within multi-track programs as well as single-track programs.

International Education Committee Program Evaluation Rubric

As noted in the Program Evaluation Criteria document, priority will be given to programs that substantively incorporate the following policies and practices, which have proven to most effectively achieve Puget Sound’s objectives for study abroad experiences.

The IEC should consider the four questions below, **scoring programs on a scale of 1-5** based on a *qualitative evaluation of program structure, content, and its relationship to institutional concerns and curricula (rather than simply adding the bulleted items fulfilled)*. These scores can then be used to compare and evaluate programs.

Individual programs are unlikely to score highly in every category, and some criteria are mutually exclusive from others, but preference should be given to programs with high scores (4-5) in two or more categories.

<p>How well is the program integrated into the broader Puget Sound curriculum?</p> <p>Examples of curricular integration:</p> <ul style="list-style-type: none"> ○ Substantive, synthetic links between campus learning and study abroad. ○ Globalizing and internationalizing the on-campus curriculum. ○ Abroad programs that draw on faculty expertise, including direct program design and leadership. <p>SCORE: _____</p>	<p>Is the program structured in a way likely to yield a high-impact experience?</p> <p>Examples of high-impact program design elements:</p> <ul style="list-style-type: none"> ○ Long-term (semester or year). ○ Perceived “less culturally similar” destinations. ○ Integration of foreign language courses (before or during). ○ Leveraging partnerships with international universities and non-profits. <p>SCORE: _____</p>
<p>Does the program incorporate practices that increase intercultural competence?</p> <p>Examples of practices associated with increased intercultural competence:</p> <ul style="list-style-type: none"> ○ Homestays or related practices that lead to students spending significant portions of their time abroad with locals. ○ Faculty mentoring beyond the classroom during program. ○ Completing a research experience. ○ Completion of a service learning experience or internship. ○ Strong site utilization through interdisciplinary or discipline-based fieldwork or experiential engagement. <p>SCORE: _____</p>	<p>Does the program comport with institutional concerns and priorities?</p> <p>Examples of relevant institutional concerns/priorities:</p> <ul style="list-style-type: none"> ○ Programs that provide qualitatively different or unique experiences, as compared with those already offered, and which address the University’s objectives for international education. ○ Programs that allow students in a particular major/field/department opportunities to study abroad that contribute to their field of study. ○ Programs that draw student populations that are historically underrepresented in international education. ○ Programs with reasonable costs. ○ Programs with clear and effective procedures to ensure student well-being and safety (including response to instances of sexual violence).

	SCORE: _____
--	--------------

Exhibit C, pertaining to Charge 4

**2016-17 International Education Committee Report
Charge 4**

Charge 4 from the Faculty Senate: Work with the Office of Institutional Research to gather and analyze study abroad participation rate data for students of color and first-generation students and, based on those findings, make recommendations to address any disparities in participation rates.

The Office of Institutional Research produced the following data on study abroad participation rates.

Study Abroad Participation Rates by Race/Ethnicity and First-Generation Status					
	Total % Studied Abroad	Minoritized % Studied Abroad	Not Minoritized % Studied Abroad	First-Generation % Studied Abroad	Not First-Generation % Studied Abroad
2011-12	38%	28%	40%	24%	39%
2012-13	36%	24%	39%	20%	38%
2013-14	35%	27%	37%	16%	38%
2014-15	33%	26%	35%	20%	35%
2015-16	28%	23%	30%	20%	30%

Note: The percentages are based on the total number of undergraduates who graduated in a given academic year who studied abroad at some point during their time at Puget Sound. For more details see the Note at the end of the report.

Some takeaways:

- The percentage of racial/ethnic minority students studying abroad is noticeably lower than the percentage of non-minority students studying abroad for all five years.
- The difference between the percentage of non-minority students vs. minority students studying abroad has been on a generally downward trend: 12%, 15%, 10%, 9%, 7% from 2011-12 to 2015-16.
- The percentage of first-generation students studying abroad is noticeably lower than the percentage of non-first-generation students studying abroad for all five years.
- The difference between the percentage of non-first-generation students vs. first-generation students studying abroad does not appear to have much of a trend: 15%, 18%, 22%, 15%, 10% from 2011-12 to 2015-16.
- The gap in study abroad rates due to first-generation status is larger than the gap due to racial/ethnic minority status.

The data do not explain why our racial/ethnic minority students and first-generation students study abroad at lower rates, nor does it appear that we have such information.

The data we do have on why students chose not to study abroad comes from the Study Abroad Decision Survey of the entire student population. The top reasons cited by students in the 2015 survey were:

- I was not able to apply enough of my financial aid to study
- I had personal (e.g., family, friends, health) reasons for not going

- I will fall behind in my Puget Sound degree if I study abroad.
- Course credit will not transfer to Puget Sound as I expected
- I did not feel ready to study abroad

It seems reasonable that many of these hold for first-generation and minority students choosing not to study abroad as well.

We offer some recommendations for increasing participation rates for first-generation and minority students. These are based on recommendations from Lu² and Faupel³.

- Encourage popular faculty members who have strong relationships with racial/ethnic minority students and first-generation students to lead study abroad programs.
- Actively target and encourage underrepresented students to participate, perhaps through partnership with the Office of Diversity.
- Educate students on the benefits of study abroad and promote programs that will make students more marketable in the workplace. Lu says, “Many students of color perceive study abroad as an expensive field trip with no tangible benefits.”
- Advertise shorter programs, such as half-summer programs. This helps alleviate cost problems and conflicts with completing major requirements.
- Hold informational meetings for potential participants and their families to discuss studying abroad. Faupel points out that minority and first-generation students often come from families that have never traveled abroad. Educating parents about the value of study abroad and helping them realize that it is possible should increase participation rates.
- Promote study abroad as “heritage-seeking” for racial and ethnic minority students.
- Have minority and first-generation students discuss their experiences to students interested in studying abroad.

In addition, here are some suggestions for helping racial/ethnic minority students and first-generation students have a better experience on study abroad.

- Provide pre-departure orientations for students to educate them on some of the challenges they will face.
- Provide information on topics such as various places of worship, restaurants that cater to different dietary restrictions, and businesses that can accommodate people with disabilities.

Notes on data from Institutional Research:

- The percentages are of the total number of undergraduates who graduated in a given academic year (as an example, 2011-12 includes students who earned bachelor’s degrees in Fall 2011, Spring 2012, and Summer 2012) who studied abroad at some point during their time at Puget Sound. This includes students who participated in semester- or year-long study abroad programs as well as students who took a course(s) with a study abroad attribute.
- Minoritized students include those who identify as the following races/ethnicities: American Indian or Alaska Native, Asian, Black or African American, Hispanic/Latino, Native Hawaiian or Other Pacific Islander, and students of two or more races.

² Charles Lu, “Putting Color onto the White Canvas,” *Inside Higher Ed*, February 23, 2016. Available at <https://www.insidehighered.com/views/2016/02/23/expanding-opportunities-minority-students-study-abroad-essay>.

³ Chrissie Faupel, “Why Don’t More Minorities Study Abroad?” Available at <https://www.gooverseas.com/blog/why-dont-more-minorities-study-abroad>.

- Percentages were not broken out by the individual races/ethnicities because Institutional Research was concerned that the number of individuals in each category might be too small to be meaningful.
- Over the last five years, an average of 21% students who earned bachelor's degrees have been racially/ethnically minoritized, and an average of 14% have been first-generation students.

PUGET SOUND RESOURCES FOR THOSE AFFECTED BY SEXUAL ASSAULT

Harassment Reporting Officers (Mandatory Reporters):

Roy Robinson, Director of International Programs (1.253.879.3653; rrobinson@pugetsound.edu)

Michael Benitez, Dean of Diversity and Inclusion, Chief Diversity Officer, Title IX Coordinator/Equal Opportunity Officer (1.253.879.2827; chiefdiversity@pugetsound.edu)

Sarah Shives, Assistant Dean of Students (1.253.879.3360; sshives@pugetsound.edu).

Grace Kirchner, Sexual Harassment Complaint Ombudsperson (1.253.879.3785; kirchner@pugetsound.edu)

Confidential Support:

Marta Cady, Associate Dean of Students and Director of New Student Orientation (Mobile: 1.253.219.0516 Office: 1.253.879.3317; martacady@pugetsound.edu)

Dave Wright, Director of Spiritual Life and Civic Engagement, University Chaplain (1.253.879.3818 or 1.253.879.2751; dwright@pugetsound.edu)

Counseling, Health, and Wellness Services (1.253.879.1555; pugetsound.edu/chws)

Other Support:

Security Services (1.253.879.3311; security@pugetsound.edu) is available 24 hours a day; the attendant can connect you to Puget Sound staff who can help with your concern.

Peer Allies (peerallies@pugetsound.edu; facebook.com/pugetsoundpeerallies) Peer Allies are also available by Skype; message them on the Peer Allies Facebook page to make a Skype appointment.

For more information and resources, go to pugetsound.edu/sexualmisconduct.



SEXUAL ASSAULT EMERGENCY RESPONSE

ONSITE CHECKLIST

You are encouraged to take these steps immediately to ensure your safety:

1. Call one of the program emergency phone numbers

(write local emergency numbers here)

and request that a program staff member accompany you to the hospital, clinic, or doctor for support such as

- treatment of injuries
 - testing for STD
 - other response options (such as learning about whether emergency contraception is available, and about the possibility of preserving evidence.)
2. If necessary, request to be moved from your current living quarters to safe housing.
 3. If the alleged perpetrator was from your own program, request action from the program staff that will assure your safety.
 4. After consultation with a program staff member, you may decide to contact the police.

Please note: program staff are typically mandatory reporters and will report the incident to Roy Robinson, Director of International Programs (1.253.879.3653) and Dean Michael Benitez, Title IX Coordinator (1.253.879.2827).

After your immediate concerns have been addressed, you may take the following steps while you are still abroad:

5. Seek assistance or counseling in the host country. Program staff will be able to provide contact information for a center for victims of sexual assault or counseling service.
6. You may also contact any of the individuals at Puget Sound listed on the back of this card to receive support.

